Appendix D. Institutional Summary

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A. The Institution

1. Name and Address of the Institution
   Temple University
   Philadelphia, PA 19122

2. Name and Title of the Chief Executive Officer of the Institution
   President, Ann Weaver Hart
   Interim Senior Vice President and Provost, Richard Englert

3. Administration of the Educational Unit
   Dean, Keya Sadeghipour
   Director of Assessment and Accreditation, Steven Ridenour

B. Type of Control

   Temple University is a state-related University and part of the Commonwealth of Pennsylvania’s System of Higher Education.

C. History of Institution

   1. HISTORY

   Temple University was founded in 1884 by Dr. Russell H. Conwell as an outgrowth of his ministry at the Baptist Temple. Dr. Conwell wanted to make higher education available to all capable and motivated students regardless of their backgrounds and finances. His college began as informal classes for seven people and was first housed in the meeting rooms of his church.

   125 years later, having emerged as a major educational enterprise, Temple University continues the Conwell mission. Today, Temple enrolls more than 35,000 students, is the 27th largest university in the United States and is one of the nation's leading centers of professional education (law, dentistry, medicine, pharmacy, and podiatric medicine).

   Temple is a world-class center of teaching, research, and health care. The university is identified in the Carnegie Classification of Institutions of Higher Education as one of only a hundred or so public institutions nationally (and one of six in Pennsylvania) that are designated as "Doctoral/Research Universities—Extensive." Temple serves as a vital research center for the United States government and is one of the three national survey research facilities.

   From its roots in the historical and cultural richness of Philadelphia, Temple has become a major international university. With seven regional campuses as well as foreign campuses in Tokyo, Japan, and Rome, Italy, Temple attracts over 35,000 students from across the nation and around the world. In addition to its campuses in Tokyo and Rome, Temple has connections to campuses on virtually every continent, and its professors are known both nationally and internationally.
Through its 17 schools and colleges, Temple University offers academic programs on both undergraduate and graduate levels. There are 2 associate degree programs, 134 bachelor's programs, 121 master's programs, 56 doctoral programs, and 7 first professional programs. In addition, there are 13 undergraduate level and 30 graduate level certificate programs. In the 2007-08 academic year, Temple University awarded 7,471 degrees as follows: 4,978 Bachelor's degrees, 1,273 Master's degrees, 409 Doctoral degrees and 811 first professional (J.D., M.D., D.M.D., D.P.M., Pharm.D.) degrees.

The university is proud of its distinguished faculty, many of whom possess national and international reputations. These award-winning scholars and teachers offer students at the undergraduate, graduate, and professional levels the education and training they need to succeed. At the undergraduate level, the average class size is 26, and most of these classes are taught by senior faculty. One of the nation's major centers of teaching, research, and service, Temple is one of three public research universities in Pennsylvania and the second largest in the state. It is a leader in medicine and biomedical research, and the Temple University Health System, Inc., provides the most advanced care for thousands of residents throughout the region.

Temple has also been a leader in bold curricular initiatives. It was one of the first public research institutions to establish a rigorous, university-wide Core curriculum in its undergraduate schools and colleges. Temple is now launching the new General Education program for incoming freshmen. Temple also has received national recognition for its Learning Communities, in which incoming freshmen form small groups according to their majors and interests. In addition, the university's Honors program is a model for other colleges and universities as it engages students in intellectually-stimulating and challenging coursework throughout their undergraduate career.

Temple University is a member of the Commonwealth System of Higher Education in Pennsylvania and is supported by student tuition; annual appropriations from the Commonwealth; federal grants; gifts from alumni, corporations, and friends; and income from endowments. The university is governed by a 36-member Board of Trustees.

2. MISSION

Temple University is a national center of excellence in teaching and research with an international presence. Our talented faculty and broad curriculum of nearly 300 academic programs provide superior educational opportunities for academically talented and highly motivated students, without regard to their status or station in life. Temple's richly diverse student population and the dramatic growth of our residential campus community of student scholars enrich the educational and extracurricular life of our people.

While the University especially serves students from Greater Philadelphia, it is enlivened by a rapidly increasing number of students from across Pennsylvania, throughout the nation, and around the world. We maintain an international presence with campuses in Tokyo and Rome and programs in London, Beijing, and six other locations worldwide.
A long-time leader in professional education, Temple prepares the largest body of practitioners in Pennsylvania; we are among the nation's largest educators in the combined fields of medicine, dentistry, pharmacy, podiatry and law.

In addition, we offer more than four dozen doctoral and more than 100 master's degree programs that contribute to research and scholarship. Temple seeks to create new knowledge that improves the human condition and uplifts the human spirit. To achieve this goal, we maintain our commitment to recruiting, retaining, and supporting outstanding faculty that prize diversity of thought, excel in scholarly endeavors, and support the aspirations of capable students.

D. Student Body

Temple University draws students from Philadelphia, the surrounding Delaware Valley, the Commonwealth of Pennsylvania, the United States and all over the world. The table below displays the breadth and depth of our student body in the University and in the College of Engineering.

For Fall 2010 the Freshmen class for the College of Engineering came from the following locations: 20% from the city of Philadelphia, 30% from the surrounding Pennsylvania counties, 23% from other Pennsylvania counties, 22% out of state, and 5% from foreign countries.

For Fall 2010 the College of Engineering Community College Transfer class made up 56% of the transfer students and came from the following locations: 12% from the city of Philadelphia community college, 26% from the surrounding Pennsylvania community colleges, 12% from other Pennsylvania community colleges, 1% from New Jersey community colleges and 5% from other community colleges.

The B.S. Degree Transfer class in Fall 010 for the College of Engineering made up 44% of the transfer students and came from the following locations: 10% from Temple, Penn State, Drexel, and West Chester, 9% from other Pennsylvania colleges, 12% from out-of-state colleges, and 11% from foreign colleges.
### Figure D-1. Characteristics of Student Body

<table>
<thead>
<tr>
<th>Fall 2010 Data</th>
<th>Temple University</th>
<th>College of Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Residency</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>73.4%</td>
<td>74.7%</td>
</tr>
<tr>
<td>Non-Resident</td>
<td>26.6%</td>
<td>25.3%</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>53.3%</td>
<td>14.4%</td>
</tr>
<tr>
<td>Male</td>
<td>46.7%</td>
<td>85.6%</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>0.4%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Alaska Native</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian Pacific Islander</td>
<td>10.4%</td>
<td>13.6%</td>
</tr>
<tr>
<td>Black non-Hispanic</td>
<td>13.5%</td>
<td>14.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3.8%</td>
<td>3.0%</td>
</tr>
<tr>
<td>White</td>
<td>57.6%</td>
<td>47.5%</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>10.3%</td>
<td>10.2%</td>
</tr>
<tr>
<td>International Students</td>
<td>4.0%</td>
<td>10.8%</td>
</tr>
<tr>
<td><strong>Admissions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshmen</td>
<td>4,329</td>
<td>164</td>
</tr>
<tr>
<td>Transfers</td>
<td>2,809</td>
<td>139</td>
</tr>
<tr>
<td>Graduate</td>
<td>1,584</td>
<td>30</td>
</tr>
<tr>
<td><strong>Academic Measures</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshmen Math SAT</td>
<td>562</td>
<td>588</td>
</tr>
<tr>
<td>Freshmen Combined SAT</td>
<td>1114</td>
<td>1118</td>
</tr>
<tr>
<td>Transfers Average GPA</td>
<td>3.06</td>
<td>3.05</td>
</tr>
</tbody>
</table>
Table 1-1. History of Admissions Standards for Freshmen Admissions for Past Five Years

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>College Admission SAT Math &amp; Verb. HS Rank-99 High</th>
<th>College Matriculate SAT Math &amp; Verb.</th>
<th>College Matriculate Percentile Rank in High School-99 High</th>
<th>Number of New Freshmen Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SAT AVG.</td>
<td>Rank AVG.</td>
<td>MIN.</td>
<td>AVG.</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>1118</td>
<td>72</td>
<td>~950</td>
<td>1079</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>1117</td>
<td>75</td>
<td>~900</td>
<td>1076</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>1110</td>
<td>72</td>
<td>~850</td>
<td>1070</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>1112</td>
<td>74</td>
<td>~900</td>
<td>1075</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>1098</td>
<td>74</td>
<td>~900</td>
<td>1068</td>
</tr>
</tbody>
</table>

Composite ACT scores rarely used.

Table 1-2. Engineering Transfer Students for Past Five Academic Years

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of New Transfer Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010</td>
<td>147</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>103</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>100</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>74</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>84</td>
</tr>
</tbody>
</table>

Table 1-3. Engineering Enrollment Trends for Past Five Academic Years

<table>
<thead>
<tr>
<th></th>
<th>Year F06 (Current-4)</th>
<th>Year F07 (Current-3)</th>
<th>Year F08 (Current-2)</th>
<th>Year F09 (Current-1)</th>
<th>Year F10 (Current)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Students</td>
<td>507</td>
<td>554</td>
<td>638</td>
<td>736</td>
<td>813</td>
</tr>
<tr>
<td>Part-time Students</td>
<td>54</td>
<td>52</td>
<td>65</td>
<td>57</td>
<td>63</td>
</tr>
<tr>
<td>Student FTE¹</td>
<td>534</td>
<td>580</td>
<td>670</td>
<td>764</td>
<td>845</td>
</tr>
<tr>
<td>Graduates Aug-May</td>
<td>83</td>
<td>85</td>
<td>100</td>
<td>134</td>
<td>141</td>
</tr>
</tbody>
</table>

¹FTE = Full-Time Equivalent

The engineering programs have grown in enrollment and we are attracting better qualified students over the last five years. Freshmen enrollments have increased somewhat but transfer student enrollments have shot up 75%. We have been developing transfer agreements with the local community colleges and this work is paying off. Our total enrollment in the engineering programs has increased 60% in five years.

The SAT scores have increased over the last five years as we attract more qualified students.
E. Regional or Institutional Accreditation

Middle States Association of Colleges and Secondary Schools

Most recent re-accreditation - 2010

Initial accreditation – 1921

The self-study and the visiting team’s collegial suggestions about ways Temple can continuously improve are available at www.temple.edu/middlestates. Temple is required to submit a written periodic review report to the Middle States Commission in 2014-15, and to conduct another self-study and host a peer-review site visit in 2019-20.

Some particularly relevant comments on institutional assessment and assessment of student learning for the College of Engineering are the following.

Standard #7: Institutional Assessment  [pages 17&18 of Middle States Report]
Temple University meets Standard #7.

Temple University demonstrates a clear commitment to creating an evidence-based culture of assessment. Administrators, faculty, and staff underscore the natural evolution from strategic academic planning (Academic Strategic Compass) and facilities master planning (Temple 20/20 Framework) to the self-study process. There is wide understanding of the need for assessment and emphasis on using assessment to prompt change. A comment from a staff member illustrates this: “Assessment has become part of our culture and helps us to be a better institution.”

There are three major assessment types at the institutional level: campus assessment connected to the Academic Strategic Compass and other campus-wide plans, Periodic Performance Review (PPR), and specialized accreditation.

The Office of the Associate Vice Provost and Director, Periodic Program Review coordinates and facilitates assessment activities, although there is clear understanding that assessment must take place across the institution. Temple University is commended for the success of this office in creating a climate where assessment is valued by different constituencies. The integration of assessment efforts at the institutional level is exemplified by the development of an assessment management system using the Blackboard Outcomes System. This offers opportunity for analysis.

Temple University offers many specific examples of individual assessment activities, with a particular emphasis on survey activities. At the institutional level, regularly administered
surveys include a new student questionnaire, the National Survey of Student Engagement, a student satisfaction survey administered in alternate years, course evaluations used by faculty and administrators, and climate surveys. The Measurement and Research Center administers and analyzes these surveys, as well as develops ad hoc surveys for academic and administrative units. The Center has a particular focus on using survey results to identify predictors of student success and sharing that information with units responsible for admissions, advising, and undergraduate studies. The Office of the Associate Vice Provost and Director, Periodic Program Review is working with the schools, colleges, and programs in developing a “toolbox” approach for presenting other assessment methods, such as rubrics, focus groups, and portfolio evaluation.

