

The Temple University

Faculty Herald

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Where Do We Go From Here?

George W. Miller III discovers what we learned during the early phases of the pandemic that we can continue as we return to a more normal state.

Prior to the pandemic, Rhonda Moore's students swayed and moved around the classroom a lot.

"I had students drop after the first class when they discovered they're going to be moving that much," said Moore, an adjunct who teaches dance-based General Education courses at the Boyer College of Music and Dance.

So, when the pandemic shut down in-person classes, she had to learn how to keep students active while sitting in front of computer monitors.

"It's been a challenge," she admitted. "Virtual can't substitute human contact. But if you are thoughtful about the prompts you give, the

tone, the exercises, you can create meaningful experiences."

During the pandemic, she had her students do small hand exercises and facial movements, and they moved around their personal spaces. How do different areas of their homes make them feel, she asked them, and how can they bring that to life through movement?

"I'm not trying to make them dancers," Moore said. "I'm trying to help them discover themselves."

Teams created multimedia projects that they posted to Canvas. Some students danced with vacuum cleaners, stirred coffee cups, rode bikes or walked through mountains.

"They weren't always great dance performances," Moore said, "but they come out of their comfort zones and they commit to the performance."

Teaching completely online during the early

phases of the pandemic forced all of us to think about how we teach, and how students learn. Some of our old methods didn't translate well to the virtual world. We experimented, discovered cool tools and fun techniques, and we established a comfort level in the new format.

As an institution, we learned how to engage with people virtually – or not, and how we can be more efficient in what we do. We saw the impact that online learning had on students and we worked to address those issues, with varying levels of success.

As the world hopefully returns to a more normal state, with many classes in person, at capacity and without everyone in masks, the big question that lingers is what did we learn during the pandemic era that we should continue as we move forward?

"The pandemic made me realize I need to listen to my students more," said Moore. "Their ideas are valid. Sometimes it's just letting them know people are listening. I feel your presence."

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The lack of student engagement, faculty and staff burnout, and general Zoom fatigue have been very real issues, and the long-term effect on mental health is still unknown. But many of the ways we adapted to the online learning world were fundamental steps we should have been taking all along. It took the pandemic to kick things into motion.

"Things we've talked about for a long time, people were forced to do," said Stephanie Fiore, the Assistant Vice Provost who oversees the Center for the Advancement of Teaching (CAT). "You can't just talk to a black box."

Faculty changed their presentation methods, created more interactive live sessions, integrated visuals and game theory, found third party tools that would better engage students, and overall experimented with techniques that helped turn the emergency online learning situations of spring 2020 into more valuable experiences over the past two years.

"I had two classes that met for 80 minutes Tuesday and Thursday in person," recalled Deidre Dingman, an assistant professor in the Department of Social and Behavioral Sciences in the College of Public Health. "After the first semester that we had to be online, I realized how painful these Zoom classes were, so I refigured

my canvas set up and teaching. I used many teaching skills I learned from CAT to make these more like flipped classes, where the students did asynchronous work one day and then we did Zoom classes with lots of engagement and discussion - not lecturing, on day two."

As classes started returning to campus, Dingman worked with her department and college to keep this set up. Students still do a lot of work on Canvas before class. The class still meets only once per week live, but it's now in-person instead of on Zoom.

"Technology strategies and strategies for teaching in the classroom cross over," said Fiore. "How do I teach? What am I trying to accomplish? The tools may change but the mission is the same. Don't focus on the tools. Focus on the goals."

The task at hand now is to think about what skills we developed over the past two years and imagine how we can use them to make our in-person classes more dynamic.

"I liked online teaching from the beginning," said Shawn Higgins, the Academic Coordinator for the Bridge Program at Temple, Japan Campus who also teaches General Education literature courses. "I'm not afraid of technology. It's fun looking for ways to help students collaborate."

He previously taught literature at New Mexico

Now & Then: The Gittis Student Center, above, in May 2022. Members of the faculty at the Japan Campus, (right) seen on a Zoom call on April 1, 2020. Most had not taught online before. They became adept very quickly.

Institute for Mining and Technology, known as New Mexico Tech, and he used ArcGIS mapping for classes, mapping locations mentioned in novels set in Los Angeles.

"When I came up with that, my tech students were super interested," Higgins said.

During the pandemic, he experimented with a lot of easy-to-use tools, and he introduced his Japan students to his mapping exercise. Students in his First-Person America class mapped their personal migration stories, merging technology with writing. Students in his Detective Novel class used Google Earth to map events in novels.

"It's a nice way to make sure we all understand what is happening," he explained.

The Japan Campus has kept about 50 percent of their offerings online because of Japan's border restrictions. Until very recently, non-Japanese students were unable to enter the country, so they Zoomed in from around the world.

For many students, the online situation reduced the stress of talking in front of others, as had happened during in person classes. Students used the chat function and they were able to talk

in smaller groups during breakout sessions.

"Breakout rooms made them feel comfortable to share," Higgins added. "Sometimes I'd do only two students in a room. Even that simple function was impossible before. How do you give people privacy in a classroom?"

Juris Milestone's classes usually require students to hit the streets, talk to people, visit tourist sites and otherwise experience the Greater Philadelphia region. That was impossible during the depths of the pandemic, especially since some students were Zooming in from far beyond the city.

"It wasn't hard to expand conceptually to do assignments that included people's own lives," said the Assistant Professor of Anthropology. "We opened up to do ethnography of family, of households. How has the pandemic affected the way your household works, your own family?"

His students found that many tourist sites had invested in virtual offerings, which allowed students to continue sharing experiences about the same places. And the opportunities grew – they didn't have to rely upon locations in the city. For example, Milestone's students looked at photogrammetry of Egyptian archeological sites.

The difficulty of having so much online, he said, was that a general malaise grew. Students worried about what was happening around the world – socially, physically and in the realm of public health. There was a sense of fear about what was happening and that often manifested as a lack of motivation.

"There's been this clear shift in engagement and attentiveness," Milestone said. "It's hard to figure out if that's the result of the pandemic or of how we reacted to it."

"It's been a long evolution," said Chris Wolfgang, the Assistant Dean for Student Services in the College of Liberal Arts. "What students are experiencing now is very different from March 2020. There is a lot of anxiety in students. We had been seeing an uptick in mental health issues in students for years. The pandemic really accelerated that."

COVID-19 kicked things off, and then there was financial turbulence and then the racial reckoning, followed by the ongoing political and cultural upheaval.

There has been a massive spike in referrals to the CARE (Crisis, Assessment, Response, Education) Team since the pandemic began. For the 2018-2019 academic year, there were 693 referrals. For the 2019-2020 academic year, there

were 955. In 2020-2021, that number jumped to 1,325. For the year that just ended, there were 1,658 referrals through April 2022, a 58 percent jump from the last full academic year prior to the pandemic.

"This population of students feels comfortable telling professors as it is," said Rachael Stark, the Senior Associate Dean of Students who oversees the CARE Team. "If they're having trouble at home, having trouble dealing with classes, they talk about everything."

That puts faculty in an awkward situation, facing personal issues that are often completely unrelated to academics.

"We need to be better about teaching faculty to deal with students with disclosure," Stark said, adding that the CARE Team has collaborated with the CAT to offer workshops for faculty to identify the proper resources for students. "It's ok to feel uncomfortable about this. Faculty are people too. Life happens. We just need to be in communication."



It's an education on both sides, she added.

The class of students that entered in the fall of 2020 were completely remote for their first semester and most of their second.

"They have tenuous ties to the university," Wolfgang said. "It takes a semester or year to find peers, friends in the major. They're socially not as tied to friend groups and the university. For some of them, those ties may never develop. That's a big thing they're missing out on."

He said that cohort may feel abandoned by university, especially after the class that entered in fall 2021 had the red carpet rolled out for them.

The class that entered in fall 2021, however, likely had their senior year of high school fully or partially online, which also impacted their social and academic development.

