

LEHIGH UNIVERSITY

Self-Study Report

2026 MSCHE Accreditation Review

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INSTITUTIONAL OVERVIEW

Institutional Context and Mission

Founded in 1865, Lehigh University is a premier coeducational, nondenominational, private residential research university that offers a distinctive academic environment for undergraduate and graduate students from across the globe. Firmly rooted in its mission of teaching, research and service, Lehigh prepares students to become leaders through outstanding teaching by internationally recognized faculty who also perform groundbreaking research to meet the needs and challenges of society. Through academic rigor, an entrepreneurial mindset, artificial intelligence (AI) literacy and collaborative interdisciplinary and experiential opportunities, Lehigh challenges students to become the leaders of the future.

Lehigh University is among the most selective private research universities in the U.S. Academic programs are offered through five colleges: College of Arts and Sciences (CAS), College of Business (Lehigh Business), P.C. Rossin College of Engineering and Applied Science (the Rossin College), College of Education (COE) and College of Health (COH). Graduate programs are available in all colleges, providing both disciplinary depth and interdisciplinary collaboration, supported by a residential undergraduate experience and a growing range of professional programs. Student outcomes, including first-year retention and six-year graduation rates, are consistently strong, reflecting the university's commitment to academic support and student success. As depicted in Appendix A, Figure 1, enrollment has grown by 12% over the past decade, with approximately 5,986 undergraduates and 1,923 graduate students in 2025.

Lehigh employs approximately 600 full-time faculty, including more than 465 tenured or tenure-track faculty, and approximately 1,335 full- and part-time staff. A student-faculty ratio

of 11:1 allows students to work closely with their professors. First- and second-year undergraduate students live on campus in residence halls and themed community specialty housing (1.300: Housing Communities) aimed at fostering a sense of belonging. Students also engage in leadership development activities and participate in more than 200 clubs and organizations around social, academic, cultural and intellectual activities.

Lehigh participates in National Collegiate Athletic Association (NCAA) Division I sports, fielding 26 teams for men and women, as well as approximately 40 annual intramural and club sports. The varsity baseball, men's cross country, women's cross country, field hockey, women's golf, women's lacrosse, men's soccer, women's soccer, men's swimming and diving, women's swimming and diving, volleyball, football, men's and women's basketball, men's lacrosse, men's golf, men's tennis and softball teams have all won Patriot League Championships, and some sports, including men's wrestling, which has long competed in the Eastern Intercollegiate Wrestling Association (EIWA), and newly added women's wrestling, have reached NCAA tournament championship level. These experiences support holistic student development and align with Lehigh's mission of preparing students to lead with knowledge, integrity and purpose.

Governance and Organizational Structure

Lehigh University's administration includes senior academic and administrative officers, such as college deans, vice presidents and vice provosts, who provide leadership for the institution's academic, financial, operational and strategic functions. Working with the president, this group supports the advancement of the university's mission and strategic priorities (7.017: University Administration).

Lehigh operates within a shared governance framework that includes an engaged board of trustees, senior leadership, faculty governance bodies and administrative leadership. Faculty

play a central role in curriculum oversight, academic standards and assessment, while administrative units support the academic mission through coordinated planning, operational effectiveness and student services. This governance structure promotes transparency, accountability and alignment between mission, planning and resource allocation, reflecting Standards I and VII.

Strategic Direction and Institutional Priorities

Lehigh University's research strengths span its five colleges and are supported by approximately \$47 million in externally sponsored funding in FY25, continuing a steady upward trend from approximately \$27 million in FY19. Lehigh has made targeted investments in research, including the establishment of the COH in 2019, the construction of the Health, Science and Technology Building (HST) and strategic faculty hiring supported by competitive startup funding. Lehigh University has recently reached the milestone of attaining the Carnegie Classification Research 1 status, signifying very high research spending and doctorate production. Appendix A, Table 1 illustrates the federal research funding by agency from 2019 to 2025. The university continues to adapt to changing federal grant administration, using data-informed strategies to sustain research productivity.

Lehigh University has a history of financial health and stability that supports its mission and strategic priorities. Favorable credit ratings and strong endowment performance have resulted in increased distributions supporting academic programs, with the endowment market value rising from \$1.71 billion in FY21 to \$1.95 billion in FY25. The 2023 launch of the 10-year Lehigh Strategy, *Inspiring the Future Makers* (1.002: 2023 Strategic Plan), has been supported through internal reallocation of resources and new philanthropic contributions, within a centralized budget model that includes incentive-based opportunities for colleges to innovate academic programming. Recent capital investments, including the opening of

the Business Innovation Building in 2023, provide state-of-the-art, flexible learning environments that foster collaboration and innovation among students and faculty.

In alignment with these investments and with the Lehigh Strategy, Lehigh has identified three strategic priorities that were developed by the Self-Study Steering Committee as part of the Self-Study Design process and that guide institutional planning and decision-making:

Enhancing Lehigh's Local and Global Engagement and Impact: The university prioritizes meaningful engagement with both local and global communities. Initiatives such as Enhance the Shared Bethlehem Experience seek to expand partnerships, strengthen regional impact and provide opportunities for students, faculty and staff to engage with the broader community. Lehigh pursues educational and research partnerships with organizations and institutions around the world, equipping students with the skills and perspective to act as global citizens. This priority aligns with Middle States Commission on Higher Education (MSCHE) Standards I, II and VI.

Holistic Student Success for all Students: Lehigh defines student success as a shared responsibility across the university community, emphasizing the holistic development of intellectually curious, engaged learners (4.100: Student Success Definition). Student outcomes are assessed through multiple indicators, including academic achievement, retention, graduation rates, leadership and experiential learning, and post-graduate outcomes. By fostering an equitable and supportive yet rigorous educational environment, the university aims to inspire students to create pragmatic solutions for tomorrow's challenges. This priority aligns with MSCHE Standards III, IV, V and VII.

Innovative and Interdisciplinary Education: Preparing students to solve complex, real-world problems requires opportunities to engage across disciplines and innovate within their fields. Lehigh advances interdisciplinarity through structured programs that allow students

to explore multiple colleges and through expanding cross-college initiatives and strengthening existing interdisciplinary programs. Initiatives such as Universal Design for Inquiry support educational innovation and student learning across the university. This priority aligns with MSCHE Standards III, IV, V and VII.

Through these research investments, financial strategies and strategic priorities, Lehigh demonstrates a clear vision for advancing its mission, fostering student success and sustaining continuous institutional improvement.

Assessment, Planning and Continuous Improvement Culture

Lehigh University fosters a culture in which assessment, planning and continuous improvement are integral to decision-making at both the institutional and unit levels. The university systematically collects and analyzes quantitative and qualitative data to guide academic programs, student support services and administrative operations. Annual planning cycles and unit-level reviews ensure that initiatives align with the university's mission and strategic priorities. This culture of continuous improvement and data-informed decision-making underpins the Self-Study.

Use of Evidence and Organization of the Self-Study

This Self-Study is supported by a comprehensive collection of evidence that illustrates how Lehigh meets Middle States standards and advances its mission. Evidence has been selected to provide clarity, transparency and context for the analyses presented in each chapter, drawing from institutional reports, dashboards, planning documents, assessment results and other relevant materials. Throughout the report, evidence is cited using a standardized notation to support key claims and facilitate efficient review. References appear in parentheses as (X.XXX: Title of Document) or as (X.XXX) if the document was stated in the sentence, and correspond to materials listed in the Evidence Inventory. When multiple

sources support a statement, they are grouped within a single parenthetical citation for clarity and ease of cross-referencing. This approach ensures that reviewers can easily locate and verify supporting documentation while maintaining a clear narrative flow.

Self-Study Process and Community Engagement

This Self-Study takes place during a period of active strategic implementation and institutional reflection. It was intentionally designed to be inclusive, evidence-based and aligned with existing planning and assessment practices. Quantitative indicators and qualitative perspectives from across the campus inform the analyses that follow, providing essential context for understanding how Lehigh University meets Middle States standards.

The Self-Study report was developed through an iterative, collaborative process. Working groups gathered evidence, conducted interviews and drafted preliminary analyses, which were shared with the campus through town halls, newsletters, presentations and other engagement activities. Feedback from these sessions was incorporated into subsequent drafts, which were again shared for review, ensuring that the final Self-Study report represents a broad range of perspectives from across the university community. Through this process, the Self-Study report not only documents institutional practices and outcomes but also demonstrates the university's commitment to shared governance and the thoughtful use of evidence to guide decision-making at all levels.

STANDARD I: MISSION AND GOALS

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

Lehigh's Mission Statement (Adopted 1992, Reaffirmed 2016)

To advance learning through the integration of teaching, research and service to others.

Lehigh's Vision Statement (Adopted 2016)

Lehigh University prepares graduates to engage with the world and lead lives of meaning. We commit to:

- *National and international research prominence*
- *Learning experiences grounded in fundamental, transferable skills across all disciplines and in real-world challenges*
- *Strategic risk-taking in the presence of opportunity and adversity*
- *Social, environmental and economic sustainability*
- *Meaningful connection and partnership with alumni, supporters and citizens around the globe*
- *A robust return on the investment in a Lehigh education*
- *A diverse, inclusive and financially accessible environment*

Lehigh's Core Values (Adopted 2007)

Essential and enduring tenets — a small set of timeless guiding principles that require no external justification; they have intrinsic value and importance.

- *Integrity and honesty*
- *Equitable community*

- *Academic freedom*
- *Intellectual curiosity*
- *Collaboration*
- *Commitment to excellence*
- *Leadership*

Lehigh's mission, vision and values provide the philosophical, strategic and operational framework and form the foundation of an educational experience that is interdisciplinary, experiential and rigorous. Rooted in a 160-year history, Lehigh's mission expresses a strong commitment to the integration of teaching, research and service. This timeless mission statement has remained unchanged for more than three decades, and its influence has evolved in relation to new institutional priorities, an increasingly complex higher education environment and intensifying global challenges. The mission remains a source of institutional identity, community alignment and strategic direction, shaping not only high-level priorities but also decision-making at every level of the organization.

Lehigh's vision (stated above) reflects a multifaceted conception of educational purpose, one that emphasizes the creation of new knowledge, the development of intellectual capacity and professional skill, and the cultivation of ethical responsibility and civic engagement. The mission aligns with Lehigh's identity as a private, highly selective and research intensive institution that advances learning by blending rigorous academic study with opportunities for practical application and service to others. This orientation informs how programs are designed, how faculty are supported and how students experience academic and cocurricular learning.

Institutional Priorities Reflect the Mission

As part of the Self-Study process, Lehigh's steering committee identified three institutional priorities, described above in the institutional overview. These priorities shape the university's approach to mission fulfillment and provide structure for examining how the Lehigh Strategy advances institutional purpose across MSCHE Standards I–VII (see Appendix A, Table 2). This chapter shows how Lehigh's mission drives its identity and daily operations, while illustrating its alignment with the Strategic Plan and institutional priorities.

Mission to Strategy: *Inspiring the Future Makers*

Lehigh's mission is translated into action through its institutional goals, which reflect the institution's evolving aspirations and strategic direction. Building on decades of strategic evolution, Lehigh initiated a campus-wide planning process in 2022, entitled *Our Future, Our Lehigh*, that engaged students, faculty, staff, trustees, alumni and community partners (1.001: 2022 Strategic Planning Process; 1.060: Reaffirmed 2016 Mission Statement). Participants were asked to reflect on Lehigh's mission, assess emerging opportunities and challenges, identify institutional strengths and envision how Lehigh should prepare students for a rapidly changing world. The resulting 10-year university-wide strategic plan, *Inspiring the Future Makers* (1.002: 2023 Strategic Plan), affirms the enduring relevance of the mission while articulating a forward-looking vision for how Lehigh will educate leaders who are capable of imagining, creating and implementing solutions that meaningfully improve the world.

Inspiring the Future Makers is organized around three overarching goals:

1. **Make it New** focuses on fostering innovation, advancing knowledge through interdisciplinary research and developing teaching practices that equip students to address contemporary challenges.

2. **Make a Difference** highlights Lehigh's commitment to civic engagement, global learning and the translation of new ideas into real-world problem-solving.
3. **Make it Together** emphasizes collaboration, community partnership and shared responsibility for student learning and success.

Together, these goals define a comprehensive framework for institutional action, charting a path toward a future in which new ideas and knowledge create lasting and positive societal impact. These broad goals informed the development of a defined set of metrics that are updated regularly and reported publicly through a series of strategic dashboards (1.003: Lehigh Strategy Progress Dashboards). The dashboards present key outcome measures aligned with each goal, including research activity and doctoral production (Make It New); student success outcomes and return on investment (Make a Difference); and sense of belonging and community satisfaction (Make It Together). These indicators provide a transparent, data-informed view of progress toward the university's strategic goals. These metrics are reviewed every semester by university leadership and annually by the board of trustees. Since its formation and board endorsement, Lehigh's strategy has continued to evolve with the guidance of the vice president for strategic planning and initiatives. One notable change has been the incorporation of goals related to thoughtful adoption of generative artificial intelligence (AI) tools into educational and operational practices and a focus on how appropriate use of generative AI can enhance student learning and therefore improve student outcomes.

I.1a-c: Lehigh University has clearly defined mission and goals that are developed through collaborative participation by those responsible for institutional development and improvement, address both internal and external contexts and constituencies, and are approved and supported by the governing body.

Lehigh University's mission expresses the institution's enduring purpose and provides the

intellectual and ethical framework that guides its academic, research and community engagement endeavors. The mission situates Lehigh as a premier, private and research intensive institution devoted to the integration of teaching, research and service. It affirms that Lehigh prepares graduates to engage thoughtfully with a changing world and to lead lives of meaning and reflects Lehigh's characterization of student success. This broad purpose underscores a commitment to cultivating inquiry, advancing knowledge and creating learning environments that support personal and intellectual growth.

Although concise, the mission conveys several core propositions. It asserts that academic excellence is central to Lehigh's identity and activities. The mission emphasizes the creation and dissemination of knowledge, not only within academic classrooms and laboratories but also through meaningful service to local and global communities. Further, it reinforces that education at Lehigh must prepare students to meet complex societal challenges, contribute to their professions and participate in civic life.

The mission also reflects Lehigh's heritage. Established in 1865 to educate future leaders through rigorous academic engagement and hands-on learning, Lehigh has retained the founder's emphasis on translating knowledge into practice. The mission continues to affirm that integrated teaching and research must address not only disciplinary inquiry but also real-world problems. Over time, this integration has become a defining characteristic of Lehigh, shaping areas of institutional strength including interdisciplinary collaboration, creative inquiry, entrepreneurial thinking and applied research.

Stakeholder engagement supports the continued relevance of the mission. The faculty, administration and board of trustees periodically review the mission through structured institutional processes associated with strategic planning, accreditation and board oversight. During major strategic planning efforts, most recently *Inspiring the Future Makers*,

the campus community, including faculty governance bodies, administrative units, students, alumni and trustees, evaluated whether the mission continued to reflect institutional aspirations and contemporary educational needs (1.001: 2022 Strategic Planning Process) and determined that the mission remains at the core of the daily function of the institution. The board of trustees is also charged by the university's Bylaws with ensuring the coherence of the mission and its alignment with institutional strategy (1.004: University Bylaws, Section 2.2). These recurring activities, rather than a fixed schedule, provide ongoing opportunities to affirm the mission's relevance and ensure that it represents shared institutional purpose and commitment.

I.1d: Lehigh University's mission and goals guide faculty, administration, staff and governing bodies in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes.

The board of trustees formally endorsed *Inspiring the Future Makers* in 2023, affirming institutional commitment to the plan's goals, initiatives and priorities. This approval reflects Lehigh University's shared governance structure, in which strategic planning engages multiple stakeholders, incorporates broad consultation and results in decisions made at the highest level of institutional authority.

Following approval, colleges and administrative units across the university aligned their own planning processes with strategic goals. Academic units developed strategies to integrate interdisciplinary inquiry, advance teaching and research effectiveness, expand global and community engagement and support student learning. Administrative units similarly integrated strategic priorities by enhancing student support, investing in research infrastructure, promoting international partnerships and strengthening technological capacity. This alignment allows Lehigh to monitor progress toward mission realization and

institutional goals. Over time, Lehigh has established a culture of continuous improvement characterized by evidence-based decision-making and collaborative planning.

Ten Institutional Initiatives

Inspiring the Future Makers builds on this culture and signals a deep commitment to integrating mission-driven action with institutional planning, resource allocation and assessment. The plan's 10 initiatives create a structure through which Lehigh can make meaningful progress, maintain a focus on shared priorities and communicate direction clearly to internal and external stakeholders.

The 10 institutional initiatives include four foundational initiatives that build essential institutional capacity and six key initiatives that advance Lehigh's academic, research and community-facing priorities. The four foundational initiatives include Decision Making Informed by Qualitative and Quantitative Data and Analysis, An Expanded and Strengthened Research Environment, An Organization of the Future and A Lehigh for Everyone. The six key initiatives include Lead in Educational Innovation, Invest in Strategic Interdisciplinary Research, Redefine a Deeply Interdisciplinary Education, Enhancing Graduate and Lifelong Learning, Enhance the Shared Bethlehem Experience and Transform Mountaintop Campus.

Through these initiatives, Lehigh advances core aspects of its mission, including knowledge creation, institutional agility, interdisciplinary learning, community engagement, student success and inclusive excellence. The initiatives facilitate coordinated action across academic and administrative units, ensuring that planning, assessment and investment reflect shared institutional priorities. Each year, new goals are developed for each of these 10 initiatives, and the initiative leads meet monthly with the vice president for strategic planning and initiatives and the provost to review progress on these annual goals. Completion of these goals is reviewed with the board of trustees annually.

Financial alignment also supports implementation of the university's mission and goals. Each year, the university reallocates 2% of the operating budget to support initiatives and priorities consistent with the Lehigh Strategy, ensuring that planning is tied to resources. This alignment is communicated to campus leaders through annual resource planning guidance issued by senior leadership, which references institutional priorities and expectations for mission-aligned proposals (1.044: Sample Resource Planning Documents).

The institution also made significant progress on a comprehensive campus plan that aligns capital development with strategic priorities. The 2025 Campus Plan (*Making the Future: A Plan for the Lehigh Campus*) provides a 30-year framework to transform the university's spaces in ways that support student success, advance research and strengthen connections to the Bethlehem and Lehigh Valley communities (1.028: 2025 Campus Master Plan). In addition, the Capital Projects Approval Process outlines procedures for initiating, planning and executing major construction and renovation projects, ensuring alignment with strategic objectives, financial feasibility and transparent management of capital investments (1.029: Capital Projects Approval Process Policy).

Mission Integration Across the Institution

Colleges communicate their educational purposes in ways that reflect disciplinary identities while remaining aligned with the university's mission. These purposes, articulated through mission statements, college narratives, program materials and planning documents, guide decisions related to curriculum, student learning, research priorities, community engagement and faculty hiring, demonstrating alignment with institutional mission and values and encouraging coherence between unit-level priorities and university-wide goals (1.007: College Mission Statements). For example, the College of Arts and Sciences (CAS) supports interdisciplinary studies in fields ranging from environmental policy to data science. The College of Business (Lehigh Business) advances innovation in entrepreneurship,

business analytics and leadership development. The P.C. Rossin College of Engineering and Applied Science (the Rossin College) emphasizes research-driven education that prepares students to tackle technical, social and environmental challenges. The College of Education (COE) integrates research, teaching and community partnership to prepare educators and leaders to transform education systems. The College of Health (COH) promotes population health and health equity through interdisciplinary coursework, applied research and community partnerships.

Administrative and student service units similarly align their missions with institutional goals, ensuring that planning, resource decisions and support programs advance Lehigh's core academic purpose. Student Affairs supports student development by integrating residential life, leadership development, well-being, equity, inclusion and cocurricular programming. These programs encourage students to engage reflectively with academic and community experiences, reinforcing institutional priorities related to learning, service and collaboration (1.051: Student Affairs Mission). Library and Technology Services (LTS) advances the mission by providing technological infrastructure, information resources, data management systems and faculty support for instructional innovation (1.310: LTS Reorganization). The division enables faculty to pursue new knowledge, facilitates student discovery and provides access to scholarly resources that sustain an active research environment (1.037: LTS Strategic Plan; 1.024: LTS Annual Reports). Athletics supports the mission by promoting leadership, character development, academic achievement and student wellness. The department offers broad participation opportunities, fosters equitable access to sports and fitness and engages alumni and community stakeholders (1.025: Athletics Annual Reports).

The Office of International Affairs (OIA) aligns with institutional goals by facilitating international partnerships, increasing student mobility, supporting international students

and scholars, and advancing global engagement. Its programs expand Lehigh's global reach, complementing research activities, student learning and community collaboration (1.040: OIA Strategic Plan; 1.026: International Affairs Annual Reports).

The Office of Research and Sponsored Programs (ORSP) under the Office of the Vice Provost for Research strengthens institutional alignment by supporting faculty scholarship, growing Lehigh's research enterprise and expanding interdisciplinary collaboration. Through proposal development support, research compliance oversight and investment in centers and institutes, the office advances mission-driven knowledge creation and promotes research with societal impact (1.041: Office of the VP for Research).

In a recent Lehigh survey with 15 employer partners, hiring managers emphasized that AI literacy is now a core expectation for new graduates. Guided by its mission to prepare students for meaningful contribution in a rapidly evolving world, Lehigh's Center for Career and Professional Development (CCPD), responded by launching AI Ready Learning Pathways on LinkedIn Learning, offering scaffolded beginner, intermediate and advanced courses that complement classroom learning with practical, real-world applications across disciplines. The initiative aims to ensure Lehigh students are prepared to understand, apply and communicate about AI tools in meaningful and ethical ways, translating institutional values into cocurricular program development (1.045: AI Ready CCPD Website and Report).

The Office of Educational Innovation and Assessment (OEIA), established in 2024, contributes to mission fulfillment by supporting pedagogical innovation, advancing assessment practices and helping faculty develop evidence-based strategies that enhance student learning. OEIA partners with colleges and programs to align curricular design, learning outcomes and instructional practices with institutional goals related to teaching effectiveness and educational innovation (1.042: OEIA Website).

The Office of Inclusive Excellence and Belonging (OIEB) plays a central role in advancing institutional commitments to equity, inclusion and student success. Through climate assessments, professional development, strategic initiatives and partnerships across colleges and administrative units, the office operationalizes mission components related to service, community engagement and holistic student development (1.043: OIEB Website).

These unit-level missions, among others, ensure that institutional priorities guide the full range of academic, research, administrative and cocurricular activities. This coordinated approach across the university and administrative units ensures that the mission and strategic plan influence decisions across the institution. It reinforces the role of the mission as a guiding framework that informs planning and governance, rather than as a statement that stands apart from daily work, and builds on the central mission to advance learning.

I.1e: Lehigh's mission and goals support scholarly inquiry and creative activity.

Lehigh's commitment to scholarly inquiry and creative activity is built into the strategic plan's three-part framework of Make it New, Make a Difference, and Make it Together. This structure is realized across academic programs, many of which integrate teaching, research and application. It is particularly evident in programs that are explicitly designed to connect interdisciplinary scholarship with experiential learning. For example, intercollege programs that bridge engineering and business, such as Integrated Business and Engineering (IBE), embed project-based inquiry, applied research and collaboration with industry partners in ways that intentionally link theory to practice. The data science program in the Rossin College demonstrates responsiveness to industry and academic demand while immersing students in research-driven analytics, modeling and problem-solving.

Collaboration and scholarship across disciplines are also at the heart of interdisciplinary centers such as the University Research Center for Catastrophe Modeling and Resilience.

This center was established in 2024 to provide an interdisciplinary home for the scientific and educational activities of a number of scholars who have been working on catastrophe modeling and resilience applied to natural disasters and health-related events, and to foster research that would mitigate the impacts of such events, including global pandemics (1.033: CMR Research Center). Additionally, the Center for Supply Chain Research bridges theory and practice to promote a collaborative exchange of ideas on critical issues affecting supply chain management (1.034: CSC Research Center).

The Global Social Impact Fellowship engages students in collaborative research addressing global challenges, and Iacocca International Internship Program, Martindale Student Associates Honors Program and other global offerings further demonstrate how Lehigh structures learning environments that involve inquiry, application and service. These programs exemplify Lehigh's mission to integrate teaching, research and service to address complex societal challenges.

The creation and strengthening of Creative Inquiry under the Office of the Provost signals recognition that innovation and inquiry are central to mission fulfillment. This program supports a wide range of interdisciplinary initiatives that help students and faculty pursue new intellectual, creative and artistic pathways that lead to transformative innovations, expressions and questions (1.031: Creative Inquiry Program). The Baker Institute for Entrepreneurship, Creativity and Innovation further advances this work by fostering entrepreneurial mindsets, supporting venture development and providing interdisciplinary opportunities for students to imagine and test new ideas (1.032: Baker Institute).

Mountaintop, Lehigh's 742-acre space atop South Mountain, invites students to engage in exploratory, open-ended investigation and supports cutting-edge research and experiential learning. This model encourages risk taking, cross-disciplinary vision and entrepreneurial

thinking. These skills align with goals within Make it New and Make a Difference (1.090: Mountaintop).

Further, Lehigh supports exceptional students through programs like the Eckardt Scholars program. This highly selective honors program emphasizes deep intellectual curiosity, interdisciplinary education, independent work and close mentoring relationships between the highest achieving students and faculty at Lehigh (1.030: Eckardt Scholars Program).

These programs and units exemplify the type of interdisciplinary, experiential and experimental scholarly inquiry and creative activity characteristic of the Lehigh experience.

Mission Drives Research Growth

Faculty hiring and development supports mission fulfillment by advancing research that expands knowledge, addresses societal needs and enriches student learning. The institution's commitment to research growth is evidenced by the Lehigh Strategy's explicit goal of doubling research activity, supported by investments in laboratory space, proposal development support, doctoral student funding and research communication (1.002: 2023 Strategic Plan). This commitment is also reflected in the establishment of three new University Research Centers (URCs), which serve as hubs for interdisciplinary collaboration and expand the institution's capacity for high-impact scholarship that is aligned with the university's mission (1.035: New Research Centers).

Faculty are supported in pursuing knowledge that elevates the institution and contributes to societal needs through mechanisms such as internal research grants, seed funding programs and interdisciplinary cluster hiring. Student programs, including leadership development initiatives, community-engaged learning courses, international internships and experiential learning in residential communities, integrate academic and cocurricular learning to support

personal development, global engagement and leadership. All of these contribute to a student experience grounded in purposeful integration of learning, research and service.

I.1f: Lehigh’s mission and goals are publicized and widely known by internal constituencies.

Lehigh University communicates its mission, vision and strategic goals to ensure broad visibility among students, faculty, staff and external stakeholders. The institutional mission is prominently displayed on the university’s public website, included in the course catalogs and incorporated into official university publications (1.006: Mission and Vision Webpage; 1.005: 2025-2026 Catalog; 1.002: 2023 Strategic Plan). Colleges and administrative units reinforce institutional consistency by publishing unit-level mission statements on divisional websites and incorporating mission alignment into planning and assessment documents (1.007: College Mission Statements; 1.051: Student Affairs Mission; 1.052: Student Athlete Handbook, p. 9).

Strategic communications associated with *Inspiring the Future Makers* — including news features, presidential messages, campus-wide announcements and community conversations — regularly highlight mission-aligned achievements, reinforce shared understanding of institutional direction and connect mission to ongoing initiatives (1.020: Strategic Planning Process News Archive; 1.027: Community Conversations; 1.022: Lehigh Strategy Progress Reports 2023-2024 and 2024-2025).

Institutional communication and engagement methods further reinforce implementation of the strategic plan. These include Presidential Dinners, Future Maker Forums, campus-wide town halls and Future Maker Grants, all of which help to share progress, strengthen transparency and support faculty, staff and student involvement in the plan’s priorities. These recurring events create opportunities for broad participation and highlight how strategic priorities are integrated into academic, administrative and cocurricular work.

I.2: Lehigh’s institutional goals are realistic, appropriate to higher education and consistent with its mission.

Lehigh’s mission has remained stable for more than 30 years. Its clarity and conciseness continue to resonate with campus stakeholders, and the institution continues to uphold the integration of teaching, research and service as its central organizing principle. The decision to retain the mission through successive presidential transitions, campus planning cycles and structural changes underscores its broad relevance and adaptability to evolving higher education contexts.

As described earlier, the launch of the 10-year strategic plan, *Inspiring the Future Makers*, in 2023 (1.002: 2023 Strategic Plan) reaffirmed Lehigh’s core commitments while providing a contemporary articulation of institutional aspirations. The plan’s three-part framework of Make it New, Make a Difference and Make it Together provides a strong interpretive lens through which units can understand and operationalize the mission (1.060: Reaffirmed 2016 Mission Statement, p. 4). The annual strategic goals — which are publically available — are tracked and evaluated each year, and in the first two years of the plan (1.022: Lehigh Strategy Progress Reports 2023-2024 and 2024-2025), approximately 80% of the annual goals were completed in the targeted time frame, indicating that these annual goals are achievable yet aspirational. Lehigh’s institutional goals are in clear alignment with *Inspiring the Future Makers* and the mission.

I.3a, c-d: Lehigh’s goals focus on student learning outcomes and achievement, including retention, graduation, transfer and placement rates; are supported by administrative, educational and student support programs and services; and prioritize institutional improvement.

As previously mentioned, the strategic plan articulates three overarching goals and ten initiatives that together establish institutional priorities and prioritize student success

(1.002: 2023 Strategic Plan). The three university-wide priorities that frame the Self-Study are Enhancing Local and Global Engagement and Impact, Holistic Student Success for All Students, and Innovative and Interdisciplinary Education. These priorities inform the student experience through experiential learning opportunities, global programs, belonging initiatives and enhanced student success efforts. These priorities emphasize educational innovation, interdisciplinary research and scholarship, student learning and support, infrastructure development, data-informed decision-making, community engagement and organizational transformation. The initiatives offer direction that is sufficiently broad to stimulate creativity and local adaptation, while also providing clarity to guide decision-making.

Lehigh tracks progress toward these strategic goals through the *Inspiring the Future Makers* strategic plan dashboard, which provides publicly available data on key student achievement metrics including graduation rates, retention rates and post-graduation outcomes (1.003: Lehigh Strategy Progress Dashboards). These metrics are derived from institutional data maintained by the Office of Institutional Data (OID) and are reviewed regularly by university leadership to inform planning and resource allocation. Lehigh enrolls approximately 5,980 undergraduate and 1,920 graduate students annually, with demographic and program-level breakdowns monitored via Integrated Postsecondary Education Data System (IPEDS) reports (1.046: IPEDS Fall Enrollment 2022 thru 2025; 1.059: IPEDS 12-Month Enrollment Reports 2022-2025). Enrollment, retention and graduation trends are monitored regularly throughout the year to inform operational and strategic decision-making. These metrics are formally reviewed and verified annually as part of the university's submission of the MSCHE Annual Institutional Update (AIU), supporting ongoing evaluation of institutional effectiveness and mission fulfillment (1.011: MSCHE Annual Institutional Updates). Retention and graduation rates are analyzed annually, both internally and through IPEDS reports to

ensure alignment with student success goals (1.008: Graduation Rates Summary; 1.009: Retention Rates Summary; 1.047: IPEDS Outcome Measures 2022-2025; 1.010: IPEDS Completions Reports). Faculty and staff numbers, including instructional and student support staff, are tracked through IPEDS and internal HR reporting to ensure appropriate staffing levels for student learning and success initiatives (1.048: IPEDS HR Reports 2022 thru 2025).

While each college develops and maintains its own student learning outcomes (SLOs), periodic review strengthens the clarity, relevance and transparency of these outcomes and their alignment with the university's mission and educational values (5.001: SV_Assessment_Information; 1.012: Graduate Program Review Framework). These learning outcomes are articulated and enacted in programs, departments and courses so that the design and delivery of the student learning experience supports student success at all levels. Learning outcomes are assessed and revised as needed to ensure the success of students as they progress to the workplace of the future (see Standard V for detailed assessment processes and evidence). Post-graduation placement and career outcomes are monitored through surveys, employer feedback and IPEDS outcomes data to ensure programs effectively prepare students for the workforce and advanced study (1.047: IPEDS Outcome Measures 2022-2025; 1.049: First Destination Reports; 1.050: Next Destination Reports). These outcomes inform program refinement and curricular improvements to enhance student achievement and workforce readiness.

Through these structured goals, measurable outcomes and ongoing monitoring, Lehigh demonstrates a sustained commitment to assessing and improving student learning and achievement, ensuring that institutional priorities are consistently realized in student success across programs and levels, and that the ultimate goal of graduating students who are capable, productive members of society is also met.

Institutional improvement is a priority that was articulated in several areas of the strategic plan. An example of an institutional improvement that supports student success is the recent merging of the Center for Academic Success and the Center for Writing and Math into the newly expanded Academic Success and Writing Center. This change was implemented in response to students' concerns that they were unsure which option to select for their tutoring needs. Another example is the establishment of completion grants, which are relatively small grants intended to support students who are close to the completion of their degrees but need additional funding to complete coursework during the summer months (1.061: Summer Completion Grant Program). These grants reflect the university's commitment to equity, retention and timely graduation by addressing obstacles that disproportionately affect students with financial need.

Commitment to Access, Equity and Belonging

The mission's emphasis on service to others aligns naturally with commitments to inclusive excellence. The initiative titled A Lehigh for Everyone underscores institutional dedication to building an equitable and inclusive environment where all students, faculty and staff can thrive. This initiative informs planning around recruitment, student belonging, climate assessment and professional development.

Resource allocation decisions are directly informed by student achievement data and strategic priorities. The Lehigh Commitment advances access and affordability by providing full tuition grants to undergraduate students from families with incomes below \$75,000, expanding access to a Lehigh education for talented students who contribute to and strengthen the campus community (1.016: The Lehigh Commitment), and the establishment of completion grants supports students near degree completion who face financial barriers — both reflecting deliberate budget decisions aligned with retention, graduation and equity goals. The institution has expanded student support services, enhanced advising structures

and improved financial aid outreach. Lehigh has maintained and grown budgetary support for these initiatives across the past four fiscal years (2.020: Expense Analysis FY22–FY25), demonstrating sustained institutional commitment to student learning outcomes and achievement. Colleges and departments have also improved faculty and staff recruitment practices.

I.4: Lehigh periodically assesses its mission and goals to ensure they are relevant and achievable.

Lehigh regularly evaluates the continuing relevance of its mission and goals. Mission evaluation occurs through defined processes that include strategic planning cycles (1.060: Reaffirmed 2016 Mission Statement), Middle States self-studies, academic program reviews conducted through a multi-faceted approach involving academic departments and institutional bodies, annual assessment reporting across units and institutional data analysis produced by the OID. These recurring mechanisms provide structured opportunities to examine whether the mission remains appropriate and whether institutional goals continue to reflect emerging needs.

As previously noted, during the development of *Inspiring the Future Makers*, the campus engaged broadly to consider whether the mission continued to reflect the institution's purpose and aspirations (1.001: Strategic Planning Process, pp. 10–39; 1.019: Strategic Planning Process Updates; 1.020: Strategic Planning Process News Archive). Through listening sessions, surveys, working groups, Future Maker Forums and targeted consultations, the stakeholders shared feedback that shaped the identification of the Lehigh Strategy's goals and initiatives that now structure institutional action, annual goal setting and resource allocation. This process ensures that the direction of the Lehigh Strategy is reflected not only in the stated institutional priorities but also in the aspirations and perspectives of the broader Lehigh community.

Based on feedback collected by focus groups and surveys during the 2025 Self-Study process, students and other stakeholders report that Lehigh's mission shapes institutional priorities, from academic programs to campus culture. Students indicated that the mission aligns with their personal and professional aspirations by providing both a challenging environment and strong support structures, and emphasized their active role in fostering a community of mutual success. Stakeholders affirm the mission's integration of teaching, research and service and its focus on preparing students for meaningful work, while noting opportunities to clarify how these priorities are operationalized across faculty and staff roles and daily practices, including evaluation and rewards structures. They also highlight tensions between career-focused student outcomes, support for and conduct of scholarship, and the need for mission-driven transparency in resource allocation (1.017: Summary of Mission and Values Feedback).

Assessment is embedded across the institution to ensure mission fulfillment. Colleges and administrative units document progress toward strategic goals, mission alignment, learning objectives, research priorities, workforce needs and operational effectiveness. This documentation appears through several established methods, including college-level strategic plan updates and unit-level annual reports. These materials are maintained by the Office of the Provost and individual colleges.

Each academic unit evaluates teaching effectiveness, research productivity, program quality and student learning, which inform decisions regarding curriculum development, faculty hiring, resource allocation and student support. Program review reports, annual faculty activity reports, curriculum committee documentation and accreditation self-studies (where applicable) contain these evaluations.

Administrative units similarly assess performance through defined metrics, annual unit reports and strategic initiative dashboards, along with customer satisfaction data, technology performance indicators, equity and inclusion measures and financial analyses (1.022: Lehigh Strategy Progress Reports 2023-2024 and 2024-2025; 1.024: LTS Annual Reports; 1.026: International Affairs Annual Reports). These assessment activities provide evidence of progress toward strategic goals and are regularly reviewed by university leadership. For example, Lehigh periodically assesses campus climate and sense of belonging to evaluate progress and inform institutional improvement, and shares these findings with students, faculty and staff through campus town hall sessions and a publicly available campus climate dashboard (1.015: Campus Climate Surveys). This review process and its findings supports transparency, data-informed decision-making, shared responsibility and guide continuous improvement.

The Self-Study affirmed the stability and consistency of Lehigh's mission and the alignment among its mission, strategy and institutional priorities, all of which emphasize student learning and success through the integration of teaching, research and service to others. The university community — including students, faculty and staff — frequently highlights the integration of teaching and research as a defining characteristic of Lehigh's identity. This balance is further supported by a commitment to academic rigor, interdisciplinary collaboration, and experiential and innovative education, alongside the necessary resources to maintain a high level of research productivity. Each of these core qualities is deeply embedded in Lehigh's mission, strategy and institutional priorities. The Self-Study also identified opportunities to more fully embed the mission and strategy in unit-level planning; strengthen the integration of the mission, vision and values in student-facing experiences; and increase the visibility of the mission across the physical campus environment. The offices of University Communications and Public Affairs (UCPA) and Finance and

Administration (F&A) have begun implementing measures to improve the visibility and awareness of the mission and communication about its relationship to resource allocation in response to these observations.

STANDARD II: ETHICS AND INTEGRITY

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

Introduction

Standard II evaluates whether the institution's mission is enacted with honesty, fairness and respect for individuals and ideas. For Lehigh, this encompasses academic freedom and freedom of expression; a climate of respect; clear, accessible grievance pathways; avoidance and management of conflicts of interest; fair and impartial employment practices; truthful public and internal communications; programs that promote affordability and informed financial decisions; compliance with laws and Commission requirements; and regular assessment of ethics and integrity in policy and practice.

