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What Happens Next?

The labor agreement between the Temple University Graduate Students' Association and the university will eventually be settled. But what will be the lasting impact?

The Temple University Graduate Students' Association (TUGSA) strike, which kicked off on January 31 after a year of failed contract negotiations, may be over by the time you read this but the lasting impact of the situation may linger for years to come.

TUGSA members sought a raise in the base annual wage from the current \$19,500 to \$32,800.

The university initially offered 3 percent raises per year over the course of a proposed four-year contract. That would bring the average pay to around \$22,000 in 2026.

"What we are trying to do is to emphasize that we're talking about a cost-of-living adjustment to our wages," said Manasa Gopakumar, a PhD candidate in the Philosophy department and member of the TUGSA contract negotiation team. "When we talk about the yearly raises, we first need to be there to survive in the city."

The organization, which represents around 750 members, used the MIT living wage calculator to

determine their proposal. The raise would bring Temple's graduate students' salaries more in line with other local universities.

TUGSA members also sought to expand healthcare plans to include family members and to extend parental leave from its current level of five days.

Gopakumar said the university had long refused to engage on many of TUGSA's proposals.

"Our commitment is to provide our graduate student employees with fair compensation and benefits that are competitive with the market, support their continuing education and enable them to pursue their future careers," Provost Gregory Mandel wrote in an email to the university community on February 14. "We also

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need to ensure that Temple remains economically sound and able to provide an excellent education to our students.”

Because of the steep enrollment decreases over the past few years, the university is facing an estimated \$65 million deficit, according to university sources.

The difficulty now is that there are fears that the TUGSA strike, which received support from political leaders from around the region, will only make the university’s financial situation even more delicate. Will the elected officials who stood with the unions push the state for the necessary funding for the university given this situation? Will the strike deter prospective students from attending Temple in the fall, furthering reported deficits?

In addition, the university’s terse approach to negotiating the TUGSA contract will loom ominously over the next 10 months as the current Temple Association of University Professionals (TAUP) contract will expire on October 15. Will the university’s negotiating team be as firm with the 3,000-member TAUP leadership as they were with the TUGSA negotiators?

Finally, there are several dean searches underway, as well as searches for other key positions, like the university’s lead enrollment management director. Will the university be able to attract quality leaders or will the tense campus climate and acrimony be too much of an obstacle?

“I am shocked that Temple decided to take such a hard stance on negotiations,” said former Philadelphia City Councilperson and current mayoral candidate Helen Gym while attending a TUGSA rally. “I just don’t think Temple University needs to go to war with its own staff.”

TUGSA formed in 1997 and was officially recognized by the university in 2001. The first four-year contract went into effect in 2002, with the annual minimum salary set between \$12,400 (for TAs and RAs in arts and humanities) to \$13,400 (for TAs and RAs in the sciences) for academic year 2002-2003.

There have been four negotiated contracts since then. The second contract had annual raises of 2 percent per year, with bonuses. The third contract presented 3 percent annual raises. The fourth had 2.25 percent raises with bonuses.

The fifth and most recent TUGSA collective bargaining agreement with the university expired on February 15, 2022. It contained 2.75 percent raises for each year of the contract. During the period the agreement was in effect, TUGSA members were not allowed to strike, as per the agreement.

The daily rallies during the first 17 days of this strike were well-attended, with a diversity of people attending the events in support of the graduate students, many of whom are research and teaching assistants, as well as teachers.

“I do think that to offer quality graduate education, you also need to offer graduate students enough to live on,” said Artemy Kalinovsky, a professor of integrative knowledge in the College of Liberal Arts. “I had it pretty bad as a grad student and I don’t wish the same on them.”

Chloe Gehret, a senior ecology and evolutionary biology major who is planning to go to graduate school next year, said, “Temple always says they’re an R1 university. It’s their opportunity to show us how much they really care about their graduate students, and how they value their time and effort they put into their classes and their education.”

About a week into the collective action, striking graduate students received notice that their tuition remission was revoked and other benefits, including health care, were deactivated. In order to remain students in good standing, they had to pay their full tuition or face late fees.

The university estimated that around 150 of the TUGSA members were picketing, though union leaders estimated the number to be double that. Classes taught by picketing graduate students were temporarily reassigned to other faculty members.

“We appreciate the more than 80 percent of TUGSA members who have remained on the job and continue to teach and conduct research,” Provost Mandel wrote in an email sent to the student body on February 8. “We understand your concerns and hope to reach a fair and equitable agreement with the teaching assistants and research assistants who have chosen not to continue working.”

Graduate students who continued to work did not lose benefits.

“If there’s a connection between teaching and compensation, then the quality of education that undergrads are able to receive is affected,” said Matt Ford, a PhD candidate in the Sociology department and TUGSA negotiator. “If someone has a second or third job, or they’re losing sleep over how to make ends meet, they’re not going to be as able to dedicate the time they should to their classes. We think people shouldn’t have to choose between their classes and their survival.”

In December, the University of Pennsylvania announced that the minimum graduate student stipend for the 2023-2024 academic year would increase from around \$30,000 per year to \$38,000. The University of Pennsylvania has not recognized the fledgling graduate student union there.

“Temple University does not give us a living wage,” said Josh Stern, a PhD candidate in the History department. “The average pay is \$19,500. It’s not enough to live on. We only get five days of parental leave. Many of our members are working parents and others want to have kids but can’t because of that policy.”

TAUP members have a clause in their contract that limits faculty and staff support of collective actions against the university. Article 10 of the TAUP contract reads, “During this Agreement, TAUP, its officers, agents, representatives and members shall not in any way, directly or indirectly, authorize, assist, encourage, participate in, condone, or sanction any strike, sit-down, slow-down, cessation, stoppage or picketing.”

“We’re with you,” said Jeffrey Doshna, the TAUP president. “We’re close with our graduate students in lots of different ways. They’re the future professors. They’re going to hopefully take over when we’re retired. We want them to know



that their work is valued, that their contributions are valued, and that the faculty are with them.”

Doshna said that he was surprised the contract negotiations were as difficult as they had been, noting that it would have been ideal to have the next contract in place before the previous one expired.

“Temple is a public school with a limited budget but there’s no reason why they can’t pay grad students - and everybody who works here, a fair wage,” he continued. “I think they have to realize that if they want the best people to continue to be part of the Temple community, they have to pay them a fair living wage. Invest in the people who make this place work.”

Pennsylvania state Representative Malcolm Kenyatta, who received his BA from Temple in 2012, spoke in support of the union at a rally at the Bell Tower on February 14.

“This is a shameful day for a school that I love,” he said. “Temple can do better. It must do better.”



Kenyatta's staff was on hand to help TUGSA members register for Supplemental Nutrition Assistance Program.

"When Temple betrays the things that actually make Temple what it is, that's not good for Temple's future," he added. "That's not good for your families. That's not good for our communities. You can't betray the very thing that is responsible for your success and think that you're going to be successful."

The strike sends a signal to the university that you cannot treat the rising generation of teachers and scholars so poorly and not face consequences, said Steve Newman, an English professor and past TAUP president.

"You have to give a people a living wage," he said. "They can't teach as well as they need to be teaching if they're hungry. They can't do the research they need to do as well as we need




them to do it if they're worried that they can't afford health insurance for their kids. It's very unfortunate we've come to this."

Around 8:00 pm on Friday, February 17, the university's senior vice president and chief operating officer, Ken Kaiser, announced that a tentative agreement with TUGSA had been reached.

Four days later, however, 92 percent of the voting TUGSA members rejected the terms proposed by

the university, so the strike continues.

"I've been through a lot of labor struggles with Temple University," said former TAUP president Art Hochner, who is now an emeritus professor. "Management was just as mean to the faculty as they are to the graduate students. They cut off our health insurance and punished us for being out even when we came back and made up the time. They've always been very nasty in labor negotiations. I wish the grad students success. They've got a long, long road because this is going to be a long strike." 

Written by Faculty Herald editor **George W. Miller III**, Ed.D., with reporting from students in the Master of Journalism program: **Soundharjya Babu, Bobbi Booker, Michala Butler, Elizabeth DeOrnellas, Kendra Franklin** and **Ella Lathan**.



The Value of a College Education

When practitioners and researchers come together, writes **George W. Miller III**, our students get the most out of their education.

