



Let Process Guide Progress



Paul LaFollette,
Editor

*Do not be hasty, that is my motto.
Treebeard*

So Temple now has a Confucius Institute. Confucius Institutes (CI's) have raised a fair amount of controversy in the past few years, with claims that the Chinese National Office for Teaching Chinese as a Foreign Language (Hanban) has, in some cases, violated principles of academic freedom. Several universities in the USA and Canada, including Penn State, The

University of Chicago, McMaster, and The Universite de Sherbrooke, have recently closed their CI's.

Others, such as the University of Pennsylvania, have heeded the advice of their faculty to avoid negotiations with Hanban. The AAUP has recently issued a statement which recommends that,

... universities cease their involvement in Confucius Institutes unless the agreement between the university and Hanban is rene-

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Advancing Faculty-Librarian Collaboration: A New Library Services Guide for Faculty



Steven Bell,
Associate University
Librarian

*By Steven Bell, Associate University Librarian
for Research and Instructional Services*

When asked what they most want from their college or university library, most faculty at research universities, in survey after survey, point to much the same thing. They want content. Faculty want to know that when they need an article, book or video, that they can count on their academic librarians to have it readily available or have the ability to quickly acquire through purchase or loan. [The last time that the](#)

[Ithaca S&R, a higher education strategic consulting and research service, surveyed faculty in 2012](#) this was a major finding. The results clearly indicate that for many faculty, regardless of discipline, their interaction with the library is primarily focused on the procurement function. At doctoral institutions, 65% of faculty said the primary function of the library for faculty is to facilitate their access to scholarly content in print and digital formats

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The PLRB Decision on Adjunct Unionizing: A Victory for Faculty Solidarity

By Steve Newman, Professor of English and Vice President of TAUP



Steve Newman,
Professor of English
and Vice President of
TAUP

Last week, The Pennsylvania Labor Relations Board (PLRB) ruled in favor of Temple adjuncts asking to be allowed to hold an election that, if successful, would mean their joining TAUP. In supporting this decision, the PLRB held that full-time and part-time faculty members "clearly share an identifiable community of interest." Picking apart the position set forth by the Administration over the months of hearings they insisted upon—and the hefty legal fees that went with them—the PLRB noted that both groups have "identical teaching responsibilities," working "on the same campuses and in the same classrooms," teaching "the same courses," and having "nearly the same educational requirements." Both groups are "typically expected to have a terminal degree in their field." Adjuncts "have offices in the same areas as full-time faculty members, and sometimes even

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An Interview with Louis Mangione, Director of the Confucius Institute

On May 19, 2015 Temple administrators and a delegation from China met at a signing ceremony to establish a Confucius Institute at Temple. The Institute will launch a Chinese language major in 2016 and may also offer non-credit programs teaching Chinese cultural appreciation. Other universities, however, have criticized the work of Confucius Institutes. Professor Louis Mangione, the director, was kind enough to sit down for an interview and answer some questions many have raised about the new institute.

Paul LaFollette (PL): Tell me about this new institute that we have at Temple.

Professor Louis Mangione (LM): It's a partnership between Zhejiang Normal University. It is in a program that is run in an organization whose short form name is Hanban. This is also often referred to as the Confucius Institute Headquarters. It is an office of the Chinese Government. There are a number of Confucius Institutes all over the country, including at some peer institutions.

Temple's institute will be in partnership with a university that I have had a relationship with since 1997. Five or six years ago, I discussed with my colleagues there the possibility that we could write one of these proposals.
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An Interview with Louis Mangione

Interview with Mangione continued from page 1

The original proposal was to have the Institute provide us with instructional support in order that we would have resources to offer a Chinese major. We planned to do this with a major so structured that it would meet the state requirements for a teacher's certificate in Chinese communication.

The current institute, which came into being in May but is still not in operation, maintains this as its mission. The associate director for this institute is Elvis Wagner from the College of Education. He will help make sure that the program is structured in such a way that it meets certification requirements.

It is important to emphasize that the major will be independent of the Confucius institute. It is a CLA major and was approved in the same way that all majors in our college are approved. It still has not been approved by the board. The curricula for all of the courses that will be credit bearing in the Chinese language program are CLA courses. The department will control the curriculum. The structural support we will take from the Confucius Institute will teach our courses using our textbooks and syllabi.

Besides for-credit courses, the Institute will probably offer non-credit courses in Chinese language. These would likely be directed towards special purposes such as travel. They may also offer courses in Chinese culture.

PL: These would be on-credit courses offered to the community?

LM: Depending on how the budget works out, the Institute may or may not charge tuition for the non-credit courses. They would be open to anyone.

The Co-Director from China will come here sometime in October. It is one of his plans to investigate offering non-credit courses in Chinese cooking, and to do this in a way that tries to embed the cultural practices surrounding cooking in China. This would include such topics as how to select food, cooking seasonally and with fresh vegetables.