At the college and program level, assessment results are being collected. The colleges demonstrate extensive assessment efforts, ranging from statistical analyses of student performance in engineering classes to portfolio analysis of student performance in several departments.

The first seven-year cycle of Periodic Program Review (PPR) will be completed this year, and Temple University will evaluate its success. Over 80 programs, including support centers and the libraries, were reviewed as part of the process. The groupings and schedules were determined in consultation with the Deans to meet unit needs. For example, some units chose to do PPR as a precursor to accreditation and others chose to do it as a follow-up activity. Each review has two components: a self-study and an external review. The PPR process is designed to be used to effect program improvement, not to serve as a summative evaluation. Following each review, the unit, in consultation with the Dean, develops a Plan for Improvement. These plans are used by the Deans and Provost in making resource allocation and budget decisions that impact hiring and program and degree expansion. Faculty value the process as a dynamic, internally generated process that produces positive change. The institution has supported external team recommendations for funding and space enhancements.

The organizational structure shift that has moved Student Affairs into a reporting line to the Provost has resulted in an increased focus on learning outcomes in those areas. Staff note the paradigm shift that has led to greatly expanded collaboration with academic units.

The University shares assessment results and uses them in planning, resource allocation, and
institutional renewal. Transparency and communication are clearly evident in both the process and use of results. The Provost meets regularly with faculty in the colleges and with the Faculty Senate. Submissions to a suggestion box are substantive and considered carefully. An Assessment Planning Committee with faculty representation from all the colleges works collaboratively on assessment activities.

The Review Team supports the recommendations of the University in the self-study:
• To consider extending the Periodic Program Review cycle from seven to eight to ten years because of the number of specialized accreditations that Temple University undergoes.
• To find new approaches for dissemination of survey data and ensuring campus discussion and actions.

The Review Team suggests (as in Standard #2):
• Because of the many documents that Temple University generates as part of its planning and assessment processes, the institution should identify major priorities and concentrate its assessment and reporting efforts in those areas. The University should be clear about the value and use of data, rather than just collecting data for the sake of collection. Efforts should continue to develop additional assessment tools beyond the use of surveys.

Standard #14: Assessment of Student Learning
Temple University meets Standard #14.
Assessment of student learning demonstrates that at graduation, or other appropriate points, the institution’s students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

The Review Team has developed the following conclusions relative to this standard:
• A structure for the assessment and review of academic programs has been developed in order to foster a culture of assessment, continuous improvement, and academic excellence. Program effectiveness and curricula are reviewed through periodic comprehensive external reviews. The academic program prepares a self-study that addresses the teaching, research, and service mission of the unit. An external review team meets with faculty, students, and administrators and submits a written report. The self-study and external team report are considered by the faculty, department chair, and Dean, who discuss recommendations and areas
for improvement. This process results in a written plan that formulates action items, delineates program changes, or establishes priorities with regard to faculty hiring and resource allocation.

- The institution has developed and implemented an assessment process that evaluates student learning outcomes.
- Course and teaching evaluations are used to improve instructional delivery and student learning outcomes. These evaluations are reviewed for promotion and tenure decisions by the departmental and decanal personnel committees.
- Various national and local surveys are used to assess curricula, student support services, and new educational initiatives. The data are used to improve programs and services and inform planning and resource allocation. These survey instruments include the National Survey of Student Engagement (NSSE), New Student Questionnaire, Temple University Student Questionnaire, Survey of Graduates, “Great Colleges to Work For” Survey, and Teaching and Learning Center Surveys.
- Temple University participates in the Voluntary System of Accountability that is used to collect and disseminate information with regard to a variety of indicators of educational outcomes and effectiveness.

Student Admissions, Retention, Graduation Rates, and Institutional Research Data
In the self-study, several issues pertaining to admission, retention, and graduation issues were examined. It is good that admission, retention, graduation rates, and other assessment data are being used to assess the institutional mission and educational success of undergraduate students. It is evident that Temple University is devoted to using assessment information and institutional data for the enhancement of the student experience and to improving programs and services.

Student Support Services
The self-study describes thoughtful and well-developed programs that engage students in active learning, support students through student centers and programs, and engage students in recreational opportunities. Students are directed to athletics, both intercollegiate and intramural, advising, tutoring, career services, libraries, health services, psychological services, basic skills support services, etc. The self-study indicates that the institution assesses these areas.

Educational Offerings
Faculty and staff are committed to assessment of student learning. Those responsible have a clear vision of the objectives for students and are working toward this end. Temple University has endeavored years to move along a considered, carefully-calculated path of defining student learning objectives that are measurable, considering assessments that are appropriate and meaningful, and assuring that these assessments are used to enhance curriculum and instruction. The establishment of a University-wide system of support in the form of an assessment planning committee is laudable. There is a University-wide expectation that departments and programs are to submit assessment plans. Institutional support is provided through the Office of the Provost, the Teaching and Learning Center, the Instructional Support Center, and the availability of Blackboard Outcomes. The seriousness and commitment that Temple University has made to the assessment of student learning is impressive.

General Education
In the self-study, the development, requirements, and outcomes of the newly designed General Education Program are described. A detailed discussion of this innovative General Education Program is provided under Standard #12.

Significant Accomplishments
The institution is to be commended for the following accomplishments:
• Exhibiting a dedication to the fundamental elements of assessment.
• Engagement in developing statements of expected learning outcomes. All programs have course requirements that address knowledge and skills with respect to oral and written communication, quantitative reasoning, critical thinking, and technical competencies.
• Academic programs with articulated learning outcomes.
• Course syllabi that delineate learning objectives.
• Curricular and new educational initiatives designed to provide students with opportunities to achieve learning outcomes.

• General education assessment plan with strategies for assessing at least two of the eight competencies each year.
• Creation of an infrastructure supportive of assessment.
• Academic units and administrators who function within a “culture of assessment.”

Suggestions
The Review Team suggests the following:
1. Review the University, school, and college mission statements to ensure that they are accurate, current, and consistent. Continue to develop and implement plans to assess student learning.

2. Ensure that institutional and program goals and learning objectives are readily visible to the public, students, and faculty.

3. Track department and program progress in implementing the assessment plans they have submitted.

4. Continue to encourage faculty to include learning goals in their syllabi.

5. Consider opportunities for programs with well-developed and functional assessment programs to share their practices and experience.

6. Consider how survey results and institutional data can be more broadly disseminated and utilized.

7. Continue to work on the assessment program for general education.

F. Personnel and Policies

Here is a summary of the following elements:

1. The promotion and tenure system

   With due consideration for accepted standards of academic freedom, and in light of the long term structural academic needs of the departments, a decision to grant tenure shall be based on the judgment that an individual meets the accepted standards for (1) teaching; (2) scholarship, research or creative work; and (3) service within and outside the University appropriate to rank. Faculty members who show evidence of outstanding performance with respect to two of the above standards may be considered for tenure.

   Presidential faculty members may be initially appointed at the rank of Professor, Associate Professor, Assistant Professor, or Instructor depending upon their credentials and their prior experience in faculty positions or other pursuits that qualify them for initial faculty appointment. After consultation with the appropriate faculty body in the department and/or school/college and the department chair, where pertinent, the Dean shall recommend initial appointment at a suitable rank based upon the credentials and experience of the proposed appointee.

   By mutual consent between a presidential appointee at any rank and the University, a specified number of years of prior experience, but not to exceed three years, may be credited toward the six-year period during which a faculty member shall be considered for tenure. The determination of the amount of such credit, if any, will be made in writing at the time of initial appointment. The number of prior years of experience that shall
be credited toward the six-year period shall be recommended by the Dean to the President after consultation with appropriate faculty bodies and administrators as provided in paragraph above.

Promotion is based on excellence in teaching, in scholarship and creative work, and in various administrative, professional or academic services. A candidate for promotion should excel in at least one of these bases and be satisfactory in others. Personal and professional integrity are, of course, presumed. Promotion to any rank is a recognition of past achievement and a sign of confidence that the man or woman is capable of greater responsibilities and accomplishments. The ultimate purpose of all promotions is to build the best possible faculty for the University.

2. The process used to determine faculty salaries

At initial appointment the salary is negotiated by the candidate, department chair and dean of the college. The following salary minima are part of the collective bargaining agreement with the university faculty but engineering faculty have started well above these figures.

The following salary minima shall apply to all faculty:

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Effective July 1, 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>$40,000</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>$42,500</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>$47,500</td>
</tr>
<tr>
<td>Professor</td>
<td>$57,500</td>
</tr>
</tbody>
</table>

The following salary increases will be in effect for the period of the collective bargaining agreement.

For faculty, librarians, and academic professionals, the following salary increases shall apply:

<table>
<thead>
<tr>
<th>Year Beginning</th>
<th>Across-the-Board</th>
<th>Merit Pool</th>
<th>Stimulus Bonus Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 1, 2008</td>
<td>0%</td>
<td>1%</td>
<td>0.75% (see B below)</td>
</tr>
<tr>
<td>July 1, 2009</td>
<td>2%</td>
<td>1%</td>
<td>0.75% (see B below)</td>
</tr>
<tr>
<td>July 1, 2010</td>
<td>2%*</td>
<td>1%</td>
<td>0.75% (see B below)</td>
</tr>
<tr>
<td>July 1, 2011</td>
<td>2%*</td>
<td>1%</td>
<td>0.75% (see B below)</td>
</tr>
</tbody>
</table>
3. Faculty benefits

The university provides a generous set of benefits which includes: health insurance including prescription drugs both with reasonable co-pay, post-retirement health benefits, dental benefits, sick leave, family and medical leave, long term disability, life insurance, sabbaticals, pension, early retirement, liability protection, tuition remission for members and dependents, leave of absence, vision care, domestic partners, bookstore discount, and work-life balance for birth of child.
G. Educational Unit

PRESIDENT: Ann Weaver Hart
PROVOST: Interim Senior Vice President and Provost, Richard Englert
COLLEGE DEAN: Keya Sadeghipour
COLLEGE DEPT CHAIRS: CEE Michel Boufadel
                        ECE Joseph Picone
                        ME Mohammad Kiani

The College of Engineering consists of three educational units:

A) The Civil and Environmental Engineering Department administers the Civil Engineering program which has a concentration in Environmental Engineering.

B) The Electrical and Computer Engineering Department administers the Electrical Engineering program which has a concentration in computer engineering.

C) The Mechanical Engineering Department administers the Mechanical Engineering program which has concentrations in Bioengineering and Energy Systems.
1. Mission & Vision Statement

College of Engineering Vision

Temple University’s vision is to provide the most empowering educational experience possible for its diverse student body, and within this context, the College of Engineering’s vision is to be the region’s magnet school for engineering education. To enable this vision, the College has implemented a Strategic Plan for the evolution of key curricular and research areas, a plan designed to coincide with critical emerging technologies in the region including bioengineering and nanotechnology, computer engineering and information technology, advanced materials, and environmental engineering.

Aided by an active Industrial Advisory Board, the College will establish fundamental procedures for quick and effective change of curricular and research focus to be in sync with advancements in technology and national and international trends. To attain our Vision for the College of Engineering to be the region’s magnet school, we intend to:

- Enhance our regional reputation by consistently maintaining an expectation of excellence in all activities including recruitment, teaching, research and service;
- Increase our regional visibility through pro-active and innovative research in the above-cited strategic technologies of the region;
- Promote community synergy by providing a superior engineering education for students of diverse backgrounds; by educational and research cooperation with other colleges within Temple University; and by cooperating where possible with regional organizations, governments, and companies, on technical projects of benefit to our region. We will maintain our ties to the community because we emphasize, accommodate, and encourage lifelong learning.

College of Engineering Mission

The mission of the College of Engineering (CoE) is to provide students with a high quality, innovative, and globally competitive learning experience in engineering, engineering technology, and the applied sciences. Engineering graduates are to be educated professional with the technical, problem-solving, and communication skills required to succeed in the workplace and society.

The College is mindful of its obligation as an environment for the creation of knowledge, and encourages basic and cross-disciplinary applied research by its faculty and students. Great importance is attached to scholarship, practice, and service aimed at improving the quality of life and the economic viability of our society. This value system is reflected in current assessments of faculty for promotion and tenure, and in grading practices for student work.

