

The Temple University
Faculty Herald
MAY 2023

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TU in the Age of the Social Media

Social media, for better and worse, played a huge role in campus life this past academic year, with new channels popping up to document safety, university leadership and romance on the picket lines, amongst many other topics.

One alumni veered from tweeting about his beloved Sixers and started detailing inside information about the university. **George W. Miller III** spoke with **Brian Hart** (KLN '12), whose Twitter feed became a must-read for those who care about the institution.

Let's start with the big stuff: What had you so fired up about university leadership this year?

I initially became vocal about student safety concerns this past fall semester following several high-profile incidents, including an off-campus armed home invasion that made national news.

Shortly after that awful incident, a student I know and care about told me about her own scary experiences and a perceived lack of support from Temple leadership at the time. It pissed me off – it really did. That's what initially motivated me to

take to Twitter to question leadership's action – or lack thereof – when it comes to student safety.

A few of my Tweets caught fire in December, and CBS Philadelphia caught wind of them and invited me on an evening broadcast to comment on former university president Jason Wingard's press tour announcing a supposed future move to Carlisle Street.

How did you begin getting inside information?

In February, shortly after Temple Police Sgt. Chris Fitzgerald's on-duty death, I spoke with several concerned students, crime victims,

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parents, alums, staff, and others. The common denominator was frustration around the perceived lack of accountability at the top. That motivated me to pen an open letter to the Board of Trustees – one very critical of Wingard – which led to my subsequent appearance on Action News.

From there, I continued Tweeting, and the tips started coming in at an increased pace. I was getting emails, direct messages, and even some anonymous snail mail letters – one of which tipped me off about the secret Scottsdale-to-Mandalay Bay getaway during the height of a graduate student worker strike and a safety crisis. My subsequent reporting placed Wingard and others in Scottsdale for the Super Bowl just days after officials announced tuition and health benefits would be withheld from striking workers, and it had them returning to Philadelphia from an all-inclusive resort in Mandalay Bay the day Sgt. Fitzgerald was murdered. The optics of it all were atrocious, and sources told me the fallout from that report had a significant impact on the leadership transition process that followed.

This all seemed very personal. Your Tweets seemed very impassioned. Why is that?

I've heard that a few times. I'm sure some folks pictured a stone-faced man furiously typing away at his laptop. Then others, particularly those who know me, imagined me giggling as I churned out Tweets from my phone. Honestly, there were moments where I was each of those guys, but for the most part, I was somewhere in the middle.

As a public relations professional by trade, I knew storytelling needed to be at the core of this initiative if it was going to gain the widespread support needed to drive meaningful outcomes. Nuance rarely motivates bold change. But emotional appeals – ranging from empathy to outrage – that's something I can sell. The use of taglines labeling leadership's priorities as "PR first, safety second" and "optics over action" were also intentional. And I think they were effective,

based on how often I saw them echoed by groups and individuals with common goals and concerns. Listen, I'm sure some folks agreed with the movement but disagreed with some of my tactics. That's entirely fair. For example, the repeated use of unnamed sources has been controversial, and I knew it would be. But in this case, where many of

underway, I think we'll see a shift in university culture and a renewed commitment to Russell Conwell's original values, mission, and vision. That I'm pleased about.

I also think the grassroots efforts behind the change will serve as a case study for university communities beyond North Broad Street. My sources and I certainly had a role in rallying support, but there were many groups, organizations, and motivated individuals who came together, united by shared goals. What's truly remarkable about this case study is that it was one of the rare nonpartisan movements to rise in this hyperpolarized climate. You saw self-described socialists re-Tweeting MAGA supporters and vice-versa. That doesn't happen – like, ever. So yes, playing a role in a movement like that in a climate like this is very satisfying – personally and professionally.

You seem to have discovered more information. Have you learned stuff that you have not made public? If so, why not?

I have, and I still have new tips coming in weekly. Some information I've withheld had questionable credibility, while other tips checked out but were too far from my focus, which has been Temple University's safety and leadership challenges. As for additional information I have so far withheld, it's primarily a timing thing.


Again, I'm a public relations professional by trade. Some tips aren't newsworthy or relevant as a standalone story, but when linked to breaking news, I can do some newsjacking and get more widespread attention. In that context, if you look back at the timing of some of the info

I dropped, you'll get a better picture of the chess match behind the scenes.

Does the university seem different to you now than when you were a student on campus?

It does. For several years I've been concerned about the "Penn Statication" – as I call it – that had been going on at the university. When I attended Temple, we literally wore t-shirts that said, "We Aren't Penn State." But after graduation, Temple won some football games, and it seemed

Brian Hart @BrianHartPR · Mar 28
BREAKING: Temple University President Jason Wingard Resigns.



inquirer.com
After a tumultuous tenure, Jason Wingard has resigned as Temple U...
Wingard, 51, who led Temple since July 2021, tendered his resignation and the board accepted it, the board chair said. "A strong core group..."

64 87 330 114.5K

Brian Hart @BrianHartPR · Mar 26
It's clear that the Carlisle Street press tour in Dec. 2022 was a PR stunt to deflect from the safety crisis on and around Temple University's campus. It's appropriate to put other stunts under the microscope, mainly the "task force" and safety audit announcements in Jan. 2022.

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Show this thread

Brian Hart @BrianHartPR · Mar 26
So during this task force initiative, the former dean was "ousted" and Ibrahim was named the interim dean – a pattern we've seen play out at other departments during Wingard's tenure.

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Brian Hart @BrianHartPR · Mar 26
This would explain why the report is all fluff – it was written to please and impress Temple University President Jason Wingard and Provost Gregory Mandel, giving them the narrative and ego boosts they needed while helping Ibrahim display loyalty to them.

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the sources could have been targets of retaliation, at least from a professional level, I thought it was an essential way to crack through leadership's shield of opacity and get to the truth.

Are you satisfied with how things have turned out?

There has undoubtedly been some meaningful change at the top that seems to be sending a positive and promising ripple throughout the university. Beyond the leadership transition

like growth and revenues were taking priority over core values. The U.S. News ranking scandal is one glaring example of that. Was I surprised to see a business school caught rigging the numbers? Of course not. But for it to be Fox – that was a massive disappointment to me as a then-active Temple University alumni. In my opinion, that same growth and revenue prioritization led to Wingard's selection as president. He came in with a bold vision to expand Temple's national reach, specifically its presence in Los Angeles, along with efforts to expand its global reach.