PL: Has there been any discussion about getting involved with other colleges beyond Education?

LM: We have not discussed this possibility with other schools and colleges, but internally we have discussed this.

"One of the areas of controversy surrounding some of these Institutes is that courses will be taught by faculty that were not hired by the university.... [The Dean's office] agreed with me that these people were qualified to teach our language courses."

- Professor Louis Mangione

PL: So this is a project that has been in the works for about a decade?

LM: Well, five or six years.

PL: And what it is going to bring to Temple, an enhanced ability to teach credit bearing courses for a major?

LM: Yes.

PL: Will this Chinese major involve study of Chinese literature?

LM: Our strategy is to have the instructors from China teach skills level courses. This will free us up to teach the upper level that will necessarily include composition and conversation to meet state requirements for teaching certificates. We will also have a course on the structure of Chinese, again oriented towards the certification requirements, and courses in literature, film, and popular culture.

PL: I cannot ignore the fact that there has been a lot of criticism of some of the Confucius Institutes in this country. Several universities, such as University of Chicago and Penn State have not renewed their contracts with the Confucius Institute Center citing concerns about academic freedom and pressure on some universities to conform their curricula to the wishes of the Chinese government. Why will this not become a problem at Temple?

LM: I think that one of the reasons that this is not going to happen here is that I know the people I am working with. I have worked with some of them for a very long time, and I know people at that university who are involved in running Confucius Institutes successfully in other countries. We have a very clear understanding of what the Institute will be doing, and how we will be doing it. We have a frank enough relationship that I feel comfortable telling them when problems arise and we can just discuss it. An example is the coming of the Dalai Lama to Temple. I was asked by a faculty member in CLA, "What is the Confucius Institute going to do?" My initial reaction was "nothing," but I did contact the people in China and their reaction also was, "This has nothing to do with the Confucius Institute."

PL: So my understanding is that the content of the courses and the qualifications of the Institute faculty will be under the control of the CLA.

LM: That will be true for the credit bearing courses. One of the areas of controversy surrounding some of these Institutes is that courses will be taught by faculty that were not hired by the university. I am not sure what is going on in other Confucius Institutes, however, I was sent *vitas* for the two instructors from China, asked to review them, and asked whether or not they were qualified. I passed those *vitas* to people in the Dean's office. They agreed with me that these people were qualified to teach our language courses.

PL: How much collegial involvement was there in the creation of this Institute? Did this work its way through your collegial assembly?

LM: The Confucius Institute was never brought before the assembly. It involved little other faculty input. It is officially being operated out of the Provost's office.

PL: Is a Chinese major new to Temple, or is this something we are coming back to?

LM: It is new. Temple began offering Chinese in the early 1970s. At that time it was not part of a major. The program was moved into the Critical Language Center very shortly after that center was founded, and was taught there for a number of years. In the early 2000s we began to offer a minor in Chinese. Before that, since the mid-80s we had a certificate, which consisted of six courses in Chinese.

PL: It sounds like this could be a good thing for Temple, especially as one would expect Chinese language to become increasingly important in this century.

LM: We are very excited about it. We do have some concern that it is going to be a low enrollment major. We hope to address that problem by encouraging our students to double major. The other thing that we are hoping is that this will encourage more students to study abroad. There are a lot of opportunities with our partner institutions in China.

PL: Does the institute bring money into Temple?

LM: The partnership requires that Temple put up 50% of the money and the Chinese put up the other 50%.

PL: Thank you for taking the time to explain this to our readers. ♦



Thinking About Teaching: Class Participation

By Rickie Sanders, Professor of Geography and Urban Studies

I recently got a flash across my computer screen boldly announcing that grading students on class participation may not foster student learning. Two days later, I got another email from a major publisher touting important new breakthrough tools that it has developed to facilitate classroom engagement and measure outcomes, suggesting that class participation is a key component of student learning and assessment of participation is crucial. Is it?

Both pronouncements captured my attention. On my syllabus, I routinely include "class participation and attendance" as part of how I evaluate students.

Grading attendance is easy; just count the number of times a student shows up and deduct points for absences. Was it Woody Allen who said "showing up is 80% of success/life?"

Despite practically everyone agreeing that class participation it is important, grading participation is not so easy.

Research shows that learning is an active process. Students are able to make connections and retain what they learn when they engage actively with the material and what is happening in the classroom.

Learning experts have also documented greater gains in confidence when students are able to write about, read, interact with, and discuss what they read when they participate in classroom discussions. Participation teaches students how to ask questions -- which we claim to value.

On the other hand, awarding points for participation can place quiet students at an unfair disadvantage. The quiet student might simply need more time to prepare a verbal response; perhaps they fear judgment from their classmates or they might come from a culture that values introversion.