For the past two years, students have dealt with online learning, public health conditions rising and falling, and protocols frequently changing. As always, many students are working 20 to 40 hours per week. More and more are dealing with caregiver duties. While they didn't all love the virtual learning, they seem to have appreciated the extra time they saved by not coming to

campus as much.

"Students are voting with their registrations," Wolfgang said, noting that many online CLA classes for the fall are full while many seats remain for traditional classes. "They want more flexibility."

He cautions against the instinct to return to pre-pandemic norms without fully understanding student desires and how their education has been impacted.

"I see this as something we are guiding and responding to at the same time," he said. "We're trying to keep our fingers on the pulse for students."

Bradley Gardener, an Associate Professor in the Geography and Urban Studies department in the College of Liberal Arts, became an MBA student during the pandemic, so he experienced e-learning from both sides of the equation.

"We took this beautiful technological innovation and lectured," he said with a laugh. "We'd lose students. I stop paying attention on Zoom."

Teaching around 100 students per class was a challenge, he said. He used the pandemic as an excuse to innovate, applying game theory and allowing students to choose their own adventures while learning course material.

"They love having a choice as long as it's not nebulous," Gardener offered. "I tried to develop user-friendly classes. Not too many clicks. Links that work."

Lectures are 5 minutes in video with decent audio and video. I've invested in some tech."

He found that his role during the online period was to inspire and then mentor, with a greater emphasis on good communication with students. He spent a lot of time checking in with students, making sure they understood the material and ensuring that they were coping with life. He spent a lot of time listening to students.

Even as the university returns to primarily being in-person, he hopes to offer hybrid classes where students have different modules they can choose from, learning at their own pace.

"The world has changed dramatically," Gardener stated. "We need to let go of our egos and wade into places we are not always comfortable at."



George W. Miller III is an Associate Professor of Journalism at the Klein College of Media and Communication. He is the editor of the Faculty Herald.

Building Meaningful Participation

I am delighted to have been asked to write a few words for this issue. Newly re-elected for a final term as President of Faculty Senate, I bring you greetings on behalf of the Faculty Senate Executive and Steering committees.

It feels as if we are coming out of whatever tunnel we have been in since 2020 and the start of the coronavirus pandemic. While I have been told by Mark Denys, Senior Director of Health Services, and others that this particular variant that is now plaguing us is more contagious than others previously (and that people are still contracting the virus), for those of us who have stayed current on our vaccines and boosters, thankfully, it is not nearly as deadly, so that is a good thing.

I think we have earned the right to celebrate. A new president. A new provost, and a whole year fully back with no pivots!

The Faculty Senate has been grateful to be a part of the new directions underway here at Temple. We have been ongoing participants in the new Strategic Planning process. We've had faculty representation on every major search committee for key administrators - including the athletic director, the ongoing dean searches for the Law School and Medical School, as well as the current search for a new VP for Public Safety.

Faculty Senate took on the task of facilitating the search in the fall for our new provost and, although the process was extremely truncated, we are happy to report that Provost Gregory Mandel was our first choice. He has proven himself a thoughtful and collegial leader.

We were proud to be part of the discussion that has led to the faculty development opportunity as a university member of the National Center for Faculty Development and Diversity (NCFDD). Available to all our faculty and graduate students, I only hope that you've signed up and are taking advantages of the plethora of webinars and writing group opportunities now at our disposal.

At the behest of President Jason Wingard, the Faculty Senate Steering Committee researched and prepared a *Shared Faculty Governance* document earlier this semester, highlighting the areas that shared faculty governance is not only working but working well; along with the areas where we can do better—making recommendations to both the President and Provost for meaningful participation in the policies, academic programs

and initiatives within the Temple enterprise. And, although we haven't been given a deadline to begin implementing some of those prioritized recommendations, the Faculty Senate Executive Committee and Steering Committee look forward to working with the Provost's office to continue discussions about that short list of recommendations and how we might begin to implement some of them in the fall.

For a year now, former Vice President Lisa Ferretti and I met monthly with the Faculty Senate leadership of our peer publics - Penn State, University of Pittsburgh and Lincoln University in an effort to stay abreast of our current state's higher education issues and to share best practices and ideas. I am happy to report that this group is committed to continuing our relationship in the fall—which will, hopefully, bring them to Temple either later this summer or fall semester for a PA Leadership Summit.

I am looking forward to continued opportunities for our faculty to have meaningful participation in the inner-workings of the Temple enterprise. We communicated that hope to the Board of Trustees at their meeting on May 16, 2022.

It is my hope that we will also have an opportunity to reopen discussions about the academic calendar that might include established Wellness Days in October, a return to the start of spring semester after Dr. Martin

Luther King's birthday, and a minimum two study days following the spring semester.

I want to take this opportunity to, once again, thank former Vice President Lisa Ferretti and former secretary, Ashley Stewart for all of their hard work with Faculty Senate this year, and to welcome incoming Vice President Shohreh Amini and Quaiser Abdullah, in-coming Secretary, for stepping up to the plate to join me on the Faculty Senate Executive Committee for the new academic year.

Congratulations to the class of 2022, and all of the faculty, staff and administrators who continue to give so much to our student body. Let's continue to dare to do it right!

Thank you. It has been my absolute pleasure to represent the faculty as Faculty Senate president this past year and I am looking forward to year two. Have a wonderful summer.

- Kimmika Williams-Witherspoon



Faculty Herald

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faculty senate vice-president

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faculty senate secretary

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The Next Big Shift

I was the associate dean for academic affairs at the Japan Campus when the pandemic struck in 2020. On the morning of Friday, February 28, we learned that we'd go 100 percent virtual starting the following Monday. That was 100 percent more online classes than we had previously been offering. I scrambled to put together a guide for teaching online and then held a few sessions for faculty where we discussed Zoom, the chat function and all of these other tools that seemed so foreign at the time.

We survived that spring semester. We held frequent online meetings where faculty asked questions and shared techniques for engaging students and doing assessment. It was pretty amazing, actually. There was a real team spirit. We all tried to help each other improve.

The Japan Campus runs a full summer schedule, so we went immediately to a new semester and we tried new things - more asynchronous classes, less lecturing, polls and other fun stuff. We became much more aware of the students' personal issues and concerns.

By the fall semester, we were pretty good at online teaching, so much so that our student retention spiked. Still, that fall, we adapted and applied even more stuff that we learned from the Center for the Advancement of Teaching and from each other. By the summer of 2021, we reached an all-time high for student numbers, and that was without the study away students, who were not allowed to enter the country due to border restrictions. Fall 2021 saw the most students at the Japan Campus ever.

Over the past two years, we all have developed valuable teaching skills. The challenge now is to think about how to apply those new ideas as we get back to a more normal, in-person scenario.

The pandemic has altered the way we do everything, from teaching and performing research, to how we interact with students and how we operate as a higher education institution.

What happens next is yet another massive shift.

The bulk of this issue revolves around those ideas. Please read through and let us know what you think. We welcome your thoughts and contributions (see page 16 for ways to participate).

Email me at gwm3@temple.edu with comments, suggestions or submissions for future issues.

- George W. Miller III



Photo by George W. Miller III.

The Pandemic and Our Students

George W. Miller III talks to students about their experiences on campus and online over the past two years.

Haile Howard began her collegiate career at Temple fall 2020, at the height of the pandemic uncertainty. The history and journalism double-major had all of her classes online that first year.

For the start of her sophomore year, she was excited to be on campus. That lasted three weeks.

"College is supposed to be a plethora of experiences and I was doing classes in my bedroom," said the rising junior from King of Prussia.

She couldn't visit the historic sites that would have enhanced her history classes and she couldn't perform interviews on the street for her journalism classes. She interviewed staff from the Mütter Museum by Zoom, meaning she lost out on the experience of seeing that amazing and bizarre collection.

And this came after not having a high school graduation ceremony or prom due to the pandemic.

"I originally wanted to go farther away for college," she said, "but because of all the uncertainty, I decided to stay near home."

While classes and campus life eased back to a more normal state during the spring 2022 semester, the impact of the pandemic continues to looms large. Many current students missed out on rites of passage, from high school traditions to the peer group development that happens when students begin college. The social, cultural, political, financial and public health issues have built up, leaving many students in a delicate state.