I served as the associate dean for academic affairs at the Japan Campus for a few years, starting in 2018.

On the first day in my new role, I walked to work, slightly less than one mile. And since it was the middle of the hot and unbearably humid Japanese summer, I chose not to wear an undershirt.

By the time I arrived at the main Temple Japan building, I was soaked straight through my dress shirt. I immediately entered the gift shop, bought a TUJ T-shirt and then dried off in the bathroom.

It was an amusing start to the day and my new job. Things became even funnier a few hours later, when I met with the dean.

I sat down in his office and he looked me in the eyes, then asked, "So, how are you going to be able to work with the PhDs and researchers here since you don't have a PhD?"

It was a bit of a stunner, to be honest. I mean, I had gone through the search process and he was on the committee. I was hired for the job. I had given away most of my worldly possessions and sold my home in Philadelphia. I was in the process of moving my soon-to-be-wife to Japan.

Was he really questioning my ability to do the job? "We'll work as colleagues," I responded, I think. I don't exactly remember what I said, as the question hit my jet-lagged brain like a kendo sword. "We have the same goals, to offer our students the best education possible."

I've thought about that moment a lot over the past five years. Why ask such a question? Was that a power move? A head game? An actual test to see if I could think quickly enough to offer a decent response? So strange.

But as a practitioner working in a journalism department at a research institution since 2006, the scenario presented is not necessarily an

out-of-the-blue situation. Practitioners and researchers work alongside each other here, and there is often a lack of appreciation for what the other brings to the table. In the academic environment, where our knowledge and ability to share our ideas are our bread and butter, a lack of understanding and appreciation can undermine our confidence and our very existence.

The reality is that both skill sets and knowledge bases are incredibly valuable for our students, the university and society at large.

The job of university professors is not to prepare students to be able to work upon graduation. We are not here for job-training. I mean, sure, we want students to be successful and not go broke. But our primary mission is to train students to think critically, to generate ideas and analysis. We want them to be leaders, not followers.

We aren't supposed to just give them the skills to do one job. We should be teaching them how to think so they can learn how to do any job.

Temple students have long had the reputation for being gritty, hard-working and practical. They take classes, participate in extracurriculars, work part-time jobs, have relationships, take care of their families, party hard and overall get involved in so much stuff. They hustle. Their time is valuable and they are often not shy about telling you as much. They are supremely results-oriented, and the immediate return on their investment is the ability to earn a decent living.

We need to provide them the skills to get those first jobs. But we also want to plant the ideas and thought processes that will make them successful in those jobs, as well as for the rest of their lives.

Technology will evolve and the way we work will change. The skills developed will have to be enhanced time and time again, if not learned anew completely.

That's why we shouldn't focus simply on skills training. The value that we as professors provide to students is our minds and the way we think.

At the Japan Campus, I taught a class or two every semester in addition to doing my administrative work. It was an interesting experience for me, as there is no Journalism major over there. My journalism classes served the broader Communications Studies major. That meant that I had to change my approach to classes. These students were not likely to become magazine writers or documentary photographers, two subjects I taught. Most wanted to become video editors, public relations executives, brand managers and communication theorists.

I used my stories about being a photojournalist as context to bigger ideas about visual communication, representation and the impact on society. I assigned Susan Sontag's *On Photography* to the documentary photo class and challenged the students to see how her ideas might impact their photographic work, as well as their image consumption.

It was so much fun. And it made me rethink my teaching philosophy, which was previously focused on the hands-on approach.


While I was in Japan, I started an online doctor of education program at Wilmington University, so I began doing copious amounts of research. I loved it. With each book and study I read, I discovered new phrases and terms that I *had* to learn more about. I wound up going down rabbit holes repeatedly, trying to learn the roots of different ideas and how they evolved over the years. I lost a lot of sleep thanks to the Temple library system.

I spent most of my time researching the history of university-community relationships but, as my program was in higher education leadership and innovation, I read a lot about leadership styles and theories. That's part of why I kept coming back to that question about working with PhDs. What was the purpose of that question? What was the motivation?

I thought about asking the dean directly but I never bothered. I knew that our leadership styles were very different, and for different reasons. We both had our paths that explained who we were and why we did the things we did. I was satisfied knowing that I understood the context, as well as the theories behind his actions.

In this issue, we celebrate those who have traveled down rabbit holes looking for answers and understanding. There are a lot of people doing very cool things on this campus.

Of course, we had to open with the TUGSA strike, as its impact on the university may loom large. It could further undercut the already hurting undergraduate enrollment, which could impact funding for graduate students. It may deter prospective graduate students from coming here, as the acrimony was very public, thanks in large part to social media. And it might set the tone for the upcoming TAUP contract negotiations.

Enjoy the issue and please let us know what you think. Contact me at gwm3@temple.edu. 

George W. Miller III, Ed.D., is an associate professor of Journalism at the Klein College of Media and Communication.

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Honoring Dr. Powell by Helping Students

Welcome back!

For some of us, our return to campus has been a bit bittersweet. Because of the passing of Dr. Theresa Powell (top image), vice president of Student Affairs. Dr. Powell made transition Monday, January 2, 2023. She was a mentor and an advocate for so many of us — students, faculty and staff alike, myself included. I will miss her.

We will miss her warm Southern ways, her light voice and her infectious smile.

Moving forward, what I hope we will continue to do for her is keep to that unwavering commitment to our students' success that she so strongly believed in and embodied.

Hopefully, each of us also had an opportunity to rest and recharge during the winter break and, no doubt, many of us got caught up with so many of the things we had been putting off until the end of fall semester. Too often, we spend so much time ensuring our students' success that, sometimes, it can be at the expense of our own research and creative work.

With that in mind, I want to acknowledge that we have just completed our first year as institutional members of the National Center for Faculty Development and Diversity (NCFDD). Provost Mandel and Temple University secured an institutional membership for us a year ago this month and since that time, Temple had 436 registered users. Of these, 186 were graduate students. Only 250 of our faculty have taken advantage of this research and professional development program. That's only about 11 percent of the full-time faculty taking advantage of these services and opportunities.

I encourage you to use your memberships. Some of the wonderful opportunities afforded us through our NCFDD institutional membership include everything from writing bootcamps, workshops on promotion and tenure to developing a new community with researchers within and across disciplines. I encourage more of us to take advantage of these programs and opportunities to elevate and enhance our research and creative

work, improving our skills and output over time - all for free thanks to Temple University's institutional membership.

All faculty, post-docs and graduate students across the university have access to NCFDD member resources:

- Weekly motivational email (the *Monday Motivator*),
- Monthly core curriculum webinars and monthly guest expert webinars,
- Access to multi-week courses,
- Audio and video

recordings, slides and transcripts from all webinars,


- Moderated monthly writing challenges and monthly mentor matches,
- Access to 14-Day writing challenges, and
- Private discussion forums for peer-mentoring and problem-solving.

To activate your confidential, personal membership, follow these steps:

- 1) Go to <http://www.facultydiversity.org/join>,
- 2) Choose Temple University from the drop-down menu,
- 3) Select "Activate my Membership,"
- 4) Complete the registration form using your Temple email address (@Temple.edu),
- 5) Go to your Temple email to find a confirmation email. Click "Activate Account" in the confirmation email.

The benefits of membership include the opportunity to increase your success in getting published and securing grants, improving your confidence as a scholar and building relationships with colleagues across the nation.

As always, I firmly believe that faculty here at Temple are some of the best of the best! The Faculty Senate is committed to you and to shared governance.

Have a great semester. 

- Kimmika Williams-Witherspoon





Research that Leads to Real World Impact

There is groundbreaking work happening around campus, write **Dr. Jason Wingard** and **Gregory Mandel**, and much of it serves the public good. They shine a light on some of the innovative projects.

How can we harness our collective intelligence and skills to help solve society's most pressing challenges? This is one of the most urgent calls facing universities today. In all corners of Temple's campuses, we are answering that call with cutting-edge research and creative work that leads to action and impact.

As president and provost of our world-class institution, we are proud to highlight that Temple's research enterprise ranks 7th in the nation for the fastest growth and productivity. Our portfolio has more than doubled in the last decade, reaching \$299 million in research expenditures in FY 2021, putting Temple in the top 100 for higher education R&D expenditures.