As described in Standard I, Lehigh University's policies, practices and assessment mechanisms are guided by its mission to advance learning through the integration of teaching, research and service to others. The three institutional priorities identified as part of the Self-Study process — Enhancing Local and Global Engagement and Impact, Holistic Student Success for All Students and Innovative and Interdisciplinary Education — shape the design, implementation and evaluation of institutional processes. These priorities ensure that policies governing integrity, compliance, ethics, inclusiveness and transparency are not only legally and procedurally sound but also strategically aligned with the university's mission and goals. Together, they provide a framework for evidence-based decision-making, continuous improvement and the fulfillment of MSCHE Standard II across all aspects of institutional operations.

II.1: Lehigh University has made institutional commitments to academic freedom, intellectual freedom, freedom of expression and respect for intellectual property rights.

Lehigh maintains institution-wide commitments to academic and intellectual freedom, freedom of expression and respect for intellectual property, as reflected in its governance documents, policies and institutional practices. For faculty, the Rules and Procedures of the Faculty of Lehigh University (R&P) (2.009: Rules and Procedures of the Faculty) protect inquiry, expression, research, publication and peaceful assembly, limiting only the use of university affiliation when speaking as private citizens. The Faculty Code of Ethics (2.005: Faculty Code of Ethics) reaffirms these protections. The Provost's Office provides coordinated guidance and institutional support to faculty whose scholarship or public expression results in external harassment or controversy.

Students' rights to freedom of thought, inquiry and expression are articulated in the Student Handbook (2.003, p.46) and implemented through the Student Code of Conduct (2.004). The Posting Policy (2.010) further ensures that expressive activities occur in ways that respect institutional property and community norms.

Lehigh's commitment to freedom of expression extends to digital environments. The Social Media Guidelines and Policy (2.012: Social Media and Guidelines) affirms the right to public discourse while emphasizing transparency, accountability and adherence to applicable law. The policy promotes constructive dialogue and explicitly cautions against harassment, discrimination and the misuse of confidential information.

Respect for intellectual property is embedded in institutional policy and practice. The Intellectual Property (IP) Policy (2.011) promotes learning and innovation, requires disclosure of potentially university-owned intellectual property and preserves publication rights. The university makes timely commercialization decisions while faculty and students generally

retain ownership of their scholarly, instructional and creative works (2.053: Copyright Compliance Guide).

In October 2025, Lehigh joined more than 100 other colleges and universities that have adopted the University of Chicago Statement on Freedom of Expression, known as the Chicago Principles. These principles articulate a broad and intrinsic belief in the freedom of expression. At Lehigh, the principles were adopted including a Lehigh Preamble that states, in part, that the Chicago Principles, “coupled with existing University policies which govern freedom of expression for our campus community, our Principles of Our Equitable Community, and our robust culture of inquiry, is adopted to promote open and respectful dialogue on campus, exploration of a plurality of thought, inquiry and expression as part of the Lehigh experience. The Chicago Principles will be used as a guidepost for future decisions regarding freedom of expression within the University” (2.013: Lehigh’s Adoption of the Chicago Principles).

II.2: Lehigh University has created a climate that fosters respect among students, faculty, staff and administration from a range of diverse backgrounds, ideas and perspectives.

Lehigh sustains a climate of respect across students, faculty, staff and administrators, anchored in the Principles of Our Equitable Community (2.014: Principles of Our Equitable Community), embedded institutionally since 2012. Recognition includes the 2021 *Soaring Together* commemoration of 50 years of coeducation, six consecutive Higher Education Excellence and Distinction (HEED) Awards, the 2024 Diversity Champion designation and a five-of-five Campus Pride Index rating.

Institutional strategy and governance operationalize these commitments. The Office of Inclusive Excellence and Belonging (OIEB), advances A Lehigh for Everyone, a 2023 strategic plan foundational initiative described in Standard I, (2.015: A Lehigh for Everyone) with

support from the Council for Equity and Community. Five Inclusion and Equity Centers — the Pride Center @LU; Gender, Leadership and Empowerment; Cultural Engagement; Student Access and Success; and the University Chaplain — deliver programming and ensure inclusive access across campus. Policy updates include a Chosen Name Policy (2.016: Chosen Name Policy) and design standards (2.017: Facilities Design Standards and Guidelines).

Lehigh regularly assesses climate and outcomes through the Higher Education Data Sharing Consortium (HEDS), Collaborative on Academic Careers in Higher Education (COACHE), student engagement measures and retention analyses. In 2024, satisfaction with the campus climate for diversity and equity increased to 3.7, up from 3.5 in 2022 on the five-point HEDS scale, with declines in reported discrimination and harassment incidents. Results from three biennial administrations since 2020, are publicly available through the campus climate dashboard (1.015: Campus Climate Surveys). A review of the Lehigh University Police Department (LUPD) was conducted in 2021-2022 consistent with Anti-Racism Task Force recommendations (2.019: LUPD Review Committee Report).

Capacity-building efforts span both faculty and students. The ADVANCE initiative supports inclusive faculty recruitment and retention. ADVANCE has expanded beyond its initial science, technology, engineering and math (STEM) focus to support inclusive recruitment, retention and leadership development across disciplines and administrative roles (2.200: Lehigh ADVANCE).

Several student programs promote dialogue and peer education. An example is LUally, which is a training model launched in 2016 by the Pride Center that encourages allyship as a lifelong commitment to historically marginalized communities.

Women outnumbered men in the incoming fall 2023 and fall 2025 cohorts for the first time in university history (see Appendix A, Table 3). To strengthen retention and belonging, including first-generation students and students of color, Lehigh is expanding communal spaces and faculty engagement, enhancing communication and training about resources and advising, and in 2025 launched Compass (EAB Navigate360) to connect students with care teams and services. The percentage of faculty and staff from underrepresented racial and ethnic groups (UREG) has steadily increased over time, while the proportion of UREG students has remained relatively stable (see Appendix A, Table 3).

In 2024, the U.S. Department of Education's Office for Civil Rights opened a Title VI investigation regarding protections based on shared ancestry, including Jewish ancestry. Lehigh denied the allegations and provided evidence of compliance. In January 2025, the university entered a voluntary resolution agreement (without admission of liability) committing to policy and procedure review, annual investigator training, staff and student training, climate assessment and file reviews (2.021: Resolution Agreement). Collectively, these efforts demonstrate Lehigh's sustained commitment to a respectful, inclusive campus climate.

II.3: Lehigh has a documented and disseminated grievance policy to address complaints or grievances raised by students, faculty or staff. Lehigh's policies and procedures are fair and impartial and assure that grievances are addressed promptly, appropriately and equitably.

Lehigh maintains documented, widely disseminated grievance and conflict-resolution policies. Every university-level web page links to the Reporting Concerns website (2.022) covering a broad range of concerns including bias, harassment, misconduct and safety issues. A confidential Ethics and Compliance Hotline provides an additional reporting channel. Lehigh University's Equal Opportunity Compliance Coordinator's Reporting Options web page clearly delineates multiple reporting pathways for discrimination,

harassment, retaliation and sexual misconduct (2.054: Lehigh EOCC Reporting Options). All complaints and concerns submitted through these reporting channels are documented and maintained by the appropriate administrative offices, and aggregated data are publicly available on the university website (2.050: LU EOCC Annual Reports) in accordance with federal requirements, with records retained and made available to the U.S. Department of Education upon request, consistent with 34 CFR § 668.43.

The policy on Harassment and Non-Discrimination establishes a fair process with defined timelines, objective evaluation of all relevant and permissible evidence, equal opportunities to present information, a written investigation report and a Statement of Parties' Rights (2.023: Policy on Harassment and Non-Discrimination - Appendix F). Designated personnel must promptly report incidents involving students to the Equal Opportunity Compliance/Title IX Coordinator. While the university generally honors a complainant's wish not to file, it may act when patterns, seriousness or safety risks warrant intervention.

For staff, Human Resources (HR) can facilitate mediation or direct staff to other appropriate resources. The Employee Relations Advisory Council (ERAC) is a staff-elected council that raises and champions staff concerns (2.024: ERAC Bylaws). For faculty, the Faculty Personnel Committee hears appeals alleging arbitrary or capricious actions affecting rights, privileges, continued employment or academic freedom, excluding matters covered under the harassment policy. Committee recommendations go to the president, with possible appeal to the board of trustees (2.009: Rules and Procedures of the Faculty). Student misconduct is adjudicated under the Student Code of Conduct (2.004: Student Code of Conduct); academic grievances follow the catalog's escalation path (instructor → chair/division head → dean) (1.005: 2025-2026 Catalog, p.31). Students may also appeal through Standing of Students and Standing of Graduate Students committees. The university Ombuds Office offers confidential, voluntary conflict resolution and recently expanded from two to three

ombudspersons, adding a staff representative, enhancing access and responsiveness for all campus populations (2.060: Ombuds Office Website). Lehigh strictly prohibits retaliation for good-faith reporting or participation in any process.

Lehigh maintains a publicly available website (2.046: Lehigh University Middle States Accreditation Website) that details its Middle States accreditation status and identifies how to file complaints with Lehigh's accreditor, in compliance with 34 CFR § 602.16(a)(1)(ix). Through these mechanisms, Lehigh ensures that grievances can be addressed fairly, impartially and equitably.

II.4: Lehigh has policies designed to avoid conflict of interest or the appearance of such conflict in all activities and among all constituents.

Lehigh's enterprise-wide Conflict of Interest (COI) Policy (2.025: Conflict of Interest Overview and Policy) requires trustees, officers, faculty and key staff to disclose significant relationships with external entities, including ownership interests, consulting roles, employment or gifts of over \$100 involving the individual or an immediate family member. Significant relationships include ownership or control of an entity, investments over \$10,000 or equity of 10% or more. Covered individuals affirm compliance on hire and annually, and update disclosures as interests arise; the Corporate Secretary or Director of Internal Audit reviews submissions and escalates unresolved matters.

For sponsored research, the Policy on Financial Conflicts of Interest Related to Research (2.026) aligns with federal regulations and requires investigators to disclose significant financial interests annually, at award setup and within 30 days of changes. The Office of Research Integrity, with the vice provost for research and the COI Review Committee, determines whether a conflict exists and implements a written management plan before work proceeds.

The Employment and Placement of Relatives Policy (2.027) preserves merit-based hiring and advancement by prohibiting close relatives — immediate family members, cohabiting partners and spouses — from supervising or influencing one another. Employees declare such relationships at hire and via the annual COI survey; Internal Audit monitors compliance through reviews of new-hire data, survey responses and shared-address analyses. Lehigh’s policies and oversight mechanisms establish a framework that proactively identifies, manages and mitigates potential conflicts of interest.

II.5: Lehigh has established and implemented fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees.

Lehigh maintains documented, consistently applied processes to ensure fairness and due process for faculty and staff. Faculty hiring follows procedures on the Provost’s Faculty Hiring site (2.028: Provost’s Faculty Hiring Site) and ADVANCE Recruitment Toolkit (2.200: Lehigh ADVANCE, p. 20), requiring standardized documentation, position-specific job descriptions and evaluation rubrics aligned to posted criteria. Searches conduct broad outreach to build robust applicant pools; committee members complete ADVANCE training at least every two years. The Lehigh University Faculty Ambassadors Program was formally initiated by Lehigh ADVANCE in 2016. The program trains faculty who are uninvolved in a search to meet with prospective colleagues during their campus interviews. These ambassadors discuss campus life, inclusive excellence and faculty resources to help candidates experience Lehigh and answer their questions in a non-evaluative setting.

Faculty evaluation and advancement are governed by the R&P (2.009: Rules and Procedures of the Faculty) and college/department guidelines. Tenure-track and term faculty complete annual merit, reappointment and promotion reviews with multi-level faculty committee evaluation (department and college). Where recommendations diverge, structured meetings are required; faculty may appeal to the Personnel Committee for procedural violations. In

response to 2023 COACHE findings on a lack of clarity regarding promotion processes — especially for women faculty — the Provost’s Office launched a website consolidating R&P and college/department guidance; departments are developing field-specific expectations for teaching, scholarship and service for university-wide implementation by late 2026.

ADVANCE mentoring supports pre-tenure and mid-career faculty. Faculty standards are articulated in the Faculty Code of Ethics (2.005) and the Faculty Senate continues to codify the process for ethics complaints. Separation for cause is addressed in R&P §2.2.11, providing notice, committee review, opportunity to respond and appeal (2.009: Rules and Procedures of the Faculty).

Staff hiring follows HR-led Staff Employment policies, inclusive recruitment with HR oversight and mandatory manager training on fair hiring and Equal Employment Opportunity (EEO) compliance (2.030: Training for Hiring Managers; 2.031: Recruitment User Guides).

New staff serve a six-month provisional period with formal reviews at three and six months.

Staff evaluation uses a university-wide Performance Management Program with ongoing feedback, quarterly check-ins and a year-end review; performance concerns are addressed with documented improvement processes and Performance Improvement Plans (2.032: HR Performance Management). Staff separation follows the Staff Guides (resignation, involuntary discharge and separation without notice), with exit documentation and progressive discipline calibrated to severity and coordinated with HR (2.001: Nonexempt Staff Guide; 2.002: Exempt Staff Guide). Aggregate data on hires and promotions over the past four years, disaggregated by employee category, are provided in the HR Workforce Summary, 2021–2025 (2.061), supporting the university’s oversight and assessment of hiring and advancement practices across the institution. Lehigh’s policies and procedures ensure that the university’s practices in the hiring, evaluation, promotion, discipline and separation of employees are demonstrably fair and impartial.

II.6: Lehigh demonstrates honesty and truthfulness in public relations announcements, advertisements, recruiting and admission materials and practices, as well as in internal communications.

Lehigh ensures honesty, accuracy and integrity in all communications, including admissions materials, advertising, media relations, institutional data and internal messaging under University Communications and Public Affairs (UCPA), the Office of Institutional Data (OID), the Office of Institutional Research (OIR) and Admissions, supporting institutional credibility, trust and informed decision-making. Over the past four fiscal years, the university has allocated an average of 1% of its overall budget to marketing and recruitment activities, reflecting a sustained institutional commitment to transparent, mission-aligned outreach and public engagement (2.020: Expense Analysis FY22-FY25). UCPA provides strategic guidance, reviews public-facing materials for accuracy and tone, maintains social media guidelines and articulates principles for ethical use of generative artificial intelligence (AI) (2.012: Social Media and Guidelines; 2.033: AI Guidelines for Campus Communicators).

The central AI at Lehigh website integrates AI, data integrity and governance by documenting and communicating university-wide principles, policies and expectations for AI use (2.034: Lehigh AI Website). The site is maintained by the university's chief information officer in partnership with and with guidance from units such as the Provost's Office, the Office of the Vice President for Finance and Administration, Office of Educational Innovation and Assessment and OID.

The Bursar's office publishes tuition, fees and program-specific costs (2.036: Tuition and Fees). The Office of Undergraduate Admissions publishes a net price calculator and cost of attendance data (2.037: Net Price Calculator). The OID publishes program and degree enrollments, graduation and retention rates disaggregated where appropriate (1.008: Graduation Rates Summary; 1.009: Retention Rates Summary), graduate time-to-degree and

career outcomes via survey results for undergraduates and graduates (1.049: First Destination Reports; 1.050: Next Destination Reports). Established protocols govern external submissions; processes are reviewed annually, data are vetted before release and staff receive guidance on accurate reporting. A robust data governance program, overseen by the Data Governance Executive Committee and Data Governance and Standards Committee, assigns roles to data stewards and uses policies, classification standards and a centralized data dictionary for accurate, secure and ethical data management (2.040: Data Governance).

Admissions and recruitment communications are coordinated with UCPA, reviewed by academic units for alignment with current offerings and guided by five principles: humanistic engagement, brand consistency, outreach to influencers, increased visibility and celebration of the broad diversity of the community on multiple dimensions. Staff are trained to frame recruitment around informed choice and accuracy, ensuring transparency and ethical communication with prospective students and the public. Sample marketing, admissions, recruiting and internal communications materials illustrating these practices are provided in the accompanying evidence (2.062: Sample Communications Materials). Through these integrated policies, processes, staff guidance and governance mechanisms, Lehigh demonstrates a strategic and institution-wide commitment to integrity, transparency and public trust, aligning communication practices with institutional mission and supporting informed decision-making.

II.7: As appropriate to its mission, Lehigh runs effective programs that promote inclusiveness and belonging; promote affordability and accessibility; and enable students to understand funding sources and options, value received for cost and methods to make informed financial decisions about incurring debt.

Lehigh's commitment to equitable access is foundational, rooted in the university's Bylaws,

which charge the board of trustees with providing “outstanding educational opportunities for students at the university level without regard to race, color, religion, gender, age, national or ethnic origin, disability or veteran status” (1.004: University Bylaws, Section 1.2). Consistent with this mission and applicable law, Lehigh operates race-neutral admissions and financial aid processes in full compliance with *Students for Fair Admissions v. Harvard and University of North Carolina* (2023), with policies reviewed and updated following the Supreme Court decision to ensure ongoing compliance while maintaining institutional values of equity and access. These commitments are advanced through integrated policies, programs and practices that promote inclusiveness, affordability and informed decision-making.

Outreach efforts are strategically targeted to broaden access across geographic, socioeconomic and educational backgrounds, including first-generation students and students from historically underrepresented regions. Affordability is advanced through the Lehigh Commitment (1.016), which guarantees full tuition support for families earning \$75,000 or less and meets 100% of demonstrated financial need for all admitted students. Aid decisions are race-neutral and comply with Title IV and applicable Internal Revenue Service and U.S. Department of Education guidance. Ongoing evaluation of financial aid distribution, program participation and student outcomes informs refinements to policy and outreach practices, ensuring effectiveness and alignment with institutional goals.

Lehigh provides students and the public with comprehensive, transparent information about the costs and financing of a Lehigh education through multiple coordinated resources. The Office of the Provost maintains a centralized Higher Education Opportunity Act (HEOA) Disclosures web page (2.044) that serves as the primary portal for required institutional and consumer information, including links to tuition and fees, refund and withdrawal policies, financial aid resources, Net Price Calculator access, student loan information, campus safety

statistics, health and wellness resources, retention and graduation data (including disaggregated outcomes), faculty listings, disability services, and information on student diversity, international affairs and voter registration. The Bursar's Office further publishes detailed tuition, fees and program-specific costs (2.036), including charges for full-time and part-time students, parking, and room and board, with additional fees for certain majors noted where applicable. Students can also access a Find Course Materials website to view required and recommended textbooks for specific courses (2.041). The 2025–2026 catalog specifies the requirements and procedures for officially withdrawing from the university (1.005, p. 31) and outlines policies for refunds of tuition, academic fees and Title IV program funds (1.005, p. 14). Together, these disclosures satisfy the requirements of federal regulation 34 CFR § 668.43(a)(1–4) by providing clear information on tuition and fees, refund and withdrawal policies, program-related costs and financial aid resources. The HEOA Disclosures page also publishes institutional data — including the cohort default rate, the percentage of students with loans and average student loan indebtedness — enabling prospective and current students to make informed decisions about borrowing.

Complementing these disclosures, the Office of Financial Aid provides financial literacy resources (2.063: Financial Literacy Information) and has offered campus-wide financial education through a Financial Reality Fair (p. 7), equipping students with practical skills to understand funding sources, evaluate cost and value, and navigate debt responsibly. These resources empower students to make informed financial decisions, advancing Lehigh's institutional priority of Holistic Student Success for All Students by promoting equitable access, retention and long-term well-being. By aligning admissions, financial aid, tuition transparency and student financial literacy programs, Lehigh strategically fosters an environment where students from all backgrounds can access, afford and make informed choices about higher education.

II.8: Lehigh maintains compliance with all applicable laws and regulations and Commission policies and procedures, including but not limited to required information for students and the public; representation of accreditation status; full disclosure of information on institution-wide assessments graduation, retention, certification and licensure or licensing board pass rates; institution's compliance with the Commission's Requirements of Affiliation; verification of student identity in distance and correspondence education; and substantive changes affecting institutional mission, goals, programs, operations, sites and other material issues which must be disclosed in a timely and accurate fashion.

Transparent reporting and coordinated governance align with Enhancing Lehigh's Local and Global Engagement and Impact, ensuring the university maintains trust with external stakeholders, regulatory bodies and global partners. Lehigh maintains a coordinated framework of policies, practices and oversight to ensure compliance with all applicable federal and state regulations, as well as MSCHE requirements. Lehigh strategically integrates governance, policies and institutional practices to ensure full compliance with federal regulations and MSCHE expectations, reinforcing institutional integrity, transparency and public trust. The Offices of the President and Provost maintain regular communication with MSCHE and coordinate institutional responses to Commission requests and reporting obligations. Institutional data for disclosures, including IPEDS retention and graduation rates (1.008: Graduation Rates Summary; 1.009: Retention Rates Summary), program-level outcomes (1.010: IPEDS Completions Reports) and other federally required reports, are produced collaboratively by the OIR and the OID. OIR manages external reporting, compliance and benchmarking, while OID provides institutional analysis and advanced analytics to inform planning and decision-making. These offices support a coordinated, evidence-based approach to regulatory and accreditation compliance.

In addition to the HEOA Disclosures web page, the Office of the Provost also maintains a website that details policies and guidance for instructors, including expectations of their presence on campus and their availability and accessibility to students, ensuring regular and substantive interaction between instructional staff and students (2.065: Teaching at Lehigh Website). By providing a single, easily navigable web page, Lehigh ensures transparency, supports informed decision-making and demonstrates consistent compliance with federal disclosure requirements. These policies and practices also ensure that students receive the level of support and care that Lehigh values.

Lehigh University's authority to confer degrees derives directly from its legislative charter, enacted by the Pennsylvania General Assembly on February 9, 1866. Article 6 of the Charter explicitly grants the faculty and board of trustees the power to confer degrees in the liberal arts and sciences, and to issue diplomas and certificates under the university's common seal, establishing Lehigh's degree-granting authority by Act of the Commonwealth of Pennsylvania (2.066: Charter of Lehigh University). As a single-campus institution, Lehigh does not operate branch campuses or additional instructional locations, and therefore student headcount reporting across multiple sites is not applicable.

Accreditation and program-level compliance are communicated through multiple institutional channels, including the catalog (1.005: 2025-2026 Catalog, p. 10), the Lehigh University Middle States accreditation website (2.046) and the HEOA Disclosures site (2.044), which collectively identify MSCHE by name, describe the scope of institutional accreditation and direct constituents to the Commission for additional information. Lehigh complies with 34 CFR § 668.43 by disclosing its status with all recognized institutional and specialized accrediting agencies (2.045: Accreditation Information).

Programs with programmatic accreditation, including those in business, engineering, theatre and education are identified in the catalog (1.005: 2025-2026 Catalog, p. 10) and on relevant academic unit websites (5.010: Lehigh Business AACSB Status), with detailed descriptions of accrediting bodies and review processes provided in Standard V. Where required, programs make student admissions, retention, completion and outcomes data publicly available, supporting institutional transparency and continuous improvement (2.056: Counseling Psychology Program and Outcomes Report; 2.057: School Psychology Program and Outcomes Reports; 2.058: Mental Health Counseling Program and Outcomes Report). Where applicable, programs leading to professional licensure also publish certification and licensure examination pass rates in accordance with federal requirements, ensuring transparency regarding student outcomes and program effectiveness.

Distance education is governed by policies that verify student identity and protect privacy. The Student Conduct and Identity Policy (2.047), maintained by the Office of Distance Education, requires secure logins, passcode access, proctored examinations and other effective measures to confirm that the registered student is the participant completing the course. All associated fees, including those related for identity verification, are communicated clearly at registration and enrollment (2.036: Tuition and Fees). This process ensures transparency and enables students to make informed decisions regarding enrollment in courses and programs that require identity verification, consistent with federal regulations and MSCHE expectations. The protection of privacy of student educational records is governed by Lehigh's Family Educational Rights and Privacy Act (FERPA) policy, maintained on the Registrar's website, which safeguards student privacy rights and ensures compliance with federal regulations. All employees receive mandatory FERPA training to reinforce appropriate handling of confidential student information (2.067: FERPA Policy).

Together, these publicly accessible disclosures, policies and procedures ensure that Lehigh meets all applicable federal regulatory requirements including those in 34 CFR § 668.43, § 668.45, and § 602.17(h) regarding required institutional and consumer information, accurate representation of accreditation status, verification of student identity in distance and correspondence education and notification of any associated additional charges.

Substantive changes affecting institutional mission, goals, programs, operations, sites and other material issues are identified, reviewed and reported in accordance with the MSCHE Substantive Change Policy and 34 CFR § 602.22, ensuring that all required approvals are obtained prior to implementation. When applicable, the institution submits substantive change requests to the MSCHE in accordance with the MSCHE Substantive Change Policy and 34 CFR § 602.22(a)(1)(ii)(A-K).

Through coordinated policies, centralized reporting, robust governance and continuous monitoring, Lehigh demonstrates that institutional decision-making, disclosure practices and compliance activities operate strategically to uphold transparency, accuracy and integrity. These practices ensure adherence to federal regulations, MSCHE Requirements of Affiliation through ongoing institutional review and executive oversight, and Commission expectations.

II.9: Lehigh completes periodic assessments of ethics and integrity as evidenced in institutional policies, processes, practices and the manner in which these are implemented.

Periodic assessments of ethics and integrity reinforce institutional priorities by fostering a culture of accountability, trust and responsible decision-making across academic and operational units. Lehigh conducts systematic, multi-tiered assessments of ethics and integrity across policies, processes and practices. The Internal Audit Office, reporting to the

president and Trustee Audit Committee, performs risk-based audits of financial, operational and compliance integrity, and investigates ethics/fraud concerns. An Ethics Hotline, established by the Trustee Audit Committee, enables anonymous reporting by internal and external stakeholders; substantiated reports receive documented follow-up and Internal Audit review (2.048: Internal Audit and Ethics Hotline). Continuous monitoring focuses on high-risk areas such as expense reporting, COI compliance and contract adherence, generating actionable insights to strengthen institutional integrity.

The University Policy Structure assigns an owner and review cycle (typically five years) to each policy and defines stakeholder consultation pathways (2.068: Policy Review Schedule). Ongoing policy review ensures that ethical standards are maintained and that all university-level policies are accessible and actionable in the Policy Repository (2.049).

Compliance reporting and feedback reinforce oversight. For example, the Equal Opportunity Compliance Coordinator (EOCC) issues an annual report on harassment and discrimination trends, which informs targeted training and policy adjustments (2.050: LU EOCC Annual Reports 2017-2022). Since 2022, the institution has prioritized streamlining Equal Employment Opportunity Commission (EEOC) practices and after some restructuring, intends to restart report publication in 2026-27. During this transition period, harassment and discrimination concerns continued to be monitored and addressed through internal administrative processes, with findings reviewed by appropriate institutional leadership. The published LU EOCC Annual Reports document harassment and discrimination trends from 2017 through 2022, providing a multi-year baseline; updated trend data will be incorporated upon resumption of publication in 2026-27. Likewise, the Division of Campus Safety publishes Annual Security and Fire Safety Reports, each incorporating three-year trend data (2.051). Campus-wide instruments, including HEDS (climate), COACHE (faculty) and First/Next Destination (student outcomes), generate data that guide continuous

improvement at both college and central levels. For example, findings from the 2023 COACHE faculty climate survey identifying a lack of clarity in promotion processes prompted a concrete institutional response: the Provost's Office launched a consolidated system for promotion guidance and initiated development of field-specific expectations for university-wide implementation by late 2026. Similarly, a 2020–22 review of the Lehigh University Police Department, conducted by a faculty, student and administration committee established by the Anti-Racism Task Force, identified concerns related to diversity and trust, resulting in documented recommendations for institutional improvement — demonstrating that ethics and integrity assessments extend to campus safety operations and drive accountability across the institution (2.019: LUPD Review Committee Report). Staff and faculty complete the Energage survey biennially, providing insight into trust, inclusion, respect and opportunity across the workforce.

The policies, processes and assessment mechanisms detailed above demonstrate that Lehigh goes beyond evaluating ethics and integrity; it integrates these findings into decision-making and institutional planning, creating a campus culture that prioritizes ethics, integrity and transparency. The Self-Study provided a valuable opportunity to identify areas for growth, including the need to enhance policy awareness for consistent cross-unit application and to streamline the communication of policy updates. Efforts are underway to boost communication methods using existing channels such as the Policy Repository and Compass, both of which will benefit from amplified campus-wide exposure.

STANDARD III: DESIGN AND DELIVERY OF THE STUDENT EXPERIENCE

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

Introduction

Lehigh University provides a student experience defined by academic rigor, high-impact experiential learning, interdisciplinarity and robust professional preparation. Through this integrative structure, Lehigh fosters the personal and professional growth needed to cultivate productive, engaged global citizens, preparing them for lifelong success. This chapter details how this student experience is developed and operationalized.

III.1a-b: Lehigh's certificate, undergraduate, graduate and/or professional programs

leading to a degree or other recognized higher education credential are designed to foster a coherent student learning experience and to promote synthesis of learning, are assigned a reasonably approximate number of credit hours (or other value) for the amount of work completed by a student, and include sufficient course content and program length appropriate to the objectives of the degree or other credential.

Academic programs at Lehigh University are intentionally designed to foster coherent student learning experiences and to promote the synthesis of knowledge across disciplines and levels of study. The Lehigh University Catalog serves as the official and comprehensive source of degree requirements, graduation rules and academic policies applicable to all students. Updated annually, the catalog ensures that curricular structures, program requirements and academic standards are clearly articulated, consistently applied and transparently communicated (1.005: 2025-2026 Catalog). Lehigh offers more than 2,300

courses and 113 undergraduate and 87 master's and doctoral-level degree programs across five colleges. Program structures across colleges are designed to provide intentional progression from foundational coursework to advanced disciplinary study and culminating integrative experiences. For example, college-level requirements in the College of Arts and Sciences (CAS) and the College of Business (Lehigh Business) integrate writing, quantitative reasoning and global perspectives, ensuring that students build essential competencies while engaging in interdisciplinary learning (1.005: 2025–2026 Catalog, pp. 61–64, 298–299).

At the program level, students complete structured culminating experiences that require the integration and application of prior learning (3.038: Culminating Experience Requirements). In the P.C. Rossin College of Engineering and Applied Science (the Rossin College), nearly all undergraduate programs include a required senior capstone or design sequence. For example, the bioengineering B.S. requires completion of BIOE 211 and BIOE 212 (Capstone Design Project I & II), a two-course sequence in which students apply foundational and advanced disciplinary knowledge to real-world engineering challenges in collaboration with industry or faculty partners (1.005: 2025–2026 Catalog, pp. 408, 412). Lehigh also offers intercollege programs at both the undergraduate (pp. 407, 507, 511, 512) and graduate levels (p. 429), providing opportunities for students to engage in coursework, research and experiential learning across multiple colleges, fostering interdisciplinary collaboration and synthesis of knowledge. These intercollege, interdisciplinary programs are considered signature programs at Lehigh and reflect sustained student interest, with several programs showing consistent growth over the review period (see Appendix A, Table 4). Similarly, the College of Health (COH) requires culminating experiences such as the Population Health Capstone (POPH 301 and 302), a two-semester sequence in which students propose, execute and evaluate applied projects under the supervision of site preceptors (1.005: 2025–2026 Catalog, p. 402). In the College of Education (COE), structured practicum

sequences, including Advanced Doctoral Practicums (CPSY 487, 488, 489, 491), provide progressive clinical training that integrates theory, research and professional practice while meeting licensure and professional standards (1.005: 2025–2026 Catalog, pp. 352, 357).

Evidence of effectiveness further affirms that Lehigh’s curricular design promotes synthesis of learning. For example, in its 2022 peer review report, Association to Advance Collegiate Schools of Business (AACSB) reaffirmed Lehigh Business’s robust Assurance of Learning processes across undergraduate, graduate and doctoral programs, citing clearly articulated curricular goals, embedded assessments, faculty engagement and documented continuous improvement (3.037: 2022 AACSB Peer Review Team Report, p.5). Similarly, a recent CAS Assessment Summary synthesizing departmental reports identified shared student learning outcomes (SLOs) such as critical thinking, communication and disciplinary mastery, with most programs reporting student proficiency rates of 80–90% or higher. The report also documents pedagogical and curricular refinements in response to identified gaps, demonstrating that assessment findings are used to strengthen program coherence and integrative learning (3.036: 2025 CAS Assessment Summary Report).

Credit Hours

At Lehigh University, a credit hour is defined as three to four hours of student effort per week for a standard 14-week semester. This includes both in-class and out-of-class learning activities, as well as all delivery formats. All colleges adhere to this definition, and courses are expected to meet the established clock-hour expectations, as specified in the Rules and Procedures of the Faculty (R&P) Section 3.1.3 Course Credit (2.009: Rules and Procedures of the Faculty). This policy is applied consistently across all course types, disciplines, programs, credential levels and delivery formats and modalities, including in-person, hybrid, online and accelerated courses, in accordance with 34 CFR § 602.16(a)(1)(ii)(F) and § 668.8(k). Lehigh’s credit hour policies and methodology are publicly available via the Higher Education

Opportunity Act (HEOA) website (2.044: Higher Education Opportunity Act Disclosures) and are reviewed and updated annually to ensure compliance with federal regulations (34 CFR § 602.16(b)(2); § 668.8(1)). A standard credit hour policy also sets course workload expectations for students. A multi-tiered course approval process and ongoing verification mechanisms operating at the university, college and departmental levels ensure compliance with this standard. When new courses are proposed or existing courses are revised, faculty submit formal proposals documenting instructional approach, contact hours and expected student workload (3.075: CIM Sample Submissions); these proposals undergo sequential review at the departmental, college and university levels prior to approval. Following approval, colleges and departments verify ongoing compliance through periodic review of syllabi and learning outcomes, and — where applicable — through external accreditation review. Documentation of credit hour policies, review procedures and sample course materials across colleges is provided in evidence, Credit Hour Policies and Compliance Documentation (3.101).

Credit and Program Length

Lehigh's academic programs are structured to ensure that degree and credential requirements include sufficient course content, depth and program length to achieve the objectives of the credential. Appendix A, Table 5 provides a high-level overview of typical credit hour requirements by college and program type. Lists of program credits and degrees by college over the past four academic years are available in the Degree Credit Requirements Summary (3.071), as well as detailed information in the annual catalog (1.005: 2025-2026 Catalog; 3.072: 2024-2025 Catalog; 3.073: 2023-2024 Catalog; 3.074: 2022-2023 Catalog). All colleges adhere to the university credit hour policy, and their respective College Policy Committees vet course submissions to ensure adherence to this policy. In the CAS, departments have additional auditing processes to ensure compliance (3.101: Credit Hour

Policies and Compliance Documentation, pp. 135–280).

Governance and Oversight

Lehigh’s faculty maintain primary responsibility for the design, review and approval of courses and curricula, ensuring academic rigor, compliance with credit hour definitions and alignment with disciplinary standards. Proposed courses and curricular changes are reviewed at the departmental and college levels, followed by submission to the Educational Policy Committee (EdPoI) for undergraduate programs or the Graduate and Research Committee (GRC) for graduate programs. Substantive curricular changes, such as new programs, revisions to program requirements or modifications to credit hours, receive final approval by the full faculty. Non-substantive changes, which do not affect program structure or credit, are approved at the department level and forwarded to the Registrar for catalog inclusion (2.009: Rules and Procedures of the Faculty).

Proposals for new programs or significant program revisions include statements assessing the impact on library and technology resources, classroom and laboratory space, and faculty workload. Graduate programs, which are developed collaboratively across departments, follow the same approval process. The course and curriculum management (CIM) system tracks all proposals, ensuring correct routing through departmental, college and university-level review pathways (3.075: CIM Sample Submissions). These governance processes ensure that credit hour assignments, program length and course content are consistently applied and monitored across all programs and delivery formats, and multi-level review processes ensure that programs are academically rigorous, appropriately sequenced and aligned with institutional expectations for coherent degree progression. Sample syllabi across programs and delivery formats illustrate how credit hour expectations, course content and learning outcomes are communicated to students and aligned with credential objectives (3.060: Sample Syllabi 2022–2025). These structures and oversight mechanisms

ensure that all programs are assigned an appropriate number of credit hours and include sufficient course content and program length to meet credential objectives.

III.2a-b: Lehigh's student learning experiences are designed, delivered and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are: qualified for the positions they hold and the work they do. They are also rigorous and effective in teaching, assessment of student learning, scholarly inquiry and service as appropriate to the institution's mission, goals and policies.

Lehigh's student learning experiences are designed and delivered thoughtfully by faculty who hold primary responsibility for the academic integrity, rigor and coherence of the curriculum. Faculty develop courses and degree structures through established departmental and college processes, supported by university governance mechanisms that ensure appropriate review and alignment with disciplinary and institutional expectations. Through the EdPol, the GRC and the Faculty Senate, faculty exercise shared responsibility for curriculum design, program review and the policies that guide students' academic pathways. This multilayered governance model ensures that instructional experiences reflect high standards of rigor, relevance and coherence across programs and degree levels.

In their teaching and assessment practices, faculty employ methods that reflect the expectations of their disciplines and the university's commitment to high-quality learning. Faculty scholarship contributes to the incorporation of current knowledge, emerging methods and professional standards into coursework and program design, strengthening the relevance and depth of students' academic experiences. Faculty scholarly productivity is reflected in Lehigh's research enterprise, which encompasses growing external research expenditures, peer-reviewed publications, doctoral degree conferrals and sustained federal research funding across agencies (3.084: Faculty Research Snapshot; 3.079: Completions by Degree; Appendix A, Table 1). Faculty also contribute to service through participation in

departmental, college and university governance, supporting continuous improvement of academic programs and ensuring that student learning experiences remain aligned with institutional priorities. To further support faculty innovation and ensure that teaching effectiveness is evaluated holistically, Lehigh has established formal guidelines that protect faculty who adopt innovative pedagogical approaches from adverse impacts on review, promotion and tenure decisions, while centering student learning outcomes — both knowledge and skills — as the primary measure of instructional quality (3.083: Guidelines for Student Course Evaluations).

The provost and deputy provosts regularly evaluate the effectiveness of assessment procedures. During 2025-2026, two faculty working groups were established to evaluate and redesign course assessment policies and practices: one chaired by the deputy provost for faculty affairs and the other by the deputy provost for undergraduate education. The first focused on redesigning teaching evaluations, including peer evaluation of teaching, with the aim of increasing rigor, objectivity and impartiality. The second focused on student evaluations of courses with the primary goal of enhancing students' understanding of course content prior to registration to better align courses with students' expectations. Separating these forms of course assessment distinguishes evaluation for pedagogical quality from evaluation intended to provide informative, student-facing course insights. The provost, in collaboration with the deputy provost for faculty affairs and the deans of the five colleges, also completed an evaluation of the annual faculty review process, resulting in a change that was implemented in 2024 (3.085: PAR Process Transition Lyterati to Interfolio). The priorities of the new model are to improve the efficiency of the process and to better align it with the tenure and promotion review practices.

Faculty-led assessment of student learning is embedded within program governance and aligns with the institution's broader assessment framework described in Standard V.

Academic departments articulate program-level learning outcomes, do regular assessment of student achievement and review results through departmental and college governance structures, as addressed in Standard V. Findings inform curricular revisions, pedagogical adjustments and resource planning, ensuring that instructional rigor is continuously evaluated and strengthened. These processes reinforce faculty responsibility for curriculum design and delivery, and systematic assessment and improvement of student learning.