"There is a lot of anxiety in students," said Chris Wolfgang, the Assistant Dean for Student Services in the College of Liberal Arts. "We had been seeing an uptick in mental health issues in students for years. The pandemic really accelerated that."

Emma Klein, a rising sophomore from Williamstown, NJ, spent her first year at Temple

with half her classes online and half in-person.

"It was nice because I had zero in-person my senior year of high school," said the political science and economics double-major. "Everyone was so much more friendly once everyone was on campus."

Micah Jordan said that she was really shy when she began her freshman year at Temple in 2019. The pandemic presented her with time to reflect on her choices.

"I realized that this is it," said the rising senior who is majoring in psychology. "If I squander this moment, my college years, I'm not going to get it back. I want to be able to be able to say I made the best of my college years."

She joined student organizations, which she was previously scared to do. She got a retail job during the pandemic and became more outgoing.

"I realized a lot of my fears were all in my head," she said.

Phiona Tran, who just completed her first year as a psychology graduate student, has been a peer advisor in the College of Liberal Arts' Center for Academic Advising since her sophomore year as an undergraduate student. She said that during the depths of the pandemic, she experienced a lot of students dealing with mental health issues.

"They wanted to withdrawal or do a leave of absence," she recalled. "Everyone was stuck at home and they were suffering."

Victoria Scott grew up in Delaware County but she had never done a tour of campus before arriving last fall for her freshman year. She was excited to be on campus after her high school senior year was all online. But there was a lot of confusion - about where to go, what were the protocols, and whether classes were in-person or online.

"Am I going to campus today? Am I staying home?" she routinely asked herself. "The pandemic won't end by the time I graduate from Temple. We just have to get used to it."





Photo by Joseph V. Labolito.

Transforming Crisis Into Deep Knowledge

The pandemic forced everyone to innovate and evolve, as **Dr. Jason Wingard** writes. Despite the challenges, the university community came together to overcome obstacles.

For decades to come, stories, guides, and case studies will be written on how companies and teams faced COVID-19. The lessons they learned, coupled with their successes and failures, will be used as teaching tools for students around the world. To me, as a leader of a high-profile educational institution and major regional employer, learnings from COVID-19 demonstrate the importance of remaining committed to mission while fostering best-in-class flexibility and adaptability.

Focus on Mission

During COVID-19, it was natural to feel, particularly during lockdown, as if time just stopped. We were in a constant state of pause - with in-person events postponed, student loan repayments halted, and hiring freezes in effect nationwide. In actuality, however, the world continued to spin. For organizations to stay afloat, they had to adjust to a new day-to-day, and often adjust wildly. Some organizations even changed their core services and products.

In higher education, our responsibility to educate the next generation was essential and we needed to keep mission front and center more than ever. Teaching and disseminating knowledge is critical to the wellbeing and success of millions of students and the future health of the workforce.

One of Temple's differentiating value propositions is expertise in bridging theory and practice. Leveraging this strength was critical for maintaining focus on our mission. We allowed the world to enter our classrooms; professionals with first-hand experiences in crisis communication, finance, health care, supply chain management, and more incorporated current events into their work with students. Our educators understood that 1) new business and legal case studies were in the making; 2) history was more relevant than ever; 3) we desperately needed art to express and connect our humanity; and 4) a scientific approach to solving emerging problems was absolutely critical. Our purpose provided us with a mandate to transform crisis into deep knowledge that will benefit graduates, employers, and the world, generally, for years to come.

Overnight Ingenuity: President Wingard visited the glass program's state-of-the-art facility in the Tyler School of Art and Architecture building. Protocols were developed at the outset of the pandemic and the program never missed a step.

Ongoing Flexibility in Service of Mission & Community

Optimizing creativity was an essential approach for transitioning the learning community to virtual. Slack, Zoom, and other online tools provided adaptation opportunities for an inopportune situation. Once faculty and staff learned how to use these tools, along with new ways of organizing "new normal" days, the switch to online life - which was innovative in itself - sometimes made us more focused and productive at home. Ironically, that very tech-based innovation meant we sometimes also sacrificed other areas of collaboration, personal growth, and creativity. We had to find workarounds for this conundrum. We could not let students just be productive - we needed to grow them as thinkers, workers, and people.

Because we, as world-class educators, remained steadfast in our devotion to Temple's mission. We found creative solutions. As we did so, we served as models to our students. Graduates who can approach problems with an open and creative mindset, as our faculty have done, will be prepared for future careers where adaptability is a necessity. Our faculty took calculated risks, sometimes leading to groundbreaking ideas.

A noteworthy example comes from the Tyler School of Art and Architecture. With one of the


premier glass programs in the nation, ensuring students were getting the most out of their education meant adapting for safe classroom conditions. In what seemed like an overnight display of ingenuity, the program established new health-first learning classroom settings. With minimizing the number of students in a certain area, taking advantage of the classroom's already remarkable airflow system, and implementing the use of no-blow blow pipes to prevent germ spreading, the program and its faculty were ready to continue educating to the best of their ability.

Investing in the Village

COVID-19 heightened the importance of teamwork and community. We needed to show compassion and step in for one another as the crisis upended lives in different ways. Parents taking care of children while schools were shut down, grown adults tending to their elderly parents, and individuals struggling with many other practical limitations and worries - a great number of people needed additional support for a multitude of reasons. Here at Temple, it would have been impossible to do our jobs had leaders, colleagues, and friends not banded together to find solutions and care for one another.

In addition, the mental health issues that have emerged during COVID-19 have highlighted the incredible role a faculty member can have in a student's life. While we may not have been trained in providing support through something as universally devastating as this pandemic—and may have needed support ourselves—we learned from trusted experts and wise colleagues in our community who helped us navigate and create a caring space for struggling students. What faculty have learned while “on the front lines” will be expanded to a wider network of support. Temple will continue to invest in mental health on a larger scale, learning from peers as well as our own network. In this way, we will invest in the well-being of our village.

Also importantly, with the value of a degree increasingly tied to the ability of graduates to get a job, the loyalty of our alumni proved invaluable. Our dedicated and passionate alumni network guided current students and recent graduates through new challenges that complemented our career services teams during a time of extreme economic tumult. The alumni village invested in us!

All of us were forced to help each other in ways never before realized. To fulfill our mission to the best of our abilities, Temple needed not just a big and knowledgeable network, but, also, an innovative one that is guided by a love of learning. This kind of tight community, adaptive creativity, and best-in-class research and teaching has always been important to Temple University. Under my presidency, they will continue to be key pillars guiding our endeavors moving forward. 

Jason Wingard, Ph.D., became the 12th President of Temple University in July, 2021. He earned his doctorate in Education, Culture, and Society from the University of Pennsylvania.

Finding Joy and Celebration

George W. Miller III talks to **Jeremy Jordan**, Ph.D., formerly the Senior Associate Dean of the School of Sport, Tourism and Hospitality Management, who becomes the new Vice Provost for Faculty Affairs this summer.

What do you see as the priorities to address in your new role?

There are a number of initiatives that I will pursue as part of my responsibilities as VPFA:

- Work with schools/colleges on programs to increase the number of faculty hires from underrepresented populations with a goal to increase the overall diversity of Temple faculty.
- Create a leadership academy for faculty who have an interest in university administration. This will create a pipeline of potential candidates for different administrative roles at the school/college and university level.
- Develop a structure that allows early career faculty at Temple to engage across campus with other faculty. The goal is to create a community that promotes collaboration and helps faculty acclimate to the university.
- Pursue efficiencies and automations for the processes and programs overseen by the office of the VPFA.
- Work with the Center for the Advancement of Teaching to increase faculty participation in the instructional training programs offered while also developing programming that addresses unique faculty needs at each school/college.
- As suggested by Faculty Senate, form a joint faculty affairs committee at the university level that would collectively address issues and concerns relative to the social, cultural, and academic well-being of faculty.
- Work the task force on faculty/staff mental health and well-being to provide programming intended to address critical issues impacting mental and physical well-being.
- Work with IRA and ITS to develop a system for collecting and reporting data related to faculty impact.