Far from being siloed in an ivory tower, our breakthroughs have real-world impact. We are at the forefront, intricately connected to the world around us through our discoveries.

Highlights include:

- **Treating pulmonary embolisms with a new medical device.** Riyaz Bashir's BASHIR Endovascular Catheter is essential clot-busting technology for one of the leading causes of cardiovascular-related death. It also dramatically decreases treatment duration for patients.
- **Improving childhood literacy in unexpected places.** Kathy Hirsh-Pasek's growing playful learning movement has attracted national

attention for applying cognitive science to transform public settings into active learning hubs.

- **Changing the game to give everyone their fair share.** Thilo Kunkel's sports branding work empowers more student-athletes to leverage their "name, image, and likeness" as we move toward a more level playing field.


We are very proud of the depth and breadth of the groundbreaking work happening across our campuses. Our faculty, staff, and students are creating knowledge that serves the public good and will transform the human experience. Across campus, many of you are making waves through your scholarship, including:

- **Addressing obesity through engineering.** Evangelia Bellas, an NSF CAREER award winner, developed "organ-on-a-chip" technology to better understand fat and find new ways to treat disease. She plans to use those findings to improve obesity awareness among Philadelphians.
- **Tracking pathogens to inform disease treatment.** Evolutionary biologist Sergei Pond is widely consulted for his expertise on the evolution of pathogens, including COVID-19, HIV-1, flu, and other viruses, to inform the development of vaccines and drug treatments.
- **Using sports and robots to solve complex problems.** Philip Dames is using sports analytics to figure out how robots can solve more advanced problems through teamwork.

This is only a small sample of the work being done at Temple University, an institution with ambitions to change the world through the pursuit of research, creative work, and knowledge

expansion. By highlighting "thought leadership" as one of our five Strategic Priorities, we have committed to providing even more support and resources to boost scholarship at Temple. This will include growing an exceptional faculty, enhancing research services, and removing administrative barriers that may impede interdisciplinary and innovative efforts.

As we put our strategic plan into action, we will measure the progress of our thought leadership efforts with benchmarks, including R&D expenditures, interdisciplinary projects, student opportunities, faculty reputation and impact, and Temple-made startups.

As faculty, you are the backbone of our enterprise, and your leadership of these efforts is essential to our success. We have seen how your pursuit of ideas, discoveries, and scholarship have shaped public discourse, advanced knowledge, and improved lives. Know that the university will continue to support and champion you and your excellence in thought leadership. We look forward excitedly to your future achievements. 

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.

Gregory Mandel, J.D., is the provost of Temple University. He was previously the Dean of Temple's Beasley School of Law, where he is the Laura H. Carnell Professor of Law.

Producing Temple-Made Leaders

George W. Miller III talks to **Zebulon Kendrick**, Ph.D., the vice provost for graduate education since 2010. He will retire from that position this summer, and retire from the faculty at the end of the year.

You've been affiliated with Temple for a long time. What changes have you seen that have impressed you in regard to research and/or graduate studies?

What a good question! Three things come to mind. First, the quality of graduate student research is outstanding in terms of advancing knowledge through both research and publications. A large number of graduating research doctoral students have multiple first-author and/or multi-author publications in highly ranked journals. In 2021, for example, research doctoral graduates published more than 700 papers. Second, an increasing number of doctoral students are receiving federal grants from NIH and NSF, Fulbright-Hays study abroad doctoral research grants, and foundation grants. Third, our graduate students have increasingly engaged in community service and outreach.

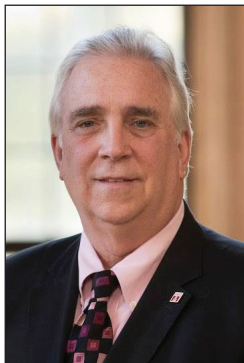
What are the opportunities in research and graduate studies as we look toward the future?

The outstanding mentorship of Temple's research faculty provides graduate students with research opportunities that are cutting-edge with many projects involved with community development outreach in the arts and humanities, biomedical, social science, and STEM fields. COVID required graduate programs to explore the effectiveness of both hybrid and online modes of instruction for graduate degrees and certificate programs. In addition to in-person instruction, graduate programs are evaluating hybrid and synchronous/asynchronous instruction to meet the needs in both the current and future workforce. Graduate student education is well positioned to positively affect both the national and global research arenas and to produce new Temple-Made leaders in academic, research and community outreach programs.

Have the priorities of graduate programs changed as students seem to be more aware of

the return on their investment?

Priorities have indeed shifted from preparing students mostly for academic positions to preparing students for a variety of career options. This has occurred through new program foci and new courses. A good example of this change can be seen in the increase in master's degree-seeking students in Professional Science Master's programs, which offer professional development preparing students for a variety of workforce opportunities.



As the university is situated in a city dealing with numerous social issues, most importantly crime and violence, should graduate programs and researchers alter their missions to better find ways to help local communities?

Graduate education, by nature, successfully "reads the room" and strives to be up to date on social issues. Thus, it is no surprise that ethnic, gender and social disparities are currently being addressed across most of our graduate and professional programs. Doctoral students are and have been addressing these issues in their dissertations.

What will be the impact of declining undergraduate enrollment on the graduate programs; Are there ways to deal with those issues; In what ways can the university further support graduate students?

The demographic changes that have impacted undergraduate enrollment will have an effect on graduate enrollment as well. There are numerous ways in which we are addressing and plan to address these enrollment challenges, including but not limited to, building on our successful undergraduate to graduate "plus programs" and creating new pathways for our undergraduates to remain at Temple for a graduate or professional degree, as well as creating new innovative programs that demonstrate lasting value for students across industries. Temple's strategic

initiatives, including launching the Institute for the Future of Work, will enhance opportunities for graduate students to seek master's degree programs and graduate coursework to develop technical and management skills needed for workforce advancement. Both the previously mentioned Professional Science Master's programs and the School of Pharmacy's Regulatory Affairs and Quality Assurance programs, which entail working with our industry partners, have had great success in preparing students for workforce advancement and management.


Supporting our graduate students is of great importance to all of us. As part of the Provost's Enrollment Task Force, he appointed a graduate education working group, co-chaired by Jodi Levine Laufgraben and me, with representatives from across the university. This group discussed the current opportunities and challenges facing graduate education. It is our hope that our work will help drive discussions about strategies that the university, as well as schools, colleges and programs, might consider to enhance enrollment, as well as the graduate student experience.

In what ways can the university help diversify the pool of future faculty members and researchers?

The Graduate School repurposed funding for the Future Faculty Fellowship program to the Future Faculty Assistantship (FFA) program to provide graduate programs with funding to award multi-year annual graduate assistantships, rather than typical fall/spring assistantships, to newly admitted students from underrepresented backgrounds. The FFA program requires guaranteed mentored summer research or creative projects. As of its third year, the FFA program is funding 40+ Future Faculty Assistantships.

Schools and colleges, academic programs and the Graduate School collaborate to recruit students from diverse institutions. We need to further that collaboration and to focus on marketing our outstanding graduate programs, as well as publicly showcasing graduate student achievements.

What are the things we can do to foster a stronger community of researchers?

Key to fostering a strong research community is instituting university-wide recognition of outstanding faculty mentorship of graduate students. Outstanding faculty research projects are supported by skilled collaborative graduate student research efforts. Close mentorship among faculty and their graduate students creates opportunities for graduate student professional development, which often results in graduate students in specific disciplines being awarded NIH, NSF, Fulbright-Hays, foundation, and predoctoral training grants, as well as publishing articles. In turn, these grants and publications enhance a graduate student's career opportunities. 

Advancing Research Through Commercialization

Stephen Nappi, the interim vice president for research and associate vice president for technology commercialization and business development, talks with **George W. Miller III** about startups and research activity.

Can you tell us about some of the tech transfer success stories? What startups have launched and what inventions were created?

Startups are an important vehicle for the development of inventions discovered at Temple. Inventions, whether in the form of new drug candidates, medical devices, diagnostic tools, software or other types of technology, require further development and testing. Startup companies enable the university to attract the capital necessary to support these development needs. We currently have 28 active companies that originated from Temple research and I'd like to bring you around the university to showcase several examples.