We strive to pursue these objectives in a learning environment that celebrates ethnic and gender diversity, respects experience, and encourages problem solving through teamwork.
2. College of Engineering Assessment Program Outcomes and Educational Objectives

Since the Fall of 2002 the College has been conducting assessment surveys. The results have been fed back into our programs for improvement. See the process diagram below. The Self Study Reports will present the results of the assessment tools and show how the feedback mechanism has been working. The various tools and surveys are listed below:

- Student course indirect assessment of Program Outcomes (PO’s) A-K and Program Criteria
- Instructor course direct assessment of PO’s A-K and Program Criteria
- Instructor self evaluation of direct and indirect course assessment for PO’s A-K and Program Criteria
- Senior Exit survey for PO’s A-K and Program Criteria as well as demographic and anticipated career data
- Alumni assessment of Program Educational Objectives (PEO’s) as well as demographic and career data
- Industrial Advisory Committee evaluation and recommendations
- Employer assessment of PEO’s as well as employee performance
Figure D-3. College of Engineering Continuous Improvement Plan

Constituencies
- Employers
- Alumni
- Ind. Advisory Comm.
- Graduate Programs
- Engineering Profession

Go Public on a 1 Year Cycle

Assessment Survey Inventory
- Alumni
- Current Students
- Seniors at Exit
- Faculty
- Ind. Advisory Comm.
- Employers
- Communications

Evaluate / Access

Revise Educational Objectives on 5 Year Cycle

College Assessment Coord

Revise Program Objectives

Undergrad. Affairs Comm. & Faculty

Implement Updates in Program Outcomes

Department Coordinators

Program Updates
- Curriculum
- Facilities
- Faculty
- Staff
H. Credit Unit

For the Semester System at Temple University, one semester credit hour normally represents one class hour or two-three laboratory hours per week. One academic year normally represents at least 28 weeks of classes (14 weeks per semester), exclusive of final examinations.

All programs in the College of Engineering require 124 credits over an 8 semester period. Each program has prepared an 8 semester sequence document which clearly shows the courses required in each semester for the degree completion.

I. Instructional Modes

All engineering programs have traditional on-campus modes of instruction. Some faculty are developing on-line courses which will use a blended approach of on-line and in-class instruction. These courses have not yet been implemented.

J. Grade-Point Average

Temple University requires an overall Grade Point Average of 2.00 to receive an undergraduate degree. In addition the College of Engineering requires a GPA in the major of 2.00 for degree completion. Courses which comprise the major are defined by each department.

K. Academic Supporting Units

The following academic units provide academic support for the College of Engineering in terms of Chemistry, Mathematics and Physics.

1. College of Science and Technology
   Temple University
   Carnell Hall, Suite 400
   1803 N. Broad Street (041-03)
   Philadelphia, PA 19122
   
   **Phone:** 215-204-2888
   **Fax:** 215-204-1255
   **Email:** cst@temple.edu

HAI-LUNG DAI
Dean & Laura H. Carnell Professor
Email: hldai@temple.edu

MIA LUEHRMANN
Associate Dean for Undergraduate Studies
Email: mia.luehrmann@temple.edu
2. Department of Chemistry

Rm 130 Beury Hall,
1901 N. 13th Street,
Philadelphia, PA 19122
Phone: 215-204-7118
Fax: 215-204-1532
Email: chemgrad@temple.edu
Web: http://www.temple.edu/chemistry

Robert Levis, Chair & Professor
Office: 130, Beury Hall, Main Campus
Phone: 1-215-204-7118 | Email: rjlevis@temple.edu

3. Department of Mathematics

Room 638, Wachman Hall,
1805 N. Broad Street
Philadelphia, PA, 19122
Phone: 215-204-7840
Fax: 215-204-6433
Email: mathematics@temple.edu
Web: http://math.temple.edu

Edward S Letzter, Chair & Professor
Office: 640, Wachman Hall, Main Campus
Phone: 1-215-204-4650 | Email: edward.letzter@temple.edu

4. Department of Physics

A116 Barton Hall,
1900 N. 13th Street,
Philadelphia, PA 19122
Phone: 215-204-7634
Fax: 215-204-5652
Email: physics@temple.edu
Web: http://www.temple.edu/physics

Rongjia Tao, Chair & Professor
Office: A212, Barton Hall, Main Campus
Phone: 1-215-204-7651 | Email: rtao@temple.edu
L. Non-Academic Supporting Units

1. Summary of University Computer Services

Timothy C. O'Rourke,
Vice President, Computer and Financial Services & CIO
Main Campus, Conwell Hall, 7th floor
215-204-7077

Summary

Temple University supports over 45,000 current students, faculty, and staff on Windows/ Macintosh workstations, and Unix/Linux servers. In addition, support is offered to applicants who can apply and check their admission status online and alumni who can obtain free e-mail accounts.

There are over 3,500 workstations available for student use in over 60 computer labs across Temple’s campuses, including one lab open 24 hours Sunday through Friday.

Over 450 smart classrooms featuring built-in multimedia, Internet, and computing capabilities are in use. A smart classroom refers to a smart lecture hall, smart classroom, or a PC/Mac computer classroom.

All residence halls provide Internet access to student rooms, and most residence halls include computer labs.

Web Site

- www.temple.edu/cs

Clientele

- Provide technical resources and services for Temple University students, faculty, and staff.

Major Platforms

- Windows workstations
- Macintosh workstations
- Unix/Linux servers

Major Academic Applications
• **TUportal** - The single gateway web site, TUportal, provides students, faculty, and staff access to Temple's most popular services and resources.

• **Blackboard** - Blackboard, version 9, hosts web-based materials for approximately 23,800 courses and 1,000 communities. Approximately 6,230 Temple instructors use Blackboard to place course materials for their students on the web and to conduct a variety of classroom activities. With a Blackboard account, students can retrieve and submit assignments, participate in discussion groups, take tests online, and use optional features such as a calendar and address book.

• **E-Portfolio** - Electronic portfolios offer a web-based format for students, faculty, and staff to show their work, review progress, and create resumes. These programs support text, graphics, video, and audio files.

• **MyBackpack** - MyBackpack is a web-based resource that provides an alternative to storing files on disks or flash drives. This resource enables the Temple community to store and manage files, publish web pages, and share files and web pages with AccessNet account holders.

• **SafeAssign** - SafeAssign is a module in Blackboard that helps instructors detect possible plagiarism in student papers.

• **Campus Pack** - Campus Pack is available through Blackboard and includes blog and wiki tools:
  - The Blog tool enables students and/or instructors to create a diary or journal style web site where they can add content and/or comments. Blogs can be created for Blackboard courses or groups within Blackboard courses.
  - The Wiki tool enables groups of students to collaborate and create shared web pages similar to wikis. Wikis can be created for Blackboard courses or groups within Blackboard courses.

• **TUcapture** - TUcapture enables instructors to record an entire in-class lecture and instantly transform it into a streaming video file that can be viewed through Blackboard or any web page.

• **Scholar** - Scholar is a social bookmarking service that enables faculty and students to tag and share bookmarks with one another. Access to Scholar is through the Scholar tab that at the top of the Blackboard screen.

• **TurningPoint** - TurningPoint is a classroom performance system that enables instructors to obtain immediate feedback from their students. By using a response pad, also referred to as a "clicker," students can answer questions, respond to surveys, take opinion polls, and much more. Instructors can also use this technology to take attendance.

• **Net Op School** - Net Op School is an interactive software application designed to connect an instructor's computer with student computers in a networked-classroom environment. The program provides a variety of tools enabling an instructor to perform many highly useful tasks. The instructor, for example, can monitor or take control of student computers, broadcast to an individual or the entire class, send messages, and transfer files.

• **Gallery** - Gallery is a collection of digital images with tools for both instructors and students to search, retrieve, and organize image data. In addition, Gallery serves as an in-class client application that enables instructors to magnify and pan images as well as compare high resolution images. Over 46,000 images reside in the Gallery collection and over 3,500 slide shows have been created for classroom use or student self-study.

• **Total Technology Access** - Total Technology Access is a suite of networked software on more than 500 campus computers, that guarantees access to adaptive technologies to students requiring visual assistance.
• **Library Online Research Databases** - The University Libraries web site provides access to thousands of research materials and databases. These resources enable students to delve into a specific academic field or search across a broad spectrum of disciplines. In addition, students can search for CDs, tapes, records, digital images, videos, and DVDs.

• **Euler** - Euler is a Linux server intended for use by any student or faculty member who needs to use high-end tools for computationally-based research or coursework.

• **Degree Audit Reporting System (DARS)** - The Degree Audit Reporting System is a web-based tool used by undergraduate students and academic advisors for planning and tracking student progress towards completion of academic program requirements at Temple.

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**Major Administrative Applications**

• **SunGard Banner System** - Temple is in the process of implementing Project Enterprise, a multi-year initiative to replace the University’s administrative systems with the SunGard Banner system. The scope of Project Enterprise includes upgrading Temple’s finance, human resources, student information, financial aid and advancement systems, as well as numerous other administrative systems. Banner Finance was implemented in July 2009, Human Resources went live in March 2010, and Banner Enrollment Management, Recruitment, and Admissions, part of Banner Student, was introduced in August 2010.

  o **Banner Finance** - Banner Finance is an integrated group of several modules, including General Ledger, Accounts Payable, Purchasing (TUmarketplace), Grant Accounting, Fixed Assets, and Signature Authorization.

  o **Banner Human Resources** - Banner HR is the primary administrative system that supports personnel management and payroll and benefits processing for the University.

  o **Banner Student** – Banner Student is an integrated suite of modules used for tracking and maintaining student information. The modules support functions such as Admissions, Registration, Financial Aid, Student Billing, Cashiering, Course Creation, and Academic History. Over fiscal year 2011, these modules will come online in conjunction with the administrative processing associated with the academic calendar cycle.

  o **Banner Workflow** - Banner Workflow is an electronic "Business Process Management" system used to model, automate, manage, and optimize a variety of processes. The goal of this system is to introduce efficiencies, improve productivity, reduce costs, and accelerate cycle times. Applications that have benefited from Workflow include journal entry transactions, accounts payable payment processing, and admissions processing.

  o **Banner Document Management System** (BDMS Xtender) - BDMS is a document imaging solution for electronically storing and managing information typically distributed on paper. It helps to maintain efficient document filing and retrieval and to manage escalating storage costs. Offices that use document imaging to improve productivity and workflow include Accounts Payable, Admissions and the Office of the Registrar.

  o **Banner Self-Service** - Self-Service Banner (SSB) is a web-based application that enables University employees to view benefits and pay information, update personal and work-related data and, if authorized, to access financial data in real time. Also, prospective students apply to Temple using SSB.

  o **Banner ePrint Reports** - Banner ePrint Reports is a web-based report distribution and archiving system. ePrint uses Internet technology and Banner security to distribute reports across our organization.
• **TUmarketplace** - TUmarketplace (SciQuest) is an online procurement system providing an Amazon-like shopping cart environment for purchasing goods.

• **Kronos** - Kronos is an employee time and attendance tracking system used throughout the University.

• **Cognos** - Cognos is a reporting module that is part of Temple's SunGard Banner system. Cognos is currently used, for example, to provide cost center summary reports to managers via TUportal.

• **OWLnet** - OWLnet is a web-based student system that provides students with real-time access to most of their records. Students can use the OWLnet web site to register for classes, update address information, view financial aid application status, make tuition payments, update emergency contact information, and update emergency notification information. Students can also view and print certain student records, including academic advising session notes, academic history and account balances. Over fiscal year 2011, certain OWLnet features will be migrated to Self Service Banner as the Banner Student modules are implemented.

• **MyHousing** - MyHousing is a web-based student resident system that enables students to check the status of and update housing application information, view room bookings and roommates, manage meal plans, submit housing deposits, view/update housing emergency contact information, and print housing forms.

• **Central Web Complex** - Temple University's central web complex hosts over 450 web sites on behalf of schools, colleges, departments, offices, and organizations. Any web site that includes www.temple.edu in its web address resides on this server. A web development environment is provided for web developers to modify web sites on a staging server and then publish them to a production server with easy-to-use web tools. A Content Management System is also available for non-technical content contributors who maintain web sites and publications.