Participation points might also lead to burnout. Worried about a final grade, an introverted student might play the part of an extrovert. But without sufficient time to unwind in between 'performances', it can take a toll. Although stretching ourselves fosters personal growth, it is difficult to continually fake extroversion. In the end, the same bold voices dominate the conversation; marginalizing soft-spoken students even more.

But the purpose of class participation is not to produce extroverts. It provides a reading on how well students understand the material. It is an indication of their willingness to share, to give and take, to contribute and become a 'member' of a group. I think this is important. The classroom should be a special space--one not just devoted to learning content but one where we learn how to 'be'; a place of existential and phenomenological actuality, a radical, state of the art space where we rise above who we are. The work of the classroom is to prepare students for what they will be doing once they graduate. Thus, the classroom is a microclimate of sorts--one where students are trained to be leaders and advocates. The point of class participation is to enforce a routine similar to what is found in professional settings outside of the academic world.

We spend countless hours preparing exams that are reliable and valid -- with varying degrees of success. We all know that the ability of students to pass an exam does not guarantee success in practice. We also know that exams and even writing assignments are not the most effective way to evaluate each and every learning objective.

I suggest here that the quantity and quality of participation can be improved if the instructor develops consistent and articulable assessment standards. Unfortunately, as it stands now, it's a guessing game -- students guessing what teachers want and teachers guessing that students know what they want--autonomy gone awry. Attaching a grade to participation is a signifier of its importance. It also serves as both a carrot and a stick; motivation and reward. Participating is the responsibility that ensures the right; the price one pays for admission. Finding ways to assess and evaluate student classroom participation is necessary and important.

Do you include participation in your evaluation of students? How do you assess it? Care to share your thoughts?

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**Rickie Sanders,
Professor, Geography
and Urban Studies**

Revisiting the Gaul Mansion

By Paul LaFollette, Editor

In 1789, George Washington wrote to the Marquis de Lafayette, "We have already been too long subject to British prejudices. I use no porter or cheese in my family, but such as is made in America; both these articles may now be purchased of an excellent quality." By 1804, Washington's porter was being supplied by a Philadelphia brewery run by William Gaul, an immigrant from Frankford-am-Main, Germany. Gaul's son William followed in his father's business and became a wealthy brewer and malt dealer. In 1853, he commissioned the building of a mansion at what is now the corner of Broad and Master Streets.

In 1854, Gaul sold his mansion to Edwin Forrest, an immensely popular, though sometimes controversial, American actor. Forrest's success was such that he earned more than any other actor in the 19th century. His earnings were carefully invested, and he became quite wealthy. Within his Broad Street mansion, he accumulated what was, at the time, the largest dramatic library in the United States. He contributed to the American theater by hosting competitions for American writers to write plays with American themes.

Forrest died in 1872. His will established the Edward Forrest Home for Decayed Actors, an institution which remained active until 1980. The house at Broad and Master Streets remained within his family until 1880 when it was purchased by the Philadelphia School of Design for Women.

In 1848, the wife of the British Consul in Philadelphia, Sarah Worthington King Peter opened, in her home, a school for women unable to support themselves. The school taught various practical artistic skills and techniques.

In 1850, she left Philadelphia, but requested the Franklin Institute to find a way to continue her students' training. The Franklin Institute eventually established the Philadelphia School of Design for Women. It quickly became the country's largest art school for women. After being housed in several locations, by 1880 it was looking for a larger, more permanent facility which it found in the Gaul-Forrest mansion. The school, which ultimately became the Moore College of Art and Design, continued to occupy this property until 1960 when it moved to its current location at Logan Square.

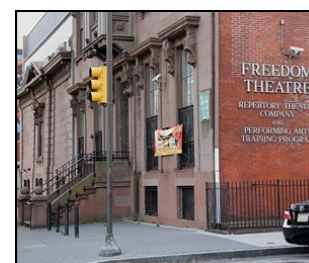
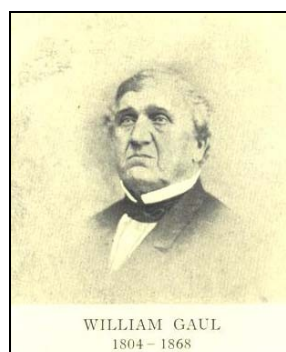
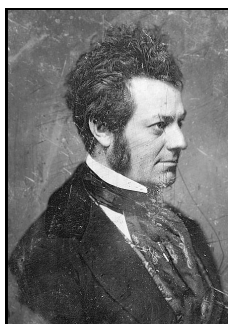
Between 1960 and 1968, the building was put to various uses, including as a church and a restaurant. In 1968 it became home to the Freedom Theater. Freedom Theater was founded in 1966 by John E. Allen Jr. It is the country's oldest African American theater.