Based on Kornberg School of Dentistry research, Oral Biolife was recently launched to develop a treatment for periodontitis based on a gel filler that fights infection and promotes tissue regeneration. Research at the College of Engineering led to a non-invasive imaging device for the detection of breast cancer and other subcutaneous nodules that is under development with Avix Medical. Dialysis Biosciences is another engineering startup that was created to develop technology to reduce the time needed for dialysis treatment.

Startups in the drug development space are achieving important milestones, including two that have contributed to Greater Philadelphia's leadership as a cell and gene therapy hub. Excision BioTherapeutics dosed its first patient last July in a clinical trial of a potential curative therapy for HIV. Renovacor, now Rocket Pharmaceuticals, is developing a precision therapy for genetically-driven cardiovascular disease. Both Excision and Rocket licensed technology developed out of the Katz School of Medicine. Drug development opportunities extend into research conducted at the School of Pharmacy and College of Science and Technology. For example, CST-related SFA Therapeutics just received FDA clearance for a phase 1 trial for the treatment of non-alcoholic steatohepatitis (NASH). This is in addition to other drugs under development by SFA, including a potential treatment for psoriasis. Praeventix, out of the School of Pharmacy, is developing a potential treatment for Inflammatory Bowel Disease and other conditions.

Companies that have recently launched products include UprightVR, ProCommunity and ExpressCells. UprightVR, out of the College of Public Health, has launched a virtual reality solution to assess fall risk, identify the underlying causes, and inform treatment strategies. ProCommunity is rolling out a real time human development platform developed at the Fox School of Business for student and workforce development. ExpressCells has built an extensive portfolio of cell lines to improve drug development and basic research based on technology developed at the School of Pharmacy.

There are many other startups actively working to develop Temple-invented technology. Further, we benefit from partnerships with large and medium-sized companies as well.

What is the potential for this field at Temple? From a financial, societal and/or cultural level?

Societal impact is a primary driver of the innovation and commercialization field. Researchers engage the office with the passion to find a path for their discoveries to become a solution to the many challenges that impact our community. Universities across the nation have ramped up their capabilities to translate these discoveries in alignment with that goal. Temple continues to rise to this challenge by bolstering its commercialization function while building out resources that support the advancement of its discoveries to achieve societal impact.

Further, societal impact is built into our obligations as a research institution. As a recipient of federal funding, Temple must comply with the Bayh-Dole Act. Bayh-Dole granted universities and other federal grant recipients the right to own inventions created using federal funds with the obligation that we make those discoveries available for the public benefit.

On the financial front, Temple has an internal function dedicated to commercialization and that includes the university's ability to support initial legal expenses required for us to secure intellectual property protection. Once we establish a partnership with a company to commercialize our technology, additional funding is raised to advance our technology and build out the surrounding business operations. For example, our portfolio of startups raised \$229M in the past 3 years with a \$110M of that secured last year. Further, Temple has a co-investment program with Ben Franklin Technology Partners called Temple Ventures — powered by Ben Franklin to provide Temple with an option to participate in these investments.

In terms of financial return, Temple transfers its technology to companies through a licensing agreement. That agreement grants companies the right to commercially develop Temple intellectual property in exchange for negotiated equity, fees and royalties. Many of our partners support further research at Temple. Since a majority of Temple's portfolio is in various stages of development, funding from our startups has emerged as a significant line of support for the university with \$5.4M in funding awarded to Temple last year. That means approximately one third of all industry funding came from Temple startups.

Further, as our companies mature through the development process, it is increasing our licensing income with over \$2.4M received last year compared to \$1.4M in the prior year. Ultimately, the most significant returns are achieved when products are successful in the marketplace, therefore, financial return is also aligned with level of development and market success.

How do you further foster this creative development in research?

When I started back in 2008, our initial efforts focused on better engagement with our research community. Increasing societal impact through commercialization starts with research that leads to an innovation. Those innovations get disclosed to the university through our Technology Commercialization and Business Development team, so we wanted to strengthen that process as it impacts all downstream potential.

The research community responded and we experienced a significant increase in inventions that pushed the expansion of our patent portfolio and increased our licensing and startup activity over the past decade. In recent years, our startups took flight by raising capital and advancing through key development milestones as noted in my prior comments. This required the same commercialization team to shift a significant amount of effort to support those startup fundraising requirements and later-stage transactional demands. That staffing shift created the need to improve our early stage innovation services to the research community.

In response, we established a new Innovation Manager function. The iManagers form a dedicated team charged with fostering further creative development. This team has a proactive approach for identifying areas of potential innovation and guiding researchers through the process of evaluating, protecting and commercializing their discoveries.

In addition, researchers that enter the commercialization process today benefit from the additional resources that have been built into the commercialization pathway at Temple, including our co-investment fund and the many opportunities that will be created by the Innovation Nest.

How can you incentivize researchers to help with societal concerns in Philadelphia, like crime, public education, mental health and other issues?

I'm already seeing increased research activity to respond to these concerns. For example, the Katz School of Medicine just received a grant from Fund for a Safer Future that will connect our researchers with at-risk communities to learn from individuals directly involved in gun violence. This will help improve our understanding of the factors that contribute to urban street violence. In addition, the School of Medicine's Center for Bioethics has several research programs that seek to reduce the spread of violence in addition to research that supports public education through educational coaching and other resources where trauma is a factor. Further, Temple has active community facing programs that focus on our surrounding community, including the Lenfest Center for Community Workforce Partnerships through its teaching, research and service initiatives. In addition, we've identified wellness as a research priority, so we will be increasing our efforts to identify related collaboration and funding opportunities.

What is the status of the Innovation Nest? What will happen there, and how can faculty participate?

Temple achieved the 7th fastest growth in research over the last decade and Philadelphia is a globally recognized startup ecosystem that ranks in the top 30 worldwide. We've positioned the Innovation Nest (iNest) to tap into the energy of Temple's research enterprise and our surrounding ecosystem to accelerate the growth of Temple's innovation and startup activity.

The iNest will be Temple's first home for the development of research-based innovation and it features three integrated zones designed to encourage collaboration. Our commercialization team will be based in one zone to provide innovation, business partnership and commercialization services. These services will be complemented by guidance from by our iNest partners, including the Sbarro Health Research Organization, Blackstone LaunchPad, and an Investor-In-Residence.

As I mentioned previously, many of our commercialization partners are startups formed to develop Temple's intellectual property. These startups will benefit from an incubation zone that features individual offices, conference rooms, hoteling space and R&D facilities such as wet labs, cell culture rooms and a gene sequencing lab.

An Innovation Forum sits in the middle of the iNest to showcase Temple's innovation and startup activity through an exciting portfolio of programs that are already underway. For example, we are about to launch a series that will regularly spotlight Temple researchers and their innovative research. Further, the Forum will host education and training programs to increase awareness and build a better understanding of the commercialization, startup and fundraising process.

The iNest development team integrated multi-purpose space use options throughout the facility to provide greater flexibility based on event type, meeting format and company needs.

Based on a recent visit to the iNest, I can report that it is really taking shape! We are projecting that we can deliver this to the Temple community this fall. To engage, just stop by. We look forward to seeing everyone there!

Why position the Innovation Nest on the Health Campus? That seems to emphasize medical innovation, no?

I'm glad you asked this question since I realize the location might create that impression. While innovation generated by Temple researchers will have new place, I want to emphasize that place won't define the innovation that will benefit from the iNest. We are seeking greater engagement across the

university and the door is wide open to any type of innovation. We have a commercialization function that has operated without a home base for about a decade, so the iNest will bring this team together and make them much more accessible. Further, we repurposed space on the 4th floor of the Howard Gittis Student Center to serve as iNest South, therefore, providing a main campus location. We recently hosted a Hungarian business delegation at iNest South and we have additional events and activities underway.

The iNest South space joins the Blackstone LaunchPad, also located in the Student Center. As previously mentioned, the Blackstone LaunchPad will be a key iNest resource that provides campus-wide support and mentorship to students and alumni with ideas, regardless of discipline.

Therefore, we have a growing presence on both campuses. Regardless of location or discipline, our goal is to help innovators find the resources to advance their ideas.

How can you further encourage advancement in the arts and humanities?