• **Integrated Student Information System (ISIS)** - ISIS is a mainframe application that processes and maintains student information. This application includes University functions such as Admissions, Registration, Financial Aid, Student Billing, Cashiering, Course Creation, and Academic History.

• **OWLcard** - The OWLcard system acts as the primary means of identification for all faculty, staff, and students of the University. A credit card size ID card is used throughout Temple for privileged functions such as building access, meal plans, laundry services, laptop and recreation equipment rentals, anti-virus software distribution, and computer lab printing. The OWLcard system also manages Diamond Dollars transactions which can be used for a number of these functions as well as the purchase of products and services from various vendors on campus.

• **Diamond Dollars** - Diamond Dollars is a debit card system that eliminates the need to carry cash and credit cards on campus. This system provides a convenient way to use the OWLcard to purchase items on campus such as food, books, vending, laundry, and special event tickets and pay for services such as color and specialized printing. The Diamond Dollars web site offers the ability to check balances, review purchases, deactivate a lost OWLcard, and request e-mail notification when an account has a low balance.

• **Advising Database** - The Advising Database contains information related to the academic advising of Temple's undergraduate students. This administrative system is used by school/college advising centers, faculty and departmental advisors, as well as a number of other offices.

• **OWLink** - OWLink is a web-based application that provides access to Temple's Integrated Student Information System (ISIS). This application enables advisors and administrative offices to query and update student records in real time.

• **Report2Web** - Report2Web is an application that provides web-based access to a central, secure enterprise repository for reports and electronic documents. Report2Web is used to archive and deliver critical reports to clients’ minutes after they are produced.
• **Organizational Hierarchy System** - The Organizational Hierarchy System is a web-based system that documents the reporting relationships within the University. These reporting relationships provide the framework for Temple's Performance Development System and Administrative Salary Increase System.

• **Section Information Management System (SIMS)** - SIMS is a web-based course scheduling application used throughout Temple's non-professional schools and colleges. SIMS uses messaging technology to synchronize with ISIS and provide enhanced planning, querying, sorting, and display functionality.

• **Cherry & White Pages** - The Cherry & White Pages is the online directory of Temple University students, faculty, and staff. The directory is searchable by name, department, phone number, and Temple e-mail address.

• **EMC NetWorker** - EMC NetWorker is a centralized, enterprise-wide backup system that automatically backs up hundreds of the University's servers every day. The backups are stored in a state-of-the-art tape library.

• **EMC Avamar** - EMC Avamar is a centralized, enterprise-wide, disk-based backup server that will eventually replace EMC Networker.

• **Performance Development System (PDS)** - The PDS provides a structured and interactive environment for supervisors and their direct reports to actively engage in performance planning, development, management, and review throughout the year.

• **Maximus Effort Reporting System (ERS)** - ERS enables faculty, staff, and graduate students to electronically certify the amount of time devoted to federal and privately funded research activity. The system can also be used to certify the time devoted to Medicare-related activities at the Health Sciences Center.

• **Electronic Research System** - The University has implemented the InfoEd research system to administer the pre-award process for grant administration.

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**Network**

- The Temple University network provides connectivity for 10 Mbps, 100 Mbps, and 1 Gbps workstations in all computer labs, residence halls, and department offices, across a redundant 40 Gbps core infrastructure.

- **Wireless Wi-Fi zones**, based on the 802.11b/g/n standards, are located throughout Main, HSC, Ambler, TUCC, Fort Washington, Harrisburg, and School of Podiatric Medicine campuses.

- Office computers have the capability to connect to Temple's high-speed network to access the Internet, e-mail, academic systems, and authorized administrative systems.

- Temple is a member of the Internet2 consortium, which is a collaborative effort of universities, industry, and government agencies to create the Internet of the future.

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**Facilities**

- **The TECH Center** - The TECH Center (Teaching, Education, Collaboration, and Help) is a 75,000-square-foot, state-of-the-art technology facility with resources that cater to current learning styles.
During the fall and spring semesters, the Center is open 24 hours a day from Sunday at 11:00 a.m. through Friday at 7:30 p.m. and on Saturday from 10:00 a.m. to 7:30 p.m.

Designed with a variety of workspaces to enable students to work collaboratively or individually, the Center is the largest of its kind in the nation. This dynamic facility allows students to meet, study, collaborate, relax, and take advantage of the following resources:

- student computer center with 700 computers
- 13 breakout rooms for collaboration and group study
- multimedia studio for still photography, interviews, or performance rehearsal
- two MediaScape collaboration tables
- specialty labs for video editing, music, graphic design, software development as well as quiet study zones
- high-speed laser printers, a color laser printer, and plotters
- three WhisperRoom booths suitable for recording podcasts, vocal narrations, and other individual recording sessions
- social space with lounge areas and plasma TVs
- Internet lounge
- Computer Services Help Desk
- Starbucks

The TECH Center also houses the University Welcome Center, Computer Services Help Desk, and the faculty wing which includes resources such as the Teaching and Learning Center and the Instructional Support Center.

- **The Ambler Learning Center** - The Ambler Learning Center is a 72,000 square feet facility featuring a number of technology resources including:
  - 300-seat auditorium/lecture hall
  - 385 computers
  - fully-integrated multimedia technology
  - 90-seat, all-purpose technology facility with software serving all Temple programs
  - writing, mathematics, and science center with computer lab
  - 11 smart classrooms
  - video conferencing facility
  - seven computer classrooms with smart technology
  - student breakout room
  - art and drafting studios
  - wireless access throughout the building
  - six wireless lounges
  - cafe area

- **Computer Labs** - Computer labs are available on each of Temple's Pennsylvania campuses. Undergraduate students who are housed in residence halls on Main Campus have access to a computer lab in their facility. These halls include Johnson-Hardwick, Peabody, White, Temple Towers, 1940 Park Mall, and 1300.

- **Technology Classrooms** - Over 500 smart classrooms, featuring built-in multimedia, Internet, and computing capabilities, are in use. A smart classroom refers to a smart lecture hall, smart classroom, PC/Mac computer classroom, or videoconferencing classroom.

- **Videoconferencing Classrooms** - Five videoconferencing classrooms for distance learning courses are available on the Main, Ambler, and Harrisburg campuses.

In addition, there are six videoconferencing classrooms that are primarily used by the Quality Assurance/Regulatory Affairs graduate program of the School of Pharmacy.

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**Support Services**
• **Help Desk** - The Help Desk provides technical support for the Temple community. Technical support is available in person as well as by phone, e-mail, live chat, and at TUhelp. During the fall and spring semesters, the Help Desk is open 24 hours a day from Sunday at 11:00 a.m. through Friday at 7:30 p.m. and on Saturday from 10:00 a.m. to 7:30 p.m.

Help Desk consultants can also provide assistance using WebEx software to remotely take control of a client’s computer. The university knowledge base is used to automatically answer frequently asked questions at the Help Desk.

In addition to standard consultations, the Help Desk offers a free consulting service called Help Desk (HD) Clinic. During a HD Clinic session, an assigned Help Desk consultant works with a small group of students, faculty, or staff to troubleshoot and repair their own computers.

Technical support in the form of consultations, seminars, and documentation is also provided to users performing statistical processing.

• **Computer Training** - Over 100 hands-on workshops are taught by professional trainers on topics such as web development, multimedia tools, Google Apps, Microsoft Office, and Blackboard. These workshops are free to students, faculty, and staff.

Computer Services also offers on-demand, 24/7, interactive online training modules on all of the Microsoft Office programs, Microsoft Windows, and Computer Basics.

• **Faculty Support** - Instructional Support Centers are located at Main Campus, HSC, and Ambler Campus. The centers provide consulting services, training, and access to state-of-the-art computer equipment for use by Temple faculty who are interested in incorporating technology into the teaching/learning process. Expanded production services include DVD duplication, slide scanning, audio and video production, and poster printing.

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**E-mail**

- Temple’s University-wide e-mail systems include TU Gmail and Microsoft Exchange.

- E-mail accounts are available to Temple students, employees, and alumni and are integrated into the University-wide LDAP directory. Approximately 70,000 accounts are maintained on Temple’s system.

- E-mail accounts are automatically created for University students and remain in effect after a student graduates. Alumni can sign up to retain their @temple.edu accounts after graduation.

- IMAP protocol is available to all Temple Gmail accounts via e-mail clients, such as Microsoft Outlook and Mozilla Thunderbird.

- For more information, see [Obtaining an E-Mail Account](#).

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**Telephone System**

Telephone service for Temple University students, faculty, and staff is provided by a University owned and operated telephone system. The telephone system is integrated across the entire University community, allowing for quick calling to anyone within the four campuses without dialing the ten-digit number.

To provide telephone services, Temple currently owns and/or manages: 82 manholes, 65,000 copper and fiber optic pairs, 161,000 linear feet of 4" conduit, 14,500 administrative voice mailboxes, approximately 5,000 student voice mailboxes, 200 departmental voice processing menus, and more than 33,000 telephone
lines. There are also 92 outdoor Code Blue emergency phones.

Additional information about Temple’s telephone system is available on the Telecommunications web site.

Security

- **Campus-Wide Antivirus Program** - To help curtail the spread of computer viruses and provide protection against spyware, Temple University purchased a license to distribute Symantec Antivirus software. Installation of this software is mandatory on all computers in offices and residence halls on the Main and Ambler campuses. Temple students, faculty, and staff may also purchase copies at a minimal cost for use on their home computers.

Software Site License Program

Computer Business Services administers several University-wide Software Site License Programs that enable Temple faculty and staff to purchase software for campus use at substantial discounts. Under the Software Advantage Program, Microsoft Office, Microsoft Windows and Symantec Antivirus licenses are obtained by Temple University for each employee. The Microsoft Campus Agreement also enables the latest versions of Microsoft Office and Windows to be available for student use in the Tech Center as well as computer labs on each campus.

The Temple community can take advantage of educational discounts on new computers and software through a number of vendors via programs managed by Computer Business Services.

Recycling

The Computer Recycling Center (CRC) is the primary aggregator and recycler of surplus electronics and any material that is related to electronics for Temple University. Through the Online Computer Surplus Form, University departments can create a request for pickup of surplus electronics and electronic related equipment. Security of University information is a top priority and is demonstrated in our capability to destroy or wipe data from several types of media. For more information on this service and process please inquire first.

After the equipment is processed at the center, some equipment is refurbished and available for purchase to University Departments, Student, Faculty and Staff through the Computer Surplus Webstore. Donations to local non-profits are another avenue of redistribution for recycled equipment. For information about how/where you can recycle just about anything please check out Earth911.org. If you have any questions about the range of services available please contact the CRC at (215) 204-4749.
2. **College of Engineering Technology Center (COETC)**

The College of Engineering Technology Center (COETC) is located on the third floor of the College of Engineering Building at Temple University. This is a rather specialized technical computing center targeted for the academic needs of engineering and engineering-technology students. The COETC in particular is a complex that incorporates the following technologies:

- 15 rooms total (4 Smart Rooms/Technology Enhanced Rooms)
- 150 Computers (Internet access to all computers)
- 70 (iPad 2s)
- Wireless connectivity access point
- 4 production servers (including the college’s webserver)
- 2 large volume printers
- 2 Digital Cameras, including a DSLR for website/print quality photographs
- Portable 3-D Digital Presenter
- 5 Smart Carts
- 3-D Printer

All computers have basic word-processing/productivity software and internet utilities. These computers also have a diverse selection of technical software packages and applications needed particularly by engineering students. There are also 4 Smart Classrooms that offer overhead projectors, audio/video solutions, specialized teaching software, and a variety of computers for students and instructors.