What are some of the things you learned at STHM that you'd like to apply in the Faculty Affairs office?

- To engage faculty in the shared governance process.

- Create an inclusive culture where all feel a sense of belonging and can contribute to critical discussions about the school.
- That faculty need different types of support and programming, there is not one process that fits for all individuals.
- To operate in the best interest of our students. They should be the primary focus of what we do as a university.
- To listen completely.
- Try and have some fun, what we do should include moments of joy and celebration.

Since you are coming from a school that emphasizes practical, hands-on learning, will that impact how your team guides faculty through the tenure and promotion processes?

Working within the guidelines of the TAUP contract, schools/colleges, as part of the shared governance process, develop definitions for excellence and impact in teaching, research, and service. At STHM, we recently revised our guidelines and provided more clarity on how a




faculty member could demonstrate excellence in each area, while also allowing the individual faculty member to create a more broad-based narrative for activities driving impact in teaching, research, and service. The office of the VPFA will continue to support

schools/colleges as they develop and revised their guidelines for promotion and tenure making sure they align with the TAUP contract and strategic priorities of the university.

How do you think the pandemic era has changed Temple?

COVID changed the way we work and how our students learn, and this is likely to remain. We have had to learn new ways of engagement with our colleagues and our students. These trends will continue and require innovative thinking and flexibility. Faculty have had to learn and become comfortable with multiple instructional modalities. The CAT has provided programming and support for faculty through this process and will continue to be a critical resource as we navigate the future of higher education.

What did you learn during the depths of the pandemic that you will continue?

To be comfortable with change and not afraid to revise plans as environmental factors evolve. Also, the importance of colleagues and being able to lean into individuals with unique skillsets and experiences. COVID required all of us to work collaboratively as teams to solve the complex issues that arose. Personally, COVID provided me an opportunity to meet and work with some truly amazing people. I am very grateful for those experiences. 



Thank You For Your Service

These faculty members have officially retired from the university during the 2021-2022 academic year. They are stellar scholars, excellent teachers, generous mentors and delightful colleagues. Congratulations to them as they enter a new chapter of life.

Beasley School of Law

Mark F. Anderson (right, top)
Richard K. Greenstein
Henry J. Richardson

Boyer College of Music and Dance

Cynthia J. Folio

College of Liberal Arts

Rebecca Alpert
Michelle Byng
Katherine Henry
Richard L. Libowitz
Dieu Thi Nguyen
Istvan L. Varkonyi

College of Public Health

Mary C. Sinnott

College of Science and Technology

Nina Edelman

Fox School of Business and Management

Craig Atwater
John R. Deckop
Elyas Elyasiani
Mark E. Gershon
Vanessa J. Lawrence (right, middle)
Marcus J. Sobel
James Thompson

Klein College of Media and Communication

Christopher Harper

Kornberg School of Dentistry

Roni Nissan

Lewis Katz School of Medicine

Jon K. DeRiel
Richard Greenberg

School of Pharmacy

Ina L. Calligaro
Peter Doukas

School of Social Work

Marsha Zibalese-Crawford

Tyler School of Art and Architecture

Lolly Tai (right, bottom)



Top Image: Prof. Emeritus Christopher Harper was inducted into the Iowa Rock 'N' Roll Hall of Fame in 2016.

**Some retirements are still being processed, so those faculty members are not listed. We will update later.*

Finding Reciprocity and Compassion

Rebecca T. Alpert returned to the classroom after serving in administration, and she requested that she teach a few sections of Intellectual Heritage. It was transformative.

When I was serving as Associate Dean in the College of Liberal Arts, I thought a lot about what I wanted to teach when my term ended and I went back to faculty before I retired. I relished the semester off from teaching I would get when I stepped down but I was also excited about returning to the classroom full time.

The courses I taught while in the dean's office and before were still interesting to me, but I was also ready to try something new. I decided I wanted to teach in the Intellectual Heritage Program.

When I mentioned this idea to some colleagues, their faces always registered surprise, and occasionally stupefaction.

In part that was because, unlike me, most of them do not like teaching General Education courses. But, like me, they also had good historical reasons to steer clear of IH:

- In the '80s: trying to wrest control from the proponents of *great books* courses, which meant, of course, great "Western" books. How many years and protests did it take simply to add the *Sundiata* to the required readings?
- In the '90s and '00s: making sure that you taught your own courses well enough so that your department chair didn't *send you* to teach IH as a punishment.
- In the '10s: trying to recover from changing the course to *Mosaic*, which made the curriculum a jumble - a mosaic? - of unrelated themes.

After working closely with the program's leadership when I was in the Dean's Office, however, I knew that much had changed for the better. The curriculum is coherently structured as two courses: *The Good Life* and *The Common Good*; diversity is recognized with texts by women and from different world cultures, ancient and modern; the faculty is comprised of smart, dedicated, innovative (albeit contingent) instructors, both full and part time.

This was a program that I would be proud to be associated with, even if my some of my colleagues didn't have a clue about what IH was about or why I'd want to teach there.

I had contacted the program's administrators, and they seemed glad to have me. My department, so used to my not being there, didn't complain about my choice. As I started thinking about what I might want to do with *The Good Life* course the following year, life got to be not so good for anyone. It was March 2020, and our world turned upside down.

Luckily for me, I could take advantage of the fall semester off to refresh and retool for my new role in the asynchronous online IH classroom in spring 2021. I knew that teaching online was its own universe, not a pale imitation of the in-person experience, and I wanted to learn how to do it right.

It was my good fortune to be in the right program. Because IH is required of all students, and several undergraduate degree programs at Temple are fully online, IH instructors had already created a beautiful and well-developed template for me to follow. Since there's no plagiarism in teaching, I borrowed freely, but also gave credit to Sheryl Sawin and David Mislin, whose Canvas sites, syllabi, voice threads, and annotation activities were amazing resources.

For two of the required texts, I chose *The Epic of Gilgamesh* and *The Trial of*

Socrates. I could select three texts from a set list. I chose *The Selected Writings of Hildegard of Bingen*, the *Dao de Jing*, and *The Complete Persepolis* to signal my commitment to include writings by women and from world cultures and because they are great books to teach about the good life.

I borrowed terrific activities from my colleagues. Students loved Sheryl's use of a TED talk on making bread that paired perfectly with the themes of *Gilgamesh* about death and mortality. And David's excerpts from *The Tao of Pooh* helped students see different perspectives on how Daoist wisdom can contribute to living a good life.

And sometimes the texts had direct resonances for the students. *Persepolis* is a good example. This very personal story of growing up in Iran challenged their views of that country. Most notable were students originally from India and Israel, who said they had to rethink what they had been taught about Iran and its inhabitants by their families. A host of other students had never given a second thought to Iran but realized they had to begin to question what they had heard in the media. That was the beauty of using the VoiceThread tool, where every student had the opportunity to respond to my lecture and to each other at their own speed and without the pressure of performance they often feel in face to face class discussions.

I also got to put my own stamp on the course. I taught *Beloved* by Toni Morrison as the text I could choose that was not on the list. I couldn't imagine thinking about what constitutes *the good life* without reference to the ways our society has made life the opposite of good for people of African descent throughout our history. My original plan was to accompany that reading with a community engagement project, but found it too challenging during the pandemic to pull that off. Maybe in the future.

The other opportunity I had to innovate was with the required reading from scripture, where instructors can select any passage from the Hebrew Bible, New Testament, or the Qur'an. I chose the Book of Jonah because I like it a lot, but also because it was easy to pair it with activities that raised questions about the good life. First, students read the text on the annotation tool Hypothes.is and responded to questions that sharpened their analytical skills as they talked to each other about the text. Then I introduced Jewish, Christian, and Muslim interpretations of Jonah so they could see how diverse traditions understood some of the key ideas. Last, they read and listened to some modern versions of the Jonah story - the sermon from *Moby Dick*, the song "Mobile" by the Mountain Goats, and the film *Jonah: A Veggie Tales Movie*. The idea was to make the connection between the text and issues we face in our current world.