Allen died in 1992, at which time well known director and Yale graduate Walter Dallas became New Freedom Theater's artistic director. Since 1993, New Freedom Theater has been home to Freedom Rep, an award-winning professional performing company. It is also home to the nationally recognized Performing Arts Training Program.

This beautiful building, with all of its historic associations, is a short 10 minute, ½ mile walk from the center of Temple's main campus. ♦



**Paul LaFollette,
Editor**



(Left to Right): Edwin Forrest Mansion;; Edwin Forrest; William Gaul; Freedom Theater



(Left to Right): Philadelphia School of Design for Women Graduation Ceremony 1929; Mansion First Floor Interior 1915; Philadelphia School of Design for Women Main Office 1919. Photographs used with permission of Moore College School of Design Archives.

Let Process Guide Progress

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gotiated so that

- (1) the university has unilateral control, consistent with principles articulated in the AAUP's *Statement on Government of Colleges and Universities*, over all academic matters, including recruitment of teachers, determination of curriculum, and choice of texts;
- (2) the university affords Confucius Institute teachers the same academic freedom rights, as defined in the 1940 *Statement of Principles on Academic Freedom and Tenure*, that it affords all other faculty in the university; and
- (3) the university-Hanban agreement is made available to all members of the university community.

However, this editorial does not intend to pass judgment upon Temple's newly created Confucius Institute. Clearly Temple will benefit from offering a Chinese Language major and our students will benefit from a program that can get them certified to teach Chinese in the public schools. Furthermore, the Director of Temple's CI, Professor Louis Mangione, has reasons for believing that the threats to academic freedom will not become manifest at Temple (see the accompanying interview with Professor Mangione). Given that the Confucius Institute is an accomplished fact, it is now time to watch, carefully but hopefully, how this institute functions. If we see any evidence of improper behavior, we must be prepared to take action.

The thing that I *do* want to fuss about is the manner in which this CI was created. It was simply announced on May 18, 2015, ten days after Commencement. Surely the advice of the faculty should have been solicited prior to deciding to bring such a controversial program to Temple. But it was not. The Faculty Senate was not aware of this. Neither was the Senate's Educational Programs and Policies Committee (EPPC). Nor the CLA collegial assembly. Nor any recognized faculty body that I can find.

Article II paragraph 6 of our Faculty Senate Constitution states

6. As a necessary means by which the powers of the Faculty Senate can be exercised, the administration shall bring to the Faculty Senate through the Steering Committee full information concerning new academic policies, possible changes in existing policies which are being considered, new programs, possible changes in existing programs which are being planned, and all major administrative decisions which are being reviewed or for which ratification is requested.

Nothing of the sort was done in this case. Unfortunately, in recent years, our administration has demonstrated little interest in giving the Faculty Senate and other faculty bodies the courtesy of asking our opinions. Some years ago, the President and Provost used to at least pretend that they cared what we thought. In the recent past, however, more and more decisions have been simply announced, often over the summer when there are few around to notice. Examples include the new academic calendar, the changes made to presidential tenure policies, and now the Confucius Institute.

I do not dispute the administrations ultimate right and responsibility to make such decisions. I understand the frustration that administrators can feel as they watch faculty bodies laboriously fletcherize each new proposal before swallowing it. But, like most faculty members, I value process over progress. A university is a long lived, possibly ent-like, institution, and in *most* cases can afford, and should take, the time necessary make progress deliberately. There may occasionally develop a situation in which nimbleness is called for, and we have demonstrated our ability to respond in a lively fashion when it is called for. But we should never be unnecessarily hasty.

Furthermore, the faculty often have expertise that the administration may lack. Perhaps more importantly, we have the ability to approach proposals from a different point of view, a point of view to which administrators may be blind. Working together we can make better decisions founded on deeper insight.

The Faculty Senate and Steering Committee have spent the past couple of years politely, and relatively quietly, asking that we once again be invited to the table. I think it is now time for us to become a bit more noisy. ♦

The PLRB Decision on Adjunct Unionizing: A Victory for Faculty Solidarity

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share offices with" them. "If that were not enough, adjunct faculty members interact with full- time faculty members on a regular basis." And so: "Temple's argument that there is an alleged conflict of interest between the adjunct and full-time faculty, which destroys any community of interest, is untenable." (You can read the full decision [here](#).)

This is not, of course, to say that part-time and full-time faculty are identical in all respects. The Union that TAUP hopes will emerge from this process will have to acknowledge differences among various groups of faculty, just as we do currently between tenure-track faculty and faculty on the teaching/instructional, research, and clinical tracks, as well as librarians and academic professionals. But beyond these differences stands our fundamental solidarity as teachers committed to the well-being of our students and Temple University. *That* is a foundation on which to build a more comprehensive union.