The COETC is by far the most useful computer facility at Temple University to the engineering students, given that it is the only facility on campus with the engineering and technical-applications packages that the students need and use. It is worthwhile to note that this facility has undergone substantial infrastructure improvements in the last few years. These recent improvements in the COETC facilities include:

1. LDAP based authentication (deployment of University wide single sign-on)
2. Site-wide licensing available for MATLAB and AutoCAD
3. An upgrade in the hardware and software specifications on over 150 computers
4. The renovation of a 50 seat lab in Room 305 – all computers have Windows 7
5. The addition of a 3-D model printer for the students to create prototypes

**COETC Facilities Description**

The College of Engineering Technology Center (COETC) facilities represent the systematic consolidation and refurbishing of what was at one time individual departmental computing
arrangements. The current facility is located in a complex of rooms in the NE corner of the Engineering Building on the 3rd floor and a description of the computing complement of each room follows:

**Main PC Lab (Room 314)**

**HARDWARE**
- 28 PCs:
  - Dell Optiplex 740, AMD Athlon 64 Processor, 2.204 MHz, 4GB RAM, 150 GB HDD, DVD Drive
  - 2 Xerox Phaser 4510 production (networked) laser printers;

**SOFTWARE**
- General purpose: Windows 7 & Operating System; Virus utilities; Microsoft Office 2007 Suite; Internet/web-surfing utilities
- MATLAB, AutoCad, Staad Pro, Maple, Solidworks, and SimaPro

**Dual Purpose Classroom/Lab (room 304)**

Design and graphics classes (Engr-011) are conducted in this lab; at other times it is open to all students.

**HARDWARE**
- 35 PC’s
  - Dell Optiplex 755, Intel Core 2 Duo, 2.33 GHz Processor, 4 GB RAM, 150 GB HDD, DVD Drive, 9-in-1 Media Card Reader

**SOFTWARE**
- General purpose: Windows 7 Operating System; Virus utilities; Microsoft Office 2007 Suite; Internet/web-surfing utilities (SSH, telnet, ftp, multiple web-browsers);
- MATLAB, AutoCad, Staad Pro, Maple, Solidworks, and SimaPro

**Dual Purpose Classroom/Lab (room 305)**

Classes with substantial computer usage are conducted in this lab in the EE, ME, CE, and ENVT programs. This lab is open to all students during non-class hours.

**HARDWARE**
- 50 PCs
  - Dell Optiplex 960, Intel Core 2 Duo Processor, 3.33 GHZ, 4 GB RAM, 232 GB HDD, DVD Drive, 9-in-1 Media Car Reader

**SOFTWARE**
- General purpose: Windows 7 Operating System; Virus utilities;
Microsoft Office 2007 Suite; Internet/web-surfing utilities (SSH, telnet, ftp, multiple web-browsers);
• MATLAB, AutoCad, Staad Pro, Maple, Solidworks, and SimaPro

Classroom/Lab (room 316)

• 13 PCs,
• Dell Optiplex 960, Intel Core 2 Duo Processor, 3.33 GHZ, 4 GB RAM, 232 GB HDD, DVD Drive, 9-in-1 Media Car Reader

SOFTWARE
• General purpose: Windows 7 Operating System; Virus utilities; Microsoft Office 2007 Suite; Internet/web-surfing utilities (SSH, telnet, ftp, multiple web-browsers);
• MATLAB, AutoCad, Staad Pro, Maple, Solidworks, and SimaPro

Smart Carts (stored in room 313a)

HARDWARE
• 5 PCs, 2.39GHZ Processor, 4GB of RAM, DVD Drive
• Sound card/speakers;
• High-intensity overhead video-projection system
• mobile cart assemblage

SOFTWARE
• General purpose: Windows 7 Operating System; Virus utilities; Microsoft Office 2003 Suite; Internet/web-surfing utilities

COETC Student Accessibility

The College of Engineering Technology Center (COETC) labs are open Mon-Thurs 8am-9pm, Fri 8am-6pm, and on Sat-Sun 12-5 during the school year. During vacations, the lab is open 9am-5pm Mon-Fri.

A student lab monitor is available during all working hours to help with basic usage, printing, internet use, and so forth. Students learn the technical applications packages from each other and/or in their classes.

Future Plans

• Construction of a Smart Room with video conferencing abilities
• Purchase of 17 iMac computers for iPad hosting
• Expanding lab area
• Wireless connectivity throughout the college
In summary, the present computing facilities at the College of Engineering are state-of-the-art, due to wise management initiatives, hardware/software research, a progressive curriculum, and innovative purchasing decisions.

3. The University Libraries

Larry P. Alford, Dean of University Libraries
215-204-8231
http://library.temple.edu/

The Temple University Libraries form an extensive network of services and resources to support the educational and research needs of the university's students and faculty.

The combined collections include more than 3 million volumes and 27,000 current serial subscriptions, and over 400 research databases, as well as extensive collections of microforms, maps, photographs, and audiovisual materials.

Special collections include the Urban Archives, which document the development of the Philadelphia metropolitan area since the mid-19th century; the Blockson Afro-American Historical Collection; the Rare Books and Manuscripts Collection; the Contemporary Culture Collection; the Science Fiction and Fantasy collections; the Philadelphia Dance Collection; the CBS3 (KYW-TV) Video Archives; and the University Archives. As a participant in the Federal Depository Library Program, the library receives 68% of the publications issued by the U.S. Government Printing Office. It is also a depository for all official publications of the Commonwealth of Pennsylvania.

Information retrieval: Research databases, full-text resources, the online catalog, electronic references, and other information and services are at library.temple.edu. The online catalog (diamond.temple.edu) lists library holdings and course reserves and their circulation status, and links directly to selected electronic course reserve materials. The Paley Library offers a computing commons and hundreds of seats for study. A media services center provides access to audio-visual resources, and offers specialized viewing/listening stations and study rooms.

Expert assistance in using the library resources is provided by reference staff. Students are introduced to basic information literacy skills through the University General Education program. Librarians collaborate with faculty to integrate research skills development into general education courses, such as the freshman Analytical Reading and Writing course. TILT, a self-paced online library research tutorial, is required for all incoming transfer students. Librarians also provide user education classes tailored to individual courses. Individual questions are answered in person, as well as by phone, e-mail, online chat, and IM.

When local resources do not supply needed material, Temple students and faculty may directly request books from other universities and colleges through the E-Z Borrow Program, or request article copies and books through the Temple Libraries' interlibrary loan service.
Locations:
The resources of the University Libraries are housed in Paley Library (the main library) and in a number of separate facilities serving specific disciplines and campus locations. Hours and information for the following are on the libraries' web site.

- Ambler Library, 580 Meetinghouse Road, Ambler, PA 19002, 267-468-8640
- Charles L. Blockson Afro-American Historical Collection, Sullivan Hall, Main Campus, 215-204-6632
- Harrisburg Library, 234 Strawberry Square, Harrisburg, PA 17101, 717-232-6400
- Health Sciences Library, 3500 N. Broad Street, Health Science Campus, 215-707-2665
- Charles E. Krause Library of Podiatric Medicine, School of Podiatric Medicine, 8th and Race Streets, Philadelphia, PA, 215-629-0300
- Law Library, Charles Klein Law Building, Main Campus, 215-204-7981
- Paley Library, 1210 W. Berks Street, Main Campus, 215-204-8211
- Science, Engineering and Architecture Library, College of Engineering Building, Second Floor, Main Campus, 215-204-7828

Reading rooms and libraries are also maintained by several academic programs. The following facilities are located on the Main Campus:

- College of Liberal Arts Educational Technology Center, AL-21 Anderson Hall, 215-204-8265
- Esther Boyer College of Music Alice Tully Library, Rock Hall, 215-204-5531
- Esther Boyer College of Music Listening Library, 100 Presser Hall, 215-204-8338
- Social Science Data Library, 863 Gladfelter Hall, 215-204-5001

4. Science & Engineering Library

The Science & Engineering Library (SEL) is located in an attractive, light-filled and centrally-located space on the second floor of the Engineering and Architecture Building. It comprises approximately 7,500 square feet and provides seating for 165 people at tables, carrels and in a lounge area. There are 22 computer workstations available. SEL is ADA compliant. The library houses approximately 8,000 engineering and science books, including reference materials and handbooks, and scholarly monographs published in the last five years in science and engineering. Current print periodicals and course reserves are available on site. In addition, the library provides access to major databases in engineering and science, as well as thousands of electronic journals, conference proceedings and books.

The library had housed 33,000 books up until summer 2010. At that time, approximately 27,000 books were sent to Paley Library, the main campus library. This move was necessitated by the College's plan to reassign 3,100 sq ft of library space to develop labs to support a new program in bioengineering. However, with the upcoming departure of the architecture program additional space will be available within the College, and the library has been able to retain this space. The space has been used to actively support student group and individual learning and research activities. Use of the facility has increased each year. There were approximately 140,000 visits in 2009-2010. Compared to 2008-09, this is a 9% increase.
**Hours**

SEL maintains the following hours during the academic year. The hours of operation have increased in recent years.

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday - Thursday</td>
<td>8:30AM - 10PM</td>
</tr>
<tr>
<td>Friday</td>
<td>8:30AM – 6PM</td>
</tr>
<tr>
<td>Saturday</td>
<td>10AM - 6PM</td>
</tr>
<tr>
<td>Sunday</td>
<td>12noon - 10PM</td>
</tr>
</tbody>
</table>

The library extends hours until midnight Sunday through Thursday during semester exam periods.

**STAFFING LEVELS**

**Professional Staff**

There are five full-time staff positions assigned SEL, including three librarians and two bibliographic assistants. In addition, there are approximately 1.7 FTE student assistants. The Librarian has seventeen years of professional experience. She was the Head of the Engineering Library at the University of Pennsylvania for eleven years before arriving at Temple in 1999. She holds a Master’s degree in Information Science from Drexel University and an AB in English literature from Princeton University. She is active professionally. She has been Chair of the ASEE Engineering Libraries Division, and is active on the ELD scholarly communications committee and the sustainability task force. She served on the editorial board of the Hayworth Press journal *Science & Technology Libraries* 2002-2007. The science librarian and instruction coordinator arrived in 2008. He has a BS degree in meteorology from Penn State University, an MLS from Syracuse University, and is currently enrolled as a PhD student in Drexel University's iSchool. He recently presented a paper at ISCRAM 2010 on the use of twitter in crisis response. He served for several years as an officer in the US Navy. The third librarian position is currently vacant. The position has been newly configured as science and emerging technologies librarian.

**Support Staff**

One Bibliographic Assistant (BA) has an undergraduate degree from Temple University and is currently a graduate student in Education at Temple. In addition to working at SEL, that person also works a weekly shift at the Paley Library reference desk. The bibliographic assistant has received subject training on the job. The other BA position became vacant in January 2010 when the incumbent got their Library degree and got a professional position at another university. That position is currently staffed part time with a staff person on loan from the Libraries’ collection development office. Student assistants receive training in basic service provision, and often stay on for many years, gaining familiarity with the library resources. Many are students in the College of Engineering.
ACQUISITIONS

The Library has an approval plan with Coutts, a library book supplier, and new books matching profile criteria are received on a weekly basis. Other titles are selected by the Science and Engineering Librarian, often from electronic book announcements received from the book vendor, or are purchased from requests generated directly by the faculty. Requests from faculty for specific material are encouraged and given high priority. Each department in the College of Engineering appoints a faculty liaison to the Library to represent the department interests. The Librarian often consults with these liaisons, especially about journal, database or expensive reference materials.

The Libraries have partnered with Coutts to offer patron-driven e-book selection this year. The library catalog includes listings of electronic books that are available to be viewed in full. Readers click on a link to view the book. After a set number of patrons choose to view the book, the library pays Coutts for the book and it becomes a permanent part of the Library's collection. The goal is to allow the user community to play a more direct role in shaping the collection. This is important because research into patron-drive selection suggests that books chosen by patrons are more frequently used.

Material processing is not handled at SEL. To achieve efficiencies, the technical services staff at Paley Library carries out the technical processes of placing orders, cataloging and shelf preparation. A certain proportion of the books arrive 'shelf ready' – cataloged and with spine labels and bar codes applied.

COLLECTIONS

The circulating print book collection is comprised of the last five years of books in engineering, biology, chemistry, geology and physics. New books are received regularly and are placed on display in the library. New book lists can be viewed by subject within the library catalog. In addition to our print book collection, we subscribe to or own a number of ebook collections including the Knovel Library, Safari Tech Books Online, Books24x7, Springer Book Series, CRCNet BASES including ENGnetBASE, ENVIRONnetBASE, MATERIALSnetBASE and the Synthesis Lectures. Our print reference collection is supplemented by electronic reference resources, including ASM Handbooks Online, handbooks found in Knovel, the CRCnetBASEs, MadCad.com Codes and Standards, AccessScience, the McGraw Hill Encyclopedia of Science and Technology online).