Lehigh employs faculty across six established categories defined in the R&P Section 2.2: tenured and tenure-track faculty, research faculty, teaching faculty, professors of practice, visiting faculty and adjunct faculty (2.009: Rules and Procedures of the Faculty). Tenured and tenure-track faculty engage in teaching, service and research or scholarship, and are evaluated across all three areas for promotion, tenure and compensation. Research faculty are full-time faculty whose primary responsibilities are research and service, with occasional instructional assignments as appropriate. Teaching faculty are full-time faculty whose primary responsibilities are teaching and service, with occasional engagement in research or scholarly activity. Professors of practice are appointed based on significant non-academic professional experience that enhances instructional quality. Visiting faculty hold full-time appointments of up to one year, renewable for a second year, and adjunct faculty hold part-time appointments of up to one year. Full-time faculty who are neither tenured nor tenure-track, including research faculty, teaching faculty and professors of practice, are designated as term faculty, whose appointments are governed by the policies and limits specified in R&P Section 2.14 (2.009: Rules and Procedures of the Faculty).

Faculty qualifications across the university reflect strong academic preparation aligned with disciplinary norms. As of fall 2025, there are 766 instructional faculty, of which 620 hold a doctorate or other terminal degree, and an additional 78 hold a master's degree as their highest credential. Over the past four years, the percentage of instructional faculty holding a

doctorate or other terminal degree has remained above 80%, demonstrating sustained academic rigor and alignment with disciplinary expectations (3.015: Common Data Sets 2022 to 2025, Section I-1; 3.097: Faculty Qualifications 2022-2025). These data demonstrate that the vast majority of instructional faculty meet or exceed the academic credentialing expectations associated with their teaching responsibilities.

Faculty hiring follows established university procedures that require verification of academic credentials, disciplinary expertise and professional experience appropriate to the position (2.028: Provost's Faculty Hiring Site). Search committees review candidate qualifications, conduct interviews and recommend finalists whose academic preparation aligns with departmental and college expectations. Dean and provost-level review ensures compliance with institutional policies and specialized accreditation standards, including those of AACSB, Accreditation Board for Engineering and Technology (ABET) and the Pennsylvania Department of Education (PDE), where applicable as reflected in recent accreditation reviews confirming that faculty qualifications meet disciplinary and professional standards (e.g., 3.037: 2022 AACSB Peer Review Team Report, p. 3). These practices ensure that faculty appointed across all ranks and categories are qualified for their instructional, research or professional responsibilities.

III.2c: Lehigh's student learning experiences are designed, delivered and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are sufficient in number with a core of faculty (full- or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.

As of 2025, Lehigh employs 595 full-time and 110 part-time faculty across its five colleges (Appendix A, Table 6), complemented by 61 teaching staff for a total instructional workforce of 766 employees. Approximately 78% of full-time faculty are tenured or tenure-track,

providing a stable foundation for curriculum development, assessment and long-term academic planning (3.016: University Profile 2022-2025). The remaining full-time faculty include members of the teaching and research faculty ranks, established in 2021, along with a small number of professors of practice and visiting faculty who contribute specialized expertise. These staffing levels support an 11:1 student-to-faculty ratio and a 6:1 student-to-staff ratio, allowing for meaningful faculty engagement in teaching, advising and mentorship and ensuring adequate staff support for students and academic programs (3.031: Student Faculty Staff Ratios). Financial resource allocation further demonstrates the sufficiency and stability of Lehigh's instructional workforce. Analysis of Integrated Postsecondary Education Data System (IPEDS) core expense data shows that instruction has consistently accounted for the largest share of institutional expenditures, representing approximately 41% of total core expenses in FY22 and declining modestly to 39% by FY25. During this period, instructional core expenditures per full-time equivalent (FTE) student increased from \$23,596 in FY22 to \$23,889 in FY23, \$24,840 in FY24 and \$24,760 in FY25, reflecting sustained and growing institutional investment in instructional capacity and faculty-supported learning environments (3.033: IPEDS Finance Data FY22-FY25).

Lehigh's core faculty, defined in the R&P as tenured, tenure-track and full-time instructional faculty with voting rights (R&P 1.1.2), hold primary responsibility for the continuity and coherence of Lehigh's educational programs. Core faculty retain formal responsibility for curriculum, academic policy and learning assessment as defined in R&P 1.1.c. Their sustained engagement reinforces curricular continuity and institutional oversight.

Adjunct and visiting faculty serve in supplemental instructional roles and are not voting members of the Lehigh faculty. Their appointments are limited to one-year terms and may be renewed without implication of long-term commitment, ensuring that short-term instructional needs or specialized expertise do not replace the central role of full-time

faculty in maintaining program coherence, curricular oversight and long-term stewardship of academic offerings.

Faculty staffing at Lehigh is sufficient to support all programs across the university's five colleges. Instructional coverage is regularly monitored to ensure that every course, degree program and specialized learning experience is taught by qualified faculty, and that student-to-faculty ratios remain within ranges that allow meaningful engagement. Credit hours taught by full-time, part-time and adjunct faculty are tracked each semester to verify instructional coverage across all programs (3.098: Instructional Credit Hours Report). These structures demonstrate that faculty staffing is sufficient to sustain program continuity and coherence.

III.2d: Lehigh's student learning experiences are designed, delivered and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are provided with and utilize sufficient opportunities, resources and support for professional growth and innovation.

Faculty professional growth is supported throughout the institution, with resources and development opportunities offered at the department, college and university levels. Chairs, deans and the Office of the Provost play central roles in mentoring, evaluation and professional development, ensuring that faculty in all ranks and categories have access to the support needed to advance their teaching, scholarship and service.

The Center for Innovation in Teaching and Learning (CITL) and the Office of Educational Innovation and Assessment (OEIA) provide coordinated institutional support for excellence in teaching, assessment and instructional innovation. CITL offers workshops, course design consultations, classroom observations and support for digital scholarship, online teaching, writing across the curriculum and instructional technologies, enabling faculty to incorporate

evidence-based practices and adapt to evolving instructional modalities (3.022: CITL Website). CITL also delivers specialized programming focused on artificial intelligence (AI), including workshops on emerging tools, faculty fellowships, structured opportunities to explore generative AI, communities of practice and campus-wide events such as the Teaching and Learning Symposium and the AI@Lehigh Summit. Complementing these efforts, OEIA partners with faculty and academic leaders across all five colleges to strengthen learning outcomes assessment and course design through consultations, Lehigh User-Designed Inquiry (LUDI) training, pilot project support and ongoing mentoring, fostering data-informed and student-centered educational improvement (1.042: OEIA Website).

The Office of Research and Sponsored Programs (ORSP) supports faculty in pursuing and administering research funding through grants, contracts and other external opportunities. ORSP provides proposal development support, compliance guidance and award management to strengthen faculty scholarship and expand research capacity.

Advancing the institutional priority of Enhancing Lehigh's Local and Global Engagement and Impact, the Office of International Affairs (OIA) offers a variety of professional development opportunities for faculty, including the Global Teaching and Learning Fellows (GTLF) program (3.057: GTLF Website). Annually, GTLF brings together a small, interdisciplinary cohort of faculty fellows from across the colleges who are interested in integrating global learning into their courses. During a week-long immersive experience in Guanajuato, Mexico, faculty engage with local communities, deepening their understanding of global perspectives and identifying ways to incorporate experiential, globally informed learning opportunities for students.

Faculty retention and long-term engagement are supported through robust mentoring and

onboarding structures at every level. One of the university's primary mentoring programs is the Interdisciplinary Networking Committee (INC), a structured initiative coordinated by the ADVANCE Office. INC is open to new faculty across all colleges and ranks — including tenure-track, teaching, research and professors of practice — and provides both peer networking and guided mentorship across disciplines. The program emphasizes institutional navigation, professional identity development and building relationships across campus, and is designed to complement, rather than replace, departmental and college-level mentoring. INC mentors offer guidance on career development, connecting across disciplines and effective strategies for obtaining the mentoring support faculty need throughout their careers (2.200: Lehigh ADVANCE, p. 38).

The Office of Inclusive Excellence and Belonging (OIEB) provides faculty with training, consultation and programming that support inclusive teaching practices and foster equitable learning environments. Lehigh also maintains external partnerships that expand access to professional development, including the Lehigh Valley Association of Independent Colleges (LVAIC) and the National Center for Faculty Development and Diversity (NCFDD), both of which offer workshops, writing programs, mentoring resources and cross-institutional collaboration opportunities (3.058: NCFDD Mentor Map). These resources support professional growth and instructional innovation, ensuring that student learning is continuously enhanced and aligned with evolving disciplinary standards and educational best practices and maintains Lehigh's high educational standards.

III.2e: Lehigh's student learning experiences are designed, delivered and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are reviewed regularly and equitably based on written, disseminated, clear and fair criteria, expectations, policies and procedures.

Full-time faculty at Lehigh submit a Professional Activity Report (PAR) annually, which is the

foundation for regular review. The PAR consists of a CV, three years of student course evaluations and a statement that is optional at the university level but required by some departments. Pre-tenure faculty are evaluated each year by the voting members of their department, and department faculty at the appropriate rank serve on college tenure and promotion committees that forward recommendations to the dean and the provost.

Associate professors undergo a triennial review, conducted through a similar process. Term faculty are also reviewed on a regular schedule by voting members of their department, using written criteria aligned with their primary responsibilities (3.018: PAR and Annual Salary Review). Part-time and adjunct faculty are also reviewed regularly according to policies aligned with their instructional roles, ensuring consistent application of standards across all faculty categories.

In all review processes, committees apply clear, written criteria and procedures that are disseminated widely and accessible through the Office of the Provost's Review, Promotion and Tenure website (3.019: Review, Promotion and Tenure Information). Faculty are assessed for reappointment, tenure and promotion based on excellence in teaching, research or scholarship, and service. These evaluations occur through annual merit reviews and periodic reviews aligned with appointment type and rank, and involve department faculty, department chairs, college committees, deans, the provost, the president and the board of trustees. These review processes are applied consistently across all instructional faculty categories and detailed in R&P Section 2, which governs promotion and review processes (2.009: Rules and Procedures of the Faculty). Recognizing the need for consistent assessment and improvement, the R&P is regularly updated to reflect new and existing institutional needs. Relatedly, the Faculty Senate has established a working group whose charge is to review and modify general R&P language to support translational (and non-traditional) research and scholarship activities, addressing all R&P sections that might

be relevant, and how this might apply to term research faculty (3.014: Faculty Senate, p. 5).

Lehigh administers end-of-semester course evaluations that include a standardized set of core questions used across courses to collect student feedback on teaching, course design and delivery; evidence includes the course evaluation form with core questions and a four-year summary of aggregated results (3.029: Course Evaluation Core Questions; 3.030: 4-YR Aggregated Core Question Results). These evaluations are administered in all courses, ensuring that feedback informs equitable assessment of all instructional faculty. These policies and procedures demonstrate that Lehigh faculty are reviewed regularly and equitably.

III.3: Lehigh's academic programs are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion.

The Lehigh University Catalog (1.005: 2025-2026 Catalog), freely accessible online, provides clear and comprehensive descriptions of all undergraduate and graduate academic programs. Each program entry outlines the purpose of the program, required and elective courses, course sequencing, prerequisites and expected credit and degree requirements. Program descriptions indicate typical course loads and sequencing that allow students to anticipate expected time to degree completion. All programs and delivery formats, including undergraduate, graduate and any hybrid or specialized offerings, are described in the catalog to ensure consistent, transparent communication of academic requirements. Credit hour requirements and degree structures across all programs and credential levels over the past four academic years are further documented in the annual catalog (1.005: 2025-2026 Catalog; 3.072: 2024-2025 Catalog; 3.073: 2023-2024 Catalog; 3.074: 2022-2023 Catalog).

Lehigh also offers a variety of nondegree educational programs. One example is the High School Scholars program, which allows high school seniors from Northampton and Lehigh counties to enroll in a Lehigh course — up to four credit hours — during the fall or spring semester without paying tuition. Another example is Lehigh’s International Center for Academic and Professional English (ICAPE), Lehigh’s English as a second language (ESL) program, which provides credit-bearing language instruction for multilingual undergraduate and graduate students (3.090: Other Educational Offerings).

In addition to the catalog, Lehigh provides publicly accessible, student-facing program data through its Institutional Data website, including enrollment by major and minor, degree completions and completions by major, allowing students and the public to view program size, trends and outcomes across academic offerings (3.077: Enrollment by major; 3.078: Enrollment by Minor; 3.079: Completions by Degree; 3.080: Completions by Major).

III.4: Lehigh provides sufficient learning experiences and resources to support both the institution’s programs of study and the academic progress of all student populations.

Lehigh University offers a comprehensive array of degree and nondegree programs that support the academic, personal and social development of all students, and fosters an environment where students are encouraged to thrive holistically. Lehigh’s commitment to students’ personal and professional development is exemplified by the bLUeprint Student Life Curriculum. Focusing on five foundations for student success, bLUeprint encourages students to discover and ultimately apply their learning in the areas of creative curiosity, self-concept, healthy connections, critical consciousness and strategic adaptability. Development in these areas equips students with the skills and understanding that are critical to their success throughout their lives (3.002: bLUeprint Foundations).

Lehigh’s commitment to students’ academic progress and degree completion is represented in its competitive first-year retention and graduation rates. Lehigh’s first-year

retention rate for the 2024 cohort is 94.3%, four-year graduation rate for the 2021 cohort is 77.2% and six-year graduation rate for the 2019 cohort is 85.2% (1.009: Retention Rates Summary; 1.008: Graduation Rates Summary). Freedom to change colleges and majors, supportive professional and faculty academic advising and focus on involvement and connection throughout the university experience speak to the critical resource networks that are available for students to thrive. The establishment of the Offices of Student Retention and Coordinated Advising reflect the university's focus on a holistic and coordinated network of support for students. The Office of Student Retention supports and oversees the retention, progression and graduation of undergraduate students (3.039: Office of Student Retention). The Office of Coordinated Advising supports advisors in their mission to assist and empower students to take ownership of their educational, professional and personal development through a supportive and inclusive environment that promotes student persistence and success (3.040: Coordinated Advising Website).

Lehigh provides sufficient academic resources and learning experiences to support all programs of study and ensure students' progress toward degree completion. The university utilizes several academic alert systems, managed through Compass, the student success management system, to identify and support undergraduates experiencing academic difficulties. Faculty play a central role in these support structures by proactively monitoring student performance, responding to academic alerts, offering guidance during office hours and coordinating with advising staff to ensure students receive timely interventions. Through these engagements, faculty help students navigate challenges, make informed academic decisions and maintain steady progress toward degree completion.

Faculty are provided with a syllabus template through the CITL to guide course preparation and promote best practices in instruction (3.059: LU SyllabusTemplate). Faculty are encouraged to prepare their syllabi so that course organization, SLOs, expectations,

assignments and assessments are clear to students. Departments may provide additional requirements or learning outcomes, and faculty are guided to align instructional approaches and assessments with course learning outcomes, ensuring that students understand expectations, can engage effectively with the material and have the opportunity to demonstrate achievement of the intended learning outcomes. A selection of sample syllabi is provided to illustrate these practices (3.060: Sample Syllabi 2022-2025).

The newly established Academic Success and Writing Center (merging of the former Center for Academic Success and Writing and Math Center) provides academic support resources including tutoring, study skills development, writing support and academic coaching, as well as a supplemental instruction program that was piloted in fall 2025 (3.004: Academic Success and Writing Center; 6.200: Supplemental Instruction Pilot 2025). Additionally, the TRAC (Technology, Research and Communication) Writing Fellows Program enlists undergraduate students from across the colleges to serve as peer writing coaches for students in courses that span disciplines (3.042: TRAC Writing Fellows Program Website).

The university has support in place to ensure that students maintain progress in their academic programs. Proactive academic planning with advisors is facilitated by DegreeWorks, an online auditing tool that allows both students and advisors to track academic progress toward degree completion. This tool highlights completed, in-progress, and remaining requirements in order to simplify the academic planning process. In addition to real-time audits, DegreeWorks is used to generate standardized degree program sheets for all academic programs, which outline recommended course sequencing and provide students with a clear roadmap for timely degree completion (3.095: Degree Program Sheets For All Programs). Relatedly, the university is currently rolling out electronic four-year degree plans one college at a time. The COH and Lehigh Business are currently using this system; the Rossin College is scheduled to begin by summer and CAS in fall 2026. With these plans,

students will be able to visualize their entire academic program and help ensure their ongoing progress towards their degree (3.035: Sample Academic Plan Redacted).

To mitigate the effects of students' financial challenges, the university offers emergency loans for education-related expenses through the Financial Aid Office and Graduate Education and Life Office for undergraduate and graduate students, respectively. The university offers several completion grants through the Office of Student Retention to help senior-standing students complete their degrees. Student Success Grants are awarded to lower-income undergraduates who have exhausted their financial aid and need funding for their final one or two semesters. For students who are eligible to graduate during the summer, a one-time Summer Completion Grant may be used to cover up to 50% of tuition (\$5,000 maximum). Additionally, Student Success Grants are available as a one-time gift of up to \$5,000 for seniors who are within one academic year of graduation, with the expectation that they complete their degree after receiving the award.

Lehigh University provides a comprehensive and integrated suite of library and learning resources designed to support instruction, research and scholarly activity across all instructional locations and formats. These resources are accessible both on campus and electronically to students, faculty and staff, ensuring that all members of the university community can engage with library materials regardless of physical location. At the core of Lehigh's learning infrastructure are the Lehigh Libraries, which include two major physical facilities — Linderman Library and Fairchild-Martindale Library — as well as the Library Materials Center on Mountaintop Campus (3.043: About Lehigh Library Website; 3.081: Library Snapshot 2026). Linderman Library houses extensive humanities and arts collections, rare books and special collections, and provides spaces for individual study, group collaboration, seminar instruction and digital project engagement. Fairchild-Martindale Library holds broad collections spanning science, engineering, mathematics, social

sciences, business and education. It also offers collaborative learning spaces, technology-equipped classrooms, media studios and exhibition areas.

Library staffing levels, as reported in IPEDS Academic Libraries Survey data for the most recent four years (3.044: IPEDS LibraryInfo 2021 thru 2024), document the personnel resources dedicated to supporting instruction, research and student learning. Library holdings data from the same sources demonstrate substantial physical and electronic collections, including sustained growth in digital resources to ensure access across all instructional locations and modalities.

Support extends beyond collections to include a broad array of learning services and technology resources managed by Library and Technology Services (LTS) (3.043: About Lehigh Library Website). These include public computers across campus locations, laptop and device loan programs, technical support, research consultations, instructional workshops and virtual help options such as live chat. LTS also oversees computing facilities and instructional media centers that integrate library resources with classroom technologies, ensuring that students and faculty can effectively leverage library materials to support teaching, learning and research.

Lehigh's distance education offerings include fully online and hybrid graduate degree and certificate programs designed to provide the same academic quality and learning outcomes as on-campus programs. These programs employ flexible formats to meet the needs of working professionals and geographically dispersed learners, including asynchronous coursework and real-time virtual instruction. Distance programs utilize two primary delivery approaches: Classroom LIVE, which streams synchronous sessions from campus classrooms to remote students, and Classroom Online, which provides asynchronous access to streamed course content for on-demand viewing (1.005: 2025-26 Catalog, p.26).

All distance courses are supported through Course Site, Lehigh's learning management system (LMS), a Lehigh-branded instance of Moodle. Course Site provides a centralized environment for syllabus materials, assignments, assessments, discussion boards, recorded lectures and supplemental learning tools. LMS features integrate instructional technologies such as Zoom for web conferencing, Panopto for lecture capture, Turnitin for academic integrity, collaborative annotation tools and other resources that enhance engagement and interaction in online and hybrid courses (3.048: Course Site Info Website).

Students enrolled in distance programs receive a range of academic and technical support services. LTS offers research assistance, LMS technical guidance, device and software loan programs, and virtual help, including live chat. The Office of Distance Education provides program-specific technical support and guidance on instructional technologies for fully online and hybrid graduate programs. In addition, students can access essential academic resources, including library collections, digital learning tools and software applications such as LinkedIn Learning, regardless of location (3.049: Office of Distance Education). Distance education enrollment data, as reported in IPEDS Fall Enrollment Survey data for the most recent four years (1.046: IPEDS Fall Enrollment 2022 thru 2025), demonstrate sustained participation in online and hybrid courses at both the undergraduate and graduate levels.

Lehigh regularly evaluates SLOs to ensure that the academic resources and support structures contribute to measurable student success. Data from course-level and institutional assessments and program-level SLOs (Standard V) are used to monitor and enhance student performance, retention and degree completion across all programs. These services and resources provide the infrastructure needed for students across diverse programs to engage fully with their coursework and make consistent academic progress.

III.5a: Lehigh offers an undergraduate education, a general education program, free standing or integrated into academic disciplines, that offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field.

Lehigh's undergraduate general education requirements, administered separately by each college and outlined in the university course catalog, ensure that all students engage with a broad spectrum of intellectual disciplines. All undergraduate colleges require coursework in humanities, social sciences, natural sciences and quantitative reasoning, along with foundational writing and communication courses (1.005: 2025-2026 Catalog; 3.091: Curriculum). In addition to college-specific requirements, Lehigh introduced and reimagined signature experiences, underscoring its commitment to furthering students' growth and development in the academic arena. These are addressed in detail in Standard V.

Explore Lehigh is a first-semester academic experience designed to broaden intellectual engagement and support purposeful exploration before students declare a college affiliation. Launched in fall 2025 as a two-year pilot program, Explore Lehigh combines a standard first-semester course load with an integrative course introducing students to diverse disciplinary approaches across the four undergraduate colleges. High-touch advising and intentional curricular design help students understand how different fields intersect to address real-world challenges (3.023: Explore Lehigh). Every student in the fall 2025 cohort confidently selected a college in advance of the deadline, illustrating the program's effectiveness. Furthermore, strong interest from new applicants has underscored the program's value and impact, as there were more than 800 applicants for the 30 spots in the fall 2026 cohort. Although Lehigh students are able to change colleges, Explore Lehigh allows them the opportunity to explore colleges in a structured, scaffolded manner.

Lehigh Business has instituted a Student to Professional Co-Curriculum that prepares students for the competitive job landscape and is required of all students pursuing a business degree at Lehigh University. The purpose is to support students' career exploration and professional development through programming that equips students with the career skills they need to secure internships and full-time jobs; foster a vibrant, supportive and professional community through student engagement programs; and provide students with the opportunity to receive mentorship from peers, faculty and alumni (3.024: Student to Professional Co-Curriculum).

The First-Year Rossin Experience (FYRE) is a newly developing interdisciplinary pilot program for first-year engineering students that is responding and adapting to the new educational landscape of incoming students, evolving societal needs and expectations for engineers and transcending new technologies at their disposal. Students will acquire proficiency in the core competencies of their respective fields through hands-on experiences centered around the big engineering challenges of the present day, while developing critical thinking skills that will empower them to become confident and creative global leaders (3.025: First-Year Rossin Experience). These programs exemplify Lehigh's commitment to drawing students into new intellectual experiences and cultivating informed, flexible academic decision-making.

III.5b: Lehigh offers an undergraduate education program, a general education program, free standing or integrated into academic disciplines that offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency and information literacy. Consistent with mission, the general education program also includes the study of values, ethics and diverse perspectives.

Lehigh's general education model ensures that all undergraduate students demonstrate

essential skills central to intellectual and professional development. College-based requirements incorporate coursework that develops written and oral communication, critical analysis, scientific and quantitative reasoning, technological competency and information literacy. Consistent with Lehigh's mission, students also engage with values, ethics and diverse perspectives across the curriculum (1.005: 2025-2026 Catalog).

Lehigh's revision of the CAS liberal arts curriculum was initiated in February 2020. Following iterative revisions informed by faculty input, the revised curriculum was implemented in fall 2024, with the 2024-25 catalog reflecting the new curricular requirements (3.072: 2024-25 Catalog, p. 60). As a result, CAS has introduced courses designed to reinforce the essential skills central to general education (3.063: New CAS Liberal Arts Courses 2022-2026), including writing-intensive seminars, interdisciplinary inquiry classes, data and quantitative reasoning modules, ethics and social responsibility courses, and global perspectives offerings. These courses are structured around four objectives: Building Critical Intellectual Skills, Exploring Diverse Disciplinary Perspectives and Tools, Tackling Big Questions and Contemporary Challenges from Multidisciplinary Perspectives, and Developing Knowledge and Expertise in a Focused Area of Study.

Lehigh Business requires that their students complete a minimum of three credits in diversity-designated courses and three credits in globalization, in addition to six credits of courses attributed as Interpreting and Understanding Human Experience and/or Creating and Expressing through Arts and Languages, and six credits attributed as Social World, among other requirements.

The study of values, ethics and diverse perspectives is deeply embedded in all of the COH major requirements, but the clearest reflection is within the distribution requirements, which include one course in diversity, equity and inclusion and one course in bioethics

(3.125: COH Distribution Requirements, p. 3). Further, COH recently fulfilled most of the goals set forth in its 2022–2025 strategic plan and has drafted a new 2026–2029 strategic plan, being rolled out fall 2026, with updated mission and vision statements that are consistent with their commitment to these goals (3.102: COH Strategic Plans). The updated mission reads: “We are committed to developing sustainable solutions to improve lives and promote health. We partner with communities to advance health equity through interdisciplinary education and research, and data-driven and technological innovation.” The new vision statement is: “The College of Health is helping to create a future in which health equity is achieved and communities thrive. Our graduates harness knowledge and innovation to lead advances in health and well-being.”

These requirements are embedded throughout students’ academic programs and reinforced through writing-intensive courses, quantitative reasoning requirements, laboratory and research experiences, and translate to skills in cultural understanding and global citizenship. These essential skills are also reinforced through signature programs, such as Explore Lehigh and the First-Year Rossin Experience, which provide structured, integrative experiences where students actively apply communication, reasoning, technological and research competencies in interdisciplinary and real-world contexts, as described above in Criterion 5(a). Collectively, these curricular structures ensure that students acquire and demonstrate competencies — consistent with mission — that will lead them to become thoughtful and productive members of society.

III.5c: As Lehigh University is a U.S. institution, MSCHE Standard III, Criterion 5(c) is not applicable. This criterion is not applicable to Lehigh University.

III.6: As an institution that offers graduate professional education, Lehigh provides opportunities for the development of research, scholarship and independent thinking,

provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula.

Lehigh is committed to providing graduate and professional education opportunities to promote research, scholarship and independent thinking. Graduate education programs are part of their respective academic disciplines; thus, all faculty members are qualified and expected to teach in both undergraduate and graduate programs in the departments that offer them. Full-time faculty maintain active programs of research and scholarship, and the percent of research expenses has remained at a steady 13% of the core expenses for the most recent four fiscal years (2.020: Expense Analysis FY22-FY25). Furthermore, 94% hold terminal degrees in their disciplines, ensuring that graduate instruction and mentorship are grounded in current disciplinary knowledge and professional practice (3.016: University Profiles 2022-2025). The curriculum prioritizes high-impact research, interdisciplinary learning and opportunities for professional growth.

All five colleges offer graduate programs, reinforcing the breadth and depth of advanced study across the institution. In 2012, the GRC identified five core competencies: knowledge, application, context, communication and leadership, to be defined and assessed by graduate programs in discipline-appropriate ways. These competencies were reaffirmed by the GRC in 2024 (Appendix A, Table 7), underscoring the institution's sustained commitment to clearly articulated graduate learning outcomes. Graduate programs go through an extensive, collaborative review process involving the graduate program, its respective college, graduate associate deans and the GRC, to ensure the Graduate Education Core Competencies are being attained. These core competencies also translate to student success that extends well beyond the students' time at Lehigh. The GRC is charged with developing general policies and procedures for graduate education and research. Its primary functions include reviewing graduate programs and research activities, approving major

curriculum and course changes and awarding graduate financial aid in the form of fellowships and scholarships.

The 2025–2026 catalog includes clear policies and procedures regarding graduate assistantships and graduate research expectations (1.005: 2025–2026 Catalog, pp. 44–46). Full-time graduate students may serve as teaching, research or other graduate assistants, with formal appointments, stipend levels, workload expectations and tuition remission provisions defined through departmental processes. The catalog outlines graduate research requirements, including thesis or research reports, comprehensive examinations and doctoral dissertations as well as Institutional Review Board (IRB) approval for human subjects research and final submission requirements. These documented policies provide a transparent framework for graduate assistantship support and independent scholarly work.

Graduate education is student-centered, with cross-disciplinary research, mentorship and professional growth facilitated by the Office of Graduate Education and Life (3.064: Graduate Education and Life Website). Graduate students have opportunities to engage in original research and, in many cases, co-author scholarly publications with their faculty advisors, demonstrating active participation in the creation and dissemination of new knowledge (3.067: Sample Co-authored Publications). Lehigh University offers training to faculty mentoring graduate students through the Center for the Improvement of Mentored Experiences in Research (CIMER) and a postdoc to faculty program, Advancing Future Faculty Development Postdoctoral Scholars Program (AFFDP) (2.200: Lehigh ADVANCE, pp. 9–13; 3.065: CIMER Website). AFFDP provides a structured professional development pathway for emerging scholars, including those from historically underrepresented backgrounds, who are preparing for tenure-track academic careers and who demonstrate a commitment to inclusive excellence.

III.7: Lehigh offers adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered or assessed by third-party providers.

Lehigh University does not employ third-party providers to design, deliver or assess direct student learning opportunities. This criterion is not applicable to current operations.

III.8: Lehigh completes periodic assessment of the effectiveness of student learning experiences for all student populations.

Assessment of undergraduate and graduate programs at Lehigh is conducted primarily within departments and colleges, using structures aligned with disciplinary standards and institutional expectations, and carried out within established departmental, college and university review practices. An example is the revision of the math curriculum in response to changes in students' performance in math courses, detailed in Standard V (3.100: Precalculus Proposal). Program-level assessment includes evaluation of SLOs, analysis of student performance indicators and periodic review processes that inform curricular refinement and pedagogical improvement. At the course level, student course evaluations, administered by the Office of Institutional Data (OID), provide systematic feedback to faculty, department chairs and deans, and are incorporated into annual, triennial and tenure reviews. Faculty and departments are also encouraged to use formative assessment and peer review of teaching to strengthen instructional effectiveness. A revision of course assessment is currently underway with the goal of developing assessment tools that 1) assess teaching for review, tenure and promotion purposes and 2) review courses to better inform and prepare students prior to registration. Where appropriate, Lehigh's programs comply with external accrediting bodies or professional licensure requirements, providing additional assurance that program length and content are sufficient. Lehigh has recently expanded institution-wide assessment capacity through the OEIA, which collaborates with faculty, chairs and deans to design and evaluate interventions intended to enhance student

learning and equitable outcomes (1.042: OEIA Website). Through these coordinated assessment activities — at the program, course and institutional levels — Lehigh demonstrates a sustained commitment to evaluating and improving the effectiveness of programs that support student learning and academic success.

Lehigh's student experience is defined by a commitment to holistic student success, disciplinary breadth and integration, and academic rigor. Degree programs employ a robust curriculum to prepare students for excellence in their fields, supported by regular program and faculty assessments. Through the Self-Study process, Lehigh identified three primary opportunities for continued growth: enhancing assessment capacity and consistency across colleges; coordinating academic support services to improve visibility and access; and streamlining academic pathways to offer students greater flexibility. A team of Student Affairs and Academic Affairs colleagues has organized a Student Success Summit, which will convene in August 2026 with broad campus-wide representation to develop a coordinated plan for addressing these three opportunities for improvement.

STANDARD IV: SUPPORT OF THE STUDENT EXPERIENCE

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

Introduction

Lehigh University is deeply committed to fostering a supportive and enriching environment that empowers students to thrive academically and personally as they prepare for their lives beyond Lehigh. This commitment is reflected in the university's comprehensive and ethically sound policies and processes, designed to ensure student success from their initial admission through their academic journey and on to their post-graduation endeavors.

This chapter details Lehigh's proactive and responsive approach to student support, demonstrating the university's dedication to aligning student interests and abilities with its institutional mission, institutional priorities and educational offerings. The university continuously refines its strategies through data-informed decision-making and in response to evolving student needs and external landscapes.

Key areas highlighted within this report include:

1. Holistic Admissions and Retention Strategies: Lehigh's focus on attracting and retaining students whose profiles align with the institution's values, supported by

initiatives like a test-optional policy, holistic application review and dedicated retention efforts.

2. Comprehensive Financial Support: Ensuring accessibility and promoting student persistence through programs such as the Lehigh Commitment, Completion Grants and transparent financial aid communication.
3. Robust Student Support Services: Lehigh's multi-faceted approach to identifying and supporting less academically prepared students, providing essential orientation, advising and counseling programs, and enhancing the successful achievement of educational goals through various academic and career services.
4. Lehigh University remains dedicated to providing a transformative educational experience, continually seeking innovative ways to enhance student access, support and success for all community members.

IV.1a: Lehigh maintains clearly stated, ethical policies, practices and processes to recruit, admit, retain and facilitate the success of students whose interests, abilities, experiences and goals provide a reasonable expectation for success and are compatible with institutional mission, including accurate and comprehensive information regarding expenses, financial aid, scholarship, grants, loans, repayment and refunds.

Lehigh University maintains clearly stated, ethical policies and processes designed to admit, retain and nurture the success of students whose interests, abilities, experiences and goals align with the institutional mission and educational offerings. Admissions policies and processes are rooted in the Lehigh Approach, which is based on a holistic review of each applicants' characteristics and accomplishments, as well as a consideration of the environments in which they live (4.002: Applying to Lehigh Information). These processes ensure a reasonable expectation for student success, as found both on the public website and in internal policies and procedures, such as the Application Reader Rating Manual, which

is supported with extensive training for the admissions staff (4.001: Application Reader Rating Manual).

The Admissions office has worked to develop a comprehensive approach to information sharing, beginning with prospective students' first interactions with Lehigh, and has extended efforts to increase access for applicants. Recent changes and initiatives include:

- Continued implementation of an optional policy for the submission of standardized tests for admissions (4.002: Applying to Lehigh Information).
- Expanded virtual information sessions and tours for prospective students, supplemented by a virtual library of information. Live virtual sessions continue alongside in-person options (4.003: Virtual Events and Tours).
- Commitment to holistic review practices as outlined in the Application Reader Rating Manual, with staff trained to consider all aspects of a student's lived experience and education, including essays, recommendations, leadership experiences and environmental influences (4.002: Applying to Lehigh Information).

Lehigh's admissions policies and requirements are transparent and readily accessible on the university website. Graduate admissions decisions are made at the program or college level, with a similar commitment to holistic review and transparent communication to prospective students and families (1.005: 2025-26 Catalog, pp. 39-40). Graduate admissions data, including applications, admits, yield and deposit-payers, are tracked annually to ensure mission alignment and reasonable expectation of student success (4.057: Graduate Admissions Profile).

Undergraduate admissions applications have increased in recent years, and first-year enrollment has remained on a steady upward trajectory. The university has consistently met its first-year enrollment targets over the past four years. Throughout this period, Lehigh has

maintained a diverse entering class, including sustained representation of underrepresented students, low-income students and gender diversity (4.056: Undergraduate Admissions Profile).

Lehigh provides prospective undergraduate and graduate students with clear, accessible and comprehensive information to support informed decision-making throughout the admissions process. Publicly available admissions and program materials describe academic offerings, student support resources, costs and financial aid, learning outcomes and post-graduation pathways, ensuring transparency and alignment between institutional mission and student expectations (2.062: Sample Communications Materials; 1.005: 2025–2026 Catalog; 4.201: COE Graduate Student Handbook 2025; 4.202: Lehigh Business Graduate Handbook 2024–2025). Admissions marketing materials and communications adhere to ethical marketing policies, ensuring accurate representation of programs, costs and student support services.

Furthermore, Lehigh maintains clearly stated and ethical admissions and enrollment practices that support student access, success and alignment with the institutional mission. As described in Standard II, the university provides accurate, comprehensive and publicly available information regarding tuition and fees, financial aid, scholarships, grants, loans, repayment obligations and refund policies, ensuring that prospective and enrolled students are able to make informed financial decisions consistent with MSCHE expectations (2.036: Tuition and Fees; 2.037: Net Price Calculator; 2.044: Higher Education Opportunity Act Disclosures; 4.059: Financial Aid Information).

Areas identified for growth include enhanced support for transfer students, expanded analysis of DFW (D-grade, F-grade, Withdrawal) rates with responsive planning and further development of early intervention efforts. This includes tracking retention rates into the

second year by identity groups, as well as monitoring graduation rates and time-to-degree (1.009: Retention Rates Summary; 1.008: Graduation Rates Summary). Enrollment projections are developed annually based on historical trends, application volume, yield and retention data, and are reviewed by admissions leadership to ensure mission alignment. At the graduate level, time-to-degree information had also been added by program.

Lehigh monitors key indicators related to student financial aid and debt to ensure transparency and responsible financial practices. The university's three-year student loan cohort default rate has been 0% for the past three cohorts (4.065: Three-Year Cohort Default Rate). Access to need-based financial aid has also increased, with Pell Grant recipients comprising 21% of undergraduate students in academic year 2024–25, up from a consistent 18% in the prior three years, while the average Pell Grant award increased from \$5,244 (2021–22) to \$6,334 (2024–25), as reported in the Integrated Postsecondary Education Data System (IPEDS) Student Financial Aid Survey (4.066: IPEDS Financial Aid 2022 thru 2025). In addition, average undergraduate student indebtedness is reported annually in Section H5 of the Common Data Set and shared publicly, and has remained consistently below \$40,000 for recent graduating classes (3.015: Common Data Sets 2022 to 2025). These indicators demonstrate the university's commitment to transparency and responsible stewardship of student financial aid and borrowing.

Lehigh plans to build upon current financial transparency efforts by enhancing awareness about the opportunities and availability of funds to help students reach degree completion. There are also plans to increase education for students about debt and loan repayment. To date, the Office of Financial Aid has offered sessions to first-generation college students, students with high financial need and Pell-eligible students, as well as students participating in programs such as Lehigh University Student Scholars Institute (LUSSI). Campus-wide financial education has also been offered through a Financial Reality Fair (2.063: Financial

Literacy Information). There is a recognized need for more proactive emergency financial aid, rather than solely reactive approaches. Collectively, these policies, processes and practices ensure that Lehigh admits, retains and facilitates the success of students whose interests, abilities, experiences and goals provide a reasonable expectation for success and are compatible with the institutional mission.

IV.1b: Lehigh maintains clearly stated, ethical policies, practices and processes to recruit, admit, retain and facilitate the success of students whose interests, abilities, experiences and goals provide a reasonable expectation for success and are compatible with institutional mission, and a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed and supported in attaining appropriate educational outcomes.

Lehigh University maintains structured policies, practices and processes to identify and support students who may not be adequately prepared for study at the level for which they have been admitted. Through diagnostic assessment, guided placement and coordinated academic support services, the university ensures that students receive targeted resources that strengthen their academic foundation and promote long-term success.

Assessment: Incoming students' academic records are reviewed, and the Assessment and Learning in Knowledge Spaces Placement, Preparation and Learning (ALEKS PPL) is required to evaluate readiness in mathematics. ALEKS also provides personalized review modules for skill development (4.014: ALEKS Placement Information).