At the same time, they examined how these modern works understood the ethical issues raised by the story - everyone deserves a second chance; don't be afraid to fail; take responsibility for your mistakes; don't run away from problems; seek justice; care about people who are different from you. They did this through the following assignment:

Jonah is an ambiguous text with many possible ethical lessons. Select the one you think is most important. Go to that slide and explain why you chose it.

Choose a character in the story (Jonah, God, the sailors and the ship's captain, the Ninevites and their King) who best exemplifies that value, and include a quote from the Book of Jonah to illustrate the connection between that character and the value you chose.

Finally, which one of this week's modern versions supports or challenges your choice?

The students' responses to Jonah were a highlight of the course for me. I loved watching them engage with and argue about the text and its possible interpretations. And I learned new ways of interpreting it from them, even though I have read Jonah on Yom Kippur every year for most of my life.

Teaching IH during the pandemic made me focus on what matters to me and take stock of where I can stand still in this tumultuous world that is spinning madly now. I asked the students to do this as well through what became my favorite assignment in the course. At the beginning of the semester they introduced themselves to each other by describing what made their life good. For their culminating projects, they created their own *good life* VoiceThread, looking at what changed for them over the semester because of what we read and discussed together. I thought it only fair to do the same myself, and I'd like to close by sharing my own brief reflections on the good life that I shared with them.

When I was growing up, I attended a synagogue housed in a beautiful, old building. These words from the Hebrew Bible, the writings of the prophet Micah (6:8), were carved on it in good King James English:

"It hath been told thee, o man, what is good, and what the Lord doth require of thee, only to do justly, and to love mercy, and to walk humbly with thy God."

If I had to sum up my understanding of the good life, I would say it was contained in that verse, although as I grew older, learned more Hebrew, became a feminist, and lost my belief in a supernatural God, I decided I should make a new translation for myself. Taking the power and license of the translator, I interpret Micah to be telling us to seek justice, which to me means to strive to make the world a good place for everyone; love well (meaning make strong relationships founded on reciprocity and compassion), and tread gently as you walk in the world (meaning notice, appreciate, and care for yourselves and the amazing planet we live on). What I found in the texts we have read together, and your responses to them, reaffirmed my belief that following Micah's threefold path is how I can live a good life.

So here's how I see our texts and your interpretations of them during the semester fitting into that framework.

Seeking justice: You noticed Socrates fighting against powerful forces in order to make education available without cost, and Toni Morrison's contribution to the fight for racial justice by remembering wrongs our country has done to people of African descent and connecting them to the present efforts to bring about real change.


Loving well: So many of you responded to the friendship between Gilgamesh and Enkidu, and the support Marji received from her family in Persepolis.

Treading gently in the world: Learning from Laozi, how, like water, to adapt to the vagaries of life; from Hildegard about how to use music to

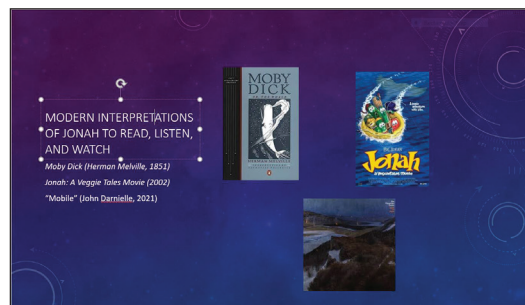
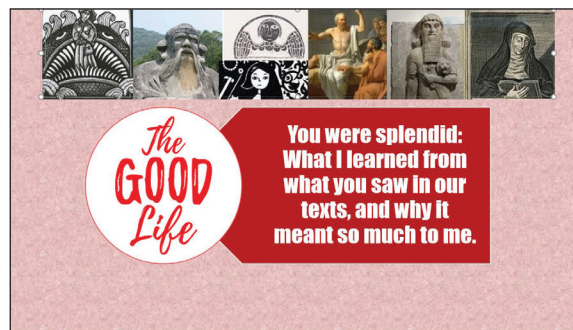
calm and comfort yourself; and from Jonah about facing your problems and using your second chances well.

What I've appreciated this semester is your willingness to dig into these texts and find imaginative and intelligent ways to connect them to your own ideas about living a good life. I have also seen your skills grow as the semester went on: you are all better at reading and analyzing difficult texts, making connections between them and the world we live in, being sensitive to human differences, thinking through ethical dilemmas, and writing and speaking about big ideas persuasively (and succinctly). I deeply appreciated your making time to chat with me on zoom earlier in the semester and participating so vibrantly and consistently. It really meant a lot to me, and I'm pretty sad to see you all go.

Although I am taking a break from teaching now that I've retired, I can't imagine I won't want to teach IH again.

I hope I've made you think you might want to do it too. 

Rebecca T. Alpert, Ph.D., is a Professor Emerita of Religion in the College of Liberal Arts. She is a recipient of Temple's Great Teacher Award (2016).



Reimagining Teaching

Seth C. Bruggeman was lucky to have a sabbatical during the first full-semester of the pandemic. He took that time to re-evaluate his teaching philosophy.

Spring 2020 hit hard.

Our flight from campus that March meant that course planning had suddenly become disaster planning. What, I wondered, could my students and I save from the wreckage? How much could we reasonably take with us into the virtual classroom? How would we find each other there, and how could we go on together? Like everyone else, I was grasping for answers but finding only more questions.

And then a reprieve: a fall 2020 sabbatical! COVID-19 guaranteed that it wouldn't be the sabbatical I had planned. But what we all needed most in that moment was time and I couldn't have been more grateful for it. I did not, however, want to return to teaching online without a plan. And so I spent a good bit of my sabbatical doing something I hadn't done since grad school: I wrote a statement of teaching philosophy.

My goal was to identify what I had learned over 20 years of teaching that: 1). worked regardless of venue; 2). centered students rather than institutions; and, 3). could provide a framework for teaching during good times and bad. It wasn't easy. I thought and wrote and revised until my statement felt like a decent summation of my personal bedrock pedagogy. I even shared it with former students and asked that they confirm whether or not it reflected their experience of my teaching.

Highlights include:

1. *Modeling inquiry, NOT delivering information, should be the chief aim of teaching.*

My value as a teacher is not bound up with what I know so much as it is an index of how I respond to the much larger universe of things that I do not know. In this regard, all teachers always model inquiry. Responding to the unknown with fear and derision (e.g. feigning expertise, belittling other ways of knowing, ignoring the moment) models habits of mind that reinforce privilege

Module 4 Instructions

Welcome to the last of our three units on material culture and ways of knowing. This will re-examine material culture studies as they've interfaced with history scholarship over the last half century or so. We've touched upon in greater detail, but before we do that I want to grapple with our current situation.

Note: Please look through the discussion and shop notes prompts BEFORE you get to work on the assignments. I have adjusted the reading in this module so that you'll have more time to dive into Shop Notes, if you wish.

1. Watch this video:



2. Read Steven Jackson, "Rethinking Repair" in Gillespie, et al., eds., *Media Technologies: Essays on Media, Materiality and Society* (MIT Press, 2014) [[Jackson - Rethinking Repair.pdf](#) ↓].

Please note that Jackson is neither writing as a historian nor for historians necessarily. Rather, his work in communication and media studies is a wonderfully articulate synthesis of several ideas--broader theories of materiality and theory, which we'll come back to in a few weeks--that have slowly trickled into historical scholarship and are pointing in important new directions for the study of material culture.



and exclusivity. Beginning rather with what we don't know, and marshaling what tools we have to explore it, models habits of mind that promote calm, kindness, and confidence in times of uncertainty.