To start, we have two iNest programs designed to reach all disciplines, including the arts and humanities. One program will be an interdisciplinary and interdepartmental research series around that will include diverse research and expertise around the university to spark new collaborations that may result in innovation and new grant concepts from a broader perspective. The energy, creativity and valuable insights from a multi-disciplinary exchange around a topic of interest has the potential for greater impact that we are planning to facilitate. Our iNest "Investigator Series" will feature faculty in a short-talk format designed to highlight innovative research and innovation from around the university. Therefore, iNest is a new research and innovation engagement platform that will expand opportunities for all disciplines, including the arts and humanities.

In addition, the Office of the Vice President for Research has a Catalytic Collaborative Funding Initiative (CAT Program) that prioritizes funding for interdisciplinary efforts. A Bridge Funding program is available to maintain research program operations while external funding is being reviewed or pursued. These programs encourage and support broad participation from the university community in partnership with schools and colleges. Award recipients include faculty from the humanities and many other disciplines.

Further, we now have an active research development program that aligns funding opportunities with areas of expertise at Temple. I would encourage faculty seeking funding to engage with Seema Freer, director of the program, to find potential funding opportunities of interest.

Are we redefining the way we think about research, and what the priorities are at Temple?

We are maximizing impact where innovation presents a path to disseminate research findings. Advancing research discoveries through commercialization builds upon other forms of research dissemination, such as publication. As noted earlier, the federal government and most other funders require a commitment to commercialization if the university wishes to retain ownership of a discovery. In addition, funders are increasingly requiring researchers to demonstrate that the institution's commercialization capabilities can achieve the goals of the project should discoveries result. The shift has been how universities build out their commercialization resources to fulfill that commitment.

The priority to support and grow research remains. The iNest and our enhanced commercialization program will strengthen Temple's capabilities to translate resulting innovation into solutions that can improve lives. 

Provide Early Information About Course Materials

Even if you are using open education resources or links to see material, **Steven J. Bell** and **April Batinsey** advocate that you should list your reading materials in the bookstore system well in advance.

While the overall amount that the average college student spends on textbooks has decreased over the last few years, according to data from the National Association of College Stores, for Temple University students even lower textbooks costs can present financial challenges.

According to research on faculty course material practices from Bayview Analytics, instructors tend to agree. In the 2022 report, *Turning Point for Digital Curricula*, Bayview reported that 64 percent of faculty and 86 percent of administrators either strongly agreed or agreed “that the cost of course materials is a serious problem for my students.”

A recent study reported that “65 percent of students nationwide skipped textbook purchases despite concerns of their grades.” Students who can’t afford the textbooks and codes that are often bundled with textbooks may not be able to complete assignments, and students have reported having to decide between necessities such as food and their textbooks. As an institution whose mission is to provide students with an affordable education, faculty attention to the cost of learning materials can help students alleviate the accumulation of future debt.

Textbook affordability is a complex issue but what is clear is that transparency of course material costs can matter for student success. One path that all Temple University instructors can take is to conveniently provide students with information about their course materials, regardless of where the costs fall on the affordability spectrum. When students have this information at the time of course registration or at least in advance of the start of the semester, they are more likely to be well prepared for academic success the first day of class.

This path begins when instructors submit their course materials information to the Temple University Bookstore, via the Adoption Insights Portal (AIP). According to AIP data, only about 40 percent of instructors regularly submit course materials information. For those courses, students can then search the Course Materials Look-Up to see what materials are required and the available format options (e.g., new print, used print, digital, rental, etc.). If those requirements are submitted to AIP early enough, students can link from the registration system to the Look-Up system.

There are any number of reasons why some instructors will choose to ignore messages sent by the AIP system encouraging them to submit their textbook information:

- They assume students are going to bypass the Temple University Bookstore and purchase the course materials from their preferred online source, without realizing that students who use financial aid for textbook purchases must use the University Bookstore..
- They may be uncertain as to what course materials will be in use until

shortly before the course begins.

- They may not be using any textbook. The course materials might be a combination of instructor notes, links to newspaper and magazine articles, selected scanned book chapters (within the guidelines of Copyright Fair Use) or other non-textbook content.
- They may be using Open Education Resources (OER), such as a zero-cost textbook from Openstax, LibreTexts, Open Textbook Library or some other repository.
- They may be using a textbook provided through TopHat or another learning platform which provides direct access via the Canvas system.
- They may be pointing students, through links in the Canvas system, to a Temple Libraries e-book or other licensed library resources (e.g., articles, streaming video, etc.)

However, we would urge you to submit your course materials information, even when you are using zero-cost materials as the additional transparency helps students budget for and manage their semester costs. The following case study provides insight into how the AIP system can incorporate certain types of zero-cost course materials.

Case Study: Why Reporting Course Materials Matters

Back in June, Steven connected with an instructor, Edmund (Ned) Lafer, who was seeking information about using copyrighted material as course learning materials in their fall course. Ned is a faculty member at the Fox School of Business where he teaches Health Care Management 3501. What could one of Ned’s students learn about the course materials?

The student path begins with the registration system. When students click on the Bookstore icon in the registration system, it will take them to the Temple Bookstore Course Materials Look-Up system. Imagine a student who is interested in registering for your course. What information will they find when they search for your course in the Look-Up system. What would you like them to know about the cost of your course’s materials?

Here is what Ned’s prospective and enrolled students will learn about his course materials:

Fall 2022 HCM 3501 750 ^

Professor LAFER

ⓘ Titles designated as "Wait for Class" indicate your faculty member wants to discuss these titles before making a purchase. Once your class meets please visit the bookstore to purchase the necessary course materials.

Wait For Class

Delivering Health Care in America - With Access

By Shi, Leliyu / Singh, Douglas A.
Edition : 8TH 22
Publisher : JONES+BART
ISBN 13 : 9781284224610

PLEASE NOTE: You will be provided with a free digital version of this title through the Temple Library. This is an optional print version. See syllabus for details.

Print

\$106.01 New Print \$79.51 Used Print

Digital

\$64.32 Digital Purchase
Online access for 1825 Days, perpetual offline download access

\$49.48 Digital Rental
Expires in 180 Days

Digital Rights

\$29.68 Digital Rental
Expires in 30 Days

\$39.58 Digital Rental
Expires in 60 Days

\$44.53 Digital Rental
Expires in 90 Days

Digital Rights

ADD TO CART

You’ll notice two important pieces of information. First, students see a banner message indicating that they should “Wait for Class” before making a purchase from the different options presented. Second, the “Please Note” indicates that for Ned’s course there is a Temple Libraries e-book available to the students. That gives students a zero-cost option, although they may later choose to purchase one of the other available options depending on what best suits their needs as a learner. Note also that even if Ned were not providing a zero-cost option, students would be able to see clearly that they have multiple purchase options. With a spectrum of formats at different price points, students can potentially lower their materials cost considerably.

If Ned’s intent was to offer his students a zero-cost option for the course material by pointing them to the availability of the Libraries e-book (which has a multi-user license), he could certainly have decided there was no point in reporting it to the Bookstore through the AIP.

But in doing so, now when students register for the course or when they locate the book in the Look-Up system they will see that the zero-cost option exists for this course section. In the absence of this information, students might simply choose to purchase the textbook or try to succeed in the course without the textbook in order to save money.

Ned was able to alert the bookstore that students would be provided a free digital copy through Temple Library by using AIP's comments feature for this title. Adding this comment alerted the bookstore, who were able to then create a custom note for the course, informing students of the free option. When the recommendation changes from the default "required" to "go to class first," it further alerts students to the free option.

What if you've adopted an open (OER) textbook for your course? That material can also be indicated in the AIP. Here's an example of how the System displays the course of a faculty member who has adopted an OpenStax OER textbook:

Fall 2022 SOC 1176 701
Professor ZHANG

Titles designated as "Wait for Class" indicate your faculty member wants to discuss these titles before making a purchase. Once your class meets please visit the bookstore to purchase the necessary course materials.

Wait For Class

Introduction to Sociology (OER)

By Openstax
Edition : 3RD 21
Publisher : XANEDU C
ISBN 13 : 9781711493978

Print
 \$29.95 New Print \$22.46 Used Print

Rental
 \$20.35 New Print Rental Return by 12/14/22 \$14.80 Used Print Rental Return by 12/14/22

ADD TO CART

PLEASE NOTE: A free ebook version of this title is available at <https://openstax.org>


Similar to the Look-Up record for Ned's course, students can clearly see that OER course material can be obtained for free through OpenStax. OpenStax partners with the bookstore and a publishing company called Xanedu to provide low-cost print options for their OER materials for those students who would like a print copy. If students "Wait for Classes" as indicated in the record, the course syllabus could easily provide a link to the open textbook.