Identification: Students are identified for additional support based on ALEKS scores and placement guidance that establishes readiness thresholds (4.013: Calculus Placement Guidelines; 4.014: ALEKS Placement Information).

Placement: Identified students are directed into foundational courses such as Math 001 (Preparation for Calculus, formerly MATH 000) or preparatory writing workshops, depending on diagnostic outcomes (4.013: Calculus Placement Guidelines; 4.014: ALEKS Placement Information).

Support: Lehigh offers a coordinated network of academic support services including peer tutoring for first and second-year courses, writing assistance, workshops and structured academic coaching through the Academic Success and Writing Center, and academic progress initiatives, like the Summer Success and Aid Program, through the Office of Academic Transitions (3.004: Academic Success and Writing Center; 4.018: Summer Success and Aid Program).

Monitoring: Peer academic coaches work with students on goal setting, time management and structured accountability, providing ongoing monitoring and support through regular appointments that help students track progress and adjust strategies as needed (3.004: Academic Success And Writing Center, p. 20).

The Peer Academic Coaching program, launched in fall 2021 by the Academic Success and Writing Center, was developed to expand academic support as students returned to in-person learning following the disruptions of the COVID-19 pandemic. The program supports students seeking to strengthen learning strategies, study skills and time management, while also fostering community and a sense of belonging through peer engagement. In addition, the program develops student leaders who assist their peers academically. Most students meet with a Peer Academic Coach once or twice per semester, with utilization typically higher in the fall term. Program usage has increased over time, consistent with growth in undergraduate enrollment (4.071: Peer Academic Coaching Usage Data).

In sum, Lehigh's structured processes for assessing readiness, identifying students in need of additional preparation, placing them in appropriate courses and connecting them with coordinated academic support services enable the university to admit, retain and facilitate the success of students whose interests, abilities, experiences and goals provide a reasonable expectation for success and are compatible with the institutional mission.

IV.1c: Lehigh maintains clearly stated, ethical policies, practices and processes to recruit, admit, retain and facilitate the success of students whose interests, abilities, experiences and goals provide a reasonable expectation for success and are compatible with institutional mission, including orientation, advisement and counseling programs to enhance retention and guide students throughout their educational experience.

Lehigh University offers comprehensive orientation, advisement and counseling programs designed to enhance student retention and guide students throughout the undergraduate and graduate educational experience.

Undergraduate students are required to attend fall **orientation** (first-year and transfers) or spring orientation (transfers), which introduces academic expectations, campus resources, policies and student life. Graduate and international students participate in separate, program-appropriate orientation sessions (4.019: Fall Orientation; 4.054: Graduate Student Orientation). Undergraduate orientation is coordinated by the Office of First-Year Experience (OFYE), lasts four full days and emphasizes academic foundations, campus resources, health and well-being, and inclusive community engagement. OFYE assesses its programs, creates one to two page assessment insights for all programming and uses these for improvements (4.019: Fall Orientation). Graduate orientation supports transition by introducing students to academic expectations, campus resources, administrative requirements and community connections. Structured **academic advising** is provided by faculty or professional advisors in each college, with centralized coordination via the Office

of Coordinated Advising. Undergraduate students receive guidance on course selection, major exploration, academic planning and career pathways. Academic advising is supported by tools such as DegreeWorks and Compass (3.040: Coordinated Advising Website, pp. 19, 29-30). Students have access to confidential **mental health services** through University Counseling and Psychological Services (UCPS) and early intervention support via Student Support and Case Management (4.023: Counseling and Psychological Services; 4.024: Student Support and Case Management Services).

In sum, Lehigh's orientation, advisement and counseling programs enhance retention and guide students throughout their educational experience, which allows the university to admit, retain and facilitate the success of students whose interests, abilities, experiences and goals provide a reasonable expectation for success and are compatible with the institutional mission.

IV.1d: Lehigh maintains clearly stated, ethical policies, practices and processes to recruit, admit, retain and facilitate the success of students whose interests, abilities, experiences and goals provide a reasonable expectation for success and are compatible with institutional mission, including processes to enhance student achievement including certificate and degree completion, transfer to other institutions and post-completion placement.

Lehigh University implements diverse processes to support students in achieving their educational goals, including degree completion, transfer opportunities and post-graduation success.

Academic Support Services: Students benefit from comprehensive academic support, including subject tutoring, writing assistance, academic coaching, study-skills workshops

and disability support coordinated through the Academic Success and Writing Center (3.004: Academic Success and Writing Center) and Disability Support Services.

Early Alert Systems: Systems are in place to identify students experiencing academic and/or personal difficulty early in their academic career. Faculty, advisors and support staff collaborate to provide timely intervention and resources. The Academic Performance Concern process allows faculty to alert the student, their academic advisor and academic support staff, so a plan of action can be created and support offered. This is done through Compass, which prioritizes transparency, communication and ease of use. The Care Team is an interdisciplinary group that monitors and provides early intervention to students whose behavior or circumstances are concerning (4.025: Academic Performance Concern; 4.024: Student Support and Case Management Services).

Degree Planning and Audits: The university provides degree audit tools and individualized academic planning through registration and academic services and college advising offices, enabling students to track progress toward degree completion (4.026: Registration and Academic Services, p. 12). Transfer credit evaluation, when applicable, is coordinated by the Office of the Registrar (4.032: Transfer Credit Policy).

Center for Career and Professional Development (CCPD): The CCPD offers career counseling, resume and interview preparation, job search strategy support and networking opportunities. Alumni engagement and employer partnerships are harnessed to facilitate successful career outcomes for both undergraduate and graduate students (4.027).

Experiential and High-Impact Learning: Initiatives such as Explore Lehigh (a new program introducing first-year students to fields of study across the four colleges) and programs catalogued in Lehigh360 (a hub for high-impact learning opportunities across campus), particularly those supporting undergraduate student research, encourage experiential

learning and integrative academic experiences that strengthen student engagement, achievement and research experience. Entrepreneurship and international experiences are encouraged through the range of Lehigh360-listed programs. The Office of International Affairs (OIA) also offers a range of high-impact opportunities (4.029: Lehigh360).

Regional Outreach and Support: The Western Regional Office, Lehigh West, serves as the university's strategic hub for student recruitment, academic engagement and industry partnerships across 13 western U.S. states. With a permanent home in San Francisco, Lehigh West offers direct proximity to Silicon Valley, placing Lehigh students, faculty, alumni and programs in the heart of the world's most innovative ecosystem (4.030: Western Regional Office).

Institutional Data Transparency: Lehigh publishes degree completion rates, graduation timelines, retention metrics (including demographic breakdowns) and post-graduation outcomes such as First and Next Destination surveys through the Office of Institutional Data (OID) website (1.008: Graduation Rates Summary; 1.009: Retention Rates Summary; 1.049: First Destination Reports; 1.050: Next Destination Reports; 3.079: Completions by Degree). These data inform continuous improvement and guide adjustments to academic and student support programs.

Retention Focus: Lehigh has increased the staff dedicated to student retention, including establishment of the Office of Student Retention to collaborate with campus departments in supporting students facing challenges and advising on retention policies. In 2023, the Lehigh Retention Council was formed to coordinate undergraduate enrollment and retention efforts campus-wide (3.039: Office of Student Retention, p.11).

Financial Support: Lehigh has introduced Summer Completion Grants and Student Success Grants to assist students who have exhausted traditional aid, and established Emergency

Aid funds to help students persist toward graduation; see Standard III (4.008: Emergency Financial Aid; 1.061: Summer Completion Grant Program).

Lehigh's programs supporting certificate and degree completion, transfer and placement enhance students' achievement of their educational goals, which allows the university to admit, retain and encourage the success of students whose interests, abilities, experiences and goals provide a reasonable expectation for success and are compatible with the institutional mission.

IV.1e: Lehigh maintains clearly stated, ethical policies, practices and processes to recruit, admit, retain and facilitate the success of students whose interests, abilities, experiences and goals provide a reasonable expectation for success and are compatible with institutional mission, including processes to disaggregate and analyze student achievement data to inform and implement strategies that improve outcomes for all populations.

Lehigh University systematically disaggregates and analyzes student achievement data through its OID, which publishes dashboards and reports on key student success indicators, including retention, graduation, degree completions and demographic breakdowns by gender, race/ethnicity and financial aid status (1.008: Graduation Rates Summary; 1.009: Retention Rates Summary; 3.079: Completions by Degree; 3.077: Enrollment by Major). Post-completion placement rates of undergraduate and graduate students are also published each year (1.049: First Destination Reports; 1.050: Next Destination Reports). These data resources are publicly accessible and support transparent tracking of student outcomes. The university uses these disaggregated data to identify disparities, inform campus discussions and planning, and implement evidence-based strategies aimed at improving retention, progression and degree completion across all student populations. For example, while Lehigh's strong emphasis on first-year retention yields robust results, student

success dashboards underscore the need to place equal weight on second- to third-year retention efforts. Prioritizing this critical transition point will ultimately drive stronger four- and six-year graduation rates. Lehigh also integrates survey data (e.g., first-year, senior and graduate experience surveys) and institutional reporting to guide decision-making and continuous improvement initiatives, ensuring that policies, practices and interventions are aligned with the mission and effectively enhance outcomes for all students.

IV.2. Lehigh adheres to fair and transparent policies and procedures regarding evaluation and acceptance of transfer credits, credits awarded through experiential learning, prior non-academic learning, competency-based assessment and other alternative learning approaches.

As described in Standard III, Lehigh University adheres to clearly defined policies and procedures for evaluating and accepting transfer credits from regionally accredited institutions, consistent with federal regulations 34 CFR § 602.24(e) and 668.43(a)(11)(ii). The Higher Education Opportunity Act (HEOA) website lists institutions with which Lehigh has articulation agreements and memoranda of understanding (MOUs) for academic cooperation and transfer pathways (2.044: Higher Education Opportunity Act Disclosures; 3.068: Memoranda of Understanding). Lehigh's transfer credit policies and methodology are publicly available, reviewed annually and disclosed on the Registrar's website and in the catalog to ensure transparency and compliance (4.032: Transfer Credit Policy; 1.005: 2025-2026 Catalog, p. 11). The university provides key resources to support the success of transfer students, including a required orientation program sponsored by the OFYE to aid in students' transition, as well as dedicated advising and referrals through the Office of Coordinated Advising. Semester abroad transfer credit policies are addressed in R&P 3.1.4.1 (2.009: Rules and Procedures of the Faculty), and Lehigh does not award academic credit for prior non-academic learning or competency-based assessments (4.032: Transfer Credit

Policy). Although there has long been a strong commitment to supporting transfer students, there have been inconsistencies in credit transfers, prompting a concerted effort in recent years to improve the process through measures such as establishing guidelines for departments and hiring an articulation officer who is responsible for expediting credit transfer approvals. Further, a new artificial intelligence (AI)-based transfer credit software is currently being considered.

Lehigh offers training and professional development opportunities for faculty and professional staff advisors who advise undergraduate students. The AdviseLU Professional Development Course Site houses advising resources, including the AdviseLU Workshop Series schedule, which includes topics related to advising transfer students. Furthermore, Lehigh's advising website features a section devoted to transfer students (3.040: Coordinated Advising Website, p. 28), as well as an Advisor Toolkit with resources to support both faculty and staff in their advising roles (3.040: Coordinated Advising Website, pp. 26-27). The Lehigh Undergraduate Advising Committee meets monthly, where the topic of transfer students is included, and the Director of Coordinated Advising convenes the undergraduate college advising offices, the Office of the Registrar and the OFYE to collaborate on the transfer student onboarding experience. Lastly, the Office of Student Retention and the Office of Academic Transitions partner with advisors on guiding students who are considering transferring out of Lehigh.

Semester study abroad programs encompass more than 250 opportunities in over 60 countries (4.097: Study Abroad Guidelines and Protocols) and are administered by program providers that are rigorously vetted and regularly reviewed by the Study Abroad Office within the Office of International Affairs. Students proposing to study abroad complete a course approval form, which is available on the university's International Affairs/Study Abroad website (4.093: Study Abroad Forms). The Study Abroad Office conducts ongoing

reviews of these providers through a combination of student surveys, in-person feedback and regular site visits, using this input to make adjustments or identify new partners when existing ones no longer meet student needs (4.098: Study Abroad Sample Contracts; 4.099: Study Abroad Sample Evaluations).

Through these policies and support structures, Lehigh ensures that credit evaluation processes are consistently applied, publicly disclosed and regularly reviewed — maintaining fairness and transparency across all pathways by which students may earn academic credit.

IV.3. Lehigh maintains policy and procedures for the safe and secure maintenance and appropriate release of student information and records.

Lehigh University maintains rigorous policies and procedures for the secure maintenance, retention and appropriate release of student records in compliance with federal and institutional requirements. These policies address privacy, security and access in accordance with Family Educational Rights and Privacy Act (FERPA) and related regulations.

Lehigh's **records management and retention policy** clearly defines the standards for how student records are maintained, retained and disposed of, ensuring compliance with institutional, state and federal requirements. The policy, reviewed and revised in 2022, outlines retention schedules for academic and administrative records to protect student information over time; the accompanying Retention Schedule was subsequently updated on July 5, 2023 (4.034).

Lehigh's **FERPA policy**, reviewed and revised in 2023 and clearly stated on the Registrar's website, governs the management and release of student educational records by detailing student rights to privacy, procedures for requesting records and limits on disclosure without consent. The policy ensures compliance with federal FERPA regulations and guides employees in safeguarding confidential student information. Compliance is reinforced

through mandatory FERPA training for all employees, which promotes appropriate handling and use of student records (2.067: FERPA Policy). Lehigh's policies also address **student identity verification** consistent with federal regulations for distance and correspondence education, ensuring the integrity of student records and secure access to student information systems (2.047: Student Conduct and Identity Policy).

The university also employs a chief information security officer (CISO) and maintains an Information Security Policy, which is publicly available and was last updated in 2021 (4.051: Information Security Policy). The CISO oversees the development and implementation of policies, standards and procedures that protect institutional data, ensuring the safe and secure maintenance of student and other institutional information. These policies support institutional safeguards for managing and protecting sensitive information across university systems. These policies, procedures and training programs ensure the secure maintenance, protection and appropriate release of student information and records.

IV.4. Lehigh offers athletic, student life and other extracurricular activities that are regulated by the same academic, fiscal and administrative principles and procedures that govern all other programs.

Lehigh University fosters a holistic extracurricular environment, ensuring that athletic, student life and other extracurricular activities are governed by the same academic, fiscal and administrative principles that oversee all institutional programs. These activities operate under university policies related to budgeting, student conduct, risk management and organizational oversight, ensuring that cocurricular programs are administered with the same institutional accountability applied to academic and administrative units. Within the Division of Student Affairs, a recent organizational restructuring established the Office of Student Involvement. This office comprehensively supports student clubs and organizations, fraternities and sororities, and student leadership development (4.035: Office of Student

Involvement). Student organizations operate under university policies and procedures related to registration, financial management and conduct, ensuring that these activities adhere to institutional governance and accountability standards. Lehigh continues to expand its offerings, with new student clubs reflecting evolving student interests and identities. For example, Asian and Pacific Islander student organizations have grown in number and received consistent recognition at the annual Student Life Leadership awards, which honor students who have significantly enhanced the quality of student life through their involvement and leadership while at Lehigh (4.035: Office of Student Involvement, pp. 77-79). Recently, Lehigh added women's wrestling as a varsity sport, expanding athletic opportunities for female-identified students.

Lehigh provides a rich cocurricular framework called bLUeprint, described in Standard III, which assists students in planning and reflecting on their learning across all facets of their university experience (3.002: bLUeprint Foundations). Lehigh University Athletics promotes holistic development of student-athletes through its Flight 45 program, a comprehensive and integrated effort to inspire and develop leadership within the Lehigh Athletics community (4.037: Flight 45).

Accountability for fraternity and sorority life is maintained through an annual accreditation process that aligns these organizations with university standards (4.035: Office of Student Involvement, p. 61). Interest in fraternity and sorority life has been stable over the last 10 years, with 20-25% of Lehigh students electing to join a fraternity or sorority (4.035: Office of Student Involvement, p. 73).

Lehigh University maintains institutional integrity by ensuring the intercollegiate athletics program is aligned with its mission of academic rigor (1.052: Student Athlete Handbook, p. 9). As a founding member of the Patriot League in National Collegiate Athletic Association

(NCAA) Division 1, Lehigh adheres to the 'scholar-athlete' model, requiring that student-athletes remain academically representative of the broader undergraduate body. Governance is formalized through the endowed dean of athletics, a position that sits within the university's core administration with a direct reporting line to the president and the board of trustees. This reporting structure ensures executive-level oversight and transparency. Athletics operations follow the same institutional policies related to budgeting, compliance, student conduct and academic eligibility that govern other university programs, while also adhering to NCAA and Patriot League requirements. Furthermore, partnerships between athletics and other departments ensure that Lehigh Athletics operates in accordance with university-wide policies, fostering a culture of compliance and shared goals. This integration of athletics into the university ensures that student-athletes are holistically supported as members of the campus community, enhancing the student success and experience.

The student-athlete handbook is reviewed and updated annually and is made available to students digitally. It provides the athletics mission, vision, values and guiding principles; outlines the expectations associated with being a student-athlete at Lehigh; and includes the Patriot League code of conduct, along with other relevant information (1.052: Student Athlete Handbook). Participation trends and average GPA are also tracked by sport to monitor student-athlete academic performance (4.096: Athletic Headcount and GPA by Sport).

In keeping with the Equity in Athletics Disclosure Act (EADA), Lehigh University annually reports on intercollegiate athletics participation, staffing and financial support for men's and women's programs. The report provides transparent data on athletics participation rates, operating expenses and revenues across varsity sports, supporting institutional

accountability and public disclosure related to gender equity in athletics (4.088: 2024-25 EADA Report).

Athletics scholarships are available for students with exceptional athletic ability. The estimated amount of non-need-based athletics awards in scholarships was \$14,122,480 in academic year 2022-2023, \$14,999,806 in 2023-2024, \$15,818,448 in 2024-2025, and \$17,157,245 in 2025-2026 (3.015: Common Data Sets 2022 to 2025, Section H1).

At the graduate level, Lehigh employs a decentralized model for extracurricular activities, complemented by the Graduate Life Office. This office's mission is to foster community, thriving and retention through events, programming, student clubs and consultation services. It also provides graduate-level writing support (4.040: Graduate Life Office).

Recognizing mental health challenges among graduate students, the university actively pursues early intervention and support initiatives to mitigate stressors common in graduate education. In conclusion, Lehigh's athletic, student life and other extracurricular activities operate under institutional academic, fiscal and administrative policies, including oversight through Student Affairs, Athletics leadership and university governance structures. These processes ensure that extracurricular programs are administered with the same standards of accountability and integrity that govern all other university programs.

IV.5. If applicable, adequate and appropriate institutional review and approval of student support services designed, delivered or assessed by third-party providers.

Lehigh University prioritizes delivering comprehensive in-house student support services while strategically integrating select third-party providers to enhance these efforts. The institution ensures thorough institutional review and approval of all third-party services to maintain quality, alignment with university values and regulatory compliance (4.090: Contract Approval Flow). The Offices of Purchasing Services, Research and Sponsored

Programs and General Counsel have created LUCA (Lehigh University Contracts Administration) to streamline the contract review process for faculty and staff. Through this contract review process, third-party services are evaluated for alignment with institutional policies, student support objectives, data privacy standards and regulatory compliance, and are subject to ongoing institutional oversight by the responsible administrative units.

Examples of third-party integrations include:

- University Counseling and Psychological Services (UCPS): Lehigh partners with Telus Health to provide 24/7/365 mental health support access for students. The university proactively addressed mental health and sense of belonging challenges during and following the COVID-19 pandemic, also offering free access to Headspace for students, faculty and staff as supplemental mental health support through an app (4.023: Counseling and Psychological Services). Headspace remains available to students at no cost (4.041: Headspace).
- Mentor Collective: Employed as a third-party service to foster student success and inclusive belonging through mentorship programs, supporting diverse student populations (4.043: Mentor Collective).
- InternationalSOS (ISOS): Lehigh's service provider for medical and security support is a large component of Lehigh's steps to prepare students, faculty and staff for travel and for supporting any needs for travelers while abroad. Staff meet regularly with ISOS both virtually and in person, and initiate debriefs on a regular basis for case review. Lehigh's International Travel Advisory Committee participates in review of all third-party providers.

In 2023, the College of Education (COE) partnered with AllCampus, an online program management (OPM) provider, to support the delivery of several fully online programs. As of

2025, these include the M.Ed. in mental health counseling, M.Ed. in educational leadership, M.Ed. in behavior analysis and a certificate in behavior analysis. AllCampus works exclusively with these four COE online programs, representing approximately 10.5% of COE's 38 programs and 4.6% of the university's total programs. They provide coordinated marketing, admissions and student services to help prospective and current students navigate their educational pathways and ensure a seamless experience from inquiry through graduation (4.091: AllCampus OPM Contract; 4.092: AllCampus OPM SOW).

Given that this partnership has been in place for only two years, Lehigh has not yet conducted a formal assessment of AllCampus's impact on student outcomes. A structured assessment plan will be implemented after four years of engagement, including review of:

1. Student enrollment and persistence in AllCampus-supported programs.
2. Student completion rates, time-to-degree and post-completion outcomes.
3. Student feedback regarding services provided and their onboarding experience.

This planned evaluation will allow COE and the university to measure the effectiveness of the partnership, inform continuous improvement and ensure alignment with institutional goals for student success.

These examples demonstrate that Lehigh maintains institutional processes for the review, approval and oversight of student support services designed, delivered or assessed by third-party providers.

IV.6. Lehigh makes periodic assessment of the effectiveness of student support services for all student populations with appropriate metrics and evaluation.

Lehigh's Division of Student Affairs includes a dedicated Research and Assessment office committed to evaluating the student experience (4.044). The institution conducts periodic

assessments of all programs supporting students to promote continuous improvement and ensure alignment with student needs and institutional goals. Key assessments include:

- An annual survey focusing on student belonging and well-being. This dynamic instrument evolves to address emerging concerns; recent additions include questions about sexual health and food insecurity (4.045: Life at Lehigh Survey). In fall 2025, 59% of campus food pantry users reported that access to the pantry enabled them to devote more time and energy to class-related activities. Survey data showing that some students attended some Lehigh events partly because free food was available led to increased efforts to improve food accessibility at events, such as providing to-go containers and integrating with the Hungry Hawks app, a platform used to share information about leftover food availability. Other examples are included in the evidence repository (4.045: Life at Lehigh Survey, p. 77).
- Lehigh has recently incorporated innovative methods such as photo voice, a photography-based project capturing nuanced experiences of first-generation and neurodivergent students, providing rich qualitative insight (4.044: Student Affairs Research and Assessment, p.6).

OID administers surveys that illuminate various aspects of the student experience, including the Graduate Experience Survey, and post-graduation surveys such as the undergraduate First Destination and graduate Next Destination surveys, which gather vital information on professional development outcomes and career preparation efficacy (1.049: First Destination Reports; 1.050: Next Destination Reports; 4.048: Graduate Student Experience Survey). See Standard III for more information. Lehigh regularly assesses the effectiveness of student support programs across all student populations using quantitative and qualitative metrics, and applies these insights to continuously improve services.

At Lehigh, student success is defined as “a university-wide, shared responsibility where all members of the Lehigh community co-create an equitable educational environment, designed to inspire future makers prepared to create pragmatic solutions for tomorrow’s challenges. It is the holistic development of a diverse student body of intellectually curious and engaged learners who understand and make themselves and the world better through thoughtful action, innovation, and authentic care for self and others” (4.100: Student Success Definition). Lehigh’s unwavering commitment to student success is reflected in its robust support infrastructure and innovative educational model. By integrating a holistic approach to admissions with proactive student retention strategies, comprehensive financial support, inclusive student support services and forward-thinking pedagogy, the university empowers every graduate for both immediate and enduring professional and personal excellence. To fully realize this vision of comprehensive student support, Lehigh has the opportunity to further improve the transfer student experience to this same standard of excellence.

STANDARD V: EDUCATIONAL EFFECTIVENESS ASSESSMENT

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

Introduction

Lehigh University takes pride in its rigorous, interdisciplinary curricula, innovative pedagogy and strong student outcomes. To that end, the institution maintains clearly articulated student learning outcomes (SLOs) at the institutional, college and program levels that guide the design, delivery and assessment of its academic programs and support the university's educational mission. This chapter discusses the assessment of Lehigh's educational effectiveness, illustrating how the institution realizes its mission of educating students.

V.1: Lehigh maintains clearly stated student learning outcomes at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences and with the institution's mission.

As described in Standard I, Lehigh's academic structure is college-based, and each of the university's colleges is responsible for developing and maintaining SLOs for its academic programs (5.001: SV_Assessment_Information, Section AV.1). These outcomes define the knowledge, skills and competencies that students are expected to achieve through their academic programs and ensure that curricula reflect the university's mission and educational priorities. Curriculum details, including recommended courses of study that guide students through their degree programs, are clearly communicated in the catalog, which is updated annually to reflect any changes (1.005: 2025-2026 Catalog; 3.091: Curriculum).

In each college, academic departments and programs establish program-level SLOs that align with the broader educational mission of the university and with disciplinary expectations (5.001: SV_Assessment_Information, Section AV.1). Programs regularly review their learning outcomes to ensure clarity, relevance and alignment with the evolving needs of students, the disciplines and the university's mission.

Lehigh's educational priorities further shape the student learning experience. The university's strategic priorities of Holistic Student Success for All Students and Innovative and Interdisciplinary Education emphasize experiential learning, global engagement and interdisciplinary opportunities across colleges and programs. Students engage with these priorities through a wide range of educational experiences, including research opportunities, experiential learning, interdisciplinary majors and minors, and global learning.

College- and program-level requirements are established and assessed within colleges. For example, writing proficiency is supported through foundational composition courses (Writing 001 and Writing 002), which are required by multiple undergraduate colleges and provide students with core communication competencies essential for academic and professional success. Advanced Placement (AP) exam scores may exempt students from one or both composition course requirements; furthermore, non-native English speakers may take an alternate set of composition courses. These shared curricular elements support common learning goals across programs while allowing colleges to tailor curricula to their disciplinary contexts.

Through clearly articulated program-level learning outcomes, alignment with institutional priorities and the integration of educational experiences across the curriculum, Lehigh ensures that SLOs are clearly stated, aligned with relevant educational experiences and consistent with the institution's mission.

V.2a: Lehigh conducts organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and program goals. Lehigh defines student learning outcomes that are appropriate to higher education with defensible standards for assessing whether students are achieving those outcomes.

Lehigh University conducts organized and systematic assessment of SLOs to evaluate the extent to which students achieve the goals established by their academic programs. Assessment activities are led primarily by faculty within departments and academic programs, with institutional support provided through campus units responsible for academic innovation, technology and assessment support.

At the program level, faculty define measurable SLOs that reflect disciplinary expectations and the educational goals of the program. Programs identify appropriate methods for assessing these outcomes, which may include direct measures such as course-embedded assignments, projects, portfolios, examinations and capstone experiences, as well as indirect measures such as surveys or reflective assessments. Faculty analyze the results of these assessments to determine the extent to which students are meeting program learning goals and to identify opportunities for curricular improvement.

Many of Lehigh's programs also participate in external accreditation processes that require rigorous assessment of SLOs. These include accreditation by organizations such as the Association to Advance Collegiate Schools of Business (AACSB), the Accreditation Board for Engineering and Technology (ABET) and the Pennsylvania Department of Education (PDE). These accreditation processes provide additional structures and standards for defining and assessing learning outcomes and reinforce the institution's commitment to systematic evaluation of student learning.

Lehigh supports faculty in their assessment efforts by allocating institutional resources and infrastructure for assessment activities. The university provides learning management systems and technology platforms through Library and Technology Services (LTS), including Course Site (Lehigh's branded Moodle platform), which supports course-level assessment and the collection of student learning data. In addition, the university established the Office of Educational Innovation and Assessment (OEIA) to collaborate with academic units on assessment initiatives, including the evaluation of new academic programs, innovative teaching approaches and broader educational initiatives.

To strengthen assessment practices across campus, Lehigh periodically hosts assessment workshops for department chairs and program directors, most recently during the 2024–25 academic year (5.002: Assessment Workshop 2024). The workshop provided guidance on assessment strategies, effective practices and resources to support departments in evaluating SLOs. Participation from academic units across the university helped reinforce a shared understanding of assessment expectations and encouraged programs to review and strengthen their assessment practices following disruptions caused by the COVID-19 pandemic.

Evidence collected from the university's five colleges demonstrates a practice of maintaining clearly defined learning outcomes and assessment of those outcomes. Appendix A, Table 8 summarizes learning outcome and assessment data for undergraduate programs. Similar review processes are in place for graduate programs, with updated program review timelines and processes currently being implemented (Appendix A, Table 9).

These processes demonstrate that Lehigh maintains organized and systematic assessment practices led by faculty and supported by institutional resources. These efforts ensure that

SLOs are clearly defined, assessed through appropriate methods and regularly reviewed to evaluate the extent of student achievement of institutional and program goals.

V.2b: Lehigh conducts organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and program goals. Lehigh articulates how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. Lehigh collects and provides data on the extent to which they are meeting their goals.

Lehigh University conducts organized and systematic assessments, led by faculty and appropriate professionals, to evaluate the extent to which students achieve institutional and program goals and to articulate how its programs prepare students for successful careers, meaningful lives, and, where appropriate, further education. Lehigh's strategic plan, *Inspiring the Future Makers*, lays out a vision for educating leaders who are capable of imagining, creating and implementing solutions that meaningfully improve the world (see Standard I) (1.002: 2023 Strategic Plan). Consistent with this mission, the university emphasizes experiential learning, interdisciplinary education and opportunities that prepare students for professional success and lifelong engagement.

Lehigh collects and analyzes data to evaluate the extent to which students achieve these goals. These data include career outcomes, graduate school placement and other post-graduation indicators of student success, which are gathered through institutional surveys and reporting processes (1.049: First Destination Reports; 1.050: Next Destination Reports). These results are used to inform curricular and cocurricular program enhancements, ensuring that students achieve the desired outcomes.

Additional program- and college-level assessment data and analyses are presented in the next section to provide a comprehensive view of how Lehigh evaluates student achievement across the institution. Through these efforts, Lehigh articulates and evaluates how its educational programs prepare students for successful careers and further education.

V.2c: Lehigh conducts organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and program goals. Lehigh supports and sustains assessment of student learning outcomes and communicates the results of this assessment to stakeholders.

Lehigh conducts organized and systematic assessments, carried out by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and program goals. Lehigh supports and sustains assessment of SLOs and communicates the results of these assessments to stakeholders. The following overview by college, for both undergraduate and graduate programs, demonstrates Lehigh's commitment to assessing SLOs and using results for continuous improvement.

Undergraduate Program Assessment by College

College of Arts and Sciences

The College of Arts and Sciences (CAS), with approximately 2,100 undergraduate students, more than 350 graduate students and 285 full-time faculty members, is the most complex and diverse of Lehigh's four undergraduate colleges. The college is distinguished by the disciplinary breadth, comprehensive programmatic offerings and wide-ranging faculty research interests. Faculty teach in the arts, humanities, and social and natural sciences, and many contribute to interdisciplinary programs. Most departments offer undergraduate (B.A., B.S.) and graduate degrees (MA, MS, Ph.D.). In contrast to the other colleges, only a small number of CAS programs are formally reviewed and accredited or otherwise certified by a body other than MSCHE. For instance, the B.S. in chemistry offered by the department of

chemistry is approved by the American Chemical Society (ACS) (2.045: Accreditation Information, Exhibit I); the B.A. in theatre offered by the department of theatre is accredited by the National Association of Schools of Theatre (NAST) (2.045: Accreditation Information, Exhibit H).

Undergraduate General Education Assessment

The CAS college-wide learning outcomes (5.001: SV_Assessment_Information, Section AV.1.a) encompass the Middle States general education requirements while also extending to additional competencies valued by the college. The CAS prioritizes the development of essential skills, including communication, critical thinking, technology and information literacy, and scientific and quantitative reasoning, as well as engagement with diverse perspectives, values and ethical considerations. CAS learning outcomes reflect these priorities by promoting intellectual and practical skills (e.g., critical thinking, clear communication and the ability to interpret and analyze data), personal, social and professional growth (e.g., engagement with global issues, understanding diverse cultures and applying ethical reasoning in real-world contexts), and advanced and independent learning (e.g., thinking across disciplines and applying knowledge to new settings and complex problems).

The CAS provides students with many opportunities to engage in academic experiences designed to broaden their intellectual horizons, to pursue interdisciplinary learning and to concentrate in a major field of inquiry. Through a combination of college-wide curriculum requirements and major field essential courses (1.005: 2025-2026 Catalog, pp. 61-62), CAS students attain a broad educational experience by taking courses across the arts and languages, humanities, mathematics, natural sciences and social sciences. The Integrated Degree in Engineering, Arts and Sciences (IDEAS) aligns with many of these foundational college-level requirements (1.005: 2025-2026 Catalog, p. 511) and to core learning outcomes

in the P.C. Rossin College of Engineering and Applied Science (the Rossin College).

The CAS faculty recently updated the college-wide curriculum requirements, implemented in fall 2024, to strengthen interdisciplinary learning and emphasize writing, quantitative reasoning and engagement with complex contemporary questions. The revised curriculum includes interdisciplinary Big Questions Seminars, enhanced First-Year Writing courses and additional curricular touchpoints called Encounters. These curricular elements are aligned with CAS college-wide learning outcomes and are subject to ongoing assessment.

CAS curriculum requirements, combined with major requirements, ensure that all students' curricula address the college-wide learning outcomes. Faculty assess these outcomes across courses and programs. For example, skills related to communication, critical thinking and ethical reasoning are assessed through evaluation of student work in English composition/First-Year Writing courses and the interdisciplinary Big Questions Seminars. Additional learning outcomes are assessed by departments through course- and program-level assessment processes.

In high-enrollment gateway courses, faculty committees regularly review student achievement data. For example, the Calculus Committee, composed of mathematics faculty and faculty from programs requiring the calculus sequence, meets at least annually to review student performance in gateway mathematics courses. The committee evaluates examination results as well as broader indicators of student success, including placement and performance in subsequent mathematics courses. These reviews inform advising guidance and instructional improvements.

Assessment in the Undergraduate Programs

The CAS, given its complexity and breadth, leverages many different forms of student assessment. All undergraduate majors have up-to-date, clear learning outcomes. Program

leaders participate in campus-wide assessment workshops, with the goal of preparing department chairs to develop robust assessment tools and strategies. Given the complexity and breadth of CAS programs, assessment occurs through a combination of ongoing course-level and program-level reviews designed to evaluate the extent to which students achieve program learning outcomes. Holistic program review occurs on a rotating basis, typically at least every five years, though there has been a recent lag for some programs due to constraints during the COVID pandemic, with some programs' prior holistic assessment occurring last circa 2017-2018. With the program-level reviews, all data are reviewed by the full department faculty or a faculty department committee, as well as the CAS dean's office. Action items are discussed and moved forward based on the data.

Statements of learning outcomes have been developed at the college, program and course levels and have appropriate interrelationships to the relevant majors (3.036: 2025 CAS Assessment Summary Report). Faculty work toward strengthening assessment processes on an ongoing basis to ensure consistent evaluation of SLOs. For example, the co-directors of the IDEAS intercollege program recently developed a new assessment plan for the program (5.225: IDEAS Assessment Plan).

The College of Business

The College of Business (Lehigh Business) is home to over 1,200 undergraduate students, over 300 graduate students and 97 full-time faculty members. In addition, due to Lehigh's interdisciplinary programs, Lehigh Business also is home to over 600 intercollege students between the undergraduate and graduate levels. At the undergraduate level, Lehigh Business offers eight majors as part of the B.S. in business and economics degree, two intercollege B.S. degrees in collaboration with the Rossin College and one intercollege B.S. degree in collaboration with the College of Health (COH).

Lehigh Business is accredited by the AACSB, which has reviewed both undergraduate and graduate programs on a five-year cycle, but has recently moved to a six-year review timeline (5.010: Lehigh Business AACSB Status; 2.045: Accreditation Information, Exhibit B1 and B2). The most recent accreditation took place during the 2021-22 academic year, and covered program years from 2016-17 through 2020-21. All programs within Lehigh Business, including the intercollege programs of Integrated and Business (IBE) and Computer Science and Business (CSB), undergo AACSB accreditation under that organization's regular timetable (note that CSB is also ABET accredited) (5.011: IBE Website; 5.012: CSB Website; 2.045: Accreditation Information, Exhibit D). Additionally, all programs in Lehigh Business, including the IBE and CSB programs have their own learning outcomes defined (5.001: SV_Assessment_Information, Section AV.1.b). The B.S. Integrated Business and Health degree (IBH) enrolled its first cohort for the fall of 2025 and will first be reviewed in the upcoming accreditation cycle.

AACSB Assurance of Learning (AoL) processes are documented in an AACSB Continuous Improvement Review (CIR) Report every five years and are evaluated by an external review team. Through the AoL process, faculty and program leaders systematically assess student achievement of program learning goals using direct and indirect measures, review the results and identify areas for program improvement. Assessment findings are shared with program leadership and college administration and are used to inform curricular refinement and continuous improvement. The 2022 review found Lehigh Business to be fully meeting accreditation standards (2.045: Accreditation Information, Exhibit B1 and B2; 3.037: 2022 AACSB Peer Review Team Report). Although AACSB accreditation standards are entirely separate from Middle States, their extensive expectations related to the assessment of SLOs ensure that Lehigh Business maintains organized and systematic assessment practices.

Undergraduate General Education Assessment

Lehigh Business integrated requirements that emphasize essential business concepts and skills throughout the college experience. Courses in the curriculum are required of all business degree students and are logically sequenced in a building-block approach (5.014: Lehigh Business Core Curriculum). The curriculum is designed to support Lehigh Business learning goals and provides multiple points where SLOs are introduced, reinforced and formally assessed through course-embedded assignments and the senior capstone experience. These courses and sequences are regularly reviewed for effectiveness and alignment with current best practices in business education. The requirements introduce foundational basics, advance to more complex concepts and real-world issues and culminates in a senior capstone on strategic decision-making, aligned with the institutional priority of Innovative and Interdisciplinary Education. Upon graduation, students are able to add value in a real-time context to solve intricate, often unstructured, business problems, which aligns the Lehigh Business programs with the institutional priority of Holistic Student Success.

This curriculum, as well as a requirement to take a minimum of 48 credits outside of Lehigh Business, ensures that all students take a mix of liberal arts and business experiences that include global and diversity courses. In addition, at least two courses each in the humanities, arts or languages, social sciences and natural sciences are required to ensure breadth. The objective is to provide students with an essential understanding of critical skills, including communication and applied critical thinking through a variety of disciplines including English composition, mathematics, science, humanities, business and economics courses.

Assessment in the Undergraduate Programs

Business faculty follow best practices in assessment aligned with AACSB AoL standards. All learning outcomes are assessed using direct measures, and the process systematically links

course, program and college outcomes. At the course level, faculty assess both individual and group learning, and at the program level, faculty demonstrate a sustained commitment to evaluating student learning through annual, evidence-driven assessment reports that map program goals to the college's mission.