One of the problems with that vision is that it was while a pandemic and related issues were decimating Philadelphia's economy and security. Students, staff, and faculty needed leadership on campus much more than they needed a self-described "chief ambassador" traveling the globe, attending Super Bowls, and posing for cameras. With that said, I'm hopeful Temple will return to the culture, values, and priorities that created such an amazing and life-changing experience for me over a decade ago.

How did you choose Temple for college?

I was a lost puppy before I found Temple. I parted out of the first university I attended and subsequently moved in with family so I could at least finish my associate's degree at Montgomery County Community College.

For two years, I waited tables nearly full-time while taking classes nearly full-time. I figured I'd complete the associate's degree and then go out and get a sales job.

Then the global financial crisis came in 2008, and as I approached the completion of my 2-year degree at MontCo in 2009, it was clear that the economy and job market sucked and would likely suck for at least a couple more years. So I pivoted and took advantage of the dual enrollment program between MontCo and Temple. It was one of the best decisions I've ever made. Temple provided me with so much personal growth and direction. It was there that I decided to pursue a career in public relations. And just two years after graduation, I founded my public relations agency Flackable, which just celebrated its 9th anniversary.

What qualities do you think the next president must have?

Temple must have a president whose highest ambition is being Temple's president. I don't believe that was the case with the previous

president. Perhaps someone who has already held a prominent public or private position and wants to end the remaining years of their celebrated career in this role. And yes, I do have someone in mind who fits that description, but I don't want to hurt this person's chances, so I'm not going to say it.

In the meantime, Temple University is in great hands with the acting president. I think the Temple community should be grateful she was willing to take this role and bring stability back to university leadership. I know I am.

What should be their first priorities when they assume leadership?

Safety is the priority. If students, staff, and faculty don't feel safe on and around campus, then everything else suffers.

Enrollment will continue to suffer. Staff and faculty morale will continue to suffer. Campus police recruiting and retention will continue to suffer. Community relations

will continue to suffer. Alumni relations will continue to suffer.

The president has to treat safety like the crisis it is, not dismiss it as a PR problem or try to shift blame to the city. The person I'd like to see in this role is uniquely qualified to swiftly and thoroughly address safety so the university can shift its focus back to academics and research and all of the other amazing things this university delivers.

Will you continue to monitor the administration of your alma mater?

In the short term, yes. Without question. In the long term, I'm hoping to get back to just doing fun guest talks for Temple classrooms, attending Temple events, and being the proud Temple alumnus I've been for the bulk of the past decade. 🦅



Make the City the Center

The city is our greatest strength but it is hurting, writes **George W. Miller III**, the editor of the Faculty Herald. If Temple made the right moves, it could help the city and rebrand the institution.

I was first assigned to teach Journalism & Society, the first semester journalism class, back in the fall of 2007. Because the course also satisfied university-wide requirements in the pre-GenEd days, there were nearly 300 students enrolled.

When a colleague learned I was assigned the class, he said, "It's too much work. Do it for a year and then let them assign someone else."

He had me nervous. This was going to be a ton of work.

For the first day of that first semester, I pulled images of the students from their social media feeds and placed them throughout the lecture slides. I randomly called names from the roster and asked students questions about their interest in journalism. During that first class, we found out where every student was from and what they wanted to do in journalism. We learned about how they absorbed information and who were their favorite journalists, as well as lots of other stuff. I told a few jokes, got a few laughs. It was a rush.

All of the students participated in the class discussion – raising hands, asking questions and responding to my prompts. It was a blast, and not just for me.

As the students filtered out at the end of our session, one of the teaching assistants said, "That was amazing. I've never seen 300 students so involved in a class."

Of course, it was never the same. The rest of the semester was filled with more substance, which wasn't always fun. The Internet was drastically altering the business of journalism as well as the practice and ethics of the craft. That teaching

assistant who spoke so glowingly about the first session quit in the middle of the semester (not because of me ... his doctoral program wasn't a good fit and he was super stressed out).

Still, teaching that class was more fun than I could ever have imagined in a classroom. I did it for the next 10 years ... and I tried to never reveal how much fun I enjoyed the experience. I didn't want them to take the class away from me.



Through the Years: (clockwise from top) Journalism & Society in 2009; my dog Mookie, seen in 2018, was a regular fixture on campus; students Cory Sparks and Savon Crisp at the Japan Campus in 2020; Dan Marcel in Journalism & Society in 2011; Klein College London program students at Stonehenge in 2010.

I have enjoyed my time at Temple immensely – because of that class, for sure, but also because of the other opportunities the institution created for me.

As a journalism professor, I've met with

city leaders, community activists and people from every walk of life. Many of those people visited Journalism & Society and shared their experiences with the students.

I taught a 6-week summer program in London in 2010. The students filled three blogs every day and created a printed music magazine about London's music scenes at the end of that session. I spun that 48-page magazine into a Philly music publication months after our return. We published that magazine for the next 8 years, until 2018, when I moved to Tokyo to work at Temple's Japan campus.

Shoot, I spent three years at the Japan campus. It was a life altering event.

I used a deferred sabbatical upon my return from Japan to finish my doctoral dissertation and raise my son. It was probably the best year of my life. Thanks, Temple!

This past year has had its ups and downs, clearly. Editing the Herald has meant that I had to follow the difficulties with enrollment, budgeting and leadership, while also staying on top of faculty concerns, the graduate student strike and everything else. The crime issues, as well as the perceptions around crime fostered by social media, were unavoidable.

Life on campus this year just seemed tense.

With Acting President Epps in place, things seemed to have calmed down a great deal. But I don't see or hear people talking about long-term solutions to the difficulties the university is facing. Crime is scaring away students and likely potential faculty, staff and administrators.

As a non-tenure track professor of practice, I feared for my position.

The number of Journalism majors is around half of what it was before I moved to the Japan campus five years ago. When my current contract expires in a few years, would there be any justification to renew me?

Rather than wait and hope that our leadership

steps up to work with the city and its residents to address the social ills that plague us, I took another job at another university. After 17 years at Temple and most of my life in Philadelphia, I'm moving to New York City.

For Temple to get past this difficult period and then remain stable and strong, it has to own the city. We can't just exist here and hope that the societal ills don't breach the campus boundaries. We need to acknowledge that our neighbors are dealing with defunded public education and mental health care, as well as decreased after-school programming and public spaces.

Is it the role of a university to step in to fill those gaps? Historically, no. It's not our job to fight crime, or to booster public education, or to provide assistance of any sort to nearby residential community members.

Many universities started building community engagement organizations in the 1980s and 1990s. The vast majority of these organizations, including the long-hailed Netter Center for Community Partnerships at the University of Pennsylvania, have very little connection to the academic side of the operation.