You may decide not to use any form of textbook (free or traditional), and the AIP also provides the tools to indicate this. The third adoption button states, "I am not using any materials for this class," and will also provide an option to indicate whether you are using OER.

While the authors agree that AIP's language needs improvement, what students see is much clearer, as they are informed there are no required materials to purchase. This is more beneficial to students than having them search the Look-Up system only to find a message that no materials have been reported for the course.

To be sure, there are nuances to each situation in which faculty choose to achieve textbook affordability by providing students with zero-cost or alternative format (e.g., print and digital rentals, used copies, etc.) course materials. It is through knowing more about the B&N AIP system and how it can adapt to zero-cost and alternative format materials, that faculty can assure their students are fully aware of all of their course material options.

The next time you receive an email from the bookstore or the AIP system requesting course materials submissions for upcoming semesters, please take time to provide this information, whether requiring a commercial textbook or some other zero-cost option.

If our ultimate goal is to help our Temple University students to have an affordable higher education, taking this small action may have a big impact on their future. 

Steven J. Bell, MLS, Ed.D., is an associate university librarian. **April Batinsey** is the textbook manager at the Temple University bookstore.

He Lived His Beliefs

For 33 years, **Donald Rackin** taught at Temple and helped create a positive environment for all he met. He passed away last November.

Donald Rackin, noted scholar and professor of Victorian literature, died at home on Wednesday, November 23 after a long, brave struggle with Parkinson's Disease.

Don was an accomplished writer and editor. Most of his poetry and short stories remain unpublished, although his family plans to issue much of it in a posthumous volume to be published later this year. He was well known and widely acclaimed, however, as the author of influential articles and books on Victorian literature. In 1967 he won The William Riley Parker Prize, the oldest award given by the Modern Language Association, which is the principal professional organization in the United States and Canada for scholars of language and literature. The Parker Prize is awarded each year for the best article published in PMLA—the association's primary journal, and widely considered the most prestigious in the study of modern languages and literatures.

Don lectured widely, not only in the U.S. but abroad, including talks he was invited to present at Oxford University in the United Kingdom and in Tel Aviv, Israel, as well as recordings for a Japanese audience. He was also featured on the NPR program "What's the Word?" and, along with Grace Slick and an international panel of scholars, in a 1994 episode of the TV series *Great Books* devoted to the work of Lewis Carroll.




At Temple, where he taught for 33 years, Don was editor of the *Faculty Herald* ("one of the best editors we ever had," a colleague recalled, "and we had very good editors"). Later, he edited *Academe*, the national journal of the American Association of University Professors. After retirement, he continued his editorial work as a volunteer for the Greater Philadelphia Coalition Against Hunger, where he prepared grant proposals as well as pitched in on any other jobs where he was needed. He volunteered for Coming of Age, a civic engagement program for older adults, where he edited, copy-edited and proofread just about anything the group produced, including an online guide to living a meaningful senior life, grant proposals and reports.

Don was a gifted teacher, beloved by his students. One of them wrote, "I loved him as a teacher. I loved him as a human being." Another, Jude Nixon, who is now a famous scholar of Victorian literature, wrote, "I owe Don the successes of my personal and professional life." Don also founded the Teaching Improvement Center at Temple, which he directed from 1987 to 1990, as well as the College of Arts and Sciences Senior Mentoring Service, which arranged for senior faculty to mentor newly hired, untenured faculty to help them improve their teaching.

He was also beloved by his colleagues. As one of them wrote, "Don was professional father to many young colleagues at Temple." Not only was he a model advisor for junior faculty still learning the ropes of teaching and still learning how to integrate their scholarship into the classroom, but he brought an almost philosophical wisdom to the importance of being a good and productive citizen in a complex academic environment. Whether it was in his home or in the hallways of Temple, he was an extraordinarily supportive mentor who always demonstrated to young faculty how to be a good professional and good person. Generous with praise, he was a joy to be around.

Don was also a life-long activist, an early opponent of nuclear proliferation and the Vietnam and Iraq wars, and an active supporter of civil rights and the faculty union at Temple, where he chaired the grievance committee. As one of his friends wrote, "He lived his beliefs."

Donations in Don's memory can be sent to the Parkinson's Foundation or the Greater Philadelphia Coalition Against Hunger. 

- Text and photograph submitted by the Rackin family.



Tours Bring Learning to Life

Adjunct professor **David Krueger**, Ph.D., received a research grant from the National Endowment for the Humanities to build an app that presents a walking tour of "the birthplace of religious freedom."

How did you first get interested in using tours as an educational tool?

While serving as a teaching assistant for Dr. Leonard Swidler in graduate school, I would often escort his Introduction to World Religions students to religious sites for their field trip response paper assignments. I witnessed many students express how valuable it was for them to get off campus and experience faith communities that were different from their own. Once I began teaching courses on my own, I continued the tradition of requiring site visits and came up with a walking tour showing students the various historic sites I referenced in my Religion in Philadelphia course. Students responded well to it and I worked with Dr. Elizabeth Alvarez in the religion department to offer tours to other classes.

While on the job market applying for academic positions, I began to utilize my historical knowledge and education skills to offer tours to the general public as a way to augment my income. In 2021, over 36 million people visited the Philadelphia area, and there are

tens of thousands of people who take history tours. I contracted with a company that offered a standard colony history tour. My unique angle was incorporating a religious angle into the stories I told. Most Americans recognize Philadelphia as the birthplace of democracy, but they often don't grasp the extent to which it was also the birthplace of religious freedom.

The Dialogue Institute offers a tour called Religious Freedom in Early Philadelphia to the general public. How does this tour fit with your organization's mission?

The Dialogue Institute began as the Journal of Ecumenical Studies founded by Leonard and Arlene Swidler in 1964. The Journal began with a mission to advance understanding between various Christian traditions, but it rapidly expanded to incorporate scholarship studying intersections and interactions among multiple traditions. In recent decades, the Dialogue Institute emerged as a programmatic expression of the journal. One of the flagship programs of the Dialogue Institute is the Study of the U.S.

Institutes on Religious Pluralism, now titled Religious Diversity and Democracy. It is funded by a grant from the U.S. Department of State. Since 2010, we have hosted 350 students and scholars who have been trained to become changemakers who advocate for the protection of religious minorities and practice the skills of dialogue across differences.

Our curriculum has always emphasized the important role of Philadelphia as a "holy experiment" in religious freedom. Pennsylvania's founder William Penn founded a colony that required no officially established church such as the colonies of Massachusetts and Virginia. As a result, Penn's colony attracted a wide variety of Protestant Christian adherents and eventually, Jews and Catholics, who all found protection under's Charter of Privileges, which guaranteed religious freedom. Philadelphia's residents experienced a high degree of religious freedom more century before the new nation enshrined the commitment to the non-establishment and free exercise of religion. The story of religious freedom in Philly has served as an effective case study for our international leaders to critically examine the challenges and opportunities of religious pluralism in their home countries. In light of the rise of hate crimes directed at religious and racial minorities in the U.S. and the increase in anti-democratic and anti-pluralist rhetoric by some politicians, we think that Americans

would also benefit from more thoughtful public engagement around the nation's founding.

The Dialogue Institute has just received a \$30,000 Digital Projects for the Public grant from the National Endowment for the Humanities. Could you describe the project?

The money we will receive is a "discovery grant" that will enable us to complete the research phase for a "Diversity in Early America Tour App" that will guide visitors through uniquely historic religious and cultural sites that are connected to Independence National Historical Park and the broader historic district in Philadelphia. The completed app will be available for download onto a user's mobile device. The content will tell the story of the unique religious diversity found in Philadelphia during the colonial and Revolutionary eras and how it is tied together with the more famous sites of early American history found in and around the park. The project aims to promote the virtues of religiously-diverse democracies and use history to stimulate dialogue about the challenges of majority-minority relations, racial justice, and the rise of Christian nationalism in the contemporary U.S.