Learning outcomes for undergraduate programs are published and regularly reviewed by faculty. The current SLOs are organized into six objectives (5.017: Lehigh Business Learning Outcomes; 5.001: SV_Assessment_Information, Section AV.1.b), and criteria for assessing each objective are documented in annual assessment reports archived within Lehigh Business. Data collected annually inform program-level assessments, and faculty identify opportunities for continuous improvement. All proposed improvements are vetted by college and university faculty for implementation.

Assessment reports from 2016–2021, as well as reports for 2021–2026 (in progress), are archived to support future assessment. Faculty maintain robust core curriculum guidelines for undergraduate students, which serve as the foundation for all undergraduate degree programs (5.014: Lehigh Business Core Curriculum). Major requirements are regularly reviewed within the context of these learning goals, and program-level assessment reports are prepared consistently and stored in the archive. Examples of continuous improvement initiatives, drawn from these assessments, can be found in the evidence (5.001: SV_Assessment_Information, Section AV.2.b).

P.C. Rossin College of Engineering and Applied Science

The Rossin College serves over 1,500 undergraduate and 650 graduate students, supported by 156 faculty. The college offers 11 disciplinary programs leading to the B.S. degree and three intercollege undergraduate programs, CSB, IBE and IDEAS, all honors programs with a minimum GPA requirement of 3.25 for continuation. Most disciplinary undergraduate

programs are accredited by ABET, with intercollege programs accredited by ABET and/or AACSB (2.045: Accreditation Information, Exhibit C and D). Undergraduate students in the Rossin College may pursue as their primary program a chemistry major that is offered by CAS; this leads to the B.S. degree and is not accredited by ABET. CAS students may pursue a B.S. in computer science as their primary degree. All but three undergraduate disciplinary programs, each of which is very small (fewer than five students enrolled), are accredited by ABET, with nine accredited by the Engineering Accreditation Commission of ABET (ABET-EAC), and two accredited by the Computing Accreditation Commission of ABET (ABET-CAC). The B.A. with a major in computer science, offered by CAS, is not ABET-accredited.

Aligned with the institutional priority of interdisciplinary education, three integrated degrees are affiliated with the Rossin College. The CSB program leading to the B.S. degree is accredited both by ABET-CAC and by AACSB. The IBE program leading to the B.S. degree is accredited solely by AACSB. The applied science, engineering mechanics and engineering physics majors that lead to the B.S. degree are not accredited by a disciplinary accrediting agency. Finally, as with most institutions that have undergraduate programs accredited by ABET, Lehigh does not seek accreditation for its engineering graduate programs.

Faculty in the Rossin College engage in assessment of SLOs at both the course and program levels. Direct and indirect measures are used to evaluate student achievement, map program goals to college and institutional learning outcomes, and support continuous improvement initiatives. Program-level assessment reports are reviewed by faculty committees, and results inform refinements to course content, curriculum sequencing and instructional practices, ensuring students achieve the expected disciplinary and interdisciplinary competencies.

General Education Assessment and Undergraduate Program Assessment

Assessment of college-level requirements in the Rossin College is enmeshed in program assessment, and this section addresses both. SLO assessment in the college is largely program-driven mainly because the professional standards established by ABET accredits programs (and specifically not colleges) on a six-year cycle. The ABET criteria specify that programs identify, develop and measure SLOs, and use results derived from these processes to improve how the college meets student needs in the classroom and in preparing students for highly technical careers. Examples of this in practice are available in the provided evidence (5.001: SV_Assessment_Information, Section AV.2.c). Faculty participate in the comprehensive process of integrating student learning objectives in each syllabus, mapping course goals to program outcomes and aligning these outcomes to college-wide learning expectations. Students are assessed based on their level of achievement in specific outcomes, levels that are reviewed annually in most programs for assurance of high levels of student achievement across programs.

Each program has a committee that reviews student outcomes, typically annually or biennially. The Rossin College has a comprehensive process of assessing the SLOs of each accredited program. The associate chair for each undergraduate department has primary responsibility for coordinating assurance of student outcomes, with coordination at the college level by the associate dean of undergraduate studies.

ABET self-study program reviews were conducted by the EAC in 2019-2020 (for all programs except Computer Science and Engineering (CSE) and biocomputational engineering), by the CAC in 2022-2023 (for CSE programs), and by both the EAC and CAC for all programs in 2025-2026 (2.045: Accreditation Information, Exhibit C and D).

The Rossin College assessment process commences with faculty in each undergraduate program setting SLOs and mapping courses to the SLO. Faculty whose course has been mapped to a student outcome will determine how that SLO will be measured. Direct assessment is used wherever possible, and can include exam questions, projects, presentations, homework assignments, labs and essays. Innovative approaches to student learning, aligned with institutional priorities, can be found in core courses across the college, such as those employed by Engineering 10, which enables student learning regardless of level of programming experience. Faculty determine which level of performance constitutes a proficiency in the SLO, using department-developed rubrics. Evidence of instructional diversity is reflected in faculty use of multiple teaching modalities. The report, RCEAS Class Time Distribution by Instructional Method, documents the average distribution of class time across the following methods: Lecture/PowerPoint, Seminar/Discussion, Group Activity/Projects, Simulation/Role-Playing, and Field Experience/Lab (5.060: RCEAS Class Time Distribution by Instructional Method; 2.065: Teaching at Lehigh Website). (Previously, the Rossin College was abbreviated as RCEAS.) These are reviewed in committees in each program. As part of a continuous improvement process, faculty are required to assess their SLOs and report back to the program committee. The program committee writes a report with the results and recommendations for improvement in the assessment process, which closes the loop. Programs with any identified areas for improvement are provided time to address these issues before a final accreditation decision is issued.

The College of Health

The COH, established in 2020 as Lehigh's newest college, currently enrolls 220 undergraduate students and 42 graduate students. It offers programs at the undergraduate and graduate level in a variety of health-related areas, including B.S. degrees in biostatistics

and population health, a B.S. degree in community and global health, a Master of Public Health (MPH) degree and a Ph.D. in population health. The program portfolio continues to expand with the faculty body.

In addition to these degrees, the COH offers several minors at the undergraduate level, as well as certificates and non-degree options at the graduate level. Faculty associated with COH have expertise in a wide array of fields, including community health, epidemiology, global health and health policy. Their research addresses health comprehensively, considering the unique factors that influence health, including race, gender, food security, policy and the physical environment. Faculty partner with affected communities to develop technology-forward, data-informed approaches that improve health equity.

From its founding through the end of 2024, COH consisted of a single department, community and population health. In spring 2025, the college reorganized into three departments (community and global health, population health, and biostatistics and health data science) aligned with the first three undergraduate majors in the college. The fourth major, Health, Medicine and Society, is a joint program administered with the CAS; students in this program take courses in all three COH departments as well as coursework in CAS. The intercollege B.S. in Integrated Business and Health is co-directed by faculty in Lehigh Business and COH, with students taking courses across all three COH departments and in Lehigh Business.

As a relatively new college, COH is actively engaging in both formal and informal assessment practices to shape programs in response to student needs and employer demand.

Enrollment in degree programs is now reaching levels that allow for anonymized and meaningful assessment. The college's assessment strategy is evolving and is expected to align closely with the practices of other colleges in terms of timelines, consistency and

depth of program-level evaluation in the years ahead.

General Education Assessment and Undergraduate Program Assessment

The undergraduate programs in the COH prepare students for a myriad of careers in health and healthcare (5.024: COH Undergraduate Programs). Students receive an applied education through a multi-disciplinary approach, emphasizing community partnership and the use of technology and data. Regardless of the degree program, real-world experience is central to a COH degree — 25% of major course requirements are experiential. All students have the opportunity to engage in health-related research projects, field experiences, internships, study abroad programs and more, aligning with Lehigh's institutional priorities of Innovative Education and Holistic Student Success. Program learning outcomes are found in the catalog (1.005: 2025-2026 Catalog, p. 391; 5.001: SV_Assessment_Information, Section AV.1.d.).

To meet the learning objectives, all COH students must complete 10 classes of distribution requirements totaling 32-37 credits. Faculty participate in the comprehensive process of integrating student learning objectives in each syllabus, mapping course goals to program outcomes and aligning these outcomes to college-wide learning expectations.

Each year, the COH surveys recent graduates in their academic programs and collects and analyzes student performance data. The results are used in program assessment, conducted annually by the college leadership. Results from the analyses inform curricular and pedagogical changes and related academic needs. There is a high level of collaborative planning among the programs, as there are many shared courses and outcomes.

Graduate Program Assessment by College

Lehigh University offers over 80 different graduate programs across the five colleges. Similar to undergraduate assessment, the overall strategy of assessment sits within each college,

and is guided by the Graduate and Research Committee (GRC). Faculty in each college actively participate in implementing and reviewing these assessments. In 2018, a position was created in the Office of the Provost to help strengthen graduate education at Lehigh (5.025: Deputy Provosts, p. 4). The deputy provost for graduate education role exists to aid in all pieces of graduate education, including enrollment, education and data collection/analysis. Since the inception of the role, the following initiatives have launched in graduate programs at Lehigh:

- 1) Collection of Graduate Next Destinations (2021), aligned with the institutional priority of Holistic Student Success (see Standard II) (5.026: Next Destination Data Collection).
- 2) Graduate Student Experience Survey (2023), aligned with the institutional priority of Holistic Student Success (4.048: Graduate Student Experience Survey).
- 3) Office of Institutional Data Dashboards (continuous, evolving), new program-level dashboards to support program reviews align with the institutional priority of Holistic Student Success (5.028: Sample GR Program Review Dashboard).
- 4) Graduate Program Reviews (reinstated, 2024), align with the institutional priority of Holistic Student Success (1.012: Graduate Program Review Framework).
- 5) Required teaching assistant (TA) training (2024) and University TA Handbook. The five-session TA training course incorporates lessons about student engagement, student assessment, course design and inclusive teaching practices (5.029: University TA Handbook).

All five colleges offer graduate programs. In 2012, the GRC identified five core competencies (i.e., learning outcomes) to be defined by graduate programs in discipline-appropriate ways. These competencies were reaffirmed by the GRC in 2024 (Appendix A, Table 7); the full framework governing their application is published by the Office of the Provost (4.094:

Graduate Program Assessment). Graduate programs use these core competencies in direct and indirect assessments to measure student achievement and inform program improvements. The self-review process also directs programs to self-assess in other domains, including: curriculum (and any gaps therein), professional development, recruitment, retention/completion rates, morale and alumni success. The assessment cycle is varied for each graduate college, with the GRC serving as the entity that initiates and oversees the review process. The graduate core competencies guide all program development, program evaluation, and most fundamentally, serve as the SLOs associated with each program offered at the graduate level.

In the College of Education (COE), Lehigh Business and COH, external accrediting bodies exist for subsets of programs offered. In each of these colleges, learning outcomes are regularly assessed through accreditation processes and internal program reviews, and results are used to make program improvements. For programs without external accreditation, assessment schedules are available in the evidence, and a summary of recent assessments is provided in Appendix A, Table 9 (5.001: SV_Assessment_Information, Section AV.4).

The College of Arts and Sciences

In the CAS, master's programs vary in their requirements from coursework only to research intensive (5.030: CAS Graduate Programs). All programs are expected to specify SLOs, and many use the competencies in Appendix A, Table 7, as their learning outcome strategy. In the 2026-27 academic year, Lehigh aims to outline measurable learning outcomes for all graduate programs in the CAS, which will guide future program review processes.

All Ph.D. programs in the CAS establish milestones via their program handbooks (samples provided 5.031: CAS Graduate Handbooks; 5.032: Chemistry Graduate Handbook 2024;

5.033: EES Graduate Handbook 2023). As different fields have unique needs and structures with respect to general knowledge in the field, advanced knowledge in a subdomain and experimental/analytical/research/writing experiences, the timing and format of milestones is determined by programs. To ensure that all graduate programs are reviewed regularly, the university has reestablished the schedule for graduate program reviews. In CAS, the upcoming five-year schedule can be found in the evidence (5.001: SV_Assessment_Information, Section AV.4).

Assessment Strategy

The CAS faculty uphold robust academic progress standards in each program of study, some of which mandate periodic reviews of the academic progress of their students. Student progress, as assessed via course grades and/or other required programmatic milestones (e.g., cross-coursework portfolios, comprehensive doctoral exams and independent research studies) are regularly assessed by graduate program directors and/or special committees. At the doctoral level, faculty participate in sustained scholarly mentorships of students, as evidenced by student presentation and/or co-publication in scholarly venues (3.067: Sample Co-authored Publications). Faculty/student scholarly output is reviewed annually in evaluations of faculty as well as during faculty reappointment, tenure and promotion considerations. In most programs in the CAS, doctoral students participate in mentored college teaching through teaching assistantships, which often provide teaching evaluations. Finally, programs such as the Community Fellows Program are regularly reviewed to ensure that goals are being met and student training is maintained at a high level.

The College of Business

Lehigh Business is home to over 300 graduate students and fewer than 20 intercollege students at the graduate level. The college program suite includes: three graduate programs

leading to the MS; two graduate programs leading to the MBA; two dual degree graduate programs housed in Lehigh Business; one interdisciplinary program in collaboration with the CAS and the Rossin College; two accelerated B.S. to MS programs; two joint degree programs (one with the COE and the second with the Rossin College); and one graduate program leading to the Ph.D. in business and economics (5.037: Graduate Business Programs). The programs in Lehigh Business are subject to university-level ad hoc review through the process outlined by the GRC (1.012: Graduate Program Review Framework).

Assessment Strategy

Graduate programs in Lehigh Business maintain clearly stated learning outcomes that are mapped to courses, programs and college-level goals. Faculty employ direct assessment measures, including evaluations of student work, projects, presentations and exams, to gauge student achievement of these outcomes. Assessment results are compiled annually in evidence-driven program reports, which document the degree to which learning outcomes are met and identify opportunities for continuous improvement (5.051: 2022 AACSB CIR Report, pp. 19, 30).

At the doctoral level, faculty provide sustained scholarly mentorship for Ph.D. students in economics, integrating student research, co-presentation, and co-publication as mechanisms for assessing achievement of learning outcomes (3.067: Sample Co-authored Publications). Assessment results at the program level inform curricular refinements, instructional strategies and enhancements to student support, ensuring alignment with both program goals and the college's mission.

Learning outcomes can be found in the evidence (5.001: SV_Assessment_Information, Section AV.5.e). Through this structured approach, Lehigh Business demonstrates a systematic, evidence-based process for assessing student learning and fostering

continuous improvement at both the program and course levels.

The College of Education

The COE is unique among the colleges at Lehigh University in that it is graduate-only and features only one department, education and human services (5.039: COE Website).

Enrollment is more than 400 students, with approximately 275 students pursuing master's-level degrees and more than 150 pursuing doctorates. Roughly 30 students are nondegree students or are pursuing certificates. COE is home to 24 tenure-track faculty members and approximately six full-time term faculty (teaching or research).

The department has multiple areas of study: behavior analysis, counseling, educational leadership, instructional technology, school psychology, special education, global education, English as a second language and general education (5.039: COE Website, pp. 14-19). Students can seek certifications, master's degrees and doctoral degrees in most of these areas. Multiple modalities are available for most programs. As noted in Standard IV, in 2023, the COE partnered with AllCampus to offer several programs fully online, including (as of 2025), M.Ed. in mental health counseling, M.Ed. in educational leadership and M.Ed. in behavior analysis. A certificate in behavior analysis is also offered through AllCampus.

The COE maintains stringent professional accreditation requirements for most of its programs. The majority of the academic programs prepare candidates for certification in K-12 contexts as school counselors, teachers, school leaders (principals, superintendents or curriculum specialists) or school psychologists. These programs are certified through the PDE and/or accredited through professional governing organizations (2.045: Accreditation Information, Exhibits E, F, G, and J). The COE programs and accreditation agencies can be found in the evidence (5.001: SV_Assessment_Information, Section AV.3).

Each program in the COE has clearly defined and mapped SLOs. For some programs, these SLOs are defined by the accreditation organization. All COE programs have core courses emphasizing competencies that practitioners must attain. Programs establish competencies through accreditation body requirements and/or PDE standards. If a program is not accredited, program faculty determine program-level competencies and review them on a regular cycle as part of a continuous improvement process. For those programs that are not accredited, the SLOs largely align with Lehigh's core competencies for graduate students, although refinement is expected within each program.

The COE undergoes regular program review to evaluate student achievement of SLOs through course assessments and program-level evaluation. Courses are aligned and mapped to the competencies defined by the accrediting body. Programs also employ well-articulated course sequences to scaffold student success in attaining the required competencies. All programs leading to certification or licensure have practical experiences in which students demonstrate their competence in the area of the certification or license sought. To obtain certification or licensure, students are required to complete an internship, field experiences and/or a practicum. Students are assessed during these experiences on their content knowledge, their ability to apply that knowledge to practice in their field, their awareness of contexts and structures within a professional site, their ability to communicate appropriately with students/clients and their ability to work effectively with instructional and/or treatment teams to enhance outcomes in education and human services.

Student performance is reviewed annually by program faculty to ensure students are meeting program learning outcomes. Faculty engage in sustained scholarly mentorship of students, often documented through student presentations and/or co-publications in scholarly venues (3.067: Sample Co-authored Publications). Faculty review of student scholarly output occurs annually and is integrated into faculty evaluations, as well as during reappointment, tenure and

promotion considerations. Many doctoral students preparing for careers in higher education also participate in mentored college teaching experiences. The assessment standard for both student and faculty is output- and performance-based, providing evidence of educational effectiveness and guiding continuous improvement in graduate programs.

Assessment Strategy

All programs have rigorous requirements. The college faculty uphold stringent academic progress standards, including expectations for student performance, accompanied by automatic triggering of review for students who do not make adequate academic progress (i.e., grade point below 3.0 and/or two grades below B- in a semester). Additionally, any COE faculty member or instructor may request a review (e.g., concern that a student is not making sufficient progress in meeting programmatic milestones). Some COE programs mandate periodic reviews of the academic progress of all students in those programs, and these reviews may take place without the necessity of a triggering event.

Each year, the COE surveys recent graduates, consults with professionals in the field who have worked with current or former students, and collects and analyzes student performance data. These results are used in annual program assessment meetings conducted by faculty within each program. Results from these analyses are reviewed and used to inform changes in curriculum, field placements and pedagogy (5.042: COE Assessment of Assessment).

Student learning outcomes are directly assessed via customized rubrics. SLOs are assessed through course assignments and other required programmatic milestones (e.g., cross-coursework portfolios, comprehensive doctoral examinations or independent research studies) and evaluated by course instructors and/or faculty committees. Students are provided feedback about their performance. Students must meet a minimum

expectation (e.g., grade of at least a B-) set forth by the degree program and/or external review body. If students fail to meet the minimum expectation, remediation is required.

There is a high level of collaborative planning among programs in the college, principally because there are so many shared courses across programs. Programs in the COE are bound by common requirements for those seeking certification and/or licensure. The COE employs a one-department model in which all program faculty attend all college meetings, and key curricular and assessment issues are discussed regularly. The result is a common and current awareness among faculty across programs of key assessment issues; such issues are discussed and resolved across programs to create mutually acceptable solutions within the college. Student learning assessment is informed by external accreditation and certification standards, which guide program expectations and assessment practices.

All master's and doctoral programs within the COE have mission statements that are clearly focused on student learning and performance. These faculty-approved standards also align with the five Lehigh competencies for graduate programs (see Appendix A, Table 7). The COE reviews and uses assessment results to inform decisions about curriculum, program design and instructional practices in order to improve educational effectiveness and SLOs.

P.C. Rossin College of Engineering and Applied Science

At the graduate level, the Rossin College offers 32 programs (in academic year 2025-26) that lead to the MS or M.Eng. degrees, and 11 of these disciplines also offer the Ph.D. degree. All programs are guided by a shared set of graduate SLOs (see Appendix A, Table 7) as identified and maintained by the Dean's Office.

Master's programs in engineering may be coursework-based or research-focused and are designed to encourage a high degree of student autonomy and choice, enabling students to craft a degree program that meets their professional goals and learning interests. All

programs are expected to outline program-specific SLOs aligned with the college's common outcomes. Faculty assess student achievement of these outcomes through course assignments, project-based work, research activities, and thesis or capstone evaluations, depending on program structure.

All Ph.D. programs in the Rossin College establish milestones via their program handbooks (samples provided 5.043: RCEAS Graduate Handbook; 5.044: CEE Graduate Handbook 2023; 5.045: MSE Graduate Handbook 2023-2024). As different fields of engineering have unique needs and structures with respect to general knowledge in the field, advanced knowledge in a subdomain and experimental or analytical experiences, the timing and format of milestones are determined by the program. Milestones typically include qualifying examinations, dissertation proposals, research progress reviews and dissertation defenses, which serve as direct measures of doctoral student learning and scholarly development.

Assessment Strategy

At the doctoral level, faculty participate in sustained scholarly mentorship of students through research supervision and dissertation advising. Further, periodic program self-studies and graduate program reviews provide an additional mechanism for evaluating program effectiveness and SLOs. Reviews of the following graduate programs were conducted in the last five years: industrial and systems engineering doctoral and master's program suite, bioengineering doctoral and master's programs, and materials science doctoral and master's programs. In the last 10 years, several other programs were reviewed (5.047: Rossin Grad Program Review Schedule). To ensure that all graduate programs are reviewed regularly, the university has re-established the schedule for graduate program reviews. In the Rossin College, the upcoming five-year schedule can be found in the evidence (5.001: SV_Assessment_Information, Section AV.4).

Similar to practices in the CAS, doctoral students in many Rossin College programs engage in mentored college teaching through teaching assistantships. These mentorship experiences are often reflected in student co-presentations or co-publications in scholarly venues (3.067: Sample Co-authored Publications), and faculty review of student scholarly output occurs annually as part of faculty evaluations. Assessment findings from course-level evaluations, milestone reviews and program self-studies are used by faculty to inform curricular adjustments and research training.

College of Health

The COH is actively seeking accreditation for its graduate programs (5.048: COH Graduate Programs Website). The MS in Population Health program is a founding member of the Population Health Management Accreditation Program at the Commission on Accreditation of Healthcare Management Education (CAHME) (5.049: CAHME Website). The program was among the first five programs to receive CAHME certification status in 2022. The Master of Public Health program is pursuing accreditation from the Council on Education for Public Health (CEPH) (2.045: Accreditation Information, Exhibit K). As part of this process, program learning objectives are aligned with CEPH competency standards and are outlined in the evidence (5.001: SV_Assessment_Information, Section AV.5.d).

Assessment Strategy

Graduate programs in the COH maintain clearly defined SLOs that guide curriculum design and program assessment. Faculty assess student achievement of these outcomes through direct measures such as course assignments, applied projects, field or practicum experiences, and capstone or research activities. Student work is evaluated using program-aligned criteria, and students receive feedback to support their academic and professional development. At the doctoral level, faculty engage in sustained scholarly mentorship of students, often documented through student co-presentations or

co-publications in scholarly venues (3.067: Sample Co-authored Publications). Faculty review of student scholarly output occurs annually as part of program-level assessment and is integrated into faculty evaluations, reappointment, tenure and promotion considerations. Many doctoral students also participate in mentored college teaching experiences, providing additional opportunities to assess and support the development of teaching and research competencies.

These activities contribute to understanding educational effectiveness and inform program improvements, ensuring that students achieve expected learning outcomes. Assessment findings are reviewed by program faculty to evaluate the extent to which students are meeting program learning outcomes. These results inform curricular refinements, program improvements and continued alignment with evolving professional standards in public and population health.

V.3. Lehigh considers and uses disaggregated assessment results for all student populations for the improvement of student learning outcomes, student achievement and institutional and program-level educational effectiveness.

Lehigh University analyzes assessment results across programs and student populations to evaluate SLOs and guide improvements in curriculum, instruction and student support. Colleges regularly review program-level assessment data, including direct and indirect measures of student achievement, and analyze results across programs, cohorts and relevant student groups to identify gaps in performance. These analyses inform targeted interventions, curricular revisions and other program improvements that strengthen student achievement and educational effectiveness at both the program and institutional levels. The following examples illustrate how colleges across the university use disaggregated assessment results to improve student learning and support continuous improvement.

The College of Arts and Sciences

Program-level assessments across CAS use both direct and indirect measures to identify gaps and guide improvements. Results are reviewed at the program level and, where appropriate, analyzed across student groups such as majors, course sections and levels of academic preparation to identify areas where students may require additional support. These measures include standardized exams in chemistry, senior theses and capstone projects. Programs that previously lacked consistent assessment practices, such as philosophy and cognitive science, are now implementing updated strategies. Together, these efforts demonstrate a strong commitment to leveraging disaggregated, program-specific assessment data to enhance student success, inform curricular and pedagogical improvements and continuously strengthen both program- and institution-level educational effectiveness.

The Calculus Committee conducts regular and systematic reviews of student achievement in high-enrolling mathematics courses. The committee is primarily composed of mathematics faculty, along with faculty from programs that require the calculus sequence. The committee prepares detailed documentation on student success in gateway courses, considering not only exam scores but also broader indicators, including placement levels and student performance in subsequent mathematics courses. For instance, in MATH 001 (formerly MATH 000), which prepares students for calculus, the committee found that students earning a C or lower were unlikely to succeed in moving directly into calculus courses (MATH 021, 051, 081) and are therefore advised to seek guidance on their academic progress and course planning. Past assessment of calculus courses revealed that a significant proportion of students were not meeting key learning outcomes in several introductory-level courses. In response, the Calculus Committee implemented a series of targeted changes, including an intervention led by the Office of Student Retention aimed at helping students to develop a

sense of belonging. This intervention featured activities in which students reflected on their course goals, engaged in discussions about classroom belonging using written vignettes from past students and received guidance from TAs and faculty on common challenges and strategies for success in calculus. These efforts were complemented by increased access to study sessions during office hours and expanded support services, including tutoring, walk-in help and structured study/homework groups. Furthermore, a zero-credit Preparation for Calculus course, MATH 000, was recently changed to a credit-bearing course, MATH 001, in response to student feedback (3.100: Precalculus Proposal). Although these changes were only recently implemented, assessments of the belonging intervention indicate substantial improvement, with the overwhelming majority of students now meeting or exceeding expectations for key learning outcomes. Notably, in fall 2023, seven of the 10 courses with the highest DFW (D-grade, F-grade, Withdrawal) rates were math courses; by fall 2025, no math courses appeared among the 10 highest DFW courses, demonstrating significant progress in student achievement and learning outcomes.

College of Business

Within Lehigh Business, faculty and program leadership regularly review assessment results across programs and student cohorts to evaluate SLOs and guide program improvement. Through the college's AoL process, core courses in graduate programs are assessed annually, with faculty collecting direct measures of student achievement and reviewing results in collaboration with program directors and the Graduate Programs Office (5.051: 2022 AACSB CIR Report, pp. 15-33). These reviews inform curricular adjustments, instructional improvements and program enhancements. Assessment findings have led to program changes — for example, the addition of MBA leveling modules in areas such as statistics, finance and accounting after assessment results indicated gaps in students' ability to address complex business problems. Student feedback collected through course

evaluations, focus groups and other engagement opportunities further informs program development. These processes ensure that assessment results are systematically reviewed and used to strengthen SLOs and program effectiveness within Lehigh Business.

P.C. Rossin College of Engineering and Applied Science

Rossin College faculty regularly examine SLOs across programs, majors and relevant student populations, including honors students and those in interdisciplinary tracks. Analyses disaggregate results by factors such as major, program type and academic performance, with the findings used to identify gaps in achievement, guide targeted interventions and refine curriculum and instructional strategies (e.g., 5.080: Mechanical Engineering Continuous Improvement Practices; 5.081: Computer Engineering Continuous Improvement Practices). This approach ensures that all students, regardless of program or pathway, have equitable opportunities to achieve learning outcomes. Continuous monitoring and the use of disaggregated assessment data support evidence-based decision-making at both the course and program levels, contributing to the college's broader goal of promoting student success across disciplinary and interdisciplinary programs.

College of Health

The undergraduate program in the COH maintains clearly defined SLOs that guide curriculum design and program assessment. Faculty assess student achievement of these outcomes through direct measures such as course assignments, applied projects, field or practicum experiences, and capstone or research activities. Student work is evaluated using program-aligned criteria, and students receive feedback to support their academic and professional development.

Faculty teaching courses that include community-based participatory research methods gather feedback on the effectiveness of the course directly from students and community partners.

Nearly half of the COH faculty have received training in Lehigh User-Designed Inquiry (LUDI) through Lehigh's partnership with the Association of College and University Educators (ACUE). A subset of them have had a classroom observation and feedback from the director of the OEIA. Faculty have implemented various formative assessment tools as introduced in LUDI workshops.

As noted earlier in the chapter, in 2025, COH established three departments (biostatistics and health data science, community and global health, and population health). The goal for AY 2026-2027 is to establish new department-level SLOs to complement the college-level SLOs. Once these new department-level SLOs have been adopted, the faculty will review student scholarly output annually as part of department-level assessments, and these will be integrated into faculty evaluations, reappointment, tenure and promotion considerations.

College of Education

Within the COE, program faculty regularly review student outcomes and program effectiveness using program-level data on admissions, retention, internship placement, graduation rates and time to degree. Several programs publish annual "Student Admissions, Outcomes and Other Data" reports that track student progress and outcomes across cohorts, allowing faculty to monitor trends in student achievement and evaluate program effectiveness (2.056: Counseling Psychology Program and Outcomes Report, pp. 13, 15-20; 2.057: School Psychology Program and Outcomes Reports, pp. 12, 14-19; 2.058: Mental Health Counseling Program and Outcomes Report, pp. 12, 15-16). These data provide program faculty with disaggregated information on student progression and completion across cohorts and

support ongoing program review and improvement. In addition, professional accreditation reporting, such as publicly available program information for the school psychology program (2.057: School Psychology Program and Outcomes Reports, pp. 20-27), provides further outcome data used to evaluate student achievement and ensure alignment with professional standards and workforce expectations.

V.4. Lehigh conducts adequate and appropriate institutional review and approval of assessment services designed, delivered or assessed by third-party providers.

Study abroad options are offered through overseas institutional partners and third-party providers. Staff complete regular reviews of partners through information sharing, online meetings, conference attendance and visits to sites abroad. Students are surveyed upon return, and staff review and follow up as needed. In sum, Lehigh conducts adequate and appropriate institutional review and approval of assessment services designed, delivered or assessed by third-party providers, ensuring alignment with institutional standards.

V.5. Lehigh undertakes periodic evaluation of the assessment processes that are utilized by the institution, and the results are used for the improvement of educational effectiveness.

Each college evaluates its own SLO assessment using methods that outline how course learning objectives map to program learning outcomes, using the results for the improvement of educational effectiveness.

This Self-Study process served as an additional opportunity to reflect on student learning assessment practices and identify areas for continuous improvement. While most of Lehigh's programs maintain a regular assessment cadence, there is some unevenness across the institution. Specifically, graduate programs and undergraduate programs that do not undergo specialized external accreditation demonstrate the greatest need for a more consistent and systematic review process. Strategies to address these areas include the

development of five-year assessment cycles and a comprehensive initiative to establish SLOs for every graduate program at Lehigh, strengthening assessment practices and promoting continuous improvement across all academic offerings.

STANDARD VI: PLANNING, RESOURCES AND INSTITUTIONAL IMPROVEMENT

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

Introduction

Lehigh University's stable mission has served as a guiding framework through multiple strategic planning initiatives. In 2016 Lehigh leadership unveiled *Path to Prominence*, a 10-year plan that envisioned a significant expansion of enrollment, faculty, facilities and academic reach. The process of developing the institution's current strategic plan, *Inspiring the Future Makers*, was informed by *Path to Prominence* and previous strategic planning efforts. Developed through extensive consultation with faculty, staff, students, trustees and alumni, this strategy reaffirms Lehigh's mission and communicates a forward-looking vision to bring it to life; see Standard I. The overarching goals of Make it New, Make a Difference and Make it Together guide Lehigh's decision-making surrounding the university's planning processes, resources and institutional development.

Lehigh University recently unveiled the 2025 Campus Plan (*Making the Future: A Plan for the Lehigh Campus*), a strategy to shape the future of Lehigh's campus in connection to the strategic goals. This plan provides a 30-year framework to transform the university's spaces in ways that support student success, advance research and strengthen connections to the Bethlehem and Lehigh Valley communities; see Standard I (1.028: 2025 Campus Master Plan).

As this chapter will illustrate, the objectives outlined in *Inspiring the Future Makers* and the 2025 Campus Plan will continue to guide institutional planning and improvement. Further, the university's planning processes enable faculty and staff to advance Lehigh's mission, respond effectively to emerging opportunities and challenges, and ensure that institutional resources and initiatives are closely aligned with institutional priorities: Holistic Student Success for all Students, Enhancing Local and Global Engagement and Impact, and Innovative and Interdisciplinary Education.

VI.1: Lehigh has institutional and unit goals that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results and are used for planning and resource allocation.

Lehigh is governed under an organizational structure that grants autonomy to administrative units and the academic colleges. The university's governance and reporting structure, as reflected in institutional and divisional organizational charts, delineates lines of authority, responsibility and accountability for planning, assessment and resource allocation (6.002: University Organizational Chart). These units typically make their own mission, goals, objectives, visions and planning documents, and the unit-level plans are aligned with the university's mission and the Lehigh Strategy through clearly articulated strategic priorities and progress measures that guide institutional planning and assessment (1.002: 2023 Strategic Plan; 1.003: Lehigh Strategy Progress Dashboards; 6.070: COE Strategic Plan 2024–2034). Further, these local plans consistently correspond to the university's stated mission and goals through institutional planning, assessment and resource allocation; see Standard I.

With the units' and colleges' individual strategic plans as a backdrop, departments develop their budgets, which are consolidated into a divisional budget. These divisional budgets are then integrated into the campus-level budget and plan. Divisional budget submissions are

developed in the context of institutional priorities and require justification aligned with strategic plan goals, ensuring that resource allocation supports mission advancement and goal achievement (e.g., 1.044: Sample Resource Planning Communications; 6.005: Annual Resource Planning Process). Documentation from the annual resource planning process reflects how assessment findings inform investments, adjustments and resource reallocation in support of institutional goals. For example, enrollment trends and student success indicators have informed targeted investments in academic advising and student support staffing, illustrating how assessment results are used to guide decisions and allocate resources.

Lehigh's Campus Strategic Plan Connections Council (CSPC²) is an example of efforts to ensure institutional goals are aligned with Lehigh's strategic plan. The CSPC² meets each semester to review progress toward strategic plan implementation (6.001).

Institutional dashboards and curated data support monitoring of strategic indicators related to enrollment, student success, research productivity and operational effectiveness. These tools provide leadership with timely data to evaluate progress and guide decision-making (6.013: RAPTOR Sample Dashboards; 1.003: Lehigh Strategy Progress Dashboards). Trends identified through these assessment mechanisms inform planning and resource prioritization, demonstrating continuous feedback between assessment results and institutional improvement. These mechanisms demonstrate a documented and iterative process in which stated institutional and unit goals are assessed, conclusions are drawn from performance data and resulting priorities are incorporated into planning and resource allocation decisions.

VI.2: Lehigh has clearly documented and communicated planning and improvement processes that provide for inclusive constituent participation.

Lehigh's financial planning and budgeting are aligned with the university's mission and goals. These processes are formally documented through annual resource planning guidelines, budget calendars and institutional planning frameworks that provide structure and accountability and are made available to the campus community via the website (6.005: Annual Resource Planning Process; 6.007: Resource Planning Timeline; 6.008: Budget and Financial Planning Website).

Lehigh has implemented a comprehensive resource planning tool, RAPTOR (Resource Allocation Planning Tool for Operational Reporting), to strengthen unit-level institutional planning in line with strategic initiatives, resource allocation and fiscal oversight. Implemented in fall 2024, RAPTOR streamlines and standardizes budget development, labor planning and forecasting processes across academic and administrative units. By integrating regularly updated data from Banner, the university's enterprise resource planning (ERP) system, RAPTOR consolidates previously decentralized practices into a unified platform, establishing a consistent and transparent framework for financial decision-making (6.009: RAPTOR System Overview). The system supports quarterly projections and enables multi-year financial planning. Although short-term implementation challenges, such as refining the quarterly projection process, have emerged, these are being addressed. RAPTOR strengthens documentation, accountability and data-informed decision-making by centralizing budget and planning data.

The implementation process included cross-divisional collaboration, structured training and campus-wide communication to ensure broad understanding and consistent adoption. Ongoing training resources and updated documentation are publicly available, further demonstrating transparency and the communication of institutional planning mechanisms

(6.008: Budget and Financial Planning Website). Through RAPTOR, Lehigh enhances its capacity to assess financial performance, align resources with strategic priorities and ensure the sustainable and adequate allocation of fiscal resources in support of its mission.

As noted in Standard I, Organization of the Future is one of the four foundational initiatives that build institutional capacity identified in *Inspiring the Future Makers* (6.010: Org of the Future Initiative). Lehigh's Organization of the Future Leadership Council solicits input from campus units, thereby embedding inclusive participation within the planning and improvement framework (6.010: Org of the Future Initiative, pp. 2-4). Submissions are reviewed, evaluated for feasibility and alignment with institutional priorities and incorporated into the Leadership Council's project prioritization process. The Organization of the Future's Process, Operational and Systems Team (POSIT) ensures accountability as projects are documented, prioritized and tracked toward completion, and progress updates are communicated to relevant stakeholders, reinforcing transparency as well as structured and communicated mechanisms for institutional improvement (6.010: Org of the Future Initiative, pp. 5-6).

How Lehigh Works is a six-session informational series for faculty, staff and students, designed to provide transparency into the university's operating budget and overall business model. The program is broadly communicated to the campus community and participation records reflect engagement from multiple constituent groups, reinforcing inclusive understanding of institutional planning and financial processes (6.012: How Lehigh Works).

These mechanisms demonstrate that Lehigh's planning and improvement processes are documented, communicated and structured to provide opportunities for faculty, staff and administrators to participate in institutional planning and process enhancement.

VI.3: Lehigh’s planning integrates goals for institutional effectiveness and improvement, including a focus on student achievement, educational outcomes, overall institutional improvement and the results of institutional assessments.

Lehigh University’s annual resource planning process coordinates activities between the Budget Committee, the board of trustees, and individual colleges and units (6.005: Annual Resource Planning Process, p. 2). This structure links the Lehigh Strategy to resource allocation while accounting for the overall fiscal health of the institution. Administrative offices and academic units are required to review their plans, analyze current commitments and resources, and identify areas for expansion or reduction in alignment with strategic priorities (1.002: 2023 Strategic Plan). New resource requests are evaluated for their potential impact on the university’s mission and strategic objectives.

The planning process is operationalized through RAPTOR, which integrates ERP data, supports quarterly projections and enables multi-year forecasting. By consolidating previously decentralized practices into a unified platform, RAPTOR ensures that resource allocation decisions are evidence-based, transparent and directly linked to institutional priorities (6.013: RAPTOR Sample Dashboards; 6.014: FY27 Resource Planning Meeting Schedule and Agenda).