Books more than five years old are moved to Paley Library, the main campus library. In addition to the disciplines listed above, computer science and mathematics texts are also housed in Paley Library. The oldest and lowest-use volumes in the collection are housed in our on-site local storage unit, the Library Depository. Requested books and articles from the Depository are delivered within 24 hours, Monday through Friday.

We subscribe to a large number of electronic journals that support engineering. These include full text collections of many society publications. Electronic journals collections include: Elsevier's ScienceDirect, the ASCE Research Library full-text collection of journals and conference proceedings, the IEEE Xplore database including the full-text of IEEE journals,

We provide access to the major databases, including: Compendex, INSPEC, Web of Science, ACM Digital Library, IEEE Xplore, Environmental Sciences & Pollution Management database, Biological Abstracts and others.

We are members of OCLC, a worldwide consortium of hundreds of academic and corporate libraries. We provide our holdings in the OCLC WorldCat database and can borrow books and obtain articles using WorldCat. In addition, as members of the Research Libraries Group (RLG) Partnership program, and participants in SHARES, Temple University students, faculty and staff have on-site access to collections and services at other SHARES institutions, worldwide. This includes local institutions such as the University of Pennsylvania and Princeton University. We are also a member of the consortia NERL (Northeast Research Libraries) and Lyrasis.

COMPUTING INFRASTRUCTURE

The library has 22 computer workstations that were new in fall 2009. They run the Windows XP SP3 operating system. Wireless is available throughout the library. A laser printer that supports wireless printing, a scanning workstation, and a quick lookup computer are also available. Standard Microsoft Office programs and MATLAB software are installed on all computers. AutoCAD is available on 9 machines. The integrated library system and library servers have been regularly updated. Staff have iPads and netbook computers that can be conveniently carried to locations outside the Library to demonstrate resources. Two GPS units and 2 flip cameras are available to be checked out, as well as a Wacom Intuos Pen Tablet that can be used in the library on designated computers with drawing software installed. A number of Kindle book reader devices loaded with engineering texts will be available for checkout in fall 2011.

SERVICES

Research assistance

Research service is available in the SEL from 8:30AM to 5:30P Monday through Friday. The Paley Library reference desk is staffed from 9AM -9PM Monday through Thursday, 9AM to 6PM Friday, 10AM to 6PM Saturday, and 12PM to 8PM Sunday. Reference questions may also be submitted via the University Library's Ask a Librarian service using a chat widget, Email, phone or SMS text messaging. These questions will be answered during the reference hours offered by the Paley Library Reference staff. Engineering reference questions that cannot be answered by the Paley Reference staff will be passed to the Engineering Librarian. In addition, queries left for SEL staff via voicemail after hours will be responded to the next working day.
Access to materials

All materials in SEL are in open stacks and are accessible during normal hours except for reserve and audiovisual materials. These are held at the service desk and are handed-out upon request. Books in the Library Depository, our remote storage site, are noted in the catalog and can be requested by clicking a button. Items from the Depository are retrieved twice a day Monday through Friday. Journal articles are scanned and delivered electronically. Articles located on other campuses can also be requested in the catalog.

Patrons that recommend purchases are notified when the title has been processed and received. Patrons can use the My Library feature of the catalog to set up 'Preferred Searches' and be automatically alerted by e-mail to any new material that is received in subjects of interest.

Interlibrary loan

We are members of OCLC, a worldwide consortium of hundreds of academic and corporate libraries. We provide our holdings in the OCLC WorldCat database and can borrow books and obtain articles using WorldCat.

Through our participation with PALCI, the Pennsylvania Academic Library Connection Initiative, patrons have access to E-ZBorrow. E-ZBorrow allows patrons to search 55 university library catalogs simultaneously in real-time. Patrons can directly request books we do not own or that are in use, and items are received in 2 to 5 business days. We also participate in other resource sharing agreements that enable us to provide copies of both journal articles and books, for example: RAPID ILL is a consortium of hundreds of academic libraries from which we can obtain journal articles with a 24-hour turnaround.

Instruction

Research instruction is available to individuals, groups or classes upon request. The librarians provide in-class instruction on library resources and services in conjunction with course research assignments. Information sessions have regularly been offered in the senior design course and the technical writing class. The library staff have also offered sessions on using RefWorks, the reference management software and Keeping up to date with the Literature. General library research skills sessions are available to all and advertised on the library webpage. The librarian also consults with some faculty on library research class assignments. In addition, Research Guides on engineering have been created and are readily available from the Library's webpage. All engineering students participate in Temple University's general education curriculum. Library staff meet twice a semester with students in the required general education English 802 course. The library sessions are designed to help students attain basic information literacy skills. The Head of the SEL library supports engineering faculty who teach in the General Education program. She regularly meets with all sections of the Bionic Human course, and worked on an Information Literacy Cross Team with the coordinator of the Environment course to modify course assignments to better enhance student attainment of information literacy competencies. The second SEL librarian is an Information Literacy (IL) coordinator and is beginning to work closely with IL coordinators at other Temple libraries to shape a curriculum-wide IL initiative.
Special Events

The library held an eResources Fair in SEL for the past three years is both an educational and entertaining event, that features food and prizes and raises awareness of online resources and provides instruction in their use. Five or six vendors have come to promote major resources, including Web of Science, Compendex, IEEE Xplore and others. The Fair has been well attended by approximately 500 students, staff and faculty each year. The event was so successful that the main library now hosts a similar event. Going forward, we plan to offer an event in SEL every other year with a focus on science and engineering resources. In the past year SEL has hosted ASME and IEEE student conference poster sessions, and the Engineering Senior Design poster session.

Library Self Assessment

The Science & Engineering Library’s collections of print and electronic monographs, serials and databases adequately meet the needs of its faculty and students. A large number of journal packages have been added in recent years. In addition, access to these resources has been enhanced with the purchase of link resolver software in the past five years, that links database records to full-text journal articles.

A program to develop the information literacy competencies of engineering students should be further developed. Ideally, the librarian would work closely with faculty to develop a plan fully integrated into the undergraduate curriculum. Due to staffing constraints this has been difficult to manage, but the Librarian looks forward to collaborating with faculty to identify and exploit course opportunities to develop student information literacy competency in each of the engineering disciplines.

The library has been short-staffed in recent years. A librarian position has remained vacant for three years due to a staffing freeze and subsequent unsuccessful search. We expect to reopen a search in the coming year. Having a third librarian on board to share liaison, instruction, outreach and collection activities for programs served by SEL should greatly benefit the College.

SEL does not have a strong online presence. Most of our resources and services are online, and a SEL portal would help students and faculty more easily find relevant resources and services, as well as news and events of interest. The Temple Libraries will debut a redesigned website in the coming year, and in conjunction with that, a SEL website we have developed will become available so we may better reach our students and faculty.
5. Tutoring Services

Tutoring at no charge is available in the following schools, colleges, and departments:

**Main Campus and Health Science Campus**

Accounting  
403 Alter Hall  
215-204-8110

Alliance for Minority Participation (AMP) Bridges to Baccalaureate Program  
A306 Barton Hall  
215-204-4550

College of Health Professions  
1316 Ontario St.  
Jones Hall, Room 518  
215-707-8214

Economics  
626 Ritter Annex  
215-204-8880

**Engineering**  
Engineering and Architecture Building, Room 349  
215-204-2998

Finance  
401 Alter Hall  
215-204-8451

French  
Anderson Hall, Room 512  
215-204-8266

Intellectual Heritage  
215A Anderson Hall  
215-204-1770

Kinesiology (formerly Physical Education)  
Tutoring is available to students enrolled in 1223 or 1224, *Anatomy and Physiology*.  
215-204-1947
Management Information Systems
210 Speakman Hall
http://mis.temple.edu/tutor/default.htm

Mathematics and Sciences Resources Center (MSRC)
Walk-in basis, no appointments necessary
1810 Liacouras Walk, Room 201 & 208
215-204-8466
www.temple.edu/msrc/
Online tutoring available at www.temple.edu/msrc/students-online.html

Pharmacy, School of
Tutorials available for undergraduate students in the School of Pharmacy.
3307 N. Broad Street, Room 141
215-707-4900

Praxis Tests
Office of Student Services
College of Education
215-204-6010

Risk Management and Insurance (RSK MGT)
601 Alter Hall
Tutoring is available for RSK MGT 2101

Russell Conwell Educational Services Center
Group and individual tutoring are available in numerous courses upon request; there is also the opportunity to join ongoing, structured study sessions.
1700 N. Broad, Room 202
215-204-1251
www.temple.edu/rcc

Social Work, School of
New Career Ladders in Social Work
521 Ritter Annex
215-204-7611
William Thompson, Communication Skills Instructor
650 Ritter Annex
215-204-6029

Statistics
390 Speakman Hall
215-204-8144
Ambler Campus, 123 West Hall
267-468-8200
M. Faculty Workload

The faculty workload is defined by the Faculty Handbook and the Collective Bargaining Agreement.

The assigned workload for full time faculty shall be reasonable and fair and shall usually consist of a combination of teaching, research and creative activities, and service to Temple University. The assigned workload of a faculty member engaged only in teaching and minimal service to Temple is 12 semester credit hours per semester.

The teaching workload shall be appropriately reduced by the Dean for the following efforts: active involvement in research and/or publication or equivalent creative activity; advising of graduate theses or dissertations and/or independent study; combinations of 4 and 3 credit hour courses or unusual contact-credit hour burdens; service to Temple University; unusually demanding courses; and the performance of administrative duties.

N. Tables

With the following tables the College of Engineering has chosen to represent itself to ABET and the visiting evaluation team.
<table>
<thead>
<tr>
<th>Program Title</th>
<th>Program Title</th>
<th>Modes Offered</th>
<th>Administrative Unit or Units (e.g. Dept.) Exercising Budgetary Control</th>
<th>Offered, Not Submitted for Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Civil/Environmental Engineering</td>
<td></td>
<td>X X</td>
<td>Michel Boufadel Civil &amp; Env Engg Dept</td>
<td>X</td>
</tr>
<tr>
<td>2. Electrical/Computer Engineering</td>
<td></td>
<td>X X</td>
<td>Joseph Picone Elect &amp; Comp Engg Dept</td>
<td>X</td>
</tr>
<tr>
<td>4. Construction Management Technology</td>
<td></td>
<td>X X</td>
<td>Philip Udo-Inyang Civil &amp; Env Engg Dept</td>
<td>X</td>
</tr>
<tr>
<td>5. General Engineering Technology</td>
<td></td>
<td>X X X</td>
<td>Oleksandr Diloyan Mech Engg Dept</td>
<td>X</td>
</tr>
<tr>
<td>6. MS in Engineering</td>
<td></td>
<td></td>
<td>George Baran Graduate Studies</td>
<td>X</td>
</tr>
<tr>
<td>7. MS in Bioengineering</td>
<td></td>
<td></td>
<td>George Baran Graduate Studies</td>
<td>X</td>
</tr>
<tr>
<td>8. PhD in Engineering</td>
<td></td>
<td></td>
<td>George Baran Graduate Studies</td>
<td>X</td>
</tr>
</tbody>
</table>
### Table D-2. Degrees Awarded and Transcript Designations by Educational Unit

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Modes Offered</th>
<th>Alternative Mode</th>
<th>Name of Degree Awarded</th>
<th>Designation on Transcript</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil/Environmental Engineering</td>
<td>X X</td>
<td></td>
<td>B.S. Civil Engineering</td>
<td>B.S. Civil Engineering</td>
</tr>
<tr>
<td>Electrical/Computer Engineering</td>
<td>X X</td>
<td></td>
<td>B.S. Electrical Engineering</td>
<td>B.S. Electrical Engineering</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>X X</td>
<td></td>
<td>B.S. Mechanical Engineering</td>
<td>B.S. Mechanical Engineering</td>
</tr>
<tr>
<td>Construction Management Technology</td>
<td>X X</td>
<td></td>
<td>B.S. Engineering Technology</td>
<td>B.S. Engineering Technology</td>
</tr>
<tr>
<td>General Engineering Technology</td>
<td>X X X</td>
<td></td>
<td>B.S. Engineering Technology</td>
<td>B.S. Engineering Technology</td>
</tr>
<tr>
<td>MS in Engineering</td>
<td></td>
<td></td>
<td>M.S. Engineering</td>
<td>M.S. Engineering</td>
</tr>
<tr>
<td>MS in Bioengineering</td>
<td></td>
<td></td>
<td>M.S. Bioengineering</td>
<td>M.S. Bioengineering</td>
</tr>
<tr>
<td>PhD in Engineering</td>
<td></td>
<td></td>
<td>Ph.D. Engineering</td>
<td>Ph.D. Engineering</td>
</tr>
</tbody>
</table>
Table D-3. Support Expenditures