What are some of the stories of religious diversity that get left out of dominant stories and why are they important to tell?

On a typical colonial history tour, Christ Church would likely be the religious site that most would visit due to its significance in the early national period as the place of worship for Presidents Washington and Adams. Tours may often pause at the Arch Street Quaker Meeting House and walk past, but perhaps not stop at, Mikveh Israel, the oldest continuous synagogue in the U.S. The Jewish congregation played an important role in asking the Constitutional Convention in 1787 to refrain from requiring a discriminatory religious

oath from holding public office. Most tourists miss Mother Bethel A.M.E. church, founded by Rev. Richard Allen, who founded the African Methodist Episcopal denomination in response to the racism experienced by white members at St. George's Methodist church. It is also important to tell stories about the limits of religious freedom in Penn's city. Cosmopolitan freethinker Elihu Palmer was ostracized for his unconventional religious ideas. Slave ships arriving in the city from Senegambia likely contained Muslims and Africans who practiced indigenous religions.

In a nation that is as diverse as ours is today, it is important to tell histories that are broad and inclusive. We hope this project will open up constructive dialogue about American identity and refashion a founding myth that is more hospitable to the experiences of religious and racial minorities.

When does this research project get started and how will it proceed?

The research project officially begins on March 1 and will conclude on December 31. We have hired a research director, John Bright, to gather content on religious sites. We are also looking to hire a graduate student intern to develop a bibliography of current scholarship that will help to provide a guiding theoretical framework for the project. Throughout the project, we will collaborate with a team of humanities advisors from around the country who have signed on to the project. We will work with our digital curriculum coordinator, Sayge Martin, to produce storyboards, which will be used in our application for technology funding to produce the app. We invite Temple grad students to apply for the internship and Temple faculty to reach out to us if they have an interest in collaborating on this research project or would like us to offer a tour or other learning experience for their students. 

Building Better Shared Governance

David Mindich, Jan Fernback and **Matthew Lombard** surveyed colleagues to learn about ways to faculty and administration can work together more effectively.


What is the ideal power relationship between the faculty and the administration? A group of department chairs at the Lew Klein College of Media and Communication sought to find out.

To that end, the authors of this article, along with two former department chairs, put together an anonymous survey of open-ended questions that asked our faculty colleagues to offer suggestions for improving how faculty participate in important decisions at the college.

We worked closely with Dean David Boardman and Senior Associate Dean Deborah Cai during the rollout of the survey; they were open to change and willing to hear our thoughts in a non-defensive way. While we think there is never a bad time to take inventory of shared governance, it may be more effective when collaboration and shared governance already exist.

But no relationship between faculty and administrators is perfect. While some respondents found that the administration is open and transparent, others felt that more transparency is needed. Survey respondents offered some key suggestions, including:

1. Given that our thrice-a-year faculty assemblies are seen as less deliberative than they have been in the past, respondents suggested taking actions to make them more deliberative moving forward.
2. The Klein College Faculty Council - not the dean's office - should run these meetings and set their agendas.
3. The Klein faculty should have a greater role in hires at the college level.
4. Although much of the faculty's role in decision making and governance is advisory, its oversight role should be robust, never a rubber stamp. College committees run by administrators should have faculty members who can weigh in and report to the faculty assembly directly.
5. Information is needed for better governance. This means transparency about Klein finances, hiring, general data and committee structures.

After the chairs reviewed and communicated the findings to the faculty, we met with the Faculty Council, which has already taken steps to strengthen the role of faculty deliberation in assemblies and in all aspects of shared faculty governance. 

David Mindich, Ph.D., is the chair of the Journalism Department. **Jan Fernback**, Ph.D., and **Matthew Lombard**, Ph.D., are co-chairs of the Media Studies and Production Department.



The Holy Experiment: David Krueger, opposite page, third from right, leading a tour for scholars from the Katz Center for Advanced Judaic Studies. Above, a group visits the National Constitution Center.

Photos courtesy of David Krueger.



Images courtesy of Avi Kaplan.

Inventive Identity

Avi Kaplan and his colleagues are applying their research in designing a new exhibition at the National Museum of American History.

Avi Kaplan studies how a person’s environment affects their identity and motivation, and his newest project has gained massive support and a giant stage for research.

Kaplan, a professor of educational psychology in the College of Education and Human Development, and a team of researchers are collaborating with the Smithsonian Lemelson Center for the Study of Invention and Innovation on designing an exhibition at the Smithsonian National Museum of American History (NMAH) that will launch in March 2024. It will be open for the next 7-10 years.

“Most people don’t think of themselves as being very active when visiting museums,” Kaplan said. “How do we make visitors change what it means to them to be a museum visitor?”

The purpose of the exhibition, which is supported by the National Science Foundation, is to boost visitors’ “inventive” identity, Kaplan explained. The challenge is to encourage a diverse array of visitors to reconsider their own inventiveness and shift their self-perceptions and behavior towards being more inventive in different life domains.

The exhibition uses sports as the draw, and its label is “Change Your Game.”

“To have a broad appeal, particularly for visitors from groups underrepresented among the NMAH visitors,” Kaplan said, “the content in the exhibition is the history of inventions and innovations in the domain of sports.”

The design is based on their theory and research concerning characteristics of formal and informal educational environments that promote identity exploration and change, what Kaplan and his research partner, Joanna K. Garner, call the Dynamic Systems Model of Role Identity (center image).

“It has been a fascinating interdisciplinary collaborative process of negotiating and shifting the identities of everyone involved - historians, curators, designers, and researchers,” Kaplan said.

Amani Rush, a third-year doctoral student working on the project, has been doing data collection, interviewing adolescent girls, African American youth, and people with disabilities to inform the design.

“I’m curious how young people think about museums,” Rush said, “and how museums change people’s lives. It’s been interesting hearing adolescent girls’ perspectives on how sports fit into their lives ... and how they don’t.”

She has already co-authored a study with some of the findings and she presented at a conference.

“I’ve always been a big fan of museums and the way they impact people,” said

Garner, Kaplan’s research partner and a research professor at Old Dominion University. “They are places for identity exploration.”

Visiting cultural institutions can be a transformative experience, she continued. People can learn to see the world and themselves differently.

This new exhibition locates the visitor as the focal point, with guests walking through an interactive gallery. The focus is less about the content and more about the impact on the individual visitors. That means that data collection is very personal, one-on-one.

“Identity exploration requires certain conditions to happen,” Garner continued. “It rarely happens spontaneously. And then it requires support. We need to help visitors think about their motivations in an emotionally and psychologically safe way.”

These are all ideas that the team has been building into the exhibition.

“It should feel like a safe space to explore your own inventiveness,” Garner said.

There is an expected gap between the visitors and the famous sports innovators presented. The researchers expect visitors to ask themselves, “Can I see myself here?” Part of the design of the exhibit will address that, directly asking museum visitors about their own inventiveness in other life roles, beyond their role as museum visitor.

There are common inventive strategies and common motivations for inventors, Kaplan explained. The idea is to use the inventors and their inventive strategies as examples.

“Where would you apply these motivations and strategies in your own life?” Kaplan asked. “What problems would you identify in your own life and how would you address them using these inventive strategies?”

In the last part of the exhibition, the End Zone, visitors will be asked how they see themselves as inventors. Museum visitors will design avatars for themselves and draft statements about their inventive ideas, which will be flashed on the walls.

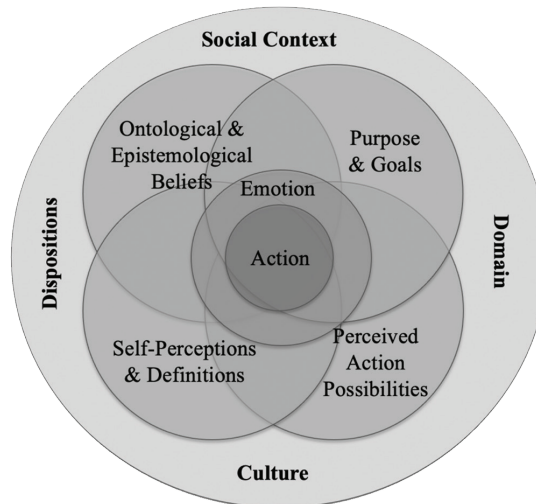
“Not only are we asking people to take in all this information but we also want to have them experience it,” said Monica Smith, the acting deputy director of the Smithsonian’s Lemelson Center for the Study of Invention and Innovation at the National Museum of American History. “We also want them to think about this afterward. They can solve problems in every day life, in their own communities. We are encouraging them to become proactive, inventive problem solvers.”