Assessment results inform targeted investments to enhance student success and institutional effectiveness. For example, Summer Completion and Student Success Grants emerged from a targeted institutional improvement effort to identify how one-time funds could be used to strengthen retention, persistence and graduation outcomes with particular attention to efforts that could produce measurable short-term impact and inform decisions about future sustained funding. As another example, in an effort to reduce DFW (D-grade, F-grade, Withdrawal) rates in introductory chemistry courses, the Academic Success and Writing Center piloted a supplemental instruction program in 2025-26 to provide additional

support to students. Preliminary assessment results from a pre-course test indicate that students who scored lowest initially experienced some gains from participating in the program (6.200: Supplemental Instruction Pilot 2025). These findings suggest that the sessions strengthen students' understanding of the course material and are especially beneficial for students who begin the course with weaker foundational knowledge. These initiatives illustrate how Lehigh integrates assessment results into planning and resource allocation, ensuring that decisions are aligned with institutional goals, advancing student achievement and educational outcomes and promoting institutional effectiveness.

VI.4: Lehigh's planning is aligned with the mission and goals, maintains sufficient resources and leads to institutional improvement.

Lehigh University prioritizes institutional improvement, especially as aligned with its mission, as the following examples illustrate.

The Office of Inclusive Excellence and Belonging (OIEB) (1.043: OIEB Website) regularly assesses effectiveness and contributes to continuous institutional improvement, fostering a more inclusive environment for all members of the campus community. The OIEB is supported by dedicated leadership, professional staff and institutional operating funds to implement university-wide initiatives (6.002: University Organizational Chart).

Lehigh employs a comprehensive, multilayered approach to assessing belonging for all, using quantitative data from the Higher Education Data Sharing Consortium (HEDS) Campus Climate Survey (1.015: Campus Climate Surveys) and the Life at Lehigh Survey led by Student Affairs that tracks students' social and residential experience (4.045: Life at Lehigh Survey). Data used to inform and assess institutional efforts related to belonging are publicly available on the university websites (1.003: Lehigh Strategy Progress Dashboards, Sense of Belonging section).

Analysis of Integrated Postsecondary Education Data System (IPEDS) fall enrollment data demonstrates changes in student demographics over time. For example, the proportion of undergraduate women increased from 46% in fall 2022 to 49% in fall 2025, while graduate women enrollment increased from 46% to 51% during the same period (1.046: IPEDS Fall Enrollment 2022 thru 2025). These enrollment shifts reflect the impact of targeted recruitment and retention planning efforts tied to Lehigh's inclusive excellence goals. IPEDS data are reviewed in conjunction with institutional dashboards and climate assessment results to assess progress in recruitment and retention and representation and to inform strategic initiatives aimed at fostering a more inclusive campus community of belonging (1.046: IPEDS Fall Enrollment 2022 thru 2025).

Evidence of the university's planning is also demonstrated in the *Inspiring the Future Makers* strategic plan through the foundational initiative of a Lehigh for Everyone (1.002: 2023 Strategic Plan) and through information shared on the OIEB website (1.043: OIEB Website). In keeping with its goal of being more inclusive of the local Lehigh Valley community, in April 2026, Lehigh opened Forest Park, its first public hiking trail on South Mountain in Bethlehem, welcoming the surrounding community to share this natural resource (6.080: Forest Park Initiative). Forest Park represents an example of Lehigh's community integration planning, which translates strategic goals into action that extends the campus community beyond its traditional boundaries.

Lehigh faculty benefit from generous internal funding opportunities, including Faculty Research Grants of up to \$6,000, Faculty Innovation Grants of up to \$35,000, Collaborative Research Opportunity Grants of up to \$70,000 and Accelerator Grants of up to \$250,000 (6.081: Internal Funding Opportunities). The investment in faculty research that supports these opportunities demonstrates Lehigh's commitment to aligning resources with its mission and goals.

The strategic prioritization of a Lehigh for Everyone, described in Standard I; dedicated institutional resources supporting the OIEB; the use of disaggregated enrollment and workforce data; the application of climate and belonging assessment results to inform programming; and the substantial commitment of financial resources to advancing faculty research demonstrate that Lehigh's planning for an inclusive community of belonging is mission-aligned, adequately resourced and results in institutional improvement.

VI.5: Lehigh maintains a financial planning and budget process that is aligned with the institution's mission and goals, evidence-based and clearly linked to the institution's objectives and unit's strategic plan/objectives.

Lehigh maintains a comprehensive financial planning and budgeting framework that aligns institutional resources with the university's mission and strategic priorities. The annual resource planning process integrates divisional and college-level planning with institutional goals, ensuring that operating and capital resources are allocated in support of the Lehigh Strategy (6.005: Annual Resource Planning Process; 1.002: 2023 Strategic Plan). The financial planning and budgeting timeline, published on the Office of Budget and Financial Planning website, outlines a structured cycle of revenue forecasting, expense planning, divisional submissions, leadership review and board oversight (6.008: Budget and Financial Planning Website).

The university's budget development process is evidence-based and informed by enrollment projections, revenue modeling, expenditure trend analysis and institutional performance indicators. Budget books, publicly available on the university's website, provide documentation of revenue sources, expense allocations and multi-year financial planning assumptions (6.020: Budget Books FY23 to FY26). Lehigh employs a multi-year budget model for both the operating budget and the capital project budget. The operating component integrates the university's various funding sources (for example, tuition, fees,

room, board, endowment, research grants and gifts) and costs (compensation, financial aid, operations and maintenance, and debt service). The capital project component of the budget similarly outlines the sources of projects (reserves, plant preservation, debt and gifts) and the uses of the funds (construction and renovation, land improvements, etc.). Resource planning support dashboards provide leadership with key performance indicators, including enrollment trends and headcounts, which inform both operating and long-term financial decisions (7.038: Institutional Data Center Website). Board oversight of the financial planning and budgeting process is documented through trustee review and approval of institutional budgets (7.026: Sample BOT Meeting Books 2020–2025).

Capital planning is similarly aligned with institutional priorities. The FY26 capital budget reflects investments in facilities, infrastructure and strategic initiatives necessary to support academic excellence and institutional growth (6.021: FY26 Approved Capital Projects Budget). In addition to capital infrastructure investments, Lehigh’s financial planning has supported the creation of multiple interdisciplinary research centers. In 2025, Lehigh announced the establishment of three new research centers, including centers focused on community health, energy systems and interdisciplinary innovation, reflecting strategic investments in research capacity and academic excellence (1.035: New Research Centers). These centers strengthen the university’s research enterprise while providing high-impact experiential learning opportunities for undergraduate and graduate students, supporting student achievement and professional preparation. Funded through strategic operating resources (6.023: FY26 New Research Center Budgets) and integrated into unit and institutional planning frameworks, the centers demonstrate how Lehigh aligns investments with its research mission, enhances institutional impact and advances both academic excellence and student outcomes.

Lehigh has also invested in strategic priorities through a series of Future Makers Grants. Between January 2024 and October 2025, 39 internal grants have been awarded to support interdisciplinary team teaching, data-informed decisions, graduate program growth and development, Mountaintop activation, educational innovation and artificial intelligence (AI) enhancement (6.110: Future Maker Grants).

The creation and continued development of the College of Health (COH), launched in fall 2020 following the *Path to Prominence* vision, required coordinated operating and capital investments. The construction of the Health, Science and Technology (HST) Building represents a strategic capital investment aligned with the university's long-term academic objectives and research priorities (6.024: HST Building Website). The COH strategic plan guides ongoing resource allocation decisions, serving as a baseline for annual updates to planning, assessment and improvement (3.102: COH Strategic Plans).

Undergraduate enrollment planning is a key component of the university's financial model, as net tuition revenue represents a significant portion of institutional revenue. Enrollment goals include modest growth of the undergraduate entering classes until Lehigh achieves 1,600 per year (6.026: UG Enrollment Model). To sustain a high quality academic experience for all students, Lehigh is investing in additional undergraduate housing to meet the anticipated demand (6.037: East Hills Residence Halls). Lehigh is also investing in faculty hires and attending to the university's health and wellness offerings, as well as academic services to support the changing needs of the student body. The Office of Admissions partners with University Communications and Public Affairs (UCPA), the colleges, the Office of Development and Alumni Relations (DAR) and other key stakeholders to strategically plan, execute and assess recruitment initiatives, including signature events like Open House and Lehigh Fest, Lehigh's signature annual spring event for admitted students and their families, while crafting targeted marketing and communications to support undergraduate

enrollment goals. These enrollment-driven projections are incorporated into annual and multi-year financial planning to sustain academic quality and student experience while supporting institutional objectives.

Lehigh's financial planning and budget process links resource allocation to assessment and strategic planning by requiring academic and administrative units to describe and demonstrate need. The annual activity helps the university administration ensure that fiscal and human resources, as well as physical and technical infrastructure, remain adequately funded to support ongoing and expected operations. At the institutional level, the vice president for finance and administration and the Office of Budget and Financial Planning work with the president and provost to identify and fund institutional priorities. Along with Lehigh's senior leadership, the Office of Budget and Financial Planning works with the Office of Facilities Services and Campus Planning to review the capital project list (6.021: FY26 Approved Capital Projects Budget).

Through this structured, evidence-based financial planning and budgeting process, Lehigh ensures that institutional and unit resources are strategically allocated to support academic and research priorities, enrollment growth and student success.

VI.6: Lehigh's fiscal and human resources as well as physical and technical infrastructure are adequate to support its operations wherever and however programs are delivered.

Between fall 2022 and fall 2025, the university experienced a generally consistent expansion of human capacity to accommodate institutional growth, with the total full-time faculty and staff increasing from 1,791 to 1,908 — peaking at 1,944 in fall 2024 (1.048: IPEDS HR Reports 2022 thru 2025). During this period, the number of core instructional staff (full-time faculty) rose from 564 to 587, reaching a high of 593 in fall 2024. At the same time, the university made targeted investments in administrative and technical capacity, with managerial

positions growing from 193 to 211, peaking at 216 in fall 2024; computer, engineering and science occupations rising from 212 to 249; and student and academic affairs roles expanding from 78 to 90, with a peak of 94 in fall 2024, reflecting deliberate investments to support enrollment growth, research activity and student success initiatives. Lehigh University's fiscal resources have demonstrated consistent strength and growth from FY22 through FY25, supporting the institution's ability to sustain and expand its academic programs. While total core revenues fluctuated between \$297.6 million and \$625.9 million over this period, the FY22 figure reflects a market-driven investment loss rather than any weakness in operating performance; tuition revenues grew steadily from \$217.9 million to \$257.8 million throughout. Total core expenses rose from \$395.3 million to \$480.3 million, reflecting deliberate investment in institutional capacity, with instruction consistently representing the largest share and per-FTE (full-time equivalent) instructional spending increasing from \$23,596 to \$24,760. The institution's endowment grew from \$1.68 billion to \$2.0 billion over the same period, providing a strong foundation for long-term financial sustainability (3.033: IPEDS Finance Reports FY22–FY25).

In an effort to provide continuous improvement to the services Lehigh provides to enrich the work life of, and retain, employees, Lehigh invited a peer review panel to visit campus to listen and learn how Lehigh could enhance the delivery of Human Resources (HR) services and ensure the services were aligned with best practices. A peer review of HR functions was conducted in February 2026. The review work informed ongoing enhancements to HR service delivery including reorganizing the structure to encourage greater emphasis on professional development. Specifically, a Lehigh Administrative Bootcamp (LAB) is in the early stages of development. The goal of the LAB is to provide managers and staff access to a searchable framework to guide their training and development needs. Phase I is expected to roll out in early 2027.

Lehigh has strengthened its technical infrastructure to support operations, teaching, research and student services across all delivery modes. Through the Future Ready initiative, the university is transitioning its ERP and Student Information System to a cloud-based SaaS (software as a service) platform, enhancing scalability, security and reporting (6.028: Banner SaaS Transition). Classroom technologies and instructional support systems are continuously being upgraded with modern digital learning environments, collaboration tools and improved network infrastructure. Ongoing IT support, cybersecurity and instructional technology services ensure reliable access to critical systems for in-person, online and hybrid programs providing the technical capacity necessary to support teaching, research and administrative operations across all modalities (6.029: LTS Classroom Upgrades; 1.024: LTS Annual Reports).

In line with the strategic initiative, Lehigh is also committed to becoming an organization of the future, strengthening operational and technological infrastructure to support its academic and administrative mission. This commitment is demonstrated through completed projects that enhance institutional capacity, including the launch of RAPTOR, simplification of the faculty Professional Activity Report (annual performance review system for faculty), creation of a campus-wide Policy Repository, streamlining graduate student reimbursements and deployment of a unified communications platform (ZoomOne) (6.010: Org of the Future Initiative, p. 6; 2.049: Policy Repository Website). Current initiatives leverage generative AI to improve operational efficiency, including enhancements to the contract review process, creation of a conversational AI to expand access to shareable institutional data and a tool to enhance research visibility (6.010: Org of the Future Initiative, p. 7). The Leadership Council prioritizes these projects and transparently tracks them toward completion, ensuring that these investments provide tangible support for teaching, research, student learning and administrative operations.

The Space Planning Committee and the Campus Plan (see Standard I) inform discussions about the strategic priorities and investments in capital projects, and the Resource Planning Council (RPC) vets them prior to the budget request process. As an example of a strategic priority, Transform Mountaintop Campus (noted in Standard I) is one of the six key initiatives identified in *Inspiring the Future Makers* that advances Lehigh's academic, research and community-facing priorities (1.002: 2023 Strategic Plan). The vision is to turn this campus into a dynamic, mixed-use destination for interdisciplinary research, innovation and industry partnerships, ensuring that campus initiatives strengthen the adequacy of space and facilities for teaching, research and student services (1.028: 2025 Campus Master Plan).

These strategic investments in human, fiscal and technical resources ensure that students have access to robust learning, success and research opportunities across all programs and modalities, while confirming that Lehigh's fiscal, human and physical infrastructure adequately supports operations wherever and however programs are delivered.

VI.7: Lehigh possesses documented financial resources, funding base and plans for financial development, including those from any related entities adequate to support its educational purposes and programs to ensure financial stability.

Lehigh has documented financial resources, a diversified funding base and well-defined plans for financial development adequate to support its educational purposes and programs and to ensure long-term financial stability.

Fundraising is a central component of the university's financial development strategy. In 2018, Lehigh launched GO: The Campaign for Lehigh to strengthen its ability to attract high-achieving students, expand facilities and academic programs and support innovative faculty research. The campaign exceeded its initial \$1 billion goal and has expanded through the GO Beyond: The Campaign for Future Makers phase with a target of \$1.25 billion in

support of the Lehigh Strategy. Philanthropic investments fund scholarships and financial aid, student experience initiatives, research, capital projects and faculty support. Annual giving increased by 29% in 2025 compared with 2024 (6.031: DAR Charts). Targeted fundraising outcomes further demonstrate mission alignment. The Ellen and Vincent Forlenza '75 Endowed Chair in Health Innovation and Technology strengthens faculty recruitment and retention in the COH (6.032: DAR Fundraising, p. 26). The Soaring Together Scholarship Program has supported more than 50 students with demonstrated financial need (6.032: DAR Fundraising, p. 9), reinforcing access and student success. The Glazier Weisstuch Educational Innovation Prize and the Glazier Weisstuch Educational Innovation-Focused Faculty Fund, a \$1 million gift from alumni Faith Glazier '87 and Rob Weisstuch '85, will enable Lehigh to identify, hire and celebrate faculty who bring dynamic, student-centered and evidence-informed approaches to teaching across disciplines (6.083: Education Innovation Gift). Further, an alum gift from the Lee Family Foundation will provide faculty and graduate students with advanced generative AI tools to support the ethical and effective use of these tools with the goals of preparing students and making Lehigh a recognized leader in AI education (6.082: Lee Family Foundation GenAI Gift). Lehigh's diversified funding base, including financial activity and relationships with related entities, is further documented in the university's Form 990, including Schedule R, which provides a publicly disclosed accounting of revenue streams, functional expenses and affiliated organization relationships (6.074: Form 990 for FY22-FY25).

In addition to philanthropic support, the university has implemented a real estate strategy to monetize properties not central to its academic mission. In FY26, the property sale of a church to a community health partner generated modest financial resources while supporting local community engagement. Larger scale efforts are ongoing with a real estate advisory group. The intention is to evaluate Lehigh's land assets, identifying possible

monetization opportunities. A current project includes developing 130 acres Lehigh owns in a nearby township. The anticipated revenue exceeds \$35M and will be invested to support the academic and research mission of the institution. This strategy will continue with advisory support into FY27.

Lehigh's annual resource planning process includes discussions with primary revenue generating areas, including undergraduate admissions, the Office of Financial Aid, DAR and the Office of Research and Sponsored Programs (ORSP). There are also discussions with those areas that drive the primary expenditures, including faculty/staff salaries and employee benefits. These discussions assist in understanding the potential constraints that could impact additional allocation of resources.

External rating agencies continue to affirm the strength of the university's fiscal health through their review processes. Both S&P Global Ratings and Moody's Investors Service have issued written affirmations of Lehigh's bond ratings, reflecting the university's strong financial profile, prudent fiscal management, healthy liquidity and stable operating performance. In their most recent reports, S&P affirmed a rating of AA- with a stable outlook, and Moody's affirmed a rating of Aa3 with a stable outlook (6.033: S&P Global Ratings Reports; 6.034: Moody's Rating Report). These independent assessments demonstrate market confidence in the university's financial position and its capacity to meet long-term obligations while sustaining its academic mission.

In addition to external bond rating affirmations, the university monitors key financial performance indicators to assess liquidity, operating performance, leverage, affordability and instructional investment. Select financial ratios and indicators derived from the audited financial statements, the MSCHE AIU Dashboard, and IPEDS finance and 12-month

enrollment data provide additional evidence of financial capacity, sustainability and prudent resource management (6.075: Select Financial Ratios and Indicators).

As of the end of FY25, Lehigh's endowment exceeds \$1.9 billion and serves as a foundational source of long-term financial stability. The endowment supports scholarships, faculty positions, academic programs and strategic initiatives (6.032: DAR Fundraising) through a disciplined intergenerational investment strategy designed to preserve purchasing power while generating predictable annual distributions. The university's spending policy provides a sustainable payout that balances current operational needs with long-term growth, ensuring that future generations of students benefit equitably from endowed resources. Recent investment performance has further strengthened the endowment's market value and its capacity to support the university's mission. Schedule D, Part V of the Form 990 provides additional public disclosure of endowment fund activity — including beginning and end of year balances, contributions, net investment earnings and gains, and grants or scholarships paid out — consistent with the figures reported in the audited financial statements (6.074: Form 990 for FY22–FY25). Detailed information regarding endowment performance, spending distributions and overall financial position is included in the audited financial statements (6.035: Audited Financial Statements FY22–FY25).

Diversified revenue streams, sustained philanthropic support, disciplined investment practices, strategic asset management, integrated resource planning and strong external bond ratings demonstrate that Lehigh maintains sufficient financial resources and development plans to support its educational mission and ensure ongoing financial stability.

VI.8: Lehigh maintains a record of responsible financial management, including preparing a multi-year budget and an annual independent audit confirming financial viability and proper internal financial controls, with evidence of corrective measures taken to address

any material findings cited in the audit or an accompanying management letter.

Lehigh University maintains a strong record of responsible financial management, supported by a structured budgeting and planning process that aligns institutional resources with strategic priorities and institutional goals (6.005: Annual Resource Planning Process).

Although annual operating budgets are formally adopted each fiscal year, the university engages in forward-looking financial modeling to inform long-term decision-making. A 10-year cash flow forecast evaluates projected liquidity, debt capacity, capital commitments and long-term sustainability under varying economic conditions (6.036: 10-Year Cash Forecast). These projections are used by senior leadership to assess financial resilience and support strategic investment decisions.

To further enhance multi-year financial planning and scenario modeling capabilities, the university is currently implementing the forecasting features of RAPTOR, the financial planning platform described above. This system will strengthen integrated multi-year forecasting, improve visibility into revenue and expense assumptions, and support more robust long-term financial modeling. The implementation reflects Lehigh's commitment to continuous improvement in financial planning infrastructure.

An annual independent financial audit is conducted by a qualified external auditor, confirming the institution's financial viability and the effectiveness of internal financial controls. The external auditor for fiscal years 2022 and 2023 was KPMG LLP, and Grant Thornton LLP has served in this role since FY24 (6.035: Audited Financial Statements FY22-FY25). For FY22 through FY25, the audits did not cite any material findings or instances of non-compliance that would have a material adverse effect on the financial statements (6.038: Signed Management Letters FY22-FY25). Lehigh remains committed to timely

corrective actions in response to any audit findings or management letter recommendations.

Baker Tilly serves as Lehigh's internal auditors, providing an independent assessment of institutional risk, including fiscal compliance and internal controls. Together, these processes demonstrate that Lehigh maintains a consistent record of responsible financial management.

VI.9: Lehigh maintains well-defined, inclusive decision-making processes and clear assignment of responsibility and accountability for achieving institutional and unit effectiveness.

Lehigh maintains structured and inclusive decision-making processes with clearly defined roles and responsibilities that support accountability at both the institutional and unit levels. Decision-making authority and responsibility are distributed across the board of trustees, the president, senior leadership and the Faculty Senate, ensuring participation from key institutional constituencies and alignment with the university's mission and strategic priorities (1.004: University Bylaws; 6.040: Faculty Senate Bylaws). In addition, input from department leaders, staff and relevant stakeholders is regularly solicited to ensure operational decisions reflect both institutional priorities and unit-level perspectives.

Organizational charts at the institutional, divisional and governance levels clearly document reporting relationships, authority and areas of responsibility, providing transparency and accountability for decision-making and the achievement of institutional and unit goals (6.041: Board Membership and Committees; 3.014: Faculty Senate, p. 8; 6.002: University Organizational Chart).

Lehigh's inclusive governance structure includes the Faculty Senate and its standing committees. These bodies provide the mechanisms through which faculty and

administrators share institutional and academic decision making. Policies related to curriculum, academic standards, faculty affairs and other core institutional matters are reviewed through clearly articulated governance channels with deliberative procedures and established approval pathways.

The annual resource planning process outlines the comprehensive fiscal cycle and administrative hierarchy used to manage the university's financial health while incorporating unit-level input (6.005: Annual Resource Planning Process). This process begins in the fall with preliminary modeling and strategic guidance, followed by several months of collaborative planning where departmental leaders submit funding requests. Central leadership, including the Budget Committee and senior leaders, evaluates these proposals to ensure alignment with institutional priorities before final approval by the board of trustees. Throughout the spring, administrators finalize salary and expense allocations to ensure all accounts are verified prior to the new fiscal year commencing in July. Quarterly financial forecasting serves as a critical tool during this period to adjust expectations based on real-time financial data. A sample of the meeting schedule for FY27 is provided as evidence (6.014: FY27 Resource Planning Meeting Schedule and Agenda).

These structured processes ensure that individual units can align their plans with institutional goals while maintaining accountability for operational and academic outcomes. For example, institutional support expenditures, while the second-largest core expenditure, are carefully monitored and reviewed to ensure effective allocation of personnel and resources, reflecting both strategic priorities and unit-level responsibility. Between FY22 and FY25, the institutional support budget grew by approximately \$22 million, driven primarily by personnel costs, including salaries and wages totaling \$47.4 million in FY25 (3.033: IPEDS Finance Reports FY22–FY25).

Through these well-defined and inclusive decision-making structures, Lehigh assigns responsibility and accountability for institutional and unit effectiveness, ensuring decisions are evidence-based, transparent and aligned with the university's mission and strategic priorities.

VI.10: Lehigh's comprehensive planning for facilities, infrastructure and technology includes consideration of sustainability and deferred maintenance and is linked to the strategic and financial planning process.

Lehigh recognizes that the suitability, sustainability and functionality of campus infrastructure are critical to achieving strategic goals and supporting student learning and faculty work. Lehigh's Library and Technology Services (LTS) strategic plan provides a comprehensive framework for advancing technology infrastructure, digital resources and information services in alignment with the university's academic and research mission, ensuring that technology planning is integrated with institutional strategic priorities (1.037: LTS Strategic Plan). As noted in this Standard's introduction, Lehigh's board of trustees recently endorsed *Making the Future*, a comprehensive campus plan for Lehigh's 1,600-acre footprint (6.045: 2025 Campus Plan Report). The planning process included input from over 1,400 stakeholders and incorporated programmatic, cultural, sustainability and operational considerations. Recommendations address energy use, active conservation, forest management, deferred maintenance and building upgrades to provide an interconnected, mission-aligned campus experience.

The university conducts regular evaluations to ensure infrastructure meets current and future needs. Campus buildings are assessed through the Facility Condition Index (FCI) and the Facility Condition Assessment by Building reports, which provide cost estimates, condition assessments and prioritization for capital improvements (6.046: FCI Benchmarking Report; 6.047: Facility Condition Assessment). Utilities are monitored

through GIS (Geographic Information System) mapping and guided by the 2020 Central Utility Master Plan and 2023 Electric Master Plan, ensuring reliable support for all academic, research and student services (6.048: 2020 Central Utility Master Plan; 6.049: 2023 Electric Master Plan). The 2022 Exterior Data WebViewer further enables visualization of building conditions and infrastructure for informed planning and resource allocation (6.050: 2022 Exterior Data WebViewer). All reports were shared with, and referenced by, the campus planning consultants. In sum, Lehigh's planning for facilities, infrastructure and technology is comprehensive, considers sustainability and deferred maintenance, and is linked to the mission and strategic and financial planning process.

VI.11: Lehigh maintains compliance with its program responsibilities under existing federal Title IV and other state laws and regulations, including any audits of financial aid programs required by federal and state regulations.

Lehigh fulfills its obligations under Title IV and other relevant federal and state regulations. The Office of Financial Aid administers federal student aid programs in accordance with federal regulations, maintains required policies and procedures and ensures accurate and timely submission of all required reports to the U.S. Department of Education and applicable state agencies. Responsibility for compliance with Title IV and related federal and state regulations rests with the director of financial aid. The university regularly reviews policies and procedures to ensure continued alignment with evolving regulatory requirements.

As noted in VI.8, Lehigh undergoes regular independent audits to verify compliance. For fiscal years 2021 through 2024, auditors (KPMG and Grant Thornton) reviewed the university's compliance with the Office of Management and Budget compliance supplement, including the Student Financial Assistance Cluster (6.051: Single Audits FY21–FY24). In each of these years, the auditors issued unmodified opinions, concluding that the university complied, in all material respects, with the applicable compliance requirements. During this

period, Lehigh consistently qualified as a low-risk auditee. The university has not been subject to any U.S. Department of Education program reviews within the past two decades, reflecting a sustained record of compliance and low regulatory risk. The university is also subject to periodic state-level oversight, including audits by the Pennsylvania Higher Education Assistance Agency (PHEAA).

Lehigh maintains full participation status in Title IV programs as confirmed by its Eligibility and Certification Approval Report (ECAR) issued by the U.S. Department of Education (6.052: ECAR). The university's accreditation by MSCHE is affirmed through its Statement of Accreditation Status (2.045: Accreditation Information, Exhibit A), further demonstrating institutional compliance with federal recognition requirements tied to Title IV participation. Additionally, Lehigh holds a current Program Participation Agreement (PPA) with the U.S. Department of Education (6.054: Program Participation Agreement). Lehigh's three-year student loan cohort default rate has remained at 0% across the past three cohorts (4.065: Three-Year Cohort Default Rate). Lehigh is not subject to Heightened Cash Monitoring (HCM), the federal designation requiring additional oversight of Title IV fund disbursement, reflecting the university's strong administrative and financial standing.

Financial responsibility under Title IV standards is demonstrated through Lehigh's financial responsibility composite scores. Over the last four available fiscal years, the university's composite scores were 2.2 (FY20), 3.0 (FY21), 2.5 (FY22) and 3.0 (FY23), each exceeding the federal threshold of 1.5 required for full financial responsibility (6.062: Financial Responsibility Composite Scores AY19-20 to AY 22-23). These scores, including two years at the maximum of 3.0, confirm the university's financial responsibility, prudent fiscal management and capacity to meet its obligations and support long-term institutional stability.

Lehigh further satisfies federal and state transparency and disclosure obligations through publicly accessible consumer information and reporting, including compliance with Pennsylvania's College Affordability and Transparency Act (Act 69 of 2024) (6.055: College Affordability Website). Required disclosures related to financial aid, student outcomes, campus safety and institutional policies are maintained and updated in accordance with federal and state requirements.

Lehigh's administrative oversight, clean independent audit opinions, low-risk auditee status, ECAR certification, strong financial responsibility composite scores and comprehensive public disclosures demonstrate that Lehigh meets its Title IV program responsibilities under federal law and maintains compliance with its program responsibilities under federal Title IV and other applicable federal and state laws and regulations.

VI.12 Lehigh employs strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals.

Lehigh regularly measures and assesses the allocation of the university's resources through data-informed strategies that align with mission-based planning, ensuring optimal support for institutional priorities and continuous improvement. RAPTOR dashboards and reporting tools allow units and leadership to monitor resource use over time, identify areas for improvement and make adjustments, supporting continuous institutional improvement.

The budgeting and resource planning processes integrate mission-based planning, enrollment projections, academic program needs and comparative benchmarking to ensure that resources are allocated effectively across academic, administrative and student support units. Resource use is regularly assessed using institution-wide tools and processes such as comparative benchmarking, space utilization analysis, instructional cost and productivity

analytics, and financial trend monitoring. Strategic planning dashboards and the annual budget cycle provide forums for reviewing this information, ensuring resources are deployed efficiently and effectively across the institution (6.013: RAPTOR Sample Dashboards; 6.008: Budget and Financial Planning Website, pp. 14-17 ; 1.003: Lehigh Strategy Progress Dashboards).

A primary example of resource utilization analysis is the university's ability to reduce annual electricity usage by 4% over the past few years while adding 426,000 square feet of new building space (6.058: 2024 Facilities Sustainable Actions). Additionally, the university conducts an annual space audit every July, providing a snapshot of facilities inventory, including building, department and room usage data (6.059: 2023–2024 Space Audit). These findings inform high-impact funding decisions, such as focusing renovation and support on the three buildings generating 54% of research expenditures, and reallocating four small, inefficient buildings to better uses (6.060: Lab Utilization Study, p. 8). Through these strategies and tools, Lehigh ensures resource allocation supports student learning, research activity and faculty productivity, while continuously improving efficiency.

As demonstrated in the examples above, Lehigh employs strategies to measure and assess the adequacy and efficient use of institutional resources required to support the institution's mission and goals.

VI.13: Lehigh undertakes periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes and availability of resources.

Lehigh has established a robust framework for periodically assessing the effectiveness of institutional planning, resource allocation and the availability of resources. An example is Lehigh's improved Data Governance Program. In preparation for the Banner SaaS transition, Lehigh partnered with Ellucian consultants in 2025 to evaluate and create a roadmap for this

program (6.100: Data Governance Program Review and Updates, pp. 1-6). Following extensive stakeholder engagement, Ellucian identified challenges within the current state and provided recommendations for improvement. The university has implemented several recommendations as of May 2026, including appointing executive sponsors, reorganizing the executive and standards committees, improving communication around data governance and developing data governance training (6.100: Data Governance Program Review and Updates, p. 14). Additional strategies are underway to address remaining findings and ensure program stability.

The RPC was established to enhance transparency and fiscal literacy across the university leadership. The council, convening six to eight times per academic year, serves as a forum for university leadership to review, discuss and recommend on matters related to the operating and capital budget. While not decision-makers, council members help evaluate policies, review proposed and ongoing resource allocations and provide insights that improve transparency, fiscal literacy and alignment with institutional priorities. The council's work is informed by multiple data sources, including quarterly and annual financial forecasts, RAPTOR dashboards, and annual space and facilities audits, which provide comprehensive insights into the use of physical, human and fiscal resources across academic, administrative and research units. For example, space audits and lab utilization studies have identified high-impact research clusters and underutilized facilities, leading to strategic reallocation of resources to enhance efficiency and support institutional goals (6.059: 2023-2024 Space Audit; 6.060: Lab Utilization Study; 6.013: RAPTOR Sample Dashboards; 6.061: Third Quarter Forecasting). Another change that resulted from the RPC is improved communication during the early stages of institutional planning. RPC members recommended that university leaders engage the campus community earlier and more frequently when considering major changes. In response, the university has developed clearer communication plans, as

demonstrated through a recent review of non-medical employee benefits. In 2025, Lehigh formed a Benefits Review Working Group to evaluate current non-medical benefits and develop recommendations for university leadership, with the goal of optimizing the university's offerings (6.085: Benefits Review Working Group). The working group communicated directly with the campus community throughout the process, including an initial announcement of the group's formation and a subsequent email sharing preliminary findings — reflecting the university's commitment to earlier and more transparent engagement during institutional planning and decision-making.

Periodic assessment also extends to operational outcomes. Recommendations from the RPC and related reviews have informed adjustments in staffing practices, capital projects and program investments, demonstrating a cycle of continuous improvement and adaptation. Strategic planning dashboards, annual budget reports and multi-year financial forecasting provide additional tools for evaluating progress toward goals and monitoring the availability of resources, ensuring that resource allocation decisions are evidence-based, aligned with the Lehigh Strategy and responsive to emerging needs (6.036: 10-Year Cash Forecast).

These activities demonstrate that Lehigh consistently evaluates the effectiveness of its planning, resource allocation and institutional renewal processes. Meticulous fiscal and resource management ensure that the university is able to execute its mission and maintain a learning environment that fosters enduring student success. To support continuous improvement, Lehigh has identified two main areas for fiscal and operational development. First, integrating annual operating budgets into multi-year financial plans to enhance long-term forecasting; and second, standardizing capital expenditure processes to ensure closer alignment with strategic goals.

STANDARD VII: GOVERNANCE, LEADERSHIP AND ADMINISTRATION

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

Introduction

Lehigh University is governed and administered in a manner that enables it to realize its stated mission and goals and to effectively serve its students and other constituencies. The university has education as its mission and primary purpose, and it operates as an academic institution with appropriate autonomy. Within this governance framework, institutional leadership and governing bodies articulate and uphold shared priorities that guide decision-making and clarify institutional direction. Among these are a commitment to holistic student success for all students and to advance interdisciplinarity and innovation in education. These priorities reflect institutional values and guide leadership decision-making, organizational structures and administrative accountability.

Lehigh University is a nonprofit corporation created by and operating under a charter granted by the commonwealth of Pennsylvania to the university's founder, Asa Packer (2.066: Charter of Lehigh University). The Charter establishes the board of trustees, which is accountable to the commonwealth for adherence to the university's educational mission, as described in the university's Bylaws: "to provide outstanding educational opportunities for students at the university level without regard to race, color, religion, gender, age, national or ethnic origin, disability or veteran status" (1.004: University Bylaws, Section 1.2).

The university's Bylaws, Section 2.2, articulate various powers and responsibilities of the board of trustees, the first of which is to determine and define the mission and goals of the university, and to periodically assess institutional performance in light of the mission and goals. The Bylaws further state, in Section 2.7 (Standard of Care), that each trustee stands in a fiduciary relation to the university and will perform his/her duties in good faith, in a manner he/she reasonably believes to be in the best interests of the university, and with such care, including reasonable inquiry, skill and diligence, as a person of ordinary prudence would use under similar circumstances.

The Charter, Bylaws and other institutional documents cited in this Self-Study demonstrate that Lehigh's board, executives, staff, faculty and students have established processes and procedures that promote the highest level of good governance, including fiduciary responsibility, administrative accountability and academic achievement. Lehigh's practices demonstrate adherence to these processes and procedures.

VII.1: Lehigh's clearly articulated and transparent governance structure outlines roles, responsibilities and accountability for inclusive decision-making by each constituency, including the institution's legally constituted governing body, administration, faculty, staff and students.

Lehigh University's governance is clearly articulated and transparent, outlining roles, responsibilities and accountability for decision-making by each constituency, including the institution's legally constituted governing body, administration, faculty, staff and students.

The board of trustees, as established in the university's Charter and Bylaws, is the legally responsible governing body for the university and its affiliated entities. The board holds ultimate authority over institutional policies, strategic priorities, finances and academic programs, and may delegate approval authority to the president and senior leadership for operational management and academic administration.

The university's Charter, amended on December 15, 2022 by resolution and effective March 1, 2023, provides for a board of trustees in which all trustees are voting trustees of the university as a nonprofit corporation (2.066: Charter of Lehigh University, Article 2). The board of trustees has the legal authority and responsibility to oversee, direct, and govern the university and includes an executive committee. The university Bylaws provide that the board may include up to 35 members but no fewer than 18 (1.004: University Bylaws, Section 2.1).

The officers of the board of trustees are identified in the Bylaws, as are the officers of the university administration. These include the president, two or more vice presidents, including the provost and senior vice president for academic affairs and the vice president for finance and administration, and such other officers as the board may designate from time to time. The board of trustees elects the officers of the board and the board chair at its annual meeting with the university general counsel and secretary of the board supporting the board as needed or requested. The President's Office and the board secretary handle the administrative aspects of the meetings, including preparation of the agenda, minutes, board communications and other notices in accordance with the Bylaws.

All trustees have voting authority on the committees on which they serve. Under Article VI of the Bylaws, the board relies on standing committees. A full list of committees and their charters is included in the university's Bylaws (1.004: University Bylaws). The chair of the board, in consultation with the president, makes assignments primarily based on the needs of committees, taking into account the trustees' expertise, experience and interests.

Committee chairs are also assigned by the board chair, in consultation with the president, often with involvement by the current committee chair. The board requires each committee to appoint a vice chair to support leadership continuity and succession planning.

University Leadership

Lehigh University's senior leadership team consists of senior academic and administrative officers, including college deans, vice presidents and vice provosts, who provide leadership and oversight for the institution's academic, financial, operational and strategic functions. Working collaboratively with the president, this group is responsible for implementing institutional policies, advancing strategic priorities and ensuring effective and ethical administration in support of the university's mission (7.017: University Administration).

The university maintains clearly defined structures at both the institutional and divisional levels to support governance, leadership and operational accountability. The institutional chart shows the board of trustees, president and senior leadership, while divisional and unit charts illustrate internal reporting lines and leadership responsibilities within academic and administrative areas. Together, these diagrams provide transparent evidence of authority, oversight and alignment across the university (6.002: University Organizational Chart).

Board Accountability and Shared Governance

Although the board of trustees is the ultimate authority with legal governance responsibility, the overall governance of the campus should be understood as a collaborative, consultative process, often involving staff, students and faculty. Article VII of the Bylaws articulates the roles and responsibilities of the faculty, stating:

The faculty works with the university administration in the task of formulating policies and procedures that promote the academic and research missions of the university, in particular policies pertaining to the admission, registration, instruction and discipline of students; the appointment, promotion, tenure and dismissal of faculty; the assurance of academic freedom; and the furtherance of scholarship and research. The faculty may be called upon for committee and advisory service related to the

academic, research and disciplinary life of the university (1.004: University Bylaws, p. 15).

The governance role of the faculty is not without bounds, even in the areas of academic affairs, in that the Bylaws state that “all policies and procedures of the university, including those pertaining to the faculty which may be contained in the separate Rules and Procedures of the Faculty (R&P), are subject to the approval of the board” (p. 15). The Bylaws then articulate that trustees may delegate approval authority to the president and university administration, and note that “Faculty shall be ultimately responsible to the President through lines of authority established for the administration of the academic affairs of the University” (p. 15). Such delegation is routine. Further delegation can be seen in the R&P, wherein revisions to Section 3 — which is the section on academic curricula and policies — do not require approval beyond the faculty (2.009: Rules and Procedures of the Faculty).