Temple has the Office of Community Affairs and Engagement and they do some wonderful stuff. But they are a team of five people and they have almost no connection to professors. In 2018, Temple created the Lenfest North Philadelphia Workforce Initiative, now known as the Lenfest Center for Community Workforce Partnerships. Again, there is some wonderful programming but it all runs completely separate from what our primary mission is as a university.

It's time to think differently about higher education. If done right, Temple can create a model for the way that urban universities interact with their surrounding residential communities.

What would that look like?

Rather than just sending undergrad education majors to public schools so they can get their hours needed for the program, let's think about how we can use our collective brain power to make the public education system stronger. Same with the mental health system, but use our psychology majors, who also need the hours. Rather than extract, let's think about what we can do for the local communities.

We should do that in every major, at every school and college.

And let's hire faculty who will use the city for their research, with a goal that the research will then be applied directly.

We should be a positive force for the city.



Now, a lot of incredible community outreach happens at Temple. There is the globally recognized Inside-Out Center, which brings together university students and students who are incarcerated, and the wonderful University Community Collaborative, which works with area youths so that they can present their voices, largely in video.

There are countless other efforts that, if aggregated, would likely be impressive. But there is no database, no website and no one person who understands all that happens at this place. That means that residential community members looking for advice, workshops, information or

anything else from the university have to dive deep if they want to find answers.

I've interviewed dozens of nearby residential community members and most don't even know where to start looking. When I talked about specific programs that currently exist, they just shook their heads. They never heard of them.

If we had a properly-funded Temple Neighborhood Initiatives Center, it would bring together all of the amazing things that happen here and we could learn from residential community members how we can better serve them. We could build the academic programs that would present amazing experiences for our students, create research opportunities for faculty, and open doors for the residential community members.

It's a win for everyone involved. And it would only cost around \$5 million per year, which is roughly the operating budget for the University of Pennsylvania's Netter Center.

If we don't do something about crime, we will continue losing prospective students. The university is already expecting a decrease of around 1,200 undergraduate students for fall 2023 compared to fall 2022. That will put us down more than 8,000 students from the enrollment all-time high in 2017.

For every 250 students we do not enroll, we lose about \$5 million in tuition alone. Spending \$5 million on a Center could halt the enrollment crash, even considering the global shortage of traditional college-age students that we will face in a few years.

The city should be our greatest strength, a selling point for so many reasons. We should be fighting to make it the best place it can be.


Is that the role of a university?

It should be.

A residential community member told me that he felt constantly used by Temple faculty and students. He felt like the locals were seen as this exotic culture in a place where people can learn about the "other" and then leave.

That person said, "We don't want more PhDs coming in here and taking from us. We want pathways to being PhDs. We want to learn how to solve our own problems."

That is a goal I would aspire to if I were the next president of the university. We have the ability to help all ships rise.

I hope that Temple finds its footing again. Philadelphia needs the university. 

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



Photos by George W. Miller III.

The Shared Governance You May Not Know About

Over the past two years, the Faculty Senate has been involved in many different campus-wide efforts, writes Faculty Senate president **Kimmika Williams-Witherspoon**. Faculty have had representation on various searches, multiple working groups and other strategic planning projects.

According to the Association of Academic University Professors (AAUP), shared faculty governance simply means meaningful participation in the academic programs, policies and concerns of the university enterprise.

Our role in the Faculty Senate is to advocate for the academic, social, cultural and physical well-being of our faculty, students, staff, administrators and community. My teams - first with former vice president Lisa Ferretti and Ashley Stewart and then this year with vice president (and now president-elect) Shohreh Amini and Quaiser Abdullah, we have worked to continue to do just that!

First, during the summer and into the fall 2021, we organized what would become a standing Pennsylvania Leadership committee, made up of Faculty Senate executive committee members from all of our peer institutions - Penn State University, the University of Pittsburgh, Lincoln University and Temple. For the last two years,



we have continued to meet monthly to share best practices and to work collectively on shared issues, such as academic freedom, COVID-19 mandates, and debates around critical race theory.

One of the first things I did during my time as president was to invite all of the past presidents of the Faculty Senate to a Zoom meeting to discuss the biggest initiatives that they each had to grapple with during their administrations, what the outcomes were and what had yet to be done. I asked them to advise me on what issues and concerns they felt still hadn't been addressed by the university.

One of those concerns was acknowledging the way that Faculty Senate committees were now being chaired by or significantly comprised by administrators, so one of the first things we did was to constitute the Bylaws Revision Committee to ensure that Faculty Senate committees would be chaired or co-chaired by faculty, and working towards faculty concerns.

We also removed all of the language in the bylaws that referred to "full-time status." It was a way to begin to address our adjunct colleagues and to be more inclusive of the contributions that we all make here at Temple.

Virtually, I attended the Coalition of Intercollegiate Athletics Conference and listened to some lively discussions about student athlete success, ethics and injury.

We participated in the reoccurring RCM five-year review during the fall 2021 semester and we encouraged all of our faculty to take the survey that was distributed as an opportunity to speak candidly about RCM's impact on teaching, research and cross-curricular collaboration. We also used that opportunity to advocate for a review of collegial assembly Budget Review Committee as outlined in the Guiding Principles Document, to ensure transparency and the requisite faculty voice in the administering of RCM in our respective schools and colleges.

We took that as an opportunity to also advocate for deans to have mandatory diversity, equity and inclusion training.

Two weeks before the end of the fall 2021 semester, the Faculty Senate Steering Committee was asked to conduct a search to name an internal provost and though that search process was truncated, indeed, I commend that search committee for all their hard work. At that time, the search committee sent two recommendations to the president's office. Following interviews, Gregory Mandel, who had been serving as the interim provost, was formally named Provost Mandel.

Continuing the trend started by my predecessor, Rafael Porrata-Doria, we kept the Representative Faculty Senate and University Senate meetings on Zoom. We also held two evening meeting per semester so our colleagues at the Japan Campus could join us. We have continued to see record numbers of attendees at all our meetings for the last two and half years. More and more faculty are joining our committees and participating in shared governance.

To that end, in 2021-22, the Faculty Senate, with the assistance of the Committee on Administrative and Trustee Appointments, has recommended and placed faculty representatives on the Temple University Alumni Association Parliament (or Board of Directors), the athletic director search committee, the Violence Reduction Task Force, the Health and Wellness Committee, the faculty affairs vice provost of strategic initiatives search, the Beasley Law School dean search committee, the search committee for the dean of School of Medicine, the vice president of strategic operations search committee, and the search for the vice president for Public Safety.