Of course, before our part-time colleagues become part of our union, much work needs to be done. Part-time faculty in favor of unionizing will have to win the election that will be held sometime this semester. Moreover, TAUP's constitution and by-laws will have to be amended to integrate part-time members, and these changes will require approval from 2/3rds of our current members.

As these processes unfold, we urge the Faculty Senate to continue to hew to its wise policy of neutrality on this issue.

We urge the Administration to adopt the same position of neutrality. Now that the PLRB has ruled that an election can go forward, the Administration should let the adjuncts make their decision without the sort of divisive rhetoric that they have resorted to throughout this process. We also trust that the administration will not attempt to intimidate adjuncts or any other faculty members; we will be watching closely to make sure that that does not happen and will respond forcefully if we see any hint of it. ♦

Advancing Faculty-Librarian Collaboration: A New Library Services Guide for Faculty

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while only 40% of faculty said the primary function should be to support undergraduate learning (see fig. 42).

That's Not All

Faculty want something else too. They want their students to have a robust, discovery-filled educational experience. That includes their students being exposed to research, primary and secondary resources in the discipline and developing the appropriate skills for critical thinking, research and writing. I am reminded of a presentation by David Watt, a faculty member in the Temple University History Department, delivered at the June 4, 2008 RLG Programs Symposium. He spoke to the common goal that faculty and academic librarians shared for our students. Watt wisely observed that faculty may be resistant to concepts such as “information literacy” but that faculty and librarians share a common goal of “helping students learn more about how to make careful and sophisticated use of the wealth of sources—physical and electronic—that are contained in the many great university libraries to be found in the United States.” In order to achieve that common goal it will help Temple University faculty to be fully aware of all the resources the Libraries offer to them and their students.

Gap in Communication

Temple University would most certainly look forward to achieving deeper level collaboration with faculty in supporting undergraduate and graduate students in and beyond the classroom, as well as using their skills to support faculty research. A new survey conducted by Library Journal and Gale, a part of Cengage Learning that produces research databases, delivers some new findings that should help to promote the value of closer collaboration between Temple Libraries staff and faculty. “[Bridging the Librarian-Faculty Gap](#)” is the report from a survey of 547 faculty and 499 librarians who responded to a survey to better understand how academic librarians feel they are serving faculty clientele and how faculty members feel they are being served by their libraries. While 98% of librarians believe there is a need for better communication with faculty, only 45% of faculty believes better communication is needed with librarians. There are many areas where librarians and faculty are out-of-sync on identifying the library services that are most essential for students and faculty. For example, 96% of librarians believe their essential service includes one-on-one consultations with students, but only 75% of faculty see that as essential. Faculty tend to identify less collaborative and educational services, such as adding faculty articles to repositories, as essential library services. A good starting point for increasing and improving collaboration between librarians and faculty would be better communication about the research and learning services that Temple Libraries staff offers to faculty.

Services for Faculty

At Temple Libraries we want to maximize faculty awareness of the services we offer. Too often we encounter faculty colleagues who miss the opportunity to take advantage of library service owing to lack of communication. To improve on this we now offer a [Library Services for Faculty](#) brochure. Faculty services usually support either research or learning:

Research:

- Research in support of scholarship – [librarian subject specialists](#) assist faculty with research by providing consultations or conducting literature searches
- Assist faculty to identify appropriate research databases for research from among the over 600 offered, including new options such as [Kanopy for streaming video](#), the online [Encyclopedia of Social Work](#) or [American Song](#), a database of music from America's past.
- Help to speedily acquire books, articles and media not in our collection through loan or purchase.
- Fast delivery of material held by Temple Libraries so that faculty can

save time by eliminating a trip to the library.

- Identifying and helping with tools to [assess the impact of faculty publication](#) in the disciplines.
- Collaboration on data management research plans and the curation of research data.

Learning:

- Collaborate with a librarian to design assignments for improved student research and academic success.
- Arrange for a classroom instruction session to help students better their research skills.
- Ask a librarian to [create a research guide](#) customized for your class, and then integrate the guide into your Blackboard course.
- Integrate library [E-Reserves](#) into your Blackboard course so students can access learning content directly through Blackboard.
- Embed a librarian subject specialist into your course to provide students with rapid access to research support.
- Arrange for students to visit Special Collections Research Center to discover primary research materials.
- Review our “[Ten Ways to Improve Student Research](#)” with your librarian subject specialist to leverage Project Information Literacy findings to improve learning.

Additional Services for Faculty:

- Identify [Open Educational Resources](#) for your course to replace costly traditional textbooks with alternate learning materials.
- Support for questions about copyright, author rights and other scholarly communication issues.
- Expert advice for starting an open access journal or seeking options for publishing in open access publications.
- Connect with the Temple University Press.
- Learn how to sponsor a student for the [Library Prize for Undergraduate Research](#).
- Find additional services on our [Faculty Services](#) webpage.