It’s a lot to ask of everyday people, and the team estimates that people will spend only about 20 minutes going through the whole process.

“But some experiences, even of 20 minutes, can make you reflect on who you are and who you want to become,” Kaplan said.



- George W. Miller III



The Dynamic Systems Model of Role Identity (Kaplan & Garner, 2017)

Kaplan, A., & Garner, J. K. (2017). A complex dynamic systems perspective on identity and its development: The Dynamic Systems Model of Role Identity. *Developmental Psychology*, 53(11), 2036-2051. DOI: 10.1037/dev0000339

Making Teaching More Human

Through the scholarship of teaching and learning, we can reflect on our teaching and better help students succeed, write **Benjamin Brock** and **Cliff Rouder**.

Higher education is, from a certain perspective, a paradox. On the one hand, it promises a greater likelihood for employment (Irwin et al., 2022), increased median annual income (Hussar et al., 2020), better health-related decision making and overall health for graduates and their offspring when compared to those without a college degree (Bitar & Wilkinson, 2019).

Yet, for all these promises, not all are able to reap the benefits of a college degree. For example, disparity exists across race and ethnicity as to who enrolls, and then once inside the walls of the academy, the inequality continues in the form of who ultimately graduates (Hussar et al., 2020; Status and Trends in the Education of Racial and Ethnic Groups, 2019).

So how can scholarship focused on teaching and learning (SoTL) help ameliorate the issue of who gets to graduate and reap these promised benefits? How can research focused on teacher's teaching and their students' learning address the disproportionate rate at which students from minoritized identities fail a course or withdraw altogether (Brocato et al., 2021)? How can research help us discover ways to motivate students to learn, and also help to relieve some of the stress that they may be experiencing?

SoTL provides us with the opportunity to usher in evidenced-based teaching practices that expand and deepen student learning and thus, bolster their overall academic success. SoTL does this by catalyzing us to intentionally reflect upon and systematically inquire into our pedagogical practices. Through these scholarly pursuits we are able to make research-informed changes that have the potential to affect student learning outcomes, such as our content delivery methods, choice and style of classroom activities, and decisions about which assessments might be more appropriate and effective.

SoTL can also animate and anchor university policy discussions and transform academic culture, which could lead to more holistic, inclusive and equitable approaches to instruction. In essence, SoTL begs us to make our teaching not just student-focused, but, dare we say, human (Chick, 2018; Chick & Friberg, 2022; McKinney, 2013; Weimer, 2022).

Scholarship oriented towards your teaching and your students' learning can manifest from our own experiences as a student, from what we observe and reflect upon in the classroom now as instructors, and read about in academic journals.

Here are a few faculty who are doing just that:

Jenny Kowalski, MFA, Department of Graphic & Interactive Design, is exploring graphic design students' attitudes about and understanding of design for accessibility. Jenny is hoping to build up her research-based pedagogy, make more informed decisions about how she teaches, and she plans to share her findings with other design instructors. She also hopes to encourage future design graduates to enter their profession with an appreciation of accessibility as a foundational component of the work.



Ruth Ochia, Ph.D., PE, Department of Bioengineering, is looking at determining how students can apply foundational knowledge in real world problem solving with exploration of novice versus expert approaches. Ruth hopes to determine how to scaffold assignments to get students to move from single-equation, single-right-answer type problems to being able to approach more open-ended, ill-defined problems that are what they will experience in later courses and in their future careers.

Daniele Ramella, Ph.D., Department of Chemistry, studied and transformed his course "into something students could find friendlier and more enjoyable, without lowering the learning bar." By focusing on student learning rather than on the more traditional approach of centering the course on the presentation of materials, Daniele came to believe that "there is no one everlasting good way of teaching a course, but that every few semesters, it needs to be re-evaluated and redesigned."


Steve Ryan, MS, APR, Department of Advertising and Public Relations, is studying student awareness, attitudes, abilities, access and application related to learning about emerging technologies in public relations classes. Steve hopes to gain insights that will allow us to better understand student relationships with technologies such as IAR, VR, GPT-3, Web3, Artificial Intelligence and more, which he hopes will help inform how public relations educators teach these important topics.

Eve Walters, Ph.D., Department of Civil and Environmental Engineering, aims to test an existing "Diversity, Equity, and Inclusion Toolkit for Teamwork" in combination with problem-based learning to understand how asset mapping affects teamwork in both general education and engineering courses. Eve hopes this study will pinpoint strategies that faculty in any discipline can use to frame group-based learning activities to achieve more cohesive, equitable, effective teams.

Now that we've piqued your interest in perhaps doing your own SoTL research, you may be wondering where to begin. You can begin your SoTL journey by exploring the Center for the Advancement of Teaching's SoTL resources and programming. On the CAT website, you'll find a page dedicated to SoTL. Here, you'll get answers to questions you may have about conducting a SoTL project as well as resources and examples.

We are excited about two of our new SoTL initiatives: The first is the CAT's SoTL Café, which provides faculty dedicated space to work on their SoTL projects - either independently or collaboratively with colleagues from around the university. The Café is staffed by CAT personnel who are experts in educationally-anchored scholarship.

The second is the establishment of an Umbrella Institutional Review Board. Through an agreement with Temple's Institutional Research Board, CAT will officially review and approve teaching and learning focused research conducted within the university. The Umbrella IRB is a more streamlined process for approval of projects whose scope is limited to SoTL research on our campuses and will bolster Temple's mission to conduct state-of-the-art research and promote evidence-based teaching practices.

We encourage you to take some time to discuss with your colleagues and your departmental chairperson how SoTL can be incorporated into your scholarly activities. Remember that the CAT is here to assist you in your SoTL pursuits. 

Benjamin Brock, MSW, Ph.D., is a postdoctoral fellow at the CAT, where **Cliff Rouder, Ed.D.**, serves as a pedagogy and design specialist.



In Memoriam: Thousands of people gathered at the Bell Tower on February 21 to honor Temple Police Officer Christopher Fitzgerald, who was killed in the line of duty on February 18. The alleged perpetrator, who was not a Temple University student nor a Philadelphia resident, is now in custody.

The Center for the Advancement of Teaching

Join us for a CAT Workshop this semester!

An Introduction to The Scholarship of Teaching and Learning (SoTL)

Monday, March 13 | 3:00 PM – 4:30 PM | In-Person

Using Poll Everywhere to Deepen Health Science Students' Learning

Thursday, March 16 | 12:00 PM – 1:00 PM | In-Person (HSC Campus)

Effective Teaching Strategies in Synchronous Online Classes

Tuesday, March 21 | 10:00 AM – 11:00 AM | Virtual

A Roundtable on Creating Meaningful Wikipedia Projects

Friday, March 24 | 12:00 PM – 1:00 PM | Virtual

Book Group: Teach Students How to Learn by Sandra Yancy McGuire

Tuesday, April 11 | 2:00 PM – 3:30 PM | In-Person

Diversity Statement Clinic

Wednesday, April 19 | 3:00 PM – 4:30 PM | In-Person

Check out teaching.temple.edu for CAT's full menu of teaching and educational technology resources and services, including individual consultations, walk-in and virtual EdTech labs, classroom observations, and so much more!

Visit catbooking.temple.edu to register and for more programs!



Connect with the Faculty Herald

We are very sorry for the delay in getting this issue of the Herald out to the world. COVID created an obstacle in the fall, and we've been anxiously awaiting a result from the TUGSA contract negotiations this semester.

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 upcoming editions:

May 2023 issue: Year-end wrap-up.

Submission deadline: April 28.

Issue goes live the week of May 15.

August 2023 issue: The student perspective..

Submission deadline: August 11.

Issue goes live the week of August 28.

Find PDFs of older editions of the Faculty Herald online at facultysenate.temple.edu. Individual stories are posted at facultyherald.com. The Herald is on twitter and Facebook at [@TUFacultyHerald](https://twitter.com/TUFacultyHerald).