We advocated for Temple to become a university member of the National Center for Faculty Development and Diversity and now, faculty and graduate students can take advantage of those considerable benefits.

The Steering Committee approved the creation of the Adjunct Constituency Committee and, following meetings with various stakeholders, held an inaugural meeting between the Faculty Senate Steering Committee and collegial chairs. In February 2022, that group contributed to the data with which the Faculty Senate Steering sub-committee wrote and submitted the Shared Governance document. Then, we followed with list of prioritized next steps, which was submitted to then-president Jason Wingard and Provost Mandel. Soon after, the provost's office began putting together working groups to address those concerns.

Under Jeremy Jordan, the vice provost for faculty affairs, Collegial Assembly chairs from across the university have been meeting regularly.

We put together a health and safety town hall

during the spring 2022 semester, and another town hall to discuss what critical race theory really is.

In spring 2022, following the lull in research activities during our two years navigating the landscape due to COVID-19, we provided the Faculty Senate Research Programs and Policies Committee with an opportunity to award mini-grants to jump-start new faculty research.

Thanks to the Faculty Herald Advisory Committee, with George Miller as editor, the new and improved Faculty Herald ushered us in to a new period honoring faculty excellence, advocacy and commitment.

Thanks to the work of an energizing CLA student, Jared Goldberg, and Dr. Dustin Kidd, this past academic year, 2022-2023, the Faculty




Senate passed a resolution to urge the administration to consider giving the university community future election days off as civic wellness days. We also urged the administration to return health care benefits to striking TUGSA workers earlier this spring semester.

Thanks to Provost Mandel, the Faculty Senate has placed faculty on seven search committees, including for the deans of the College of Public Health, the Fox School of Business, the College of Science and Technology, and the College of Education and Human Development. We also made sure there was faculty representation in the search for the vice president of enrollment management, vice president for research, and vice president for information and technology.

We also named faculty to serve on the working groups on shared governance, the deans' review process, the university master plan, and global engagement.

We are still looking forward to a faculty representative being added to the strategic communications working group.

And that is just this year!

If shared faculty governance really means meaningful participation in the academic programs, policies and concerns of the university enterprise, then I am happy to report that this Faculty Senate administration has been a regular contributor to the Temple enterprise. 

Kimmika Williams-Witherspoon, Ph.D., is an associate professor in the School of Theater, Film and Media Arts.

Faculty Herald

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faculty senate vice-president

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Challenges and Opportunities

Safety and enrollment are the immediate priorities, writes **JoAnne Epps**. But after nearly 40 years at the university, she is confident that the university will stand strong as long as we stand together.

Let me start with greetings. I hope this finds you well and poised to enjoy the summer. Let me also thank you for your work. You are the backbone of this institution.

Earlier this month, the Temple community came together to celebrate the University's 136th commencement ceremony. Although I have participated in many commencements, and they are all special in many ways, this was my first commencement as Temple's president, and the significance of that fact was not lost on me as I joined you in the processional.

As much as commencement is a celebration of our students, it is also a celebration of all of you. You, our highly talented faculty, pave the pathways for our students. You are asked to play many roles – teachers, scholars, mentors, administrators, colleagues, leaders, and role models. Your achievements – in teaching, research and creative work, and service – are points of pride for our university. Your jobs are not easy, but commencement day is one of the occasions where I hope you are able to see how meaningful and fulfilling your work truly is.

As many of you know, since being named acting president last month, I have noted that my focus will initially be placed on two important

substantive matters – safety and enrollment. These two areas are inextricably linked. They are also complex matters that require complex solutions, solutions that cannot be designed by any one person or group. They require a collaborative approach and feedback from all of our stakeholders, and this includes all of you.

Over the next few weeks and months, I plan to connect with as many of you as I can, renewing old friendships while also establishing new ones. Granted, my calendar is crowded, but I know that I cannot succeed without a good sense of our faculty. Please give me a chance to continue getting up to speed, but stay tuned for ways for us to interact.

While my time as president may be brief, this institution will not be standing still. We will be working to continue moving Temple forward, and I am eager to partner with you to accomplish this. While we will be tackling both enrollment and safety, we will also continue other important initiatives, including our broad-based strategic planning effort, which was initiated when I was provost and has involved many stakeholders along the way, including, in addition to faculty, deans, administrators, staff, students, alumni, and community members.

This effort is appropriately focused now on

revisiting and prioritizing our strategic initiatives. They are the building blocks that are key to achieving our strategic priorities of boundless access, educational value, thought leadership, community engagement, and reputational excellence. Throughout this process, we must continue to reflect on our shared commitment to our mission and values, and envision and work towards the Temple that we want to be.

As we move forward together, I ask that you take a moment to reflect on what brought you to Temple. Remember why you embraced this institution; remind yourself of what keeps you here.

It goes without saying, but my love for this institution runs deep. I have spent more than half my life and the vast majority of my professional career here and I count being named Temple's acting president as one of my greatest honors.

Yes, it's true that there are challenges ahead. We would be naive to suggest otherwise. But there are also opportunities. And, to that point, if there is one thing that my nearly 40 years at this institution have taught me, it's that the collective Temple community is stronger together. I am optimistic because you give me hope – hope to know that whatever life throws at us, we are up to the challenge. I look forward to seeing us come together to seize these opportunities in the days ahead.

JoAnne Epps, J.D., became the acting president of the university in April. She previously served as the executive vice president and provost, and as the dean of the Beasley School of Law.

The Difficult Realities of Right-Sizing Temple

Ken Kaiser, the senior vice president and chief operating officer, was planning to leave Temple this summer after more than 30 years at the institution. Then things changed. He spoke with **George W. Miller III** about his decades at the university and why he decided to stay.

What have been the most significant changes you've seen at the university since arriving here as a student in 1985?

The most significant changes I've seen since arriving on campus in 1985 is first the growth in the number of students living on or near campus including the transformation to a 24/7 operation. In 1985 there were no more than 2000 students living in Temple beds and very few lived in the surrounding community. Today there are at least 12,000 to 15,000 kids living "at Temple." In 1985, the campus was empty by noon and today it is thriving well into the evening. The second major change is the capital development on and around campus. The number of new buildings including academic facilities and amenities like recreation services, restaurants, residence halls and landscaping have transformed the campus into a destination and made it attractive to both students and faculty.

In 2018, you told the Temple News: "There's been a fundamental shift in the way the state has viewed supporting public education. In the past, getting a college degree was viewed as everybody's right. Now I think it's viewed more as a privilege." How has that reality re-shaped the university?