Start With Your Specialist

With so much to know about the Temple Libraries and all the associated services offered it's understandable that it may be overwhelming to keep track of all the options. Just keep in mind the most important starting point – your [librarian subject specialist](#). If you have yet to meet with your specialist to learn more about all the services we offer, please consider connecting. If you have a question and are not sure where to start, Temple Libraries makes it [easy to ask a question](#) with options for contacting us by phone, e-mail, text, live chat and video chat. Let's keep in mind David Watt's aspirations for both faculty and librarians – that we can work collaboratively to achieve our shared goals for student academic success. Temple University librarians are well equipped to work with faculty to achieve that goal, and to assist faculty to in their research endeavors. ♦



Honoring Our Retirees

In recognition of their service and in appreciation of their many contributions to Temple University, we record here the names of those who retired during the 2014–2015 academic year.

Carolyn T. Adams, College of Liberal Arts and Environmental Design, Professor

Daniel Boston, Kornberg School of Dentistry, Associate Professor

Israel Colon, College of Public Health and Social Work, Associate Professor

Ronald W. Costen, College of Public Health and Social Work, Professor

Barbara Day, College of Liberal Arts and Environmental Design, Associate Professor

Samuel R. Delany, College of Liberal Arts and Environmental Design, Professor

Charles E. Dyke, College of Liberal Arts and Environmental Design, Professor

Robert S. Fisher, School of Medicine, Professor

Luis T. Gonzales del Valle, College of Liberal Arts and Environmental Design, Professor

Ian Greaves, College of Public Health and Social Work, Professor

Ralph Greenburg, Fox School of Business and Management, Associate Professor

Edward Gruberg, College of Science and Technology, Professor

Philip W. Harris, College of Liberal Arts and Environmental Design, Associate Professor

James L. Heckman, School of Medicine, Associate Professor

Portia Hunt, College of Education, Professor

Aquiles Iglesias, College of Public Health and Social Work, Professor

John F. Johnson, Boyer College of Music and Dance, Professor

Daniel Kern, Center for the Arts, Professor

George H. Myer, College of Science and Technology, Professor

Eleanor W. Myers, School of Law, Associate Professor

Patrick J. Piggot, School of Medicine, Professor

David G. Post, School of Law, Professor

Representative Faculty Senate Minutes, March 18, 2015

Representative Senate Meeting

March 18, 2015 – 1:45 pm

Kiva Auditorium

Videoconference: HSC, 343 MERB – AMBLER, ALC201

Minutes

Attendance:

Representative senators and officers: 25

Ex-officios: 0

Faculty, administrators and guests: 8

Call to Order:

President Jones called the meeting to order at 1:54 p.m.

Approval of Minutes:

The minutes from February 16 were approved.

President's Report:

UTPAC. Conversations have been going forward. The FSSC met with Kevin Delaney yesterday. A summary memorandum will be sent to Kevin by the end of this week. He, in turn, will meet with the Provost in early April, and we expect to have this process finalized by the end of April. As a result of the changing timeline, the election for these three subcommittees will be delayed until the Fall.

Centers and Institute. The Provost met with the FSSC yesterday to discuss some of the thinking on Centers and Institutes at Temple. At this point, the thinking is that Centers generally operate within a college and Institutes operate across them.

Small Departments. Faculty Herald Editor, Paul LaFollette, interviewed the Provost regarding small departments. There is not a policy in place regarding the minimum number of faculty required for a department. However, departments (his example was Nursing) including small numbers of tenure track faculty, likely need an increased number of tenure track lines in order to be viable.

Vice President's Report:

Appointments. Matthew Miller (TFMA), Michael Jackson (STHM), and Pei-Chun Hsieh (CPH) were appointed to the Committee on the Status of Women. James Miller (FSBM) was appointed to the Faculty Herald Editorial Board. Lila Corwin Berman (CLA) was appointed to the University Honors Program Oversight Committee.

RPPC. The Faculty Senate is working to revitalize the charge for the RPPC and is working with Vice President Masucci.

Elections. Volunteers are needed for 6 committees; we have volunteers for 2. Elections for UTPAC will be delayed until the fall. We need more volunteers to step forward for the important committee work at Temple University.

Presentation of Candidates Slate (Mark Rahdert, Chair of Nominating Committee)

The slate of nominees was presented for Faculty Senate Officers. It included Trish Jones for President, Deborah Howe for Vice President, and Adam Davey for Secretary. No other nominees were suggested or put forward.

Guest - Daniel White, Director, Office of Digital Education:

Six programs and ten certificates currently. Online approach involves a return to Conwellian mission—targeted working people through unconventional means. Content and material are set up to overcome issues including physical, scheduling, fiscal, and geographic limitations. The goal is to create a learning environment that will be of value to all students, including traditional and nontraditional learners.