**College of Engineering**

<table>
<thead>
<tr>
<th>Expenditure Category</th>
<th>(2008-09)¹</th>
<th>(2009-10)²</th>
<th>(2010-11)³</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operations (not including staff)⁴</td>
<td>$595,331</td>
<td>$699,261</td>
<td>$686,321</td>
</tr>
<tr>
<td>Travel⁵</td>
<td>43,283</td>
<td>57,144</td>
<td>25,831</td>
</tr>
<tr>
<td>Equipment⁶</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) Institutional Funds</td>
<td>185,111</td>
<td>212,843</td>
<td>249,076</td>
</tr>
<tr>
<td>(b) Grants and Gifts⁷</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Graduate Teaching Assistants</td>
<td>897,074</td>
<td>827,694</td>
<td>904,671</td>
</tr>
<tr>
<td>Part-time Assistance⁸ (other than teaching)</td>
<td>80,834</td>
<td>76,182</td>
<td>83,308</td>
</tr>
<tr>
<td>Faculty Salaries</td>
<td>$3,479,807</td>
<td>$3,974,688</td>
<td>$4,633,787</td>
</tr>
</tbody>
</table>

Report Department Level and Program Level data for each program being evaluated. Updated tables are to be provided at the time of the visit.

¹ Provide the statistics from the audited account for the fiscal year completed year prior to the current fiscal year.

² This is your current fiscal year (when you will be preparing these statistics). Provide your preliminary estimate of annual expenditures, since your current fiscal year presumably is not over at this point.

³ Provide the budgeted amounts for your next fiscal year to cover the fall term when the ABET team will arrive on campus.

⁴ Categories of general operating expenses to be included here.

⁵ Institutionally sponsored, excluding special program grants.

⁶ Major equipment, excluding equipment primarily used for research. Note that the expenditures (a) and (b) under “Equipment” should total the expenditures for Equipment. If they don’t, please explain.

⁷ Including special (not part of institution’s annual appropriation) non-recurring equipment purchase programs.

⁸ Do not include graduate teaching and research assistant or permanent part-time personnel. Data is mostly undergraduate student workers.
Table D-3. Support Expenditures

Civil and Environmental Engineering Department

<table>
<thead>
<tr>
<th>Expenditure Category</th>
<th>(2008-09)¹</th>
<th>(2009-10)²</th>
<th>(2010-11)³</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operations (not including staff)⁴</td>
<td>$97,608</td>
<td>$96,138</td>
<td>$49,961</td>
</tr>
<tr>
<td>Travel⁵</td>
<td>3,669</td>
<td>2,096</td>
<td>1,773</td>
</tr>
<tr>
<td>Equipment⁶</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) Institutional Funds</td>
<td>66,990</td>
<td>43,413</td>
<td>86,100</td>
</tr>
<tr>
<td>(b) Grants and Gifts⁷</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Graduate Teaching Assistants</td>
<td>282,833</td>
<td>224,318</td>
<td>291,527</td>
</tr>
<tr>
<td>Part-time Assistance (other than teaching)⁸</td>
<td>5,170</td>
<td>10,844</td>
<td>9,378</td>
</tr>
<tr>
<td>Faculty Salaries</td>
<td>$1,067,383</td>
<td>$1,236,570</td>
<td>$1,371,865</td>
</tr>
</tbody>
</table>

Report Department Level and Program Level data for each program being evaluated. Updated tables are to be provided at the time of the visit.

¹ Provide the statistics from the audited account for the fiscal year completed year prior to the current fiscal year.
² This is your current fiscal year (when you will be preparing these statistics). Provide your preliminary estimate of annual expenditures, since your current fiscal year presumably is not over at this point.
³ Provide the budgeted amounts for your next fiscal year to cover the fall term when the ABET team will arrive on campus.
⁴ Categories of general operating expenses to be included here.
⁵ Institutionally sponsored, excluding special program grants.
⁶ Major equipment, excluding equipment primarily used for research. Note that the expenditures (a) and (b) under “Equipment” should total the expenditures for Equipment. If they don’t, please explain.
⁷ Including special (not part of institution’s annual appropriation) non-recurring equipment purchase programs.
⁸ Do not include graduate teaching and research assistant or permanent part-time personnel. Data is mostly undergraduate student workers.
### Table D-3. Support Expenditures

#### Electrical and Computer Engineering Department

<table>
<thead>
<tr>
<th>Expenditure Category</th>
<th>(2008-09)(^1)</th>
<th>(2009-10)(^2)</th>
<th>(2010-11)(^3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operations (not including staff)(^4)</td>
<td>$71,864</td>
<td>$62,926</td>
<td>$78,796</td>
</tr>
<tr>
<td>Travel(^5)</td>
<td>5,774</td>
<td>2,900</td>
<td>4,363</td>
</tr>
<tr>
<td>Equipment(^6)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) Institutional Funds</td>
<td>33,033</td>
<td>63,289</td>
<td>33,481</td>
</tr>
<tr>
<td>(b) Grants and Gifts(^7)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Graduate Teaching Assistants</td>
<td>327,580</td>
<td>297,775</td>
<td>263,138</td>
</tr>
<tr>
<td>Part-time Assistance(^8) (other than teaching)</td>
<td>2,920</td>
<td>4,936</td>
<td>7,178</td>
</tr>
<tr>
<td>Faculty Salaries</td>
<td>$1,362,619</td>
<td>$1,469,703</td>
<td>$1,529,725</td>
</tr>
</tbody>
</table>

Report Department Level and Program Level data for each program being evaluated. Updated tables are to be provided at the time of the visit.

1. Provide the statistics from the audited account for the fiscal year completed year prior to the current fiscal year.
2. This is your current fiscal year (when you will be preparing these statistics). Provide your preliminary estimate of annual expenditures, since your current fiscal year presumably is not over at this point.
3. Provide the budgeted amounts for your next fiscal year to cover the fall term when the ABET team will arrive on campus.
4. Categories of general operating expenses to be included here.
5. Institutionally sponsored, excluding special program grants.
6. Major equipment, excluding equipment primarily used for research. Note that the expenditures (a) and (b) under “Equipment” should total the expenditures for Equipment. If they don’t, please explain.
7. Including special (not part of institution’s annual appropriation) non-recurring equipment purchase programs.
8. Do not include graduate teaching and research assistant or permanent part-time personnel. Data is mostly undergraduate student workers.
Table D-3. Support Expenditures

Mechanical Engineering Department

<table>
<thead>
<tr>
<th>Expenditure Category</th>
<th>(2008-09)$^1$</th>
<th>(2009-10)$^2$</th>
<th>(2010-11)$^3$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operations (not including staff)$^4$</td>
<td>$67,986$</td>
<td>$80,030$</td>
<td>$61,643$</td>
</tr>
<tr>
<td>Travel$^5$</td>
<td>$4,210$</td>
<td>$3,023$</td>
<td>$2,948$</td>
</tr>
<tr>
<td>Equipment$^6$</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) Institutional Funds</td>
<td>$65,080$</td>
<td>$98,141$</td>
<td>$66,725$</td>
</tr>
<tr>
<td>(b) Grants and Gifts$^7$</td>
<td>$0$</td>
<td>$0$</td>
<td>$0$</td>
</tr>
<tr>
<td>Graduate Teaching Assistants</td>
<td>$281,485$</td>
<td>$305,601$</td>
<td>$294,070$</td>
</tr>
<tr>
<td>Part-time Assistance$^8$ (other than teaching)</td>
<td>$2,943$</td>
<td>$10,376$</td>
<td>$10,307$</td>
</tr>
<tr>
<td>Faculty Salaries</td>
<td>$1,049,805$</td>
<td>$1,230,060$</td>
<td>$1,297,600$</td>
</tr>
</tbody>
</table>

Report Department Level and Program Level data for each program being evaluated. Updated tables are to be provided at the time of the visit.

$^1$ Provide the statistics from the audited account for the fiscal year completed year prior to the current fiscal year.

$^2$ This is your current fiscal year (when you will be preparing these statistics). Provide your preliminary estimate of annual expenditures, since your current fiscal year presumably is not over at this point.

$^3$ Provide the budgeted amounts for your next fiscal year to cover the fall term when the ABET team will arrive on campus.

$^4$ Categories of general operating expenses to be included here.

$^5$ Institutionally sponsored, excluding special program grants.

$^6$ Major equipment, excluding equipment primarily used for research. Note that the expenditures (a) and (b) under “Equipment” should total the expenditures for Equipment. If they don’t, please explain.

$^7$ Including special (not part of institution’s annual appropriation) non-recurring equipment purchase programs.

$^8$ Do not include graduate teaching and research assistant or permanent part-time personnel. Data is mostly undergraduate student workers.
Table D-4. Personnel and Students

College of Engineering

Year$^1$: __2010 - 11_______

<table>
<thead>
<tr>
<th></th>
<th>HEAD COUNT</th>
<th></th>
<th>FTE$^2$</th>
<th></th>
<th>RATIO TO FACULTY$^3$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FT</td>
<td>PT</td>
<td>FT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative$^4$</td>
<td>8</td>
<td>0</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty (tenure-track)</td>
<td>32</td>
<td>0</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Faculty (excluding student Assistants)</td>
<td>15</td>
<td>39</td>
<td>34.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Teaching Assistants</td>
<td>21.5</td>
<td>0</td>
<td>21.5</td>
<td>0.32</td>
<td></td>
</tr>
<tr>
<td>Student Research Assistants</td>
<td>29.5</td>
<td>0</td>
<td>29.5</td>
<td>0.44</td>
<td></td>
</tr>
<tr>
<td>Technicians/Specialists</td>
<td>4</td>
<td>2</td>
<td>5</td>
<td>0.08</td>
<td></td>
</tr>
<tr>
<td>Office/Clerical Employees</td>
<td>6</td>
<td>0</td>
<td>6</td>
<td>0.09</td>
<td></td>
</tr>
<tr>
<td>Others$^5$ Post Doctoral Fellow</td>
<td>10</td>
<td>0</td>
<td>10</td>
<td>0.15</td>
<td></td>
</tr>
<tr>
<td>Undergraduate Student enrollment$^6$</td>
<td>926</td>
<td>108</td>
<td>980</td>
<td>14.74</td>
<td></td>
</tr>
<tr>
<td>Graduate Student enrollment</td>
<td>79</td>
<td>37</td>
<td>97.5</td>
<td>1.47</td>
<td></td>
</tr>
</tbody>
</table>

Report data for the program unit(s) and for each program being evaluated.