My point was that in the past, the state willingly supported higher ed in order to give its citizenry access to a world-class education. It was about social mobility and serving the greater good. Meaning it is good for the Commonwealth and everyone if the population is educated and has the ability to earn a sustainable living. In the end, that means more tax revenue and services for all. As state funding decreases in real terms, it shifts the responsibility and burden to the student to fund their education. This change has reshaped Temple's profile and made it essentially a tuition-driven institution, much like a private university. There's no doubt it has had an impact on tuition rates and affordability, and therefore access.

What are the alternatives to cutting costs and raising tuition?

Temple should always look to be as efficient as possible and keep costs down. Doing so has a direct impact on tuition rates. And we've done a good job on this front, as evidenced by our position in our academic benchmarking consortium. However, unfortunately, in difficult "sustained" financial periods, there are not many impactful options other than reducing costs. We are always looking for and supportive of new revenue opportunities, but the

reality is they typically take a number of years to ramp up, and they do not move the needle very much. And we need to increase tuition annually even in good times. The reality is our cost structure is driven by people. Our budget is more than 65 percent compensation and benefits. So, when our bargaining units and administrators get an annual increase, it must be funded. Additionally, other costs increase every year as well - utilities, insurance, etc. New revenue - tuition increases - or cuts are necessary to fund them. All that being said, we recognize there is a limit to how high tuition can be, so change is needed and, hopefully, we can all engage in that dialogue.

There has been a lot of talk about right-sizing the university. What does that mean?

By fall of 2023, enrollment will be down at least 8000 or 20 percent from fiscal year 2018. And it may be down more than that. We know that demographics will make it difficult to recover this enrollment anytime soon. So, right now Temple is built to serve 40,000+ students and we maybe at 30,000 in the fall. Reducing or right-sizing every aspect of the university to match the lower enrollment, which is likely to be sustained, is imperative.

At the same time, it seems like the university is planning for growth in the future. The new master plan reportedly includes projects that will be built at the newly acquired southwest corner of Broad and Diamond streets. How can these two ideas (right-sizing and growth) co-exist?

Two points to make here. First, just like we did during the Great Recession, we need to make sure we always address the capital and infrastructure needs of the university. We must make sure Temple remains attractive and relevant to students and faculty. Not making these investments will have a further negative impact on enrollment and to some degree, shift the work to a later time when it will be more costly. Second, capital projects, like buildings,




are largely paid for by the Commonwealth. As an example, Charles Library leveraged more than \$140 million of state funds. That's literally free money. No operating funds are used to build buildings, although the added costs to operate them does. However, it would be unwise to turn down \$140 million because we had to add \$100,000 to the budget. Additionally, there is a desire to get more students living off-campus to move closer to or back on campus. These investments are necessary at 40,000 students and at 30,000.

Your children graduated from Temple, right? And you've been here for a long time. What makes the place special to you and why do you think it will succeed long into the future?

Much of my family graduated from Temple, including my son. The number one thing that makes Temple special are the people. Everyone

working at Temple is committed to its mission, and is passionate. We don't always agree on everything but I've always found folks willing to engage and talk through issues. In the end, I do believe in the term and ideal of the "Temple Family." And, of course, the students make Temple special. I've enjoyed watching how the students have changed and become more involved and passionate over the years.

Why did you decide to stay on?

As Acting President Epps said, Temple is in my DNA. I am thankful to be given the opportunity to stay and be part of the team that helps lead the university moving forward. I hope to be here a long time. 



Education Should Bring Us Together

Journalist **Will Bunch** recently published a book called *After the Ivory Tower Falls*. It's a fascinating read about the rise and fall of higher education. He spoke with **George W. Miller III** about what he learned.

What inspired you to report and write such an in-depth look at higher education in America?

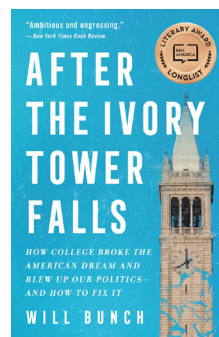
This was an idea that was roughly 15 years in the making. It first started when my kids were in grade school, or middle school, and I was working flexible hours and spending a ton of time driving around in my car. These were the George W. Bush years and I was both flummoxed by and obsessed with the rise of the political right. So, despite my liberal views, I started listening to right-wing talk radio, especially Rush Limbaugh. It struck me that a key driver of the rage he stirred up every afternoon was against college-educated types – journalists, academics, actors. I wanted to understand why them (or, us...journalists), and not the corporate CEOs who were actually laying off workers or outsourcing the jobs.

During the 2010s, it became clear that a college degree was becoming the political fault line in America – people with bachelor's degrees were becoming Democrats and white non-college workers were switching to the GOP. Most political journalists knew this, yet no one seemed curious

as to why. I was curious! And I thought to understand why college was behind our political divisions, you needed to understand what has happened to college itself. Maybe it didn't hurt that my own two children went to college in the 2010s. I knew that things had changed a lot from when I had gone to college (Brown University) at the end of the '70s.

What is the American dream you write about?

I believe that, in the most general sense, the American Dream has been that the U.S. is a place with opportunities to do better – maybe better economically than your parents or, for immigrants, better than in your native country. But how to do that has changed over time. In the early 20th century, the dream was simply



prosperity – a car in the garage and two chickens in every pot. But as society grew more affluent, the “Dream” of getting ahead was becoming more educated, which presumably could make you wealthier, allow you to work with your mind instead of your hands, and hopefully become a better citizen. “College broke the American Dream” as later generations lost affordability and access, and as the millions who didn't get a diploma not only faced more dismal job prospects but a lack of respect. But many who did attend college now found prosperity elusive because of massive debt.

The book parallels the changes in higher education and the increasingly tense politics of the country. Won't there always be tension and resentment when people have different levels of education?

To some degree, sure. You go way back to some of the political or social revolutions of the 19th century and universities, though smaller, were often centers of unrest. But there was a real sense during what I've called the Golden Age of college, from the 1944 G.I. Bill through the early 1970s, that higher education could have a democratizing effect, especially when tuition at public universities was next to nothing. And remember, decent jobs were also more plentiful after World War II for workers who didn't want to go to college. That changed around the 1970s. The job premium for a college diploma soared. So did measures of unhappiness among people without degrees. This divide has been a formula for resentment.

How can you convince a divided nation that higher education is a public good? Is there a way to de-politicize education?