Central Roles of ODE. State authorization and compliance needs to be attended to for every state in which Temple has students. Failure to attend to these issues or doing them incorrectly can, and already has, resulted in legal issues. We are currently compliant in 20 states. Permission of a state is required in order to provide education to a resident of that state. Permission also allows states to provide educational loans for that education. As soon as possible, Temple will need to be certified or licensed in each state.

Online Teaching Institute. There will be a rich 8-week learning experience developed around the distance learning standards/quality matters curriculum. It is now open for registration via the Teaching and Learning Center now.

Instructional Design Guidelines. A framework is being established for schools to consider for leveraging tools to provide the best possible access to faculty and resources.

Program Design. Conceptualization and production of on-line content is under development and should be integrated for continuous improvement measures by the end of spring semester and will include integration of support services (e.g., writing center library, MSRC, Conwell Center).

Right now, the focus is on graduate education. Lessons learned will be generalized and pushed out toward undergraduate programs and non-credit programs.

Question: Sometimes it is difficult for faculty to understand how ODE is connected with other offices (e.g., TLC, etc.) and how faculty would reach out to the right person for the right information?

Answer: Faculty should reach out to ODE right now for questions about on-line education. In time, basic skills will be pushed out to organizations such as the TLC. Contact Daniel at (dan@temple.edu or online@temple.edu). Questions about enhancing existing courses (on the book) should be directed to the Instructional Support Center.

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Representative Faculty Senate Minutes, March 18, 2015

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Art Hochner (FSBM, TAUP): How do you interact with Fox?

Answer: Right now we are not in much formal contact with the design office of Fox, but are coordinating with regard to state authorization (i.e., foundational, not design).

Trish Jones (EDU): What are the incentives under RCM?

Answer: Vicki McGarvey and Zeb Kendrick have put incentives in place around existing programs; incentives for new packages are nearly resolved and will be shared once available.

Guests - Monica Hankins and Charles Leone, Campus Safety and Security:

A new video, directed toward parents, was presented about campus safety and services. One goal for campus safety is to better align perceptions of safety with the decrease in actual campus crime. Lighting and patrols on Health Sciences Campus have been increased, and patrols are being extended to Erie.

Call buttons. Campus safety is looking into the possibility of including a campus safety button in smart classrooms similar to the existing teaching consoles. An alternative or backup possibility is app-based (GPS and WiFi).

Communication. Greater coordination for two-way communication across campuses and with local (e.g., Upper Dublin for Ambler) and participation in joint exercises is underway.

Additional Preparedness. Creation of an "active shooter video" is underway, building from the Homeland Security video, but tailored to the Temple context.

TUCC. Center city escort services and bike patrol are now available, along with an additional officer. Bike registration will follow shortly.

Question: Cheryl Mack (Senate Coordinator). What training is available for students (and faculty and staff)?

Response: Beginning with freshman orientation, training in topics such as situational awareness and self-defense are offered. Fall semester is the prime time for safety training and strategies. Next month, a coordinated effort will also be made with the City of Philadelphia and the Health Department. Social media (twitter, etc.) activities are also increasing.

Old Business:

There was no old business.

New Business:

There was no new business.

Adjournment:

The meeting was adjourned at 3:17 p.m.

Adam Davey
Secretary

University Faculty Senate Minutes, December 4, 2014

University Senate Meeting

Thursday, December 4, 2014 - 1:45 PM

Kiva Auditorium

Videoconference: HSC, 343 MERB – AMBLER, ALC201
Minutes

Attendance:

Representative senators and officers: 23

Ex-officios: 0

Faculty, administrators, and guests: 17

Call to Order:

President Jones called the meeting to order at 1:54 p.m.

Approval of Minutes:

The minutes of the May 7, 2014 meeting were approved.

President's Report:

A written version of President Jones's report will be posted on-line elaborating on the information below.

The Faculty Senate Steering Committee has hosted a number of guests including Provost Dai (Fly in 4), Jodi Levine Laufgraben (Student systems), Brooke Walker, Denise Connerty, Howard Spodek (International programs), Vicki McGarvey (Noncredit programs and DestinyOne), Daniel White (Office of Digital Education), Peter Jones and Michelle O'Conner (Critical

paths), Joyce Wilkerson (Community engagement), and James Creedon (Campus Master Plan).

The Faculty Senate hosted President Theobald's address (October 14), and the Diversity Symposium (partially supported by the Provost's office, as was the Service Awards Brunch) on October 28.

The Faculty Senate Steering Committee meets with the Council of Deans on Friday, December 5, 2014. December 12 kicks off the task force on Adjunct Faculty. Goal is to make recommendations by mid-spring semester and adoption by the end of spring semester.