2. *Teaching is the curation of experience.*

A good course is an intentional sequence of discrete experiences (e.g. reading, lectures,

discussions, assignments, encounters, trips, etc.) that reveal to each student new knowledge about themselves and about the topic they've chosen to study. My capacity to teach well resides not primarily in my content expertise, important though that is, but rather in my ability to pick, choose, and create learning experiences that together are greater than the sum of their parts. I am

ound out our exploration of foundational concepts in material
b. We'll return in the coming weeks to explore many of the
ne last big concept: repair.

k so that you can scale your efforts appropriately. I've
which require a bit more work than in previous weeks. Enjoy!

ays on Communication, Materiality, and Society (Cambridge:

er, what he presents here from the perspective of
oken world theory, for instance, and also actor network
scholarship over the last few years, and which promise

Material Culture
Seth Bruggeman · 2 / 5

Welcome to Studies in Material Culture
Seth Bruggeman

Thinking About / Thinking With
Seth Bruggeman

DescribingIsKnowing
Seth Bruggeman

MakingIsKnowing
Seth Bruggeman

Fixing is Knowing
Seth Bruggeman

From Seth Bruggeman

ZinaMethod
Seth Bruggeman
91 views · 6 years ago

Let's Learn About Chickens
Seth Bruggeman
196 views · 2 years ago

a deejay, and I succeed so long as my students keep dancing.

3. *Slow down.*

Coverage is a myth of profit. The notion that there are a particular number of topics, or themes, or decades, or datum that must be “covered” during any given course is born of the tendency to standardize education, to mechanize it so that its costs and profits can be routinized. Yes, I have learning goals. Yes, some courses are conceived of primarily as surveys. Yes, our time is valuable. And yet, because every course is different, so is its relationship to time. Wherever possible, I will set our pace according to

the particularities of the topic, the needs of my students, and the exigencies of the moment. In all cases, it is my goal to slow down and protect students from the contrivances of time and profit.

4. *Resist the classroom.*

A learning space, such as a classroom and all of its contents, constitutes a theory of education. It is an organizing principle that silently maps onto

us ideas about learning that often originate in the ledger sheets of corporate architects, furniture manufacturers, paint vendors, courseware firms, and no end of others for whom education is secondary to profit. In all instances, I will resist the classroom’s tendency to define my pedagogy.

My capacity to teach well need not reside in a lectern or within any other topography of power. We will insist that ideas be our guide even when—especially when—those ideas conflict with what we are encouraged to accept as the normal landscape of learning.

5. *Learn about by learning how.*

Course expectations are too frequently infused with the veiled language of productivity and privilege. Formulations such as skills training, vocational education, hard/soft skills, life of the mind, and theory/practice all serve to reinforce the notion that thinking and doing exist on either end of a spectrum along which humans must stake their identity. My pedagogy is committed to demonstrating that thinking and doing are, in fact, one in the same. By jettisoning the old binaries, we learn to discover nuance where none seemed to exist. I aim to learn how to do something new with my students each time I teach.

6. *Create safety; encourage risk.*

To the best of my ability, I will strive to create learning spaces wherein it is possible for everyone to grapple with big ideas free of the anxieties associated with economic pressure, time pressure, corporate learning outcomes, health concerns, or fear that others might insist that any single characteristic of one’s self be forced to stand in for one’s whole self. I will rarely succeed in achieving this goal fully, but constantly challenging myself to do so will ensure that I always value all of my students, above all, as humans. By working together to create a safe learning space, we will empower ourselves to take intellectual risks.

7. *Revel in ourselves; respect our neighbors.*

In learning together we discover strength in difference. It is the mingling of our various identities, beliefs, goals, and aspirations that promotes self-awareness and sparks discovery. In learning, then, we celebrate ourselves. And yet, we must not forget that we learn together in the presence of everyone whose lives intersect in our lessons, including our neighbors and the multitudes of people whose labor makes this moment possible. We will strive to honor them by making our time together serve others beyond ourselves.

8. *Course correction.*

A course is called a “course” because it promises passage through a sequence of ideas. Don’t mistake a course for a map. Maps are fixed. Courses shift to accommodate obstacles and opportunities. My syllabus, therefore, though it must be clear about the duration of the voyage and its goals, need not guarantee any particular route. Set a course at the outset, but don’t be afraid to correct it early and often, and—most importantly—in conversation with your crew.

9. *Accretion.*

Strive always to make students aware of their accumulation of knowledge over time. Create assignments, for instance, that are iterative over the entire semester, wherein one idea leads to

another, and for which each accomplishment is a necessary precondition for the next. Reveal to students how knowledge accretes through successive and purposeful acts of learning. Allow my evaluation of their success to also accrete over time.

10. *Assume the best.*

In almost every instance, teachers must take students at their word, no questions asked. It is true that, from time to time, we will be deceived. It may be that a student misses class or performs poorly or acts out for reasons that we cannot or need not know. And that’s o.k., SO LONG AS: the student is not in danger or endangering others; the student’s actions are not intended to exploit the vulnerabilities of others; and, the teacher has created a learning experience wherein fairness of evaluation does not require that everyone perform equally in all instances. Teaching is hard. Learning is hard. Life is hard. We can’t ever expect to know or understand all the challenges our students confront. I pledge to be a teacher, not a gatekeeper. Confusing the two promotes fear, misunderstanding, and inequity.


Was the exercise worthwhile? Absolutely! Most immediately, it helped me reimagine online teaching as an opportunity for deep experience rather than as an impediment to it. When I returned to teaching during spring 2021, for instance, I taught a graduate seminar in material culture in part from my home shop where I had been building a small boat. It allowed us to make things together, and to talk about tools and knowledge and repair and authenticity in ways that were as effective if not more so than what I’ve managed in “real” classrooms.

I also vigorously restructured how time works in my courses. This is a two-step process. Step one involves talking with students about time. *My Historian’s Craft* students spend almost two weeks reading about time and examining how it works in their lives. Step two features structural changes: I’ve more-or-less abolished all hard deadlines since returning to teaching. To my great surprise that change has clearly improved the quality of my students’ work, which still comes in pretty much whenever I suggest that it should.

How fortunate I was to have stumbled into an opportunity to creatively reimagine my teaching.

Now, though, in our rush to resume something resembling normalcy, I’ve already felt that creative impulse slip away beneath the crush of deadlines that I cannot control.

The pandemic has reminded me that good teaching takes time, but it has also revealed how little time we are given to be good teachers.

Whether or not the university learns that lesson will surely determine how well it deals with our ongoing disaster and what others may follow. 

Seth C. Bruggeman, Ph.D., is an Associate Professor of History in the College of Liberal Arts. He’s also the Director of the Center for Public History.

Enrollment Report: The Fall & The Future

Who are our students, where are they from and what's the future of the undergraduate enrollments? **George W. Miller III** takes a look.

The pandemic isn't over but life in the Philadelphia now seems more like 2019 than 2020. More and more events are happening in-person, travel has rebounded and coronavirus news no longer dominates our feeds.

We don't know what the long-term effect of COVID-19 will be on universities but there are positive signs in the enrollment data at Temple University.

At the same time, there are some puzzling numbers, as well as an uncertain future created by social issues and demographic realities beyond our control.

The university surpassed undergraduate enrollment goals for the incoming class that will begin at Temple in the fall, with 5,078 students making deposits by the May 1 National College Decision Day deadline. By the end of May, there were 5,200 deposits, so even with the "summer melt," the incoming class should surpass the 5,050 goal, according to Shawn Abbott, the Vice Provost for Admissions, Financial Aid & Enrollment Management.

For the upcoming academic year, the university received 39,391 applications, the highest number of applications ever. It was a 4.3 percent increase from the prior year and an 11 percent increase from 2020.

More than 30,000 of the applicants were admitted, about 78 percent, but only 16.5 percent sent deposits to reserve a seat in the entering class by the May 1 deadline. By comparison, the yield was 20 percent in 2021 and around 23 percent in 2020.

The 5,078 deposits for fall 2022 represent a 7.4 percent decrease from 2021, when there were 5,484 at the May 1 deadline, and a 7.6 percent drop from 2020, when there were 5,493, which is believed to be an all-time high.

Abbott's team worked hard to reach the deposit numbers this year, offering five on-campus Experience Temple Days for admitted students, the first time those events have been held on campus since the pandemic began two years ago. They also added in-person admitted student receptions in Georgia, Florida, Texas and California, as well as in India.