It won't be easy. One thing that I stressed in *After the Ivory Tower Falls* is that the nation won't be able to fix this if we only call it a “college problem” and only see solutions in terms of free public universities or debt cancellation. The reason is obvious: 63 percent of adults don't have a 4-year degree. We need to understand that America's actual problem is failing all of our young adults, college-bound or not. There needs to be free trade schools and new opportunities like internships. I also write extensively about the idea that a universal “gap year” of civilian national service for 18-year-olds, which would not only provide opportunity and reduce pressure on these teens, but bring together American kids from all kinds of backgrounds for a common purpose.

What would be the ultimate problem if higher education was fully privatized? What would happen if we returned to the pre-GI Bill era, when higher education was primarily for the elite?

I think we're very close to fully privatized right now. Temple, which is a quasi-public, or state-supported, university, is an outstanding example. Over the course of the 2010s, the taxpayer contribution to Temple's revenue went from 65 percent to just 10 percent, and most

of the difference came from “the consumer” – i.e., tuition from students and their families. A majority of the trustees, including the chairman, Mitchell Morgan, are wealthy people from the world of business, and their attitudes led to a university president rooted in the culture of Goldman Sachs (the ousted Jason Wingard) and a brutal anti-union stance against teaching grad students. The very notion of the university as “a public good” is that undergraduate education should be treated like we treat K-12 education and supported by the taxpayers, because we all benefit from an educated society. There will always be a market for private institutions like Harvard or Penn, but public college education wants to be free, which it once nearly was.

You write that we've botched higher education so badly that the costs are incalculable. Can you explain?

Did I say that? I meant that we need to understand the costs of America's college divide that go just beyond someone's earnings with or without a degree. One example: The new research showing that so-called “deaths of despair” – drug overdoses or alcoholism deaths or suicides – are spiking among young people without a bachelor's degree. Likewise, the anti-college attitudes among political conservatives have morphed into contempt for knowledge, which leads to climate denial or conspiracy theories like the Big Lie around the 2020 election. That's why we need to see the college divide as a front-burner issue that needs to be solved.

What are the most important steps to take to remedy this situation, assuming it's not too late?

In the book, I basically argue that we'll need to embrace broad, philosophical changes in our attitudes towards higher education before we can even debate more specific remedies. What I suggest is that we need first and foremost to stop the corporatization of college and see higher ed as a public good, just like K-12 education. We should also embrace forbearance and work toward eliminating America's \$1.75 trillion debt bomb, because today's younger generations were robbed of the opportunity to attend college for little or no cost that boomers enjoyed.


We should return to a vision of liberal education that embraces the humanities and social sciences and which understands that critical thinking and civic values are just as important as job preparation, if not more so. And we should also start thinking about how education could bring Americans together rather than drive us apart, such as the civilian-service gap year I discussed earlier. This is going to take a lot of time, and money – but it can work if we make this a national priority. People need to understand that inequality in education has divided America, so fairness in education can be the solution. 



Photo by George W. Miller III.

The Immense Potential of TUJ

George W. Miller III spoke with **Shinya B. Watanabe**, a longtime professor of Art at the Japan Campus, about the rapid growth at Temple Japan, and what comes next.

What changes have taken place at TUJ over the past academic year?

This past January, TUJ sadly lost Assistant Dean Jon Wu, who was known as the “clock” and “heart” of our campus. We miss Jon's contributions greatly as we work to fill the gap he left behind. On a more positive note, our student enrollment continues to grow, and we have welcomed new full-time professors to our team.

How has the surge in undergraduate enrollment (from 1200 to 1800 students) impacted teaching?

Now more than ever, we need to ensure all students receive a quality education. It has been an exciting journey, as I am constantly refining and improving my approach to meet the needs of the growing student body. TUJ is actively exploring options for a second campus to accommodate this expansion. It seems that this endeavor holds immense potential, and we are optimistic about the positive outcomes it could bring.

How could the main campus better support the work of faculty members at the Japan Campus?

One potential approach for strengthening the relationship between the main campus and the Japan campus could involve facilitating short-term exchanges of faculty members. This would not only help foster a sense of community and teamwork, but also promote knowledge-sharing. As an example, my research focuses on generative AI, cyberspace and virtual reality-based artworks. If the main campus were to explore this area academically, I would be eager to contribute and collaborate.

Fly to Philly recently went into effect, allowing TUJ students to study on the main campus at TUJ tuition rates. What do you hear from students about the possibility of studying in Philadelphia?

Many Japanese students are excited about the opportunity to study in Philadelphia through the

Fly to Philly program. They often ask me about course scheduling and study away options. One challenge we face is that the main campus isn't specifically designed as a study away campus, so we need to work on coordinating and bridging the gap between TUJ and main campus majors. For Art major students, studying in Rome might be more easily coordinated, as Rome is already set up as a Study Away campus.


What was the draw for you to study in the US when you were a TUJ student?

During the 90s, TUJ had limited course offerings, and I was particularly interested in pursuing a major in film production. This led me to transfer to the main campus, where I could find the necessary resources and opportunities to follow my passion.

TUJ is a very different institution from you were a student there 30 years ago. What have been the most significant changes, from your perspective?

The most significant changes at TUJ include the increase in American and international students, with Japanese students now representing only 40 percent of the population. Additionally, we now have a vibrant campus with a beautiful lawn, and a broader range of majors, such as Art and Communication Studies. Overall, I believe the experience has greatly improved over the years.

What are you looking forward to for the next academic year?

Building upon my experience from this year, when I started integrating generative AI into my syllabi, I am eager to further refine its application in the classroom. Our creative atmosphere is ideal for discussing the pros and cons of generative AI with students. While opinions on its use in education may vary, I believe that when thoughtfully introduced, it can effectively foster critical thinking among students. 

The Price of a Child?

Why isn't there a cost differential for health insurance through the university when you have one dependent versus two or more? **Laurence Roy Stains** investigates.

My daughter Elena rolled off my health insurance in March, having reached 26, the age at which employers can legally kick our Gen Z kids off our cushy Cold War-era healthcare plans. Since she's still in school, she can't get insured through an employer, so I asked Temple's benefits department about COBRA coverage. How bad could it be?

Bad: \$869.15 per month.

Ah well, I thought, at least my insurance co-pay--\$587.46 toward my Personal Choice family plan—would go down, because now it's down to just two of us: my son and me. More news: yeah, no. Under our current faculty contract, which ends in October, there is no middle ground. You're either single or family, whether that family is one person or 10.

That just didn't seem right. And as I dug deeper, I decided that indeed it isn't quite right. Many health insurance plans now offer what's called the "employee plus one" option; the university offered the Temple Association of University Professionals (TAUP) the plus-one option during the last round of negotiations in 2019.