1 Data on this table should be for the fall term immediately preceding the visit. Updated tables for the fall term when the ABET team is visiting are to be prepared and presented to the team when they arrive.
2 For student teaching assistants, 1 FTE equals 20 hours per week of work (or service). For undergraduate and graduate students, 1 FTE equals 15 semester credit-hours (or 24 quarter credit-hours) per term of institutional course work, meaning all courses — science, humanities and social sciences, etc. For faculty members, 1 FTE equals what your institution defines as a full-time load.
3 Divide FTE in each category by total FTE Faculty. Do not include administrative FTE.
4 Persons holding joint administrative/faculty positions or other combined assignments should be allocated to each category according to the fraction of the appointment assigned to that category.
5 Specify any other category considered appropriate, or leave blank.
6 This includes freshman and sophomores. Also includes the Technology Programs.
Table D-4. Personnel and Students

Civil and Environmental Engineering Department

Year\(^1\): __2010 - 11_______

<table>
<thead>
<tr>
<th>Administrative(^4)</th>
<th>FT</th>
<th>PT</th>
<th>FTE(^2)</th>
<th>RATIO TO FACULTY(^3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty (tenure-track)</td>
<td>9</td>
<td>0</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Other Faculty (excluding student Assistants)</td>
<td>7</td>
<td>16</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Student Teaching Assistants</td>
<td>11.5</td>
<td>0</td>
<td>11.5</td>
<td>0.5</td>
</tr>
<tr>
<td>Student Research Assistants</td>
<td>8</td>
<td>0</td>
<td>8</td>
<td>0.33</td>
</tr>
<tr>
<td>Technicians/Specialists</td>
<td>2</td>
<td>0.5</td>
<td>2.5</td>
<td>0.1</td>
</tr>
<tr>
<td>Office/Clerical Employees</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0.05</td>
</tr>
<tr>
<td>Others(^5) Post Doctoral Fellow</td>
<td>5</td>
<td>0</td>
<td>5</td>
<td>0.2</td>
</tr>
</tbody>
</table>

| Undergraduate Student enrollment\(^6\) | 316 | 31  | 331.5    | 13.8                   |
| Graduate Student enrollment | 13  | 4   | 15       | 1.04                   |

Report data for the program unit(s) and for each program being evaluated.

1 Data on this table should be for the fall term immediately preceding the visit. Updated tables for the fall term when the ABET team is visiting are to be prepared and presented to the team when they arrive.

2 For student teaching assistants, 1 FTE equals 20 hours per week of work (or service). For undergraduate and graduate students, 1 FTE equals 15 semester credit-hours (or 24 quarter credit-hours) per term of institutional course work, meaning all courses — science, humanities and social sciences, etc. For faculty members, 1 FTE equals what your institution defines as a full-time load.

3 Divide FTE in each category by total FTE Faculty. Do not include administrative FTE.

4 Persons holding joint administrative/faculty positions or other combined assignments should be allocated to each category according to the fraction of the appointment assigned to that category.

5 Specify any other category considered appropriate, or leave blank.

6 This includes freshman and sophomores. Also includes the Technology Program.
Table D-4. Personnel and Students

Electrical and Computer Engineering Department

Year¹:  ____2010 - 11_____

<table>
<thead>
<tr>
<th>Category</th>
<th>FT</th>
<th>PT</th>
<th>FTE²</th>
<th>Ratio to Faculty³</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative⁴</td>
<td>0.5</td>
<td>0</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>Faculty (tenure-track)</td>
<td>12</td>
<td>0</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Other Faculty (excluding student Assistants)</td>
<td>1</td>
<td>8</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Student Teaching Assistants</td>
<td>10</td>
<td>0</td>
<td>10</td>
<td>0.6</td>
</tr>
<tr>
<td>Student Research Assistants</td>
<td>7.5</td>
<td>0</td>
<td>7.5</td>
<td>0.44</td>
</tr>
<tr>
<td>Technicians/Specialists</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0.05</td>
</tr>
<tr>
<td>Office/Clerical Employees</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0.05</td>
</tr>
<tr>
<td>Others⁵ Post Doctoral Fellow</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Undergraduate Student enrollment⁶</td>
<td>205</td>
<td>22</td>
<td>216</td>
<td>12.7</td>
</tr>
<tr>
<td>Graduate Student enrollment</td>
<td>28</td>
<td>2</td>
<td>28</td>
<td>1.8</td>
</tr>
</tbody>
</table>

Report data for the program unit(s) and for each program being evaluated.

1 Data on this table should be for the fall term immediately preceding the visit. Updated tables for the fall term when the ABET team is visiting are to be prepared and presented to the team when they arrive.

2 For student teaching assistants, 1 FTE equals 20 hours per week of work (or service). For undergraduate and graduate students, 1 FTE equals 15 semester credit-hours (or 24 quarter credit-hours) per term of institutional course work, meaning all courses — science, humanities and social sciences, etc. For faculty members, 1 FTE equals what your institution defines as a full-time load.

3 Divide FTE in each category by total FTE Faculty. Do not include administrative FTE.

4 Persons holding joint administrative/faculty positions or other combined assignments should be allocated to each category according to the fraction of the appointment assigned to that category.

5 Specify any other category considered appropriate, or leave blank.

6 This includes freshman and sophomores.
Table D-4. Personnel and Students

Mechanical Engineering Department

<table>
<thead>
<tr>
<th></th>
<th>HEAD COUNT</th>
<th>FTE²</th>
<th>RATIO TO FACULTY³</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FT</td>
<td>PT</td>
<td></td>
</tr>
<tr>
<td>Administrative⁴</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Faculty (tenure-track)</td>
<td>11</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Other Faculty (excluding student Assistants)</td>
<td>7</td>
<td>15</td>
<td>14.5</td>
</tr>
<tr>
<td>Student Teaching Assistants</td>
<td>10</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Student Research Assistants</td>
<td>14</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>Technicians/Specialists</td>
<td>1</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Office/Clerical Employees</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Others⁵ Post Doctoral Fellow</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Undergraduate Student enrollment⁶</td>
<td>312</td>
<td>51</td>
<td>337.5</td>
</tr>
<tr>
<td>Graduate Student enrollment</td>
<td>12</td>
<td>7</td>
<td>15.5</td>
</tr>
</tbody>
</table>

Report data for the program unit(s) and for each program being evaluated.

1 Data on this table should be for the fall term immediately preceding the visit. Updated tables for the fall term when the ABET team is visiting are to be prepared and presented to the team when they arrive.
2 For student teaching assistants, 1 FTE equals 20 hours per week of work (or service). For undergraduate and graduate students, 1 FTE equals 15 semester credit-hours (or 24 quarter credit-hours) per term of institutional course work, meaning all courses — science, humanities and social sciences, etc. For faculty members, 1 FTE equals what your institution defines as a full-time load.
3 Divide FTE in each category by total FTE Faculty. Do not include administrative FTE.
4 Persons holding joint administrative/faculty positions or other combined assignments should be allocated to each category according to the fraction of the appointment assigned to that category.
5 Specify any other category considered appropriate, or leave blank.
6 This includes freshman and sophomores. Also includes the Technology Program.
### Table D-5. Program Enrollment and Degree Data

**Educational Unit – College of Engineering**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Enrollment Year</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>Total Undergrad</th>
<th>Total Grad</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRENT 8/10 – 5/11</td>
<td>FT</td>
<td>240</td>
<td>191</td>
<td>149</td>
<td>162</td>
<td>71</td>
<td>813</td>
<td>79</td>
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<tr>
<td></td>
<td>PT</td>
<td>3</td>
<td>11</td>
<td>18</td>
<td>13</td>
<td>18</td>
<td>63</td>
<td>37</td>
</tr>
<tr>
<td>8/09 – 5/10</td>
<td>FT</td>
<td>227</td>
<td>149</td>
<td>156</td>
<td>144</td>
<td>60</td>
<td>736</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>PT</td>
<td>3</td>
<td>8</td>
<td>11</td>
<td>12</td>
<td>23</td>
<td>57</td>
<td>35</td>
</tr>
<tr>
<td>8/08 – 5/09</td>
<td>FT</td>
<td>179</td>
<td>162</td>
<td>143</td>
<td>117</td>
<td>37</td>
<td>638</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>PT</td>
<td>1</td>
<td>10</td>
<td>23</td>
<td>11</td>
<td>20</td>
<td>65</td>
<td>45</td>
</tr>
<tr>
<td>8/07 – 5/08</td>
<td>FT</td>
<td>164</td>
<td>140</td>
<td>117</td>
<td>94</td>
<td>39</td>
<td>554</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>PT</td>
<td>1</td>
<td>14</td>
<td>14</td>
<td>9</td>
<td>52</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>8/06 – 5/07</td>
<td>FT</td>
<td>171</td>
<td>123</td>
<td>100</td>
<td>70</td>
<td>43</td>
<td>507</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>PT</td>
<td>5</td>
<td>4</td>
<td>16</td>
<td>11</td>
<td>18</td>
<td>54</td>
<td>47</td>
</tr>
<tr>
<td>8/05 – 5/06</td>
<td>FT</td>
<td>158</td>
<td>108</td>
<td>86</td>
<td>92</td>
<td>30</td>
<td>474</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>PT</td>
<td>4</td>
<td>9</td>
<td>21</td>
<td>16</td>
<td>10</td>
<td>60</td>
<td>79</td>
</tr>
</tbody>
</table>

FT—full time  PT—part time

Other Degree Conferred = Bachelor of Science in Engineering Technology – BSET

*Including MS and PhD
### Table D-5. Program Enrollment and Degree Data

**Civil Engineering Program, incl. Environmental Concentration**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Enrollment Year</th>
<th>Total Undergrad</th>
<th>Deg. Conferred</th>
<th>Bachelor</th>
<th>Master</th>
<th>Doctor</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CURRENT</strong></td>
<td>8/10 – 5/11</td>
<td>FT 65 59 48 43 34 249</td>
<td>13 4 48 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PT 1 4 5 1 6 17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>8/09 – 5/10</td>
<td>FT 59 51 46 53 15 224</td>
<td>15 35 11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PT 0 4 1 3 7 15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>8/08 – 5/09</td>
<td>FT 48 51 43 36 9 187</td>
<td>17 33 14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PT 0 4 6 3 3 16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>8/07 – 5/08</td>
<td>FT 40 48 35 21 8 152</td>
<td>12 17 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PT 0 4 3 2 1 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>8/06 – 5/07</td>
<td>FT 31 35 26 20 18 130</td>
<td>5 32 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PT 1 2 4 1 3 11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>8/05 – 5/06</td>
<td>FT 35 26 28 23 10 122</td>
<td>4 12 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PT 2 2 2 2 0 8 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FT**--full time  **PT**--part time

*MS only*
### Table D-5. Program Enrollment and Degree Data

**Electrical Engineering Program, incl. Computer Concentration**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Enrollment Year</th>
<th>Total</th>
<th>Grad</th>
<th>Degrees Conferred</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Undergrad</td>
<td></td>
<td>Bachelor</td>
</tr>
<tr>
<td><strong>CURRENT</strong></td>
<td>1st 2nd 3rd 4th 5th</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/10 – 5/11</td>
<td>FT 45 40 39 61 20</td>
<td>205 25</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PT 1 5 5 4 7 22 12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>FT 48 27 49 50 22</td>
<td>196 38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/09 – 5/10</td>
<td>PT 2 1 5 6 6 20 20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>FT 41 35 52 37 15</td>
<td>180 42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/08 – 5/09</td>
<td>PT 0 4 8 7 9 28 16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>FT 36 40 41 37 18</td>
<td>172 30</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>172 21</td>
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FT--full time  PT--part time  *MS only
Table D-5. Program Enrollment and Degree Data

Mechanical Engineering Program, incl. Energy and Bioengineering Concentration

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Enrollment Year</th>
<th>Total Undergrad</th>
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<td>FT</td>
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FT--full time  PT--part time
*MS only including Bioengineering
### Table D-6. Faculty Salary Data
#### College of Engineering
Academic Year __2010 - 11__

<table>
<thead>
<tr>
<th></th>
<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>Number</td>
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<td>13</td>
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<tr>
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<td>68,813</td>
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### Table D-6. Faculty Salary Data
#### Civil and Environmental Engineering Department
Academic Year __2010 - 11__

<table>
<thead>
<tr>
<th></th>
<th>Professor</th>
<th>Associate Professor</th>
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<th>Instructor</th>
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<tbody>
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<tr>
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<tr>
<td>Low</td>
<td>120,492</td>
<td>68,813</td>
<td>44,500</td>
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### Table D-6. Faculty Salary Data
#### Electrical and Computer Engineering Department
Academic Year __2010 - 11__

<table>
<thead>
<tr>
<th></th>
<th>Professor</th>
<th>Associate Professor</th>
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<th>Instructor</th>
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### Table D-6. Faculty Salary Data
#### Mechanical Engineering Department
Academic Year __2010 - 11__

<table>
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<tr>
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<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
<th>Instructor</th>
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<tbody>
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<td>Number</td>
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<tr>
<td>High</td>
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<td>103,833</td>
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