"Things definitely seem more normal than the past two years," said Abbott, who added that the university also continued online recruiting events.

The competition for students is even more fierce now, so the university took steps to draw prospective students to campus. To compete with public universities in New Jersey, for example, admitted students from Bergen, Burlington, Camden and Gloucester counties were offered renewable scholarships of \$5,000.

Affordability has been the number one reason admitted students do not attend Temple, according to annual surveys.

"We tried to meet the financial needs of admitted students," Abbott said.

In April, 19,000 admitted students who hadn't made deposits were offered grants of \$2,500 for in-state candidates and \$5,000 to those from outside Pennsylvania. That extra cash did not persuade the majority of those people. Surveys are being done now to determine why.

Violent crime in Philadelphia and the perception of student safety likely played a part in the decisions to enroll elsewhere, Abbott said.

There's little that the recruiters can do to address concerns other than to highlight on campus safety statistics. And while the potential students may not be concerned, parents, guardians and other family members might be.

"We've always had to recruit the family," said Michael Usino, the Assistant



Dean of Admissions, Enrollment Management, and Student Recruitment for the College of Public Health. "I think that's especially true now in the wake of the pandemic. Students are leaving home. It's a family decision - a health, financial and campus safety decision."

The perception of student safety comes at a difficult time, as the demographic trends for the next generation of students portends a big challenge. From 2008 onward, the number of births per year in the United States steadily decreased, according to the Department of Health and Human Services. That means there will be fewer high school graduates in the pipeline starting around 2025, and the Northeast United States is expected to be hit the hardest.

The number of students enrolled at 4-year public schools in Pennsylvania already decreased 9.2 percent from fall 2020 to fall 2021, according to the National Student Clearinghouse Research Center. That was preceded by a 2.6 percent drop from fall 2019 to fall 2020.

Enrollment at the 14 state universities decreased by 21 percent from 2010 to 2021, prompting the Pennsylvania State System of Higher Education to create two mergers of public universities. In western Pennsylvania, Clarion, Edinboro and California universities have been merged into Pennsylvania Western University. Bloomsburg, Lock Haven and Mansfield are being consolidated as Commonwealth University of Pennsylvania.

Nationwide, total undergraduate enrollment in degree-granting postsecondary institutions decreased from 17.5 million to 15.9 million students between fall 2009 and 2020, according to the National Center for Education Statistics. The number of male-identifying students decreased from 7.8 million in 2010 to 6.6 million in 2020. The number of female-identifying students decreased from 10.2 million in 2010 to 9.2 million in 2020.

The full impact of the COVID-19 pandemic and the pivot to online learning



is uncertain but the number of male-identifying students in degree-granting post-secondary institutions decreased by 7 percent from 2019 to 2020, roughly 499,000 people. Female-identifying student numbers have decreased by 200,000 in 2020, a 2 percent decline from the previous year.

Despite the looming demographic issues that will impact all United States colleges and universities, Abbott sees areas of growth for Temple that should keep the institution stable.

"We have not aggressively recruited to have a national and international student body," he said.

Recruiters are now based in Florida, Texas, North Carolina and Southern California, areas with demographic potential, as well as strong high schools and community colleges. Temple sports teams also have conference opponents in Texas, Florida and North Carolina, so there is built-in name recognition. Because of academic programming through Klein, Boyer and the School of Theater, Film and Media Arts, there is a large Temple presence in Southern California.

"Temple grads dominate the entertainment industry in Southern California," Abbott said. "I can't think of any other East Coast schools that have such a presence in Southern California."

Thirty-nine percent of the incoming freshmen are not from Pennsylvania.

"The less dependent we are on the state of Pennsylvania, the more stable Temple will be," Abbott said. "If we want to remain as school with 35,000 to 40,000 students, we have to diversify."

Programs like Temple Rome Entry Year, which allow students to do their freshman year at the Rome Campus, are gaining in popularity. In its first two years, there were 7 and then 15 students. For the upcoming fall, there are more than 40 students expected.

"We want to be an outpost for Temple to conduct recruitment activities here," said Francesca Cuccovillo, the Associate Director for Student Life and Rome Entry Year.

This summer, the Rome campus hosted a three-day counselor fly-in, with 10 high schools representatives from 9 different countries, including Germany, Egypt, France and Bulgaria.

"It's an immersion event to show what the freshman experience can be and how Temple is a global experience, which is unique as a public institution," Cuccovillo added.

Only around 30 United States higher education institutions have physical campuses around the world.

In addition to looking for students around the world, Abbott said that his staff try to make contact with every high school – public and private – in Philadelphia. Students from the neighboring eight zip codes are eligible for the Cecil B. Moore Scholars program, which provides a pathway to college for around 50 students and full scholarships for up to 25.

More than 50 percent of admitted students for the fall are people of color. The admissions teams have intentionally diversified their front lines staff, including Spanish-speaking staff.

"We are much more representative of the students we want to recruit," Abbott said.

Faculty can play a huge role in the continued success of the institution, he added. Assistance is needed, especially as the social problems in Philadelphia continue and the looming demographic crunch makes college selection a more competitive process.

"Please be receptive to any invitation or request to staff Experience Temple days," he said. "The need is genuine." 

The Pandemic Push to Gig Work

There's a good chance that your students wind up working in the gig economy, writes **Alan Kerzner**. Are you properly preparing them?

When people speak about entrepreneurs, they think of people founding businesses, such as designer Vera Wang, Mark Zuckerberg of Facebook, or the Klein College's own Camille Bell, who founded the cosmetics company Pound Cake.

However, another form of entrepreneurship is changing the face of the American economy, from full-time employment-based markets to freelancer/gig-based enterprises.

Every freelancer and participant in the gig economy is, in fact, an entrepreneur running their own practice or enterprise, often being hired to perform work previously done by organizational employees. The growth of gig-based engagement has been constant over the last decade, with this growth expected to be expedited by COVID-19.

What is Freelancing?

Freelancing is when an individual completes work for a for-profit or not-for-profit enterprise based on an agreement to dedicate a certain number or hours per week over a given timeframe or until certain pre-arranged milestones are completed. Freelancers are not considered employees, hence are not entitled to employment benefits. Individuals either utilize freelancing as their primary source of income or in addition to their primary job, often referred to as a side-hustle.

Size and Growth of Freelancing

The number of Americans freelancing in 2020 was 59 million or 36 percent of the US workforce (Upwork & Edelman Intelligence, 2020). This freelancer workforce has outpaced the growth of the full-time work force threefold, year-on-year, with the total number of freelancers in this country expected to grow to 90 million by 2028.

A Path to Higher Income and Enhanced Quality of Life?

American freelancers earned \$1.2 trillion in revenues during 2020. The average US freelancer is making more money per hour than 70 percent of professional employees (WebPlanet, 2021) and 65 percent say they earn more as a freelancer than when they had an employer (Edelman and Upwork Study). Additionally, freelancers report they enjoy a better work-life balance than when they worked traditional jobs and are healthier than



Photo by George W. Miller III.

Giving back: Communications strategist Haniyyah B. Sharpe-Brown (left), KLN '13, and nonprofit leader Chris Banks, KLN'10, talked to participants at an IEI event in 2018.

before (Upwork and Freelancers Union, 2018). Despite this success, more than 90 percent of current freelancers say they wished they had been better prepared for this career move. Self-reported key training needs for freelancers include:

- Is freelancing for me? If yes:
- What type of legal entity should I form?
- How do I manage expenses, the ebb and flow of income, multiple-bank accounts and credit cards?
- How do I differentiate myself from other individuals offering similar services?
- How do I price my services?
- How do I develop solid proposals?
- What "selling kit"/portfolio is best for me?
- How do I sell, via social media or in-person?