TAUP turned it down.

Of the 11 bargaining units here at Temple, two get health insurance through their union, but TAUP is the only bargaining unit getting coverage through Temple but rejecting the plus-one alternative.

"The breaking out of co-premiums into three tiers has been a university proposal, not a union proposal," said Sharon Boyle, Temple's VP of Human Resources. She explained that removing all the plus-one employees from the family plan and creating a separate group has the effect of lowering premiums for them—but raising the premiums for those left in the family plan. She couldn't recall the exact amount of the potential increase, "but it wasn't insignificant," she said.

Steve Newman, who was TAUP's president at the time, doesn't dispute her.

"There was a lot of discussion," he recalls, about the benefit for some members (the plus-ones) versus the price hike for others (those with families). Their conclusion: "The cost it would have exacted for families wasn't a good deal for the unit as a whole."

No other bargaining unit saw it that way. Faculty in the Beasley School of Law, for instance, have had the plus-one tier since 2016.

"Our members seemed to want the plus-one option," said Harwell Wells, a professor of law and member of the law union executive committee.

The monthly cost of a law faculty member's contribution to the Personal Choice option if they make less than \$76,000 is \$180.66 for an individual, \$387.18 for an employee plus one dependent, and \$587.38 for a family. For faculty who make more than \$76,000, the monthly contribution is \$205.30 for an individual, \$437.68 for an employee plus one dependent, and \$660.81 for a family.

At one nearby large public university, Rutgers, faculty members have the plus-one option; they are insured by the state. The plus-one option has been available to all federal employees since January 2016. And let's face it: the plus-one tier is a better reflection of the households we actually live in now: Of the 131 million households in America, those who are married without children or single (roughly 38 million each) far outstrip the number of married parents, i.e., families (23,345,000). Then there are all the families



Photo by George W. Miller III.

with single parents and children: 10.5 million, roughly. We're an increasingly diverse bunch. Only 22 percent of American households conform to the 1950s stereotype of a breadwinner dad and stay-at-home mom. In that light, a health insurance plan that offers only the single or family option feels as out-of-date as a rerun of *The Donna Reed Show*.

So will TAUP change its tune this year?

"It's certainly something on our radar," says Jeffrey Doshna, TAUP's current president. "If Temple's numbers make sense, it's certainly possible."

That would be nice. But I should temper my enthusiasm: any notion that a new tier would result in a big savings is fatally naive. Costs will rise, regardless.


Medical inflation has been running ahead of the general rate of inflation for the last 75 years, and healthcare's share of the overall gross domestic product is barreling toward 20 percent. What's worse, Americans aren't getting much for our money. We're the least-healthy advanced nation, according to a recent issue of *Time*. And in *The Atlantic* last month, staff writer Derek Thompson pointed out that an American man in his late 30s, such as himself, is roughly six times more likely to die in the next year than his doppelganger in Switzerland.

Nonetheless, let's be clear: those of us in TAUP's plus-one group are currently subsidizing faculty members with families. You're welcome.

In the end, my daughter got student insurance through her school. It's \$419.20 per month, which is less than half the price of Temple's COBRA coverage. We'll take that deal.

The irony is, she's in medical school.

Yes, even they have to pay ever-higher premiums, but oh boo hoo: she's already had the class where visiting financial advisors tell them: Right now you're poor, but you will be rich. At least she will be on the winning side of this particular football.

And lucky me: I'll know a doctor who sometimes takes my calls. 

Laurence Roy Stains, M.S., is an associate professor in the Journalism Department, where he also serves as the assistant chair.

TSG in a Post-Pandemic World

Leadership isn't about getting likes on Instagram, writes **Gianni Quattrocchi**.

On April 25th, 2022, I was sworn in as Temple University's Student Body President and began a journey that would become one of the most enlightening experiences of my life.

As a political science major, many of my classes are oriented around theories, frameworks, and how things ought to be, but as we all know, experience is the greatest teacher and some things simply cannot be learned from a textbook - they need to be lived. TSG did just that for me and served as a trial by fire in making change and effective policy.

On the campaign trail leading up to my election, I set ambitious goals for the administration I would lead, and I am proud to say as my term comes to a close, we met the challenges we faced head-on and would become the most active student government in Pennsylvania and one of the most effective in the country.

One of the biggest challenges we faced when we took office was rebuilding student awareness of TSG and expanding student-university involvement. College and extracurriculars being relegated online for the better part of two years severely damaged student willingness to be involved not just in TSG, but in clubs and opportunities across campus. If a student's first impression of the college experience was over Zoom, that wasn't a very attractive preview for what college is about and was definitely a poor sales pitch for engagement.

Our first order of business was to make students aware of student government, show them the value in their involvement, and be as engaging as possible. We held biweekly town halls and made ourselves a visible presence on campus - participating in every meeting we could, collaborating with offices at different events, and directly communicating with student organizations through roundtable discussions and attending their meetings.

These efforts paid off. In the TSG's presidential election in March, we saw a near-tenfold increase in voter turnout. More students attended our town halls as the year went on, and over a



hundred students participated in the TSG-hosted campus safety town halls at the start of the spring semester. Over the course of a year, we transformed TSG from an organization students were aware of only in passing to one students actively paid attention to and communicated with.

We addressed the most pressing concerns of students, especially campus safety. Through our collaborative efforts with campus safety services, we were able to communicate critical information on resources, gather feedback from the student body, and advocate for improvements that would promote using services like FLIGHT and the Guardian app. We built relations between the student government and our state and federal government by meeting with state legislators to voice our support for our funding from Harrisburg and other improvements that would benefit Temple and the student body.

For the first time in years, TSG even sent its own delegation of students to Washington to meet with federal offices to voice our support for expanding the Pell grant and providing Temple students the funds many of us rely on to attend college in the first place. Above all, we represented the interests of the student body well and made the student government a vocal force for change.

These accomplishments are all something I am incredibly proud of and they are a testament to the hard work and diligence of all those who served in TSG this past year. However, I am especially proud of the way we conducted ourselves and how we operated to get things done.

There was never a moment where we weren't prepared or professional, and most of all, we adhered to true leadership.


One of the emerging problems seen across the country today (and slowly seen more frequently in our own campus) is that success is no longer measured in improvement but rather, it is increasingly becoming measured in destruction.

How many times can an angry tweet get reposted? How many profanities can be hurled through a megaphone? How many people, companies, and institutions can be denounced or destroyed? How much outrage and vitriol can be spread? People uniting against others they disagree with and launching campaigns of outrage against each other is nothing new, but it is growing and the more time we focus on being enraged and producing destruction, the less time we have to focus on true results and improvement.