The history of the Lehigh board of trustees has been one of respect for academic administration, faculty governance and academic freedom. Notably, in 2016, the board removed itself from a role it had held in certain faculty tenure and promotion cases, which continues to this day. Prior to this change, in cases where the tenure or promotion recommendation of the department and college committees were aligned (in such cases, called “the faculty recommendation”), and the provost’s recommendation was at odds with the faculty recommendation, the Academic Affairs Committee of the board of trustees was called to hear presentations both from faculty representatives who spoke for the faculty recommendation and from the provost, and then render a decision. Though this had occurred only very rarely in Lehigh’s history, the board determined that the tenure and promotion process should not include this step. Subsequently, the faculty revised the R&P, creating a hearing process in these cases that involved the provost but not the trustees. Thus, while the board still reviews tenure and promotion recommendations, it was the

trustees, and not the faculty, who initiated the effort to eliminate this role in tenure decisions.

Faculty Senate

Prior to 2018, faculty governance operated through monthly meetings of the university faculty coordinated by a Faculty Steering Committee composed of the chairs of college- and university-elected faculty committees, an elected member of each college and ex officio members of the senior leadership. This committee oversaw updates to the R&P, which establish policies related to curriculum, faculty review, promotion and tenure (2.009: Rules and Procedures of the Faculty). Attendance at the monthly meetings was low, which detracted from the goal of shared governance.

Proposals to establish a Faculty Senate were brought to the faculty in 1998 and 2007; both votes were close but unsuccessful. In 2017, faculty members again advanced a proposal to create a Faculty Senate in a continued effort to establish more robust shared governance practices (7.250: Faculty Senate Proposal 2017). The proposal was discussed through the faculty governance process, including three town hall meetings open to the faculty. The board of trustees was not involved in these discussions, reflecting the faculty's primary authority in matters of faculty governance.

In December 2017, the faculty voted to approve the creation of the Faculty Senate. The senate is composed of up to 5% of the faculty, with a maximum of 33 elected members. Senators are elected by their respective colleges for four-year terms. Each college has at least three representatives, and no single college may hold more than 45% of the total seats, ensuring balanced representation across the institution.

The inaugural faculty senators began their terms in fall 2018. As described on its website (3.014: Faculty Senate), the Faculty Senate serves as the representative voice of the faculty in

university governance and facilitates communication among faculty, administration and the broader campus community. The senate engages in shared governance and formal consultation on institutional policy and operations, including academic and research policy, curriculum and procedures, hiring, promotion and tenure, academic freedom, budget and admissions, and matters affecting campus life and inclusion.

Important accomplishments of the Faculty Senate since its inception include the development and implementation of two new categories of term faculty (teaching-track and research-track faculty), the passage of a Faculty Code of Ethics and many enhancements to R&P. The senate passed bylaws in 2025, codifying rules regarding meetings, voting and more (2.005: Faculty Code of Ethics; 6.040: Faculty Senate Bylaws). One area of recent improvement is that the Faculty Senate has created a process through which other units can consult with it earlier and more frequently when considering academic or administrative changes.

Student Government

There are two governance organizations for Lehigh students. The Student Senate is the undergraduate student government. Seventy senators represent a range of constituencies and serve on various Student Senate committees. The Student Senate Bylaws and other information are available on the Student Senate website (7.007: Student Senate Bylaws; 7.024: Student Senate Website). The Graduate Student Senate (GSS) is governed by a constitution (7.008: Graduate Student Senate Constitution; 7.025: Graduate Student Senate Website) that articulates the core values and procedures adopted by the GSS, as well as objectives that direct the organization.

Lehigh fully discloses and reports upon these legally constituted governance structures. As described above, the university's governing body, the board of trustees, is responsible for

the quality and integrity of the institution and for ensuring that the institution's mission is being carried out.

VII.2a: Lehigh's board of trustees is a legally constituted governing body that serves the public interest, ensures that the university clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution and is ultimately accountable for the academic quality, integrity, planning and fiscal well-being of the institution.

As noted in Section 2.7 of the university's Bylaws, "Each trustee of the university shall stand in a fiduciary relation to the university" (1.004, p. 4), and the Bylaws outline the applicable standard of care. Trustees are bound by the duties of care and loyalty, consistent with Pennsylvania nonprofit corporation law. The duty of care requires trustees to act in good faith, in the best interests of the university and with the level of wisdom and diligence that an ordinarily prudent person would exercise. This standard includes the responsibility of a trustee to use his or her independent and informed judgment, and is often referred to as the "business judgment rule."

In carrying out these fiduciary responsibilities, the board of trustees serves the public interest and is ultimately accountable for the academic quality, strategic planning and fiscal well-being of the university. The duty of loyalty is stated in the Bylaws, which require a trustee to bring to the board all material facts concerning a potential or real conflict of interest and to refrain from voting or participating in board deliberations of a matter in which the trustee has a conflict of interest. This duty is also stated and implemented through the university's Conflict of Interest (COI) Policy (2.025: Conflict of Interest Overview and Policy). Trustee disclosures are typically made through the annual COI form. Lehigh professional staff review the reported conflicts to determine if any business disclosures are arms-length transactions, and report to the Audit Committee of the board and the full board

of trustees in order to ensure the board is fully informed and aware of all possible actual conflicts and appearances of conflicts of the results of these reviews.

Through its work as a full board and through its committees, trustees oversee and support academic programs, admissions, institutional planning, financial sustainability and progress toward strategic priorities. In fulfilling these responsibilities, the board of trustees serves the public interest and maintains ultimate accountability for the university's mission, academic quality, strategic direction and fiscal health.

VII.2b: Lehigh's board of trustees is a legally constituted governing body that has sufficient diversity, independence and expertise to ensure the integrity of the university. Members must have primary responsibility to the accredited institution, meet regularly and not allow political, financial, relationship with a related entity, or other undue influences to interfere with their governing responsibilities.

The board's Committee on Nominations and Trusteeship (CNT), in accordance with Section 6.5 of the university's Bylaws, recommends board composition and organizational structure and develops practices to recruit, orient, educate and assess trustees (6.041: Board Membership and Committees). Through its nominations process, the board intentionally seeks diversity of professional expertise, background and perspective to support effective governance. Moreover, the board develops strategies to promote stability and ease of transition on and off the board, including succession planning for board members and senior leadership, and for the administration, as well. Finally, as noted, the duty to avoid conflicts of interest is also stated and implemented through the university's COI Policy, described in Section 2.9 of the Bylaws. The board meets regularly in accordance with the university's Bylaws and established governance practices.

As a private institution and a membership corporation, Lehigh's board of trustees is a self-perpetuating board, meaning vacancies are filled by the board itself by nomination and vote of the board members. This board structure promotes continuity in the pursuit of its founder's mission, preserves independence from governmental control and ensures perpetual corporate existence. As fiduciaries of the institution, trustees have primary responsibility to the university and act in its best interests in carrying out governance duties.

Lehigh's private status secures a measure of independence, but it is important to note that Lehigh, like nearly all American universities and colleges, receives substantial federal and state funding for its missions of education and research. This governmental support includes regulatory requirements and accountabilities concerning not only the use of such funds, but also general requirements such as equal opportunity and nondiscrimination, annual disclosures of institutional policies and data, auditing and record-keeping, and appropriate use of funded or tax-exempt resources.

These structures and safeguards ensure that the board maintains independence, expertise, diversity of perspective, regular engagement and freedom from undue influence.

VII.2c: Lehigh's board of trustees is a legally constituted governing body that ensures that neither the governing body nor its individual members interfere in the day-to-day operations of the institution.

The Board of Trustees Handbook (7.011, p. 3) and the Board of Trustees Introduction Book (7.012, p. 11) articulate the role of a trustee at Lehigh University. Trustees serve as fiduciaries empowered by law to govern the university as a nonprofit corporation, ensuring its mission, values and strategic goals are fulfilled while maintaining long-term viability and relevance. While trustees provide oversight, set the tone and project the image of the university, contribute to long-term planning, act as ambassadors, exercise care in decision-making and

avoid conflicts of interest, they are not involved in the day-to-day operations of the university. This clear separation between governance and management ensures that trustees guide strategy and uphold fiduciary responsibilities without interfering in operational decisions.

As a private institution created under a charter from the commonwealth of Pennsylvania, the board is accountable for adherence to the university's educational mission and applicable laws governing nonprofit entities, and trustees have primary responsibility to the institution in carrying out their governance duties. These structures ensure that neither the governing body nor individual members interfere in daily operations.

VII.2d-e: Lehigh's board of trustees is a legally constituted governing body that oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and bylaws, and the assurance of strong fiscal management; and plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution.

As stated in the Bylaws, the trustees hold broad responsibilities in guiding the university. These include ensuring adequate short- and long-term planning to achieve institutional goals; approving major changes to educational programs; establishing faculty appointment, promotion, tenure and dismissal policies; overseeing the budget and endowment; authorizing major property and construction decisions; and approving gifts, bequests and borrowing (1.004: University Bylaws, p.2). This list illustrates the scope of the board's authority and its role in maintaining the university's mission, strategic direction and long-term viability, demonstrating the board's ability to provide policy-level oversight consistent with MSCHE expectations.

The board of trustees exercises oversight through several committees, whose specific functions are included in the Bylaws (1.004: University Bylaws, pp. 11–15). The Academic Affairs Committee advises the board on all aspects of the university’s academic programs and activities. The Finance Committee oversees financial and investment performance, develops financial policies, coordinates programs affecting the university’s fiscal affairs and ensures sound financial planning. The Audit Committee recommends an independent auditor annually, reviews audited financial statements and ensures the university’s financial condition is reported to the board; its responsibilities are detailed in the Committee Charter, which may be amended or supplemented by the board as needed. The Campus Planning and Operations Committee oversees campus policies and practices, the condition of physical assets, master planning, facilities development and operations, capital project planning and construction, and strategic initiatives, including fundraising and alumni relations, to support the university’s short- and long-term goals.

Representative board minutes from the past four years, including full board and committee meetings, provide high-level summaries of deliberations and decisions across these committees, demonstrating the board’s active oversight of academic programs, financial management and campus planning and illustrating the implementation of policy-level governance (7.026: Sample BOT Meeting Books 2020–2025).

VII.2f: Lehigh’s board of trustees is a legally constituted governing body that appoints and regularly evaluates the performance of the chief executive officer, the university president.

As described in Section 3.7 of the Bylaws, the president is formally the chief executive officer of the university and the official advisor to and executive agent of the board and its executive committee. As educational and administrative head of the university, the president exercises “general superintendence over all the affairs of the institution” (1.004: University Bylaws, p. 8).

Lehigh's board of trustees appoints the president and regularly evaluates the president's performance through its Compensation Subcommittee (7.027: Compensation Subcommittee Charter). The subcommittee is responsible for guiding and directing policies and procedures for reviewing the performance and determining the compensation of the president, as well as other senior administrative officers. It conducts an annual review of the president's performance, ensures that compensation is reasonable and in compliance with applicable legal requirements for a nonprofit and makes recommendations to the full board regarding performance evaluation and compensation. To maintain independence and avoid conflicts of interest, subcommittee members recuse themselves from any review or determination involving individuals with whom they have a personal or professional conflict.

By the end of March each year, the president meets first with the board chair and then with the Compensation Subcommittee for a discussion of major achievements of the prior year, current activities and major goals for the coming year, with particular focus on the areas of prime engagement for the president. Written summaries of these meetings prepared by the president, the board chair and the Compensation Subcommittee chair, as well as any materials presented at these meetings, are distributed to the Compensation Subcommittee members. At the spring meeting of the Compensation Subcommittee, the president's compensation is reviewed in the context of benchmark data. The final merit increase is set, and the president is notified shortly thereafter with an effective date of July 1. Through this structured process, the board fulfills its responsibility to oversee and evaluate the president.

VII.2g: Lehigh's board of trustees is a legally constituted governing body that is informed in all its operations by principles of good practice in board governance.

New and current board members are invited to an annual trustee orientation program, which includes discussion of roles and responsibilities of trustees and specifically addresses oversight versus interference issues (7.013: New Trustee Orientation Program). These

programs are ordinarily planned for October of each academic year. On the rare occasions when individual trustees have moved toward management versus oversight roles, both the board chair and university general counsel address the matter directly with those individuals or hold a review of 'board governance' and the 'duties and responsibilities' of a trustee session with trustees at a board meeting. In addition, the triennial board self-evaluation is an example of the tools employed by the CNT trustees of principles of good practice in board governance (7.014: Triennial Board Self-Evaluation 2025). Lehigh's board of trustees is informed in all its operations by principles of good practice in board governance.

VII.2h-i: Lehigh's board of trustees is a legally constituted body that is not chaired by an institutional or system representative to avoid conflicts of interest. Furthermore, the board establishes and complies with a written conflict of interest policy designed to ensure impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest. A majority of members have no employment, family, ownership or other personal financial interest in the institution.

In accordance with Article II, Section 2.1 of the university's Bylaws, the president, as a member of the university administration, may not serve as chairperson of the board of trustees. This ensures that the board's leadership is independent of the university's executive administration, providing a clear separation between governance and operational management. By having a chairperson who is not an institutional representative, the board maintains objective oversight.

The university's COI Policy (2.025: Conflict of Interest Overview and Policy, p. 7), as adopted by the board in 2002 and amended in 2021, recognizes that Lehigh employees "must conduct all of their activities in a manner that will withstand the sharpest scrutiny." The COI Policy, as described in Section 2.9 of the Bylaws, requires that trustees are annually provided

with this policy and are required to complete the annual COI questionnaire (1.004: University Bylaws, p. 5; 7.015: Trustee Conflict of Interest Questionnaire). Questionnaire responses are shared with the trustee Audit Committee and the board of trustees. The audit committee takes appropriate action in the event of material conflicts. Conflicts of interest fall into two broad categories: the leverage of position for personal benefit, especially financial; and parallel roles that create issues of institutional loyalty. If a member stands to benefit from a decision of the Lehigh board, even if it is a somewhat indirect benefit or a benefit with the best of mutual motives, that member informs the president and the chair of the board. After this disclosure, the member recuses from both deliberation and voting.

State and federal statutes and the COI Policy require that the university's board inquire into the material facts of a proposed transaction between the university and a trustee, officer, their immediate families or an entity in which they have a significant relationship. It is the responsibility of the trustee or officer and university management to bring all material facts promptly and completely to the Audit Committee and the board of trustees. After completing a review, the board must decide whether the transaction is fair, and not a deviation of normal business practices or procedures, and that the individual is not being unreasonably compensated or rewarded. The Audit Committee and the board of trustees' review of the material facts and resulting decision must be documented through a formal resolution contained within the minutes of the meeting. The Executive Committee may act on behalf of the board in this area.

Trustees are not remunerated by the institution. A majority of the institution's governing body's members have no employment, family, ownership or other personal financial interest in the institution. As described, the board of trustees adheres to a COI Policy that assures that those interests are disclosed and that they do not interfere with the impartiality of board members or outweigh the greater duty to secure and ensure the academic and fiscal

integrity of the university. Moreover, compliance with the COI Policy ensures impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest.

VII.2j: Lehigh's board of trustees is a legally constituted governing body that supports the president in maintaining the autonomy of the institution.

Under the university's Bylaws Section 3.7.1, the president brings such matters to the attention of the board as are appropriate to keep the board fully informed in meeting its policy-making responsibilities. The president reports to the board regarding the appointment of faculty and officers of the administration. Furthermore, the president shall have power, on behalf of the university, to perform all acts and execute all documents to make effective the actions of the board or its executive committee. The president and the vice president for finance and administration present an annual report, in appropriate detail, to the board. The president and members of the senior leadership team keep the board of trustees apprised of federal and state activities to advocate on behalf of the university. In such matters, the president and designated members of staff are empowered to engage in these actions to advocate for the best interests of the university. Lehigh's board of trustees supports the president in maintaining the autonomy of the institution.

VII.2k: Lehigh University's board of trustees is a legally constituted governing body that makes freely available to the Commission accurate, fair and complete information on all aspects of the institution and its operations and ensures the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies.

Lehigh's Office of Institutional Data (OID) and Office of Institutional Research (OIR) maintain and share official data on a wide variety of topics related to the university and its operations, including timely and accurate reporting to IPEDS, Common Data Set and other external

reporting agencies. Lehigh's Institutional Data Center hosts current and archival information about the university. Publicly available information includes the University Profile and the Common Data Set, as well as data on student admissions, enrollment, graduation and retention, along with faculty and staff data and survey results (7.038: Institutional Data Center Website). Lehigh University takes pride in transparency and provides open, public access to these data. The Financial Aid Office ensures accurate reporting on student financial aid programs, and the university complies with federal regulations such as the Clery Act, which requires reporting on campus safety and crime statistics.

VII.3a: Lehigh has a president who is appointed by, evaluated by and reports to the governing body and does not chair the governing body.

As discussed in criterion VII.2f above, Section 2.2 of the university's Bylaws grants the board of trustees the authority to appoint the president and assess their performance. Consistent with this authority, the board publicly confirmed its appointment of Joseph J. Helble '82 as Lehigh's 15th president (7.028: Helble Appointed President Announcement), demonstrating both the board's active role in presidential selection and the transparency of this governance process. Section 3.6.1 specifies that the board chair "presides, with right to vote," ensuring that the president does not serve as chair of the board (1.004: University Bylaws, p. 6), thereby maintaining clear separation between governance and operational leadership.

The board evaluates the president's performance through the Compensation Subcommittee, which conducts an annual review, ensures compliance with legal requirements and makes recommendations regarding performance and compensation to the full board (7.027: Compensation Subcommittee Charter). Through these structures, Lehigh's president is appointed by, evaluated by and reports to the board of trustees, while not chairing the governing body.

VII.3b: Lehigh’s president has appropriate credentials and professional experience consistent with the mission of the organization.

Joseph J. Helble, Lehigh’s 15th president, is an internationally renowned chemical engineer and highly respected leader in higher education. President Helble became president of Lehigh University on August 16, 2021 and is responsible for the leadership, strategic direction, financial and operational management, working with external partners; federal, state and local governments; the board of trustees; and the campus community to ensure a world-class education for both undergraduate and graduate students (7.016: President Helble CV). Lehigh’s president has appropriate credentials and professional experience consistent with the mission of the organization.

VII.3c: Lehigh’s president has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources and directing the institution toward attaining the goals and objectives set forth in its mission.

The president’s duties are outlined in the university’s Bylaws, Section 3.7.1, which provide that the president shall “exercise a general superintendence over all the affairs of the institution” (1.004, p. 8). President Helble has done this and has the authority and autonomy to do so. One area in which this exercise of duty is evident is the engagement, collaboration and open dialogue with the campus community, the board of trustees, Lehigh alumni, the city of Bethlehem and external partners in the strategic planning process, *Our Future, Our Lehigh* and the launch and implementation of the ambitious 10-year *Inspiring the Future Makers* strategic plan in June 2023 (see Standard I). Following 18 months of review, planning and understanding of the previous university strategic plan and the development of the new strategic plan, the board of trustees unanimously endorsed the plan at the May 2023 board of trustees meeting (7.029: May 2023 BOT Meeting Book).

President Helble reports to the board of trustees, with members of the Cabinet serving at his direction (7.017: University Administration, pp. 3-11). He proposes the university's annual budget to the board, which is then implemented under his leadership and monitored by the administration and professional staff. Through these responsibilities, the president directs the institution toward achieving its mission, implementing strategic plans and allocating resources effectively.

VII.3d: Lehigh's president has the assistance of qualified administrators, sufficient in number, to enable the president to discharge his or her duties effectively and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness.

Lehigh's president is able to shape his leadership team to meet the needs of the institution, and President Helble has chosen to have a similar number of direct reports as previous presidents. In order to assess the Cabinet, the president requests and reviews annual written goals from his Cabinet members, including goals for the following year, assessments from the previous and current years and how those goals support the foundational initiatives of the strategic plan. The president meets weekly with his Cabinet and bimonthly with the larger senior leadership team, which includes other key university administrators and department heads. These meetings allow him to gather input from both groups and maintain a holistic overview of the university. The results of these meetings include collaboration, focus and synchronization, as well keeping the Cabinet and the larger senior leadership team focused on the strategic plan and continuing to move the university forward. Lehigh's president has the assistance of qualified administrators (7.017: University Administration), sufficient in number, to enable the president to discharge his duties effectively, and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness.

VII.4a and 4b: Lehigh has an administration demonstrating an organizational structure that is clearly documented and that clearly defines reporting relationships; furthermore, the administration possesses an appropriate size and diverse representation with relevant experience to assist the president in fulfilling his or her roles and responsibilities.

Biographical information for members of President Helble's senior leadership team is included in the provided evidence (7.017: University Administration), and a detailed organization chart illustrating the multiple layers of the Lehigh administration is provided separately (6.002: University Organizational Chart). In addition to the individuals and groups listed on the organization chart, a number of other groups act as advocates for faculty and staff, serving also to advise the president and other senior leaders. These groups include the Faculty Senate, the Employee Relations Advisory Committee (ERAC) and the department chairs, as well as elected faculty committees, such as the Educational Policy Committee (EdPol) (responsible for the study of the university curriculum, long-range academic plans and undergraduate academic rules and regulations) and the Graduate and Research Committee (GRC) (which considers policies and procedures related to graduate education and research).

VII.4c: Lehigh has an administration of members with credentials and professional experience consistent with the mission of the organization and their functional roles.

Each member of the university administration has professional experience and credentials consistent with their responsibilities, including advanced degrees, prior administrative leadership and relevant functional expertise (7.017: University Administration). Members of President Helble's Cabinet include Nathan Urban, provost and senior vice president for academic affairs (who becomes the lead administrator in the absence or disability of the president); Christine Cook, vice president for finance and administration; and several other

members. The chair and vice chair of the Faculty Senate are also invited to participate in senior leadership meetings.

VII.4d: Lehigh has an administration possessing the skills, time, support, technology and information systems expertise required to perform their duties.

Lehigh's administration is composed of senior academic and administrative officers — including college deans, vice presidents and vice provosts — whose credentials and professional experience are documented in their respective biographies (7.017: University Administration). These individuals provide leadership across the institution's academic, financial, operational and strategic functions. The breadth and depth of administrative leadership is further reflected in staffing data (1.048: IPEDS HR Reports 2022 thru 2025), which show that full-time administrative and professional positions have been consistently maintained and strategically grown over the past four years, with management occupations ranging from 193 to 216, technical and science roles from 212 to 249, and student and academic affairs positions from 78 to 94, indicative of an appropriately structured administrative organization capable of fulfilling the institution's mission.

Members of the university administration are served in their positions by all arms of the university, but rely particularly on several key offices beyond their own for support. One is the OID, which is the university's comprehensive source for collecting and disseminating reliable and valid institutional data in a responsive, timely and ethical manner for the university leadership and board of trustees. OID provides both information and analysis upon request and is developing the capability through the implementation of an integrated data system that will enable faculty and staff to access and utilize data to make effective and informed decisions. Lehigh's Library and Technology Services (LTS) also provides leadership, expertise and support to the institutional leadership as well as to faculty, students and staff. Other staff members who focus on data, analytics and technology serve in additional offices on campus

(e.g., within Finance and Administration, Academic Affairs, Admissions, Athletics, Strategic Planning and Initiatives, and other divisions), and these staff members collaborate with LTS to support institutional needs.

The Library and Technology Services Annual Report 2023–24 highlights LTS efforts to strengthen support for research and scholarship by expanding open-access publishing initiatives and implementing a unified search capability that integrates access to e-journals, e-books and research databases. The report also notes enhancements to the institutional digital repository and expansion of digital archival resources, demonstrating the administration’s technology expertise and commitment to providing robust information systems and services (1.024: LTS Annual Reports, p. 35). Through the Future Ready initiative, the university’s transition to a cloud-based ERP and Student Information System enhances administrative reporting, data analysis and operational efficiency, providing leaders with tools to manage resources and monitor institutional effectiveness; see Standard VI (6.028: Banner SaaS Transition).

VII.4e: Lehigh has an administration demonstrating regular engagement with faculty and students in advancing the institution's goals and objectives.

President Helble, Provost Urban and other senior leaders meet with faculty, staff and students throughout the academic year to discuss the university’s strategic and operational plans, as well as listen to the ideas, requests and concerns of these groups to better facilitate meaningful dialogue and understanding (7.033: Examples of campus convening).

President Helble and Provost Urban are frequently invited to attend sessions of the Faculty Senate and the Dean's Advisory Councils of the five colleges throughout the academic year. Along with other senior leaders, they also attend and host events with ERAC representing staff concerns and input. They host campus-wide community conversations and strategic

plan and campus master plan updates, in tandem with the university's senior leaders, as a means of gathering input from the campus community on a wide array of focus areas, including the university's *Inspiring the Future Makers* strategic plan. In addition, they attend student, faculty and staff events focused on the Lehigh community and the university's commitment to inclusive excellence, reinforcing leadership accountability for creating an equitable educational environment that supports student success, ensuring all groups feel valued and fully able to participate in the Lehigh experience.

To better understand student initiatives and student concerns about academics and the campus community as a whole, President Helble and Provost Urban attend meetings of both the Undergraduate and Graduate Student Senates, athletic teams and a wide array of student groups. President Helble regularly hosts dinners at the President's House for students, including but not limited to those representing campus clubs, organizations, student leaders and athletics. He also invites members of the campus community to join him for a morning run every Tuesday. These informal settings have proven to be ideal for promoting useful dialogue with students, understanding their viewpoints and informing leadership decision-making related to student learning, engagement and success, and implementing positive change across the campus community.

Following a December 2025 editorial in *The Brown and White* that called for greater student engagement in the implementation of the *Inspiring the Future Makers* strategic plan, the university strengthened student participation in strategic governance (7.034:

BrownAndWhite_December2025). A newly formed Student Strategy Advisory Committee, composed of undergraduate student leaders appointed through a nomination process involving senior administrators, now convenes bimonthly during the academic year and serves as a high-level advisory body to the vice president for strategic planning and initiatives. In parallel, the Graduate Student Senate is finalizing the creation of a Strategic

Planning Committee to provide comparable engagement and ensure that graduate student perspectives are integrated into ongoing institutional progress. These structures formalize student participation in strategic governance and demonstrate the institution's commitment to incorporating stakeholder feedback into decision-making processes.

Lehigh's administration demonstrates regular engagement with faculty and students in advancing the institution's goals and objectives, including institutional priorities related to student success and educational innovation.

VII.4f: Lehigh has an administration demonstrating systematic procedures for evaluating administrative units and for using assessment data to enhance operations.

As noted in Standard VI, Lehigh is governed under a decentralized organizational structure, in that most administrative units and the academic colleges are independently managed. Despite the challenge of explicitly aligning local objectives with institutional planning, assessment and resource allocation, local plans nevertheless consistently correspond to the university's stated mission and goals and advancing the *Inspiring the Future Makers* strategy. In all cases, the university's performance management system is focused on individual performance as well as strong management of individual units. Further details regarding assessment can be found on Lehigh's HR website (2.032: HR Performance Management).

Lehigh University systematically gathers feedback from its campus community to inform administrative decision-making and assess institutional effectiveness. Key surveys include the Campus Climate Survey, which is administered biennially and collects student, faculty and staff perspectives on campus climate; the annual Senior Survey, which gathers graduating undergraduate students' feedback on their academic and campus experiences; and the annual Graduate Student Experience Survey, which assesses graduate students' perceptions of academic programs and campus support. These surveys provide examples of

the administration's engagement with stakeholders, responsiveness to feedback and use of data to support continuous improvement in institutional operations and governance (1.015: Campus Climate Surveys; 7.036: Senior Survey; 4.048: Graduate Student Experience Survey). Lehigh's leaders employ systematic procedures for evaluating administrative units and for using assessment data to enhance operations. The following examples demonstrate some of the ways that Lehigh leadership and trustees access data and analysis.

Inspiring the Future Makers Dashboard – Lehigh University created a dashboard of key metrics tied to its 10-year strategic plan, *Inspiring the Future Makers*. The dashboard includes select metrics that highlight success across the three goals of the *Inspiring the Future Makers* plan: Make it New, Make a Difference and Make it Together. Measures include sponsored research levels, graduation rates, student ROI, student retention rates and belonging survey data (1.003: Lehigh Strategy Progress Dashboards).

Lehigh University Annual Indicator Report – Lehigh University creates an annual indicator report each year. Compiled each fall, the indicator report includes sections that cover graduate and undergraduate admissions, alumni relations, research, facilities, campus engagement, athletics and brand metrics. The indicator report is shared with the board of trustees and Lehigh University leadership (7.021: LU Annual Indicator Report).

Benchmarking Studies – Lehigh University has identified a number of institutions as aspirational and comparison peers (7.023: Lehigh Peer Groups). The university uses these peer institutions as benchmarks to inform leadership and administrative decision-making and to understand its relative position in areas such as admissions practices, enrollment management, resource utilization, faculty and staff compensation, international presence, research funding and philanthropic activities. While these studies are conducted on an as-needed basis in response to strategic or operational questions, the data gathered from

them are immensely helpful in identifying gaps in performance, resource utilizations and business outcomes. For example, the university regularly (approximately every two years) conducts salary benchmarking studies against peer institutions. In academic years 2022-2023 and 2025-2025, this study was used to provide salary increases to faculty members whose salaries were identified as lagging behind colleagues in the same department and rank at peer institutions.

Given the importance of data and analytics as assets in promoting organizational excellence and individual accountability, data and systems are core to two of the 10 foundational initiatives in Lehigh's strategic plan (An Organization of the Future and Decision Making Informed by Qualitative and Quantitative Data and Analysis) (1.002: 2023 Strategic Plan).

VII.5: Lehigh's board of trustees undertakes a periodic assessment of the effectiveness of governance, leadership and administration.

The CNT makes recommendations for the most effective composition and organization of the board and develops practices, strategies and policies that attract, orient, train, organize and assess the performance of trustees, ensuring that the board attracts, retains and develops highly qualified and committed members. CNT reviews and makes recommendations to the board with regard to trustee governance matters and governing documents, such as the Charter and Bylaws. Responsibilities of this committee include: design of board composition and development of trustee candidate attributes; assessment of trustee performance and conduct of triennial board self-assessments; identification and cultivation of new trustee candidates; consultation with the Lehigh University Alumni Association regarding the identification of possible candidates for trustee nomination; management of the new trustee orientation program as well as programs for continued trustee education; monitoring board member term limits and overseeing succession planning through timely identification of future board leadership at the subcommittee,

committee and board officer levels; and reviewing the university governing documents and making recommendations as appropriate to the board. Besides focusing on board composition, the CNT and the executive committee review and discuss board governance matters to assess board structure at both the macro and committee/subcommittee levels; the effective and efficient use of board meetings; decision-making and responsiveness and the implementation of the university's Bylaws. The board of trustees as a whole reviews its governance effectiveness through a triennial self evaluation. This process, administered by the CNT, serves both to assess the board's effectiveness in fulfilling its fiduciary and leadership responsibilities and to provide trustees with guidance on principles of good governance (7.014: Triennial Board Self-Evaluation 2025).

In 2017, the Lehigh board of trustees executive committee and the CNT established a board governance working group to review the board's organizational structure and practices to determine whether they promote effective board governance, proper fiduciary oversight and the effectiveness of committee/subcommittee work. Based on the working groups' findings and after much discussion within the board of trustees, the board consensus was that the university Charter and Bylaws should be amended to afford all trustees voting status. After five years of discussion and deliberation, the Charter and the Bylaws were amended on December 15, 2022 with an effective date of March 1, 2023.

In addition to evaluating governance, the board of trustees periodically assesses the effectiveness of university leadership and administration. As noted in Section 2.f, the president is evaluated by the board through established performance review processes, which provide feedback on leadership effectiveness and alignment with institutional priorities. The board also monitors administrative performance through institutional dashboards, annual indicator reports and other data-informed metrics to ensure that leadership actions advance the university's mission and strategic goals (7.027:

Compensation Subcommittee Charter; 7.021: LU Annual Indicator Report; 1.003: Lehigh Strategy Progress Dashboards).

Lehigh conducts systematic evaluations of its senior leadership to ensure effectiveness in advancing the university's mission and strategic goals. The president annually evaluates his direct reports, including the provost and vice presidents, through a structured process. Each Cabinet member provides a brief self-reflection reviewing progress made in the previous year, accomplishments in supporting the university's strategic priorities and goals for the upcoming year. Feedback is also solicited from the chair of the board of trustees and trustees who oversee relevant board committees. This input forms the basis for individual meetings between the president and each Cabinet member to discuss performance, goals and professional development. This structured evaluation occurs each spring as part of Lehigh's annual merit review process, with additional ongoing feedback provided through regular one-on-one meetings throughout the year.

Deans participate in an annual review process with the provost that assesses progress against prior-year goals in areas such as enrollment, student retention, faculty hiring, research and fundraising. They also report on achievements in areas not captured by the previous year's goals and outline new goals for the coming year, emphasizing alignment with the university's academic objectives and strategic priorities. Where goals are not fully met, discussions examine contributing internal and external factors, and plans are requested to adjust the trajectory. Complementing annual reviews, a comprehensive dean review typically occurs in the latter half of a dean's five-year term. This involves soliciting feedback from the college faculty, staff and key external stakeholders, with a committee summarizing findings for the provost. The results of this review inform in-depth discussions between the provost and dean regarding areas of strength, opportunities for improvement and future goals.

Through these structured evaluation processes, Lehigh ensures its administration is held accountable, receives constructive feedback and is positioned to advance the institution's mission, supported by periodic assessments of the effectiveness of governance, leadership and administration. The leadership and governance structures support Lehigh's ultimate goal of excellence and enduring success for all students.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This Self-Study engaged a comprehensive cross-section of faculty, staff and students who participated in a rigorous process of data collection, analysis and review. Through focus groups, town hall meetings, strategy sessions and surveys, the Lehigh community evaluated institutional effectiveness vis-à-vis its mission. This evaluation was further guided by the strategy, *Inspiring the Future Makers*, and the institutional priorities, allowing the Lehigh community to validate foundational strengths and accomplishments while reflecting on opportunities for growth. As evidenced by this report and the accompanying documentation, Lehigh University operates in compliance with MSCHE's Standards for Accreditation and Requirements of Affiliation, while maintaining a culture of self-reflection and commitment to continuous improvement that extends beyond the external review cycle.

The Self-Study confirms that Lehigh University's mission is stable, enduring and fundamental to its daily operations, as shown in Standard I. The mission, strategy and institutional priorities complement each other and consistently place students at the center of the university's activities. To further elevate the mission, the Steering Committee is collaborating with University Communications and Public Affairs (UCPA) and Facilities and Campus Planning to more visibly integrate the mission into the physical campus landscape. Additionally, the university is working to embed the mission, vision and values more deeply into student-facing experiences, including orientation, advising, experiential learning and cocurricular programs, to help students understand how their educational journey connects to the institutional purpose. A third observation from the Self-Study is the need to strengthen the alignment between unit-level planning and the mission, strategy and priorities. RAPTOR implementation and similar improvements are steps toward this goal.

As evidenced in Standard II, Lehigh's commitment to ethics, integrity, academic freedom and transparency is deeply embedded in its policies and practices. Faculty, staff and students operate under clearly articulated codes of conduct, equitable employment and evaluation systems and robust conflict of interest protections. Public communications, institutional data and recruitment practices are accurate, mission-aligned and compliant with applicable laws and MSCHE expectations. While ethical safeguards are robust, the Self-Study revealed the need for enhanced awareness of policy and data governance frameworks to ensure consistent application across units, with clear communication of updates and responsibilities. Further, the university must remain dedicated to enhancing belonging through measures such as community spaces, faculty-student mentoring and the student support app, Compass, focusing on measurable gains in inclusion and retention.

Lehigh University demonstrates strong alignment with MSCHE Standard III through coherent academic program design, clearly articulated degree requirements and the systematic application of student learning outcomes (SLOs) across all colleges. Faculty are highly qualified, regularly reviewed and supported through extensive professional development opportunities at the department, college and university levels. To facilitate student persistence and timely degree completion, the university provides a comprehensive infrastructure of academic resources, including robust advising, tutoring and writing support, library and technology resources, as well as coordinated academic interventions. Program- and course-level assessments are conducted regularly within departments and colleges and are strengthened by emerging institution-wide assessment structures. These elements support a rigorous, student-centered academic environment that is responsive to evolving educational needs. To build on these strengths and further support the exceptional student experience for which Lehigh takes great pride, Lehigh will continue enhancing assessment capacity and consistency across colleges, ensuring that program-level learning

outcomes and assessment practices are documented, communicated and aligned with institutional priorities. Further, students would benefit from enhanced coordination of academic support services to improve visibility and equitable access for all student populations. Finally, this Self-Study process indicated the need to review opportunities for improving clarity and coherence in academic pathways, particularly in interdisciplinary and cross-college programs to support flexible student navigation without compromising academic rigor, which is being addressed through the use of systems such as DegreeWorks and Compass.

Lehigh's alignment with Standard IV is evidenced by its comprehensive support of the student experience. As part of the university's commitment to continuous improvement, the Self-Study identified the transfer student experience as a primary area for enhancement. Specifically, the university is addressing the need for more robust coordination of credit approval and advising for a more expeditious review process and an improved experience for students. Recognizing that the timeliness of transfer credit evaluation is essential for students to understand their academic standing and remaining degree requirements, Lehigh has dedicated significant focus to streamlining this transition. This commitment is reflected in the active engagement of university leadership; in March 2026, the vice president for student affairs, the deputy provost for undergraduate education and the university registrar participated in a specialized workshop led by the American Talent Initiative, Strengthening Transfer Partnerships for Student Success. Further, the university has begun establishing formal articulation agreements with local community colleges, with an agreement with Northampton Community College already published. The hiring of Lehigh's first articulation officer has allowed for improved communication and coordination across campus.

Lehigh University recognizes that the systematic evaluation of educational effectiveness is fundamental to the continuous improvement it prioritizes, as evidenced in Standard V. This

commitment is underscored by the recent establishment of the Office of Educational Innovation and Assessment (OEIA), which serves as a central resource for refining assessment methodologies across the university. The Self-Study identified opportunities to enhance the consistency of assessment for undergraduate programs that do not undergo external accreditation aside from MSCHE, and the university is establishing a regularized assessment cadence and improving documentation regarding how departments employ assessment evidence to inform curricular changes. A primary focus has been placed on the university's intercollege programs to ensure their learning goals align with the standards of each contributing college. As a foundational step, faculty steering committees were established for each intercollege program between fall 2024 and fall 2025. These bodies are now charged with leading periodic program reviews in close collaboration with the governing colleges, ensuring a unified approach to SLOs. Lehigh is also taking decisive action to strengthen assessment records for graduate programs that lack specialized external accreditation. The Self-Study revealed that while institutional graduate competencies exist, a more granular approach is needed; currently, only three graduate programs in the P.C. Rossin College of Engineering and Applied Science (the Rossin College) have undergone assessment in the last six years, and the College of Arts and Sciences (CAS) is working to establish an assessment history for its graduate offerings. In direct response to these findings, the deputy provost for graduate education has launched a comprehensive initiative to develop SLOs for every graduate program at Lehigh. This institutional shift will be supported by the combined expertise of the OEIA, the Center for Innovation in Teaching and Learning (CITL) and the Office of Institutional Data (OID). Together, these offices are setting the standards for a sustainable assessment culture that ensures all graduate students meet clearly defined benchmarks of excellence.