Temple Resources for Potential Freelancers

To address these questions for Temple students, alumni, staff and faculty, Temple's Innovation and Entrepreneurship Institute (IEI), housed in the Fox School of Business, conducts a series of workshops and a month-long *Springboard to Launch* accelerator program each year. Participants have included writers, consultants, photographers, videographers, musicians, graphic artists, marketing and social media consultants, technical advisors, designers of customized products, EFT developers, etc. They received personal training and mentoring from a wide range of successful entrepreneurs such as:

- Syreeta Martin KLN '12, founder & CEO, Sincerely Syreeta & Co., LLC
- Jung Park, Fox BA '16, founder, Cocktail Culture Co.
- Tony Lopes Fox BA '09 and Beasley School of Law LLM '14, founder, Lopes Law
- Brandon Trush CLA '20; freelance journalist and media coordinator

Opportunities and Resources Available from IEI

The IEI offers undergraduate and graduate courses to help students from all schools 1) be more entrepreneurial as they plan or seek to enhance their own practices and ventures; and 2) be more innovative to enhance their success within existing enterprises. In addition, numerous co-curricular workshops, competitions and events are held throughout the year for Temple constituencies, regardless of the stage of their thinking or activity.

- Innovative Idea Competition focuses on initial ideas that individuals may be considering.
- The Changemaker Challenge and Social Impact Summit feature expert speakers from firms such as Patagonia and Teracycle and the opportunity for individuals to win funding for ideas and programs to enhance social good
- Be Your Own Boss Bowl (BYOBB) which occurs in the Spring Semester. The BYOBB awards significant cash and services to the strongest venture plans. Past winners include:
- Pound Cake, a pro-Black, pro-fat and pro-queer company created by Temple Owl and entrepreneur, Camille Bell, KLN '15.
- Simply Good Jars (Jared Canon, Fox MS'16) offers chef-made salads in reusable packaging that make for a healthy on-the-go meal. In 2021, Cannon received an investment from Shark Tank and expanded to select Wawa and Saxbys locations.

Each of these programs, as well as access to the 1810 Liacouras Walk Accelerator and on-demand expert mentoring, are available free of charge.

Your involvement helping plan these activities or encouraging your peers, students and alumni to participate would help enhance the success of Temple's future entrepreneurs and innovators.



Alan Kerzner, MBA, is the Director of the Temple University Entrepreneurship Academy. Contact him at alan.kerzner@temple.edu to learn more or get involved in programs.

Looking Forward with Hope for the Future ... and the Teaching Strategies to Get us There

The instinct to return to pre-pandemic ideas is strong, writes **Stephanie Laggini Fiore**, but we've spent the past two years learning so much. Rather, we should continue evolving.

There's been a lot of talk among Temple faculty recently about getting things back to where they were before the pandemic started. The discussion centers on a widespread phenomenon of student disconnection in the classroom described well in a recent article in *The Chronicle of Higher Education*, a phenomenon that has rattled professors and concerned administrators.



The mental health of our students right now is precarious, and the isolation of the past few years has taken its toll, resulting in reduced social skills and misunderstanding of academic expectations. If you have taught recently, you can probably attest to the issues this article points out. I saw it myself in my classroom this past spring. Students who otherwise performed well in class explained that they hadn't handed in the midterm take-home exam because they couldn't garner enough mental focus to put an essay together.

A student told me he was missing so much class because his financial instability caused him to prioritize work over school. A faculty member in the arts spoke to one of her students about excessive absences in a studio class and the student's response was "I work better on my own," clearly misunderstanding the nature of studio classes and the role of peer critique.

There have been troubling reports of student conflict and inability to establish relationships. It all feels exhausting and quite bewildering to faculty who often manage a lot of the emotional labor that comes with these issues.

It can be tempting to look back nostalgically on pre-pandemic times as somehow idyllic compared to today. In fact, I have recently heard some faculty assert that the answer to these issues is a return to discipline and rigor. But, of course, there was little idyllic about those times. Even then, we had students who fell off the academic cliff, and under-represented groups were more

at risk of not graduating. In many courses, we accepted without question high DFW rates (Ds, Fs, and withdrawals), sometimes as high as 40 percent or more. We spoke about grade inflation only in negative terms, never considering that there is such a thing as positive grade inflation - that is, helping more students to reach their full potential and actually succeed in our classes. We knew little about practices that would make our


students with us into that hopeful place. One way to do that is to believe - really believe, in the power of great teaching. Great teaching is not a one-size-fits-all enterprise and it is not fixed in stone.

To achieve those transformative educational experiences, we must continually reflect on what is happening in the learning environment and adjust accordingly. We also must interrogate our assumptions and how they interact with those of

our students in order to more effectively teach all of our students and see in each of them the potential to shine. It means, essentially, that we are open to change, open to new ideas, and open to our own evolution as teachers.

This new column in the Faculty Herald will be about nudging forward that evolution, surfacing ideas and new research, presenting strategies for us to consider. Each issue will feature one of the CAT staff offering to you, dear colleagues, some food for thought. We hope to spark new ideas that flourish in your

classrooms, clinics, studios, labs, or wherever you teach, and give you the energy to keep that forward momentum going.

On behalf of the entire CAT staff and myself, I wish you some restorative time this summer so that, come fall, you can actively embrace hope! 

Stephanie Laggini Fiore, Ph.D., is the Assistant Vice Provost, Center for the Advancement of Teaching. She has been a faculty member in the College of Liberal Arts teaching Italian since 2000.

The Center for the Advancement of Teaching Summer Services

Individual Consultations on Teaching and Educational Technology
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Classroom Observations
Observations for in-person or virtual classes

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The CAT Scholarship of Teaching and Learning (SoTL) Café
June 3, July 8, August 5 (9am-12pm)

Resources available online
Ready Set Zoom! and Ready Set Canvas! Self-Paced Tutorials
EdVice Exchange Blog
CAT Workshop Resources
Resources on a variety of teaching topics
Educational Technology How-To Guides

See teaching.temple.edu for more information



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classes equitable spaces where more students can see themselves belonging and achieving their dreams.

Rather than looking back, therefore, let's engage in a more fruitful exercise that looks to the future. Let's reserve looking back as a way to examine what we have learned in order to move forward in new ways. Teaching is inherently a radical act of hope, as Kevin Gannon reminds us in his recent book *Radical Hope: A Teaching Manifesto*, because it aims at transformative educational experiences that will lead us to a better future (Gannon, 2020).

So let's hope for better, and let's bring our



Philly Fireworks!

Few places do fireworks better than Philadelphia, especially on the 4th of July. But there are other times to catch the amazing shows, too.

July 1

On the Delaware River near the Cherry Street Pier, where there will be live performances before the fireworks.

July 1

At Citizens Bank Park after the Phillies take on the St. Louis Cardinals.

July 2

On the Delaware River at Penn's Landing, where there will be a performance by the US Army's Pershing's Own band.

July 3

At Citizens Bank Park after the Phillies take on the St. Louis Cardinals.

July 4

On the Benjamin Franklin Parkway, where there will also be live performances by Jason Derulo, Ava Max and many others.

Upcoming Academic Dates

August 1

Summer II and 12-week summer classes end.

August 4

Summer II and 12-week summer class grades due at 11:59 pm.

August 22

16-week fall semester classes begin.

September 6

Last day to add or drop 16-week fall classes.

October 10

Midterm progress reports due.

November 21 to November 23

Fall break.

November 24 to November 27

Thanksgiving holiday.

December 5

Fall semester classes end.

December 17

Fall semester grades due at 11:59 pm.

Submit to the Faculty Herald

This is your publication.

Faculty and staff are invited to participate in the Faculty Herald by pitching ideas, crafting columns, submitting stories or ideas, providing images, or by sending letters to the editor.

Contact editor George W. Miller III at gwm3@temple.edu with questions or comments.

Here is the editorial calendar for the upcoming academic year:

August 2022 issue: Safety/community.

Submission deadline: July 29.

Issue goes live the week of August 22.

November 2022 issue: Celebrating research.

Submission deadline: October 28.

Issue goes live the week of November 21.

February 2023 issue: Generation Next.

Submission deadline: January 27.

Issue goes live the week of February 20.

May 2023 issue: Year-end wrap-up.

Submission deadline: April 28.

Issue goes live the week of May 22.