There are some days when I am fearful for what a future marked by the angry tweet holds. It is incredibly easy to fall into the trap that our social responsibility is one of denouncing what we don't like and that our involvement doesn't extend beyond creating outrage rather than working towards a solution.

Yet, as my time in student government concludes, I am filled with optimism. Over the past year, I have seen how those who served in TSG and Temple's student body are committed to real solutions and working towards consensus. We didn't do things because we thought they would generate likes on Instagram or gain some sort of popularity - we did all that we did in service to the student body. That is the difference between true leadership over ineffective performance.

There is no doubt in my mind that we are in the throes of a time marked by performance and outrage over results and solutions. People are increasingly engaging in "slacktivism" and abandoning true activism and consensus-making, but as we look towards the future, we should be optimistic.

The standard I have seen at Temple is students who are engaged and passionate about making real change, not the appearance of change. If Temple students are a reflection of what is to be, then our future is bright. 

Gianni Quattrocchi served as student body president from April 2022 to May 2023.





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STUDENT
Activities

The CAT Serves as a Community Hub

Despite the difficult academic year that stretched faculty thin, many faculty members participated in CAT events, learning from and teaching their peers, write **Dana Dawson** and **Cliff Rouder**.

It was a year of P's at the Center for the Advancement of Teaching!

Among the many notable P's of 2022-2023 were new additions to the teaching technologies that are available to all Temple faculty: PollEverywhere, Panopto, and Perusall.

PollEverywhere is a polling platform faculty can use online or in-person to quickly gauge student understanding of content, class opinion on a topic or even the mood of the group on a particular day. Panopto is a video creation and media storage tool. In addition to its relatively intuitive interface, it offers the option to embed quizzes within videos and integrates with Canvas gradebook. Video assignments can be created and shared from Panopto to the Canvas course assignment page and integrated into the gradebook as well. Perusall is a social annotation tool that allows the instructor to upload materials to Canvas where students may add annotations privately, in groups or for the entire class to see. This versatile tool can be used to engage students in pre-class reading, to foster interaction in asynchronous learning environments—even to encourage students to more carefully read a syllabus or assignment instructions.

The CAT offers a variety of training opportunities for each of these educational technologies. Faculty can visit our Teaching Technologies website for resources related to commonly used educational technologies. For support implementing teaching technologies, we encourage you to book a consultation or visit one of our labs.

Over the past year, we continued our effort to support teaching excellence as well as the professional development of Temple faculty. We launched an asynchronous course on creating teaching portfolios that will be offered annually.

CAT Director Stephanie Fiore was actively involved in the development of recommendations

for the use of Student Feedback Form data generated by Temple's Assessment of Instruction Committee. Among the recommendations of the committee is the suggestion that faculty ask peers to observe their course. In support of this objective, the CAT designed a new peer observation instrument for in-person classes. It includes recommendations for conducting the peer review process, as well as five areas of focus when observing peers. For each area, we provide examples of evidence to look for and a number of resources for more in-depth information regarding those examples.

We bolstered programming for faculty teaching online by introducing the Advanced Online Teaching Institute (AOTI) as a complement to our established Online Teaching Institute. The AOTI is a cohort-based online course led by CAT instructors designed to help faculty refine their existing online courses, improve online learning at Temple and help students succeed. The course is completely asynchronous and does not require live meetings, so faculty can complete the activities on their own time and experience firsthand, as students, a well-designed online course. Since it is cohort based, instructors have the opportunity to learn from other faculty members as well.



The explosion of ChatGPT-3 (and now GPT-4) onto the educational scene in late fall prompted intense reflection on what this technology will mean for teaching, assessment of student learning and reinforcement of academic integrity in higher education. To help faculty navigate this rapidly changing terrain, the CAT launched a blog series on using what we call “pedagogical intelligence” to manage the challenges of artificial intelligence. We developed syllabus language guidance for faculty and facilitated conversations among instructors on the impact of large language models and other related advances. In August 2023, the CAT will partner with the Student Success Center to host a teaching circle on creating assignments using AI.

A significant endeavor this year was to advance our diversity, equity, and inclusion (DEI) offerings. The mission of the Teaching for Equity Institute developed in 2021 is to “Foster faculty knowledge, attitudes, and skills leading to equitable teaching


practices and learning environments that cultivate the academic, professional, and personal growth of all students.” Building on that mission, we developed DEI series tailored specifically to faculty in the College of Science and Technology, the Fox School of Business, and the Lewis Katz School of Medicine. You can find out more about the Teaching for Equity Institute on our website.

Finally, this year brought a major expansion of CAT guidance and support for faculty researching teaching and learning, aka the Scholarship of Teaching and Learning (SoTL). Among these offerings were a year-long faculty learning community and the SoTL cafe, a dedicated time each month for faculty to work on SoTL projects with CAT staff available to provide assistance. The effects of integrating tools such as ChatGPT into course and assessment design would make an ideal SoTL study!

In addition to the faculty learning community and SoTL Cafe, the CAT worked with Temple's Institutional Review Board (IRB) to introduce a rather unique offering amongst teaching and learning centers nationwide: a streamlined protocol for applying for human subjects study approval referred to as the Umbrella IRB. The Umbrella IRB is designed to promote evidence-based teaching practices by lowering potential barriers to carrying out research on teaching and learning.

This year has indeed been challenging for Temple faculty. We want to acknowledge all of you who took the challenges of this past year and turned them into opportunities for pedagogical reflection and growth. Despite the many demands on your time and attention, you came out to support one another by leading panels on at-promise students and decolonizing the curriculum, sharing successful teaching strategies at our Annual Faculty Conference and actively participating in a variety of workshops and events focused on the CAT's mission of Fostering

Excellent Teaching to Help Students Learn, Grow, and Succeed. We'd also like to thank all of our 2022 Provost's Teaching Academy graduates for their efforts supporting the work of the CAT to meet its mission.

We hope you will take some time for the most important P's over the summer: plenty of peace and pampering! As always, the CAT is here with a variety of events and services to help connect you to current, evidence-based teaching and learning pedagogies. Visit the CAT's website to explore our services and resources. 

Dana Dawson, Ph.D., is the associate director of the Center for the Advancement of Teaching, where **Cliff Rouder**, Ed.D., serves as a pedagogy and design specialist.



From stacks to stacked: The dismantling of Paley Library has happened quickly, right in front of everything that has happened this past academic year.

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Length of appointment: 2 years.

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