As evidenced in Standard VI, the institution's planning processes, resources and structures are aligned to fulfill its mission and goals, to continuously assess and improve its programs and services and to respond effectively to opportunities and challenges. To further strengthen this foundation, the university has identified two primary areas for fiscal and operational development. First, Lehigh is currently enhancing its planning processes by integrating traditional one-year operating budgets into a more comprehensive three- to five-year long-term financial framework. Historically, departmental budgeting has been conducted on an annual basis; the transition to a multi-year model will significantly improve resource allocation and planning. By providing departments with a clearer understanding of institutional priorities and long-term fiscal assumptions, the university enables local units to align their individual budgets with Lehigh's broader trajectory. Second, the university is refining its approach to capital expenditures, which are funds spent in a given year that the institution expects to provide long-term value. Given that these projects are typically large and span multiple years, they can have a significant impact on cash. Examples include new buildings, facility renovations, IT infrastructure, major equipment and land acquisitions. These capital investments are critical to achieving strategic goals, as well as recruiting in today's competitive environment. Having an organized and standard system to identify these costs will allow for better alignment with strategic initiatives; the expectation is that Lehigh's budget system will support this goal.

As indicated in Standard VII, Lehigh University's governance, leadership, and administration are well aligned with its mission. The university maintains a leadership structure that is transparent, ethical, and dedicated to the institution's long-term success.

Beyond the formal assessment of the MSCHE Standards, the Self-Study provided the Lehigh community with an expanded vantage point to reflect on institutional priorities, reflecting Lehigh's proactive approach to evolving its educational value and administrative efficiency.

While Lehigh's colleges have rigorous curricula that prepare students for professional careers and advanced study, the Self-Study revealed a broad interest in incorporating some unified elements in the Lehigh undergraduate experience . The university community is exploring the potential for a shared set of signature experiences — possibly through a university-wide general education curriculum or common experiential learning opportunities. Such a framework would ensure that every Lehigh graduate, regardless of their discipline, shares a core set of competencies and values that define a Lehigh education.

To further embed the culture of continuous improvement into the university's operations, Lehigh is considering strategies to improve the accessibility and regularity of institutional data to empower departments to make more agile, evidence-informed decisions. Central to this effort, Lehigh has developed and deployed the Lehigh Enterprise Analytics Platform (LEAP), a university-wide data lake designed to centralize institutional data and expand access to timely, integrated information across divisions and colleges. As a tactical component of this effort, the university recognizes the value of establishing a centralized, institution-wide repository for syllabi and possibly other educational materials. Such a resource would not only provide a transparent record of the curriculum across all colleges but would also serve as a vital tool for ongoing assessment, faculty development, cross-disciplinary collaboration and the long-term mapping of SLOs.

This Self-Study process has reaffirmed Lehigh University's commitment to academic excellence and institutional integrity. The recommendations emerging from this report provide a clear roadmap for the university's next chapter of growth. Lehigh University remains dedicated to a consistent cycle of assessment, innovation and continuous improvement in service of students and the broader community.

APPENDIX A: FIGURES AND TABLES

FIGURE 1 TEN-YEAR ENROLLMENT TRENDS (2016-2025)

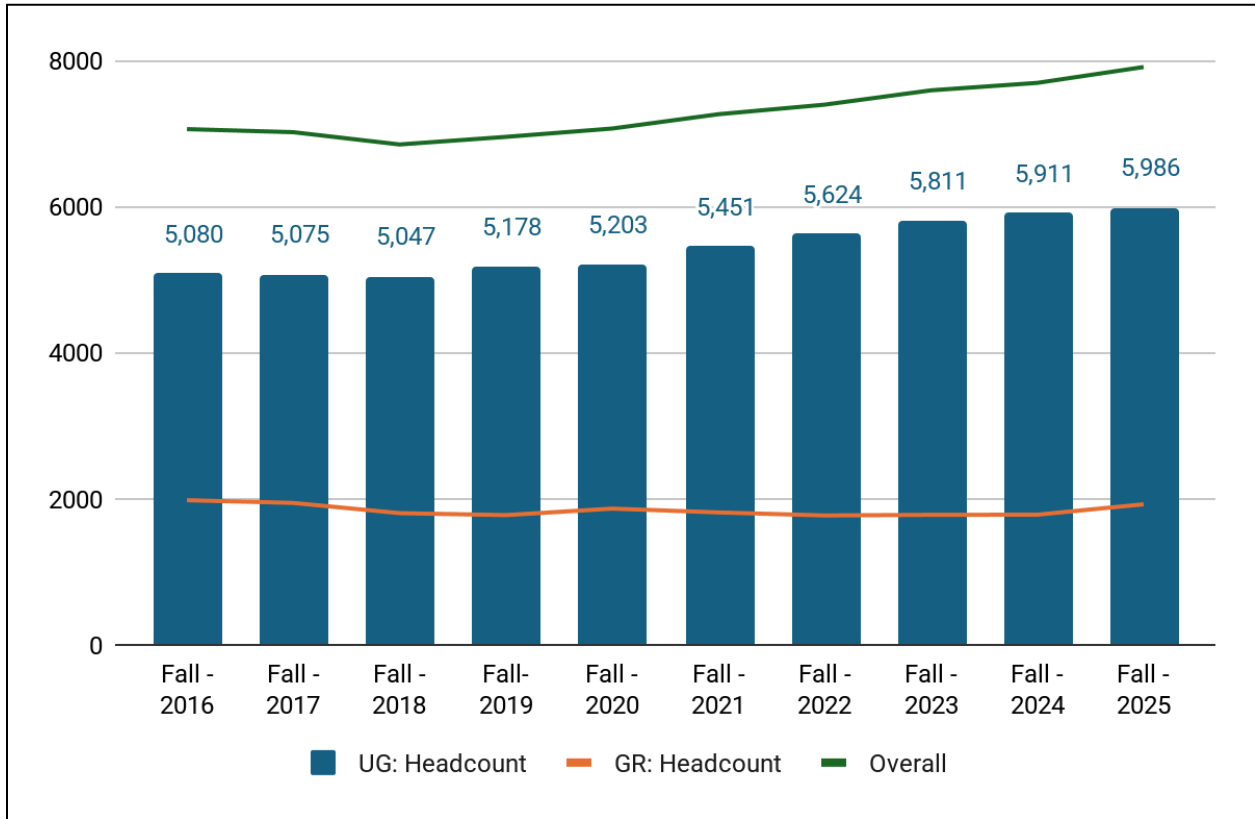


TABLE 1 FEDERAL RESEARCH FUNDING BY AGENCY (FY19-FY25)

Source: NSF⁵ Higher Education Research and Development Survey (HERDS)							
<i>Note: All figures in thousands of dollars</i>							
Source of Funds	FY19	FY20	FY21	FY22	FY23	FY 24	FY 25
Federal Agencies (Total)	26,554	26,816	29,051	36,535	39,909	44,850	47,172
DoD ¹	3,725	3,470	3,372	3,504	5,433	9,569	10,217
DoE ²	3,614	3,882	4,508	5,730	6,430	5,453	7,472
HHS/NIH ³	5,253	4,605	6,853	10,051	8,985	10,252	8,700
NASA ⁴	134	69	150	157	391	318	116
NSF ⁵	11,304	12,443	11,749	13,029	14,720	15,367	16,311
USDA ⁶	68	14	0	10	134	135	380
Other ⁷	2,456	2,333	2,419	4,054	3,816	3,756	3,976
1 - U.S. Department of Defense 2 - U.S. Department of Energy 3 - U.S. Department of Health and Human Services/National Institutes of Health 4 - National Aeronautics and Space Administration 5 - U.S. National Science Foundation 6 - U.S. Department of Agriculture 7 - Includes all other federal agencies							

TABLE 2 ALIGNMENT OF LEHIGH UNIVERSITY’S MISSION WITH INSTITUTIONAL PRIORITIES AND MSCHE STANDARDS

MSCHE Standard	Supports Lehigh Mission by...	Priority 1: Local and Global Engagement	Priority 2: Holistic Student Success	Priority 3: Innovative and Interdisciplinary Education
Standard I	Advancing learning through integration of teaching, research, and service	■ Strong alignment through community and global partnerships	■ Emphasizes shared responsibility for student learning	■ Embraces innovation as central to transformative education
Standard II	Fostering inclusive and ethical environments for all members of the community	■ Ensures ethical engagement with external partners	■ Promotes equity and integrity in student support	■ Encourages transparency and freedom in academic innovation
Standard III	Supporting high-quality teaching and global research integration	● Global themes in curriculum and study abroad	■ Student-centered learning design	■ Prioritizes interdisciplinary education and Universal Design for Inquiry
Standard IV	Enhancing student growth and support through a holistic educational model	● Engagement-focused student programs	■ Comprehensive support and success services	■ Exploration-based advising and pathways across colleges
Standard V	Measuring and using evidence of learning to improve student outcomes	● Assessment of global/community learning experiences	■ Robust indicators of student achievement	■ Assessment of interdisciplinary and innovative learning outcomes
Standard VI	Using mission-aligned planning to allocate resources effectively	■ Resourcing community partnerships and global reach	■ Sustained investment in student-focused initiatives	■ Resource planning to foster innovation and interdisciplinarity
Standard VII	Leading mission fulfillment through effective structures and inclusive governance	● Leadership support for civic engagement	■ Commitment to student-centered practices	■ Organizational support for academic innovation and collaboration
<p>■ = Strong, direct alignment between mission and priority via the standard ● = Indirect or supportive alignment</p>				

TABLE 3 ENROLLMENT, FACULTY AND STAFF DEMOGRAPHICS (FALL 2022-2025)

Population	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Undergraduate Students				
Total Enrollment	5,624	5,811	5,911	5,986
% Female	46%	48%	48%	49%
% UREG	16%	16%	16%	16%
First-Year Class				
Total Enrollment	1,511	1,531	1,501	1,535
% Female	47%	50%	47%	51%
% UREG	16%	18%	16%	16%
Graduate Students				
Total Enrollment	1,770	1,779	1,781	1,923
% Female	46%	49%	49%	51%
% UREG	9%	9%	9%	9%
Faculty				
Total	663	681	708	705
% Female	38%	39%	41%	42%
% UREG	7%	7%	8%	9%
Staff				
Total	1,246	1,316	1,364	1,335
% Female	57%	57%	58%	57%
% UREG	9%	10%	11%	12%
<p><i>Underrepresented racial/ethnic groups (UREG) is an umbrella term that identifies racial/ethnic groups whose representation in a given population is less than their representation in the country. Underrepresented racial/ethnic groups at Lehigh include American Indian or Alaska Native, Black or African American, Hispanic or Latino, and Native Hawaiian or Other Pacific Islander.</i></p> <p><i>Sources: IPEDS Fall Enrollment 2022 thru 2025 (Evidence 1.046) and IPEDS HR Reports 2022 thru 2025 (Evidence 1.048)</i></p>				

TABLE 4 ENROLLMENT IN INTERDISCIPLINARY PROGRAMS (FALL 2022-2025)

Degree Program	Fall 2022	Fall 2023	Fall 2024	Fall 2025
B.S. in Computer Science and Business	258	253	259	209
B.S. in Integrated Arts/Engineering	82	89	108	86
B.S. in Integrated Business/Engineering	219	224	244	257
B.S. in Integrated Business/Health				9
B.S. in Integrated Humanities/Engineering	11	16	8	16
B.S. in Integrated Math/Engineering	1	1	1	1
B.S. in Integrated Natural Sciences/Engineering	10	16	10	20
B.S. in Integrated Social Sciences/Engineering	12	17	19	18
Master's in Educational Leadership and MBA	1	1	1	
Master of Business Administration and Engineering	6	8	8	8
Master of Science in Financial Engineering	21	28	28	25
Total	621	653	686	649
Data Source: OID Data Warehouse, 10th Day Census				

TABLE 5 CREDIT HOUR REQUIREMENTS BY COLLEGE AND PROGRAM TYPE

College	Program Type	Typical Credit Hours	Notes / Accreditation
College of Arts and Sciences (CAS)	Undergraduate (B.A./B.S.)	120	Standard liberal arts degree
College of Business (Lehigh Business)	Undergraduate (B.S.)	124	AACSB-accredited; includes core and major requirements
P.C. Rossin College of Engineering and Applied Science (the Rossin College)	Undergraduate (B.S., inter-college)	128–136	ABET-accredited; includes capstone and technical electives
College of Health (COH)	Undergraduate (B.S.)	120	Includes core and major requirements; launched 2020
College of Education (COE)	Graduate (M.Ed., Ed.S., Ed.D., Ph.D.)	Varies: 30–60+ depending on degree	Meets PDE and professional accreditation standards
All Colleges	Graduate Certificates	12 (minimum)	Designed for focused post-baccalaureate study
All Colleges	Master’s Degrees	Typically 30–60	Meets disciplinary and program objectives
All Colleges	Doctoral Degrees	Typically 60+	Includes coursework, research and dissertation requirements

Source: 2025–2026 Catalog (Evidence 1.005), used Gemini to generate a comprehensive summary for this table.

TABLE 6 FACULTY HEADCOUNT BY COLLEGE (FALL 2022-2025)

Faculty	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Full-Time Total	566	584	600	595
College of Arts and Sciences	268	280	285	281
College of Business	96	95	97	92
College of Education	33	30	34	33
College of Health	18	25	28	35
P.C. Rossin College of Engineering and Applied Science	151	154	156	154
Part-Time Total	97	97	108	110
College of Arts and Sciences	31	30	28	27
College of Business	24	16	24	23
College of Education	25	29	30	30
College of Health	2	0	3	1
P.C. Rossin College of Engineering and Applied Science	15	22	23	29
Overall Total	663	681	708	705
Headcounts based on the November 1st employee census, conducted annually.				

TABLE 7 GRADUATE CORE COMPETENCIES, AS IDENTIFIED BY GRC, AND REAFFIRMED IN 2024

Knowledge	Application	Context	Communication	Leadership
Knowledge, methods and modes of thought and reasoning in the field.	Use of knowledge and methods of the field to understand and solve problems; fundamental professional responsibilities.	Development of the field over time; relationship with related fields and those with which it is applied.	Communication of ideas with peers and others.	Recognizing constructive roles of self and others; assembling, leading and working in diverse teams; mentoring; ethical awareness and action.

TABLE 8 LEARNING OUTCOME ANALYSIS BY UNDERGRADUATE MAJOR/PROGRAM, BY COLLEGE, AS OF AUGUST 2025

Undergraduate College	Disciplinary or Professional Accrediting Agency	Number of Majors or Degree Programs	Small Programs that Aggregate Data across Cohorts ¹	% Majors with Learning Outcomes	% Majors with Recent Assessments
CAS – Accredited Majors/Programs ²	ACS; ABET-CAC; NAST	3	0	100%	100%
CAS – Non-Accredited	(None)	58	24 ³	100%	94.8%
Lehigh Business	AACSB	2	0	100%	100%
Rossin College – Accredited Degree Programs	ABET	10	0	100%	100%
Rossin College – Non-Accredited Degree Programs	(None)	5	5 ⁴	100%	N/A (all too small to assess)
COH	None	4	3	100%	0
Inter-College ⁵					
CAS and Rossin College (IDEAS) ⁶	(None)	1	0	100%	0%
Lehigh Business and Rossin College (IBE Program) ⁷	AACSB	1	0	100%	100%
Lehigh Business and Rossin College (CSB Program) ⁸	AACSB and ABET	1	0	100%	100%
Lehigh Business and COH (IBH Program) ⁹	(None, at the moment)	1	NA	100%	NA

1 - Programs with an average of fewer than five graduates per year.

2 - In CAS, the B.S. in chemistry is certified by the American Chemical Society (ACS); the B.S. in computer science is accredited by Computing Accreditation Commission of Accreditation Board for Engineering and Technology (ABET-CAC). The theatre program, whose major leads to the B.A. degree, is accredited by the National Association of Schools of Theatre (NAST).

3 - The too small to assess majors/degree programs in CAS are: Africana studies; art; art history; Asian and Asian American studies; astronomy; astrophysics; chemistry; Chinese; French and Francophone studies; German studies; Japanese; joint global studies/modern language and literature; joint international relations/modern languages and literature; journalism science/environmental writing; Latin American and Latino studies; music; pharmaceutical chemistry; pre-dental science; pre-optometry; religion, culture and society; sociology and anthropology; Spanish and Hispanic studies; theatre; and women, gender and sexuality.

4 - The small B.S. programs offered to students in the Rossin College are: biocomputational engineering (undergoing accreditation 2025), chemistry, applied science, engineering mechanics and engineering physics. The B.S. in chemistry and B.S. in engineering physics degrees are managed through the chemistry and physics departments in CAS, respectively. The B.S. in engineering mechanics degree is administered by the mechanical engineering department within the Rossin College, and the B.S. in applied science degree is managed directly by the Rossin College.

5 - Intercollege programs directly align with Lehigh's institutional priority of interdisciplinary education.

6 - Integrated Degree in Engineering, Arts and Sciences

7 - Integrated Business and Engineering

8 - Computer Science and Business

9 - Integrated Business and Health (new program as of fall 2025)

TABLE 9 SUMMARY OF GRADUATE PROGRAMS BY COLLEGE THAT HAVE UNDERGONE REVIEW IN THE LAST 10 YEARS

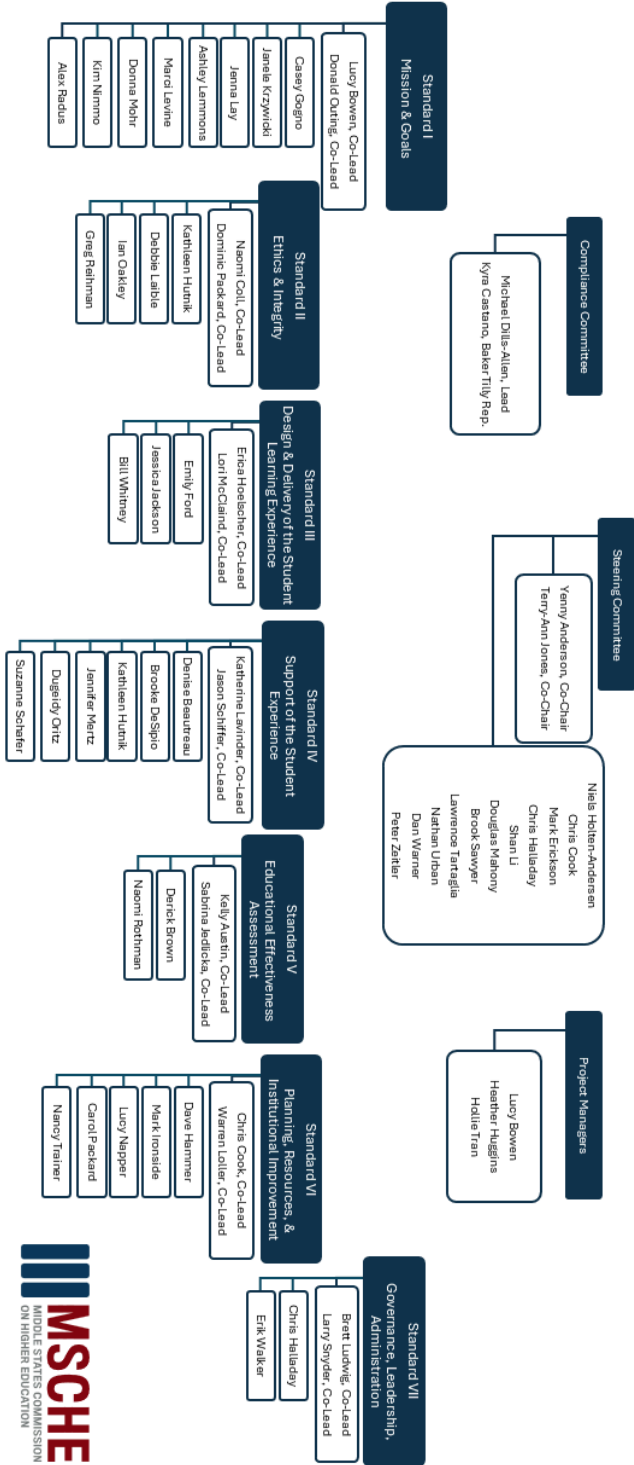
Graduate College	Disciplinary or Professional Accrediting Agency	Number of Masters/Specialist Programs	Number of Doctoral Programs	Number of Programs with Assessment in Last 10 Years
CAS	N/A	10	8	10 Master's, 8 Doctoral
Lehigh Business	AACSB	5	1	All
COE	APA ¹ , NASP ² , PDE ³ , MPCAC ⁴ , BACB ⁵	16	5	11 Master's/2 (note that several new programs were created in this time frame)
Rossin College	N/A	25 (note MS and M.Eng.)	11	14 Master's/5 Doctoral
COH	CAHME ⁶ , CEPH ⁷	1	1	0
Interdisciplinary	N/A	1	0	0, review in 2025
<p>1 - American Psychological Association 2 - National Association of School Psychologists 3 - Pennsylvania Department of Education 4 - Masters in Psychology and Counseling Accreditation Council 5 - Behavior Analyst Certification Board 6 - Commission on Accreditation of Healthcare Management Education 7 - Council on Education for Public Health</p>				

APPENDIX B: STEERING COMMITTEE ORGANIZATIONAL CHART



Middle States Commission for Higher Education Self Study Organization Chart

Joseph Habibe, President | Nathan Urban, Provost



APPENDIX C: ACRONYMS

Lehigh University Acronyms and Shorthand Reference List

AACSB	Association to Advance Collegiate Schools of Business
ABET	Accreditation Board for Engineering and Technology
ABET-CAC	Computing Accreditation Commission of ABET
ABET-EAC	Engineering Accreditation Commission of ABET
ACS	American Chemical Society
AFFDP	Advancing Future Faculty Development Postdoctoral Scholars Program
AI	Artificial Intelligence
AIU	Annual Institutional Update
ALEKS PPL	Assessment and Learning in Knowledge Spaces Placement, Preparation and Learning
AoL	Assurance of Learning
AP	Advanced Placement
APA	American Psychological Association
B.A.	Bachelor of Arts
BACB	Behavior Analyst Certification Board
BIS	Business Information Systems
B.S.	Bachelor of Science
CAHME	Commission on Accreditation of Healthcare Management Education
CAS	College of Arts and Sciences
CCPD	Center for Career and Professional Development
CEPH	Council on Education for Public Health
CIM	Course and Curriculum Management
CIMER	Center for the Improvement of Mentored Experiences in Research
CIR	Continuous Improvement Review
CISO	Chief Information Security Officer
CITL	Center for Innovation in Teaching and Learning
CNT	Committee on Nominations and Trusteeship
COACHE	Collaborative on Academic Careers in Higher Education
COE	College of Education
COH	College of Health
COI	Conflict of Interest
CSB	Computer Science and Business
CSE	Computer Science and Engineering
CSPC ²	Campus Strategic Plan Connections Council
DAR	Office of Development and Alumni Relations
DFW	D-grade, F-grade, Withdrawal
DoD	U.S. Department of Defense

DoE	U.S. Department of Energy
EADA	Equity in Athletics Disclosure Act
ECAR	Eligibility and Certification Approval Report
EdPo1	Educational Policy Committee
EEO	Equal Employment Opportunity
EEOC	Equal Employment Opportunity Commission
EES	Earth and Environmental Sciences
EIWA	Eastern Intercollegiate Wrestling Association
EOCC	Equal Opportunity Compliance Coordinator
ERAC	Employee Relations Advisory Council
ERP	Enterprise Resource Planning
ESL	English as a Second Language
F&A	Finance and Administration
FCI	Facility Condition Index
FERPA	Family Educational Rights and Privacy Act
FTE	Full-Time Equivalent
FYRE	First-Year Rossin Experience
GIS	Geographic Information System
GRC	Graduate and Research Committee
GSS	Graduate Student Senate
GTLF	Global Teaching and Learning Fellows
HCM	Heightened Cash Monitoring
HEDS	Higher Education Data Sharing Consortium
HEED	Higher Education Excellence and Distinction
HERDS	Higher Education Research and Development Survey
HEOA	Higher Education Opportunity Act
HHS	U.S. Department of Health and Human Services
HR	Human Resources
HST	Health, Science and Technology Building
IBE	Integrated Business and Engineering
IBH	Integrated Business and Health
ICAPE	International Center for Academic and Professional English
IDEAS	Integrated Degree in Engineering, Arts and Sciences
INC	Interdisciplinary Networking Committee
IP	Intellectual Property
IPEDS	Integrated Postsecondary Education Data System
IRB	Institutional Review Board
ISOS	InternationalSOS
LAB	Lehigh Administrative Bootcamp
Lehigh Business	College of Business
LMS	Learning Management System
LTS	Library and Technology Services
LUCA	Lehigh University Contracts Administration
LUDI	Lehigh User-Designed Inquiry

LUPD	Lehigh University Police Department
LUSI	Lehigh University Student Scholars Institute
LVAIC	Lehigh Valley Association of Independent Colleges
MA	Master of Arts
M.Ed.	Master of Education
M.Eng.	Master of Engineering
MBA	Master of Business Administration
MOU	Memoranda of Understanding
MPCAC	Masters in Psychology and Counseling Accreditation Council
MPH	Master of Public Health
MS	Master of Science
MSCHE	Middle States Commission on Higher Education
NASA	National Aeronautics and Space Administration
NASP	National Association of School Psychologists
NAST	National Association of Schools of Theatre
NCAA	National Collegiate Athletic Association
NCFDD	National Center for Faculty Development and Diversity
NIH	National Institutes of Health
NSF	National Science Foundation
OEIA	Office of Educational Innovation and Assessment
OFYE	Office of First-Year Experience
OIA	Office of International Affairs
OID	Office of Institutional Data
OIEB	Office of Inclusive Excellence and Belonging
OIR	Office of Institutional Research
OPM	Online Program Management
ORSP	Office of Research and Sponsored Programs
PAR	Professional Activity Report
PDE	Pennsylvania Department of Education
Ph.D.	Doctor of Philosophy
PHEAA	Pennsylvania Higher Education Assistance Agency
POSIT	Process, Operational and Systems Team
PPA	Program Participation Agreement
R&P	Rules and Procedures of the Faculty
RAPTOR	Resource Allocation Planning Tool for Operational Reporting
RCEAS	P.C. Rossin College of Engineering and Applied Science
Rossin College	P.C. Rossin College of Engineering and Applied Science
RPC	Resource Planning Council
SaaS	Software as a Service
SLO	Student Learning Outcome
STEM	Science, Technology, Engineering and Mathematics
TA	Teaching Assistant
TRAC	Technology, Research and Communication
UCPA	University Communications and Public Affairs

UCPS
URC
UREG
USDA

University Counseling and Psychological Services
University Research Center
Underrepresented Racial and Ethnic Groups
U.S. Department of Agriculture

APPENDIX D: EVIDENCE INVENTORY

Reference	Title of Document
1.001	2022 Strategic Planning Process
1.002	2023 Strategic Plan
1.003	Lehigh Strategy Progress Dashboards
1.004	University Bylaws
1.005	2025 2026 Catalog
1.006	Mission and Vision Webpage
1.007	College Mission Statements
1.008	Graduation Rates Summary
1.009	Retention Rates Summary
1.010	IPEDS Completions 2022 thru 2025
1.011	MSCHE Annual Institutional Updates
1.012	Graduate Program Review Framework
1.015	Campus Climate Surveys
1.016	The Lehigh Commitment
1.017	Summary of Mission and Values Feedback
1.019	Strategic Planning Process Updates
1.020	Strategic Planning News Archive
1.022	Lehigh Strategy Progress Reports 2023-2024 and 2024-2025
1.024	LTS Annual Reports 2021-2022 thru 2024-2025
1.025	Lehigh Athletics Annual Report 2019-2020 thru 2022-2023
1.026	OIA Annual Reports
1.027	Community Conversations Stories
1.028	2025 Campus Master Plan
1.029	Capital Projects Approval Process
1.030	Eckardt Scholars Programs
1.031	Creative Inquiry Program
1.032	Baker Institute
1.033	CMR Research Center
1.034	CSC Research Center

1.035	New Research Centers
1.037	LTS Strategic Plan
1.040	OIA Strategic Plan
1.041	Office of the VP for Research
1.042	OEIA Website
1.043	OIEB Website
1.044	Sample Resource Planning Communications
1.045	AI Ready Career and Professional Development
1.046	IPEDS Fall Enrollment 2022 thru 2025
1.047	IPEDS Outcome Measures 2022 thru 2025
1.048	IPEDS Human Resources 2022 thru 2025
1.049	First Destination Reports 2021 thru 2024
1.050	Graduate Next Destination Reports 2021 thru 2024
1.051	Student Affairs
1.052	Student Athlete Handbook
1.059	IPEDS 12-Month Enrollment 2022 thru 2025
1.060	Reaffirmed 2016 Mission Statement
1.061	Summer Completion Grant Program Description
1.090	Mountaintop
1.300	Housing Communities
1.310	LTS Reorganization
1.315	Academic Calendars
1.316	Commencement Program 2025
2.001	2020 Nonexempt Staff Guide
2.002	2020 Exempt Staff Guide
2.003	2024 Student Handbook
2.004	Student Code of Conduct
2.005	Faculty Code of Ethics
2.009	Rules and Procedures of the Faculty
2.010	Posting Policy
2.011	Intellectual Property Policy
2.012	Social Media and Guidelines

2.013	Lehigh's Adoption of the Chicago Principles
2.014	Principles of Our Equitable Community 2025
2.015	A Lehigh For Everyone
2.016	Chosen Name Policy
2.017	Facilities Design Standards and Guidelines
2.019	LUPD Review Committee Report
2.020	Expense Analysis FY22-FY25
2.021	Resolution Agreement
2.022	Reporting Concerns Website
2.023	Policy on Harassment and Non Discrimination
2.024	ERAC Bylaws
2.025	Conflict of Interest Overview and Policy
2.026	Financial Conflicts of Interest Related to Research and Sponsored
2.027	Employment and Placement of Relatives Policy
2.028	Provost's Faculty Hiring Site
2.030	Training For Hiring Managers
2.031	Recruitment User Guide
2.032	Performance Management Human Resources Website
2.033	AI Guidelines for Campus Communicators
2.034	Lehigh AI Website
2.036	Tuition and Fees
2.037	Net Price Calculator
2.040	Data Governance
2.041	Find Course Materials Website
2.044	Higher Education Opportunity Act Disclosures
2.045	Accreditation Information
2.046	Lehigh University Middle States Accreditation Website
2.047	Student Conduct and Identity Policy
2.048	Internal Audit And Ethics Hotline
2.049	Policy Repository Website
2.050	LU EOCC Annual Reports 2017-2022
2.051	Annual Security and Annual Fire Safety Reports

2.053	Copyright Compliance Guide
2.054	LU EOCC Reporting Options and Forms
2.056	Counseling Psychology Program and Outcomes Report
2.057	School Psychology Program and Outcome Reports
2.058	Mental Health Counseling Program and Outcomes Data
2.060	Ombuds Office Website
2.061	HR Workforce Summary 2021-2025
2.062	Sample Communications Materials
2.063	Financial Literacy Information
2.065	Teaching at Lehigh Website
2.066	Charter of Lehigh University
2.067	FERPA Policy
2.068	Policy Review Schedule
2.200	Lehigh ADVANCE
3.002	bLUeprint Foundations
3.004	Academic Success and Writing Center
3.014	Faculty Senate
3.015	Common Data Sets 2022-2023 thru 2025-2026
3.016	University Profiles 2022 thru 2025
3.018	PARand Annual Salary Review
3.019	Review Promotion Tenure Information
3.022	CITLWebsite
3.023	Explore Lehigh
3.024	Student to Professional Co Curriculum Business
3.025	First Year Rossin Experience (FYRE)
3.029	Course Evaluation Core Questions
3.030	4-YR Aggregated Core Question Results
3.031	Student Faculty Staff Ratios
3.033	IPEDS Finance 2022 thru 2025
3.035	Sample Academic Plan
3.036	2025 CAS Assessment Summary Report
3.037	2022 AACSB Peer Review Team Report

3.038	Culminating Experience Requirements
3.039	Office of Student Retention
3.040	Coordinated Advising Website
3.042	TRAC Writing Fellows Program Website
3.043	About Lehigh Library Website
3.044	IPEDS Library Info 2021 thru 2024
3.048	Course Site Website
3.049	Office of Distance Education
3.057	GTLF Website
3.058	NCFDD Mentor Map
3.059	LU Syllabus Template
3.060	Sample Syllabi 2022-2025
3.063	New CAS Liberal Arts Courses 2022-2026
3.064	Graduate Education and Life Website
3.065	CIMER Website
3.067	Sample Co-Authored Publications
3.068	Memoranda of Understanding
3.071	Degree Credit Requirements Summary
3.072	2024-2025 Catalog
3.073	2023-2024 Catalog
3.074	2022-2023 Catalog
3.075	CIM Sample Submissions
3.077	Enrollment By Major
3.078	Enrollment By Minor
3.079	Completions By Degree
3.080	Completions By Major
3.081	Library Snapshot 2026
3.083	Guidelines For Student Course Evaluations
3.084	Faculty Research Snapshot
3.085	PAR Process Transition Lyterati To Interfolio
3.090	Other Educational Offerings
3.091	Curriculum

3.095	Degree Program Sheets For All Programs
3.097	Faculty Qualifications 2022-2025
3.098	Instructional Credit Hours Report
3.100	Precalculus Proposal
3.101	Credit Hour Policies and Compliance Documentation
3.102	COH Strategic Plans
3.125	COH Distribution Requirements
4.001	Application Reader Rating Manual
4.002	Applying to Lehigh Information
4.003	Virtual Events and Tours
4.008	Emergency Financial Aid
4.013	Calculus Placement Guidelines
4.014	ALEKS Placement Information
4.018	Summer Success and Aid Program
4.019	Fall Orientation
4.023	Counseling and Psychological Services
4.024	Student Support and Case Management Services
4.025	Academic Performance Concern
4.026	Registration and Academic Services
4.027	Center for Career and Professional Development
4.029	Lehigh360
4.030	Western Regional Office
4.032	Transfer Credit Policy
4.034	Record Management and Retention Policy
4.035	Office of Student Involvement
4.037	Flight45
4.040	Graduate Life Office
4.041	Headspace
4.043	Mentor Collective
4.044	Student Affairs Research and Assessment
4.045	Life At Lehigh Survey
4.048	Graduate Student Experience Survey

4.051	Information Security Policy
4.054	Graduate Student Orientation
4.056	Undergraduate Admissions Profile
4.057	Graduate Admissions Profile
4.059	Financial Aid Information
4.065	Three Year Cohort Default Rate
4.066	IPEDS Financial Aid 2022 thru 2025
4.071	Peer Academic Coaching Usage Data
4.088	2024-25 EADA Survey
4.090	Contract Approval Flow
4.091	AllCampus Lehigh MSA
4.092	AllCampus COE SOW
4.093	Study Abroad Forms
4.094	Graduate Program Assessment
4.096	Athletic Headcount and GPA By Sport
4.097	Study Abroad Guidelines and Protocols
4.098	Study Abroad Sample Contracts
4.099	Study Abroad Sample Evaluations
4.100	Student Success Definition
4.201	COE Graduate Student Handbook 2025
4.202	Lehigh Business Graduate Handbook 2024-2025
5.001	SV Assessment Information
5.002	Assessment Workshop 2024
5.010	Lehigh Business AACSB Status
5.011	IBE Website
5.012	CSB Website
5.014	Lehigh Business Core Curriculum
5.017	Lehigh Business Learning Outcomes
5.024	COH Undergraduate Programs
5.025	Deputy Provosts
5.026	Next Destination Data Collection
5.028	Sample GR Program Review Dashboard

5.029	University TA Handbook
5.030	CAS Graduate Programs
5.031	CAS Graduate Handbooks
5.032	Chemistry Graduate Handbook 2024
5.033	EES Graduate Handbook 2023
5.037	Graduate Business Programs
5.039	COE Website
5.042	COE Assessment of Assessment
5.043	RCEAS Graduate Handbook
5.044	CEE Graduate Handbook 2023
5.045	MSE Graduate Handbook 2023-2024
5.047	Rossin Grad Program Review Schedule
5.048	COH Graduate Program Website
5.049	CAHME Website
5.051	2022 AACSB CIR Report
5.060	RCEAS Class Time Distribution By Instructional Method
5.080	Mechanical Engineering Continuous Improvement Practices
5.081	Computer Engineering Continuous Improvement Practices
5.225	IDEAS Assessment Plan
6.001	Campus Strategic Plan Connections Council (CSPC ²)
6.002	University Organizational Chart
6.005	Annual Resource Planning Process
6.007	Resource Planning Timeline
6.008	Budget and Financial Planning Website
6.009	Raptor System Overview
6.010	Org of The Future Initiative
6.012	How Lehigh Works
6.013	RAPTOR Sample Dashboards
6.014	FY27 Resource Planning Meeting Schedule Agenda
6.020	Budget Books FY23 Thru FY26
6.021	FY26 Approved Capital Projects Budget
6.023	FY26 New Research Center

6.024	HST Building Website
6.026	UG Enrollment Model
6.028	Banner SaaS Transition
6.029	LTS Classroom Upgrades
6.031	DAR Charts
6.032	DAR Fundraising
6.033	S&P Global Ratings Reports
6.034	Moody's Ratings Report
6.035	Audited Financial Statements FY22-FY25
6.036	10 Year Cash Forecast
6.037	East Hills Residence Halls
6.038	Signed Management Letters FY22-FY25
6.040	Faculty Senate Bylaws
6.041	Board Membership and Committees
6.045	2025 Campus Plan Report
6.046	FCI Benchmarking Report
6.047	Facility Condition Assessment
6.048	2020 Central Utility Plant Master Plan
6.049	2023 Electric Master Plan
6.050	2022 Exterior Data Web Viewer Report
6.051	Single Audits FY21-FY24
6.052	Eligibility and Certification Approval Report (ECAR)
6.054	Program Participation Agreement
6.055	College Affordability Website
6.058	2024 Facilities Sustainable Actions
6.059	2023-2024 Space Audit
6.060	Lab Utilization Study
6.061	Third Quarter Forecasting Sample
6.062	Financial Responsibility Composite Scores AY19-20 to AY22-23
6.070	COE Strategic Plan 2024-2034
6.074	Form990 For FY22-FY25
6.075	Select Financial Ratios and Indicators

6.080	Forest Park Initiative
6.081	Internal Funding Opportunities
6.082	Lee Family Foundation Gen AI Gift
6.083	Education Innovation Gift
6.085	Benefits Review Working Group
6.100	Data Governance Program Review and Updates
6.110	Future Maker Grants
6.200	Supplemental Instruction Pilot 2025
7.007	Student Senate Bylaws
7.008	Graduate Student Senate Constitution
7.011	Board of Trustees Fall 2025 Handbook
7.012	Board of Trustees Fall 2025 Introduction
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