New contract brings new opportunities to work with TAUP on issues that have changed as a result of the new contract.

Vice President's Report:

Numerous new appointments and reappointments were made to senate committees. Thank you to all of the individuals who stepped forward to be considered for service in these roles. The charge of the budget review committee has been revised to reflect the new reality under the RCM budget model. In January, a call will come out for a number of new positions for faculty senate committees. Please watch for this, and consider serving.

Provost's Office:

Deputy Provost Sitler ("Sit down with Sitler") provided updates on several

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issues.

a. These include the internal search for Vice Provost for Faculty Affairs, which is underway currently. Nominations and recommendations are also solicited. Personnel issues, tenure and promotion, study leaves, contract interpretation all fall under the purview of this critical role. Requirements are as follows.

1. Tenured and at rank of professor
2. Senior administrative experience is required.
3. Physical management experience is preferred but not required.

b. The Provost's office is looking into what constitutes institutes and centers. There are more than 100 of these at the university presently. It is expected that centers most likely report directly to a dean; institutes have a broader scope and stretch across colleges.

c. Temple was nominated as a top Philadelphia workplace. A survey went out earlier this week, and for a subset of individuals the survey was filtered as Spam. Eric Brunner's office will be sending out another announcement to ensure that all faculty and staff receive this survey.

Jeffrey Solow (Boyer): Revised by-laws were submitted through all proper channels in October of 2011. Associate Dean Bolton indicated that the by-laws were being reviewed. It was subsequently determined that the revised by-laws did not align, but evidence of the discrepancies was difficult to find in the document as forwarded.

Deputy Provost Sitler responded that this issue will be addressed at tomorrow's Council of Deans meeting with the Faculty Senate Steering Committee.

Guests:

Critical Paths Initiative and Career Center Development: Peter Jones, Senior Vice-Provost and Michele O'Connor, Associate Vice Provost (Critical Paths Initiative and Career Center Development).

Jones and O'Connor gave a presentation entitled "Addressing Student Retention at Temple University". It included a number of elements to increase the amount of information available to students in order to improve their decision-making capacity. Eight-semester grids were developed for each degree program in order to help departments best align their course offerings and make this information available to students and their advisors. Of particular interest is how other opportunities such as study abroad align with program requirements. The Critical Paths project seeks to identify students who are falling behind in their major so that advising staff can make special efforts to reach them and help keep them on track. A risk-based retention project uses configural frequency analysis to identify students at varying levels of risk of drop out. The Career Center was small and under-utilized. It needs to be aligned university wide with the Career Center connected with each of the schools and colleges. The Center is shifting to become much more externally focused. Big changes are promised for the near future.

James Korsh (CST): Increasing percentage of students graduating in 4 years is encouraging. To what extent is that a result of recruiting more qualified students?

Vice-Provost Jones responded that part might be due to student quality; part may be due to additional programs and support. More may be due to faculty engagement with mentorship. Identifying program bottlenecks is expected to serve a more preventive role.

Eric Borguet (CST): Given that you have all of this information, what actions are you taking to intervene?

Vice-Provost Jones responded that academic advisors are the front line of intervention. Almost 20% annual turnover was common, historically. Implementation of a professional ladder has resulted in a 5-level career path. Now, we have 4% annual turnover. Additional supports include The Writing Center, the Science Education Center, and the Learning Center, for example. As students progress toward graduation, shift is away from academic advising and toward professional (faculty) advising.

Mary Conran (Fox): An abundance of data is making these insights possible. Can you speak about how faculty can make better use of mid-semester reviews?

Vice-Provost Jones responded that there is great value in these reviews across all levels, not just lower division. The office is shifting emphasis toward early detection and intervention for students at risk of dropping out or falling behind.

Old Business:

There was no old business.

New Business:

President Jones invited thoughts on the status of adjunct faculty as we move toward the first task force meeting on December 12. The committee has three charges. 1) Better mapping or definition of the nature and scope of adjunct faculty at Temple. 2) Administer survey with adjunct faculty. 3) Different ways of developing bridges between tenure track, non-tenure track, and adjunct faculty at Temple.

Art Hochner (Fox, TAUP): It is no secret that there is an organization movement among adjunct faculty. A position of neutrality is requested.

President Jones indicated that, while the issue has not been put to a formal vote within the Faculty Senate Steering Committee, a written position is expected in the near future.

Adjournment:

The meeting was adjourned at 3:05 p.m.

Adam Davey
Secretary



Faculty Senate Editorial Board 2015–2016

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 Kime Lawson, Assistant Editor, College of Liberal Arts
 Gregory Urwin, College of Liberal Arts
 Anna Peak, College of Liberal Arts
 Steve Newman, Former Editor, College of Liberal Arts
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Faculty Senate Steering Committee 2015–2016

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 Jim Korsh, College of Science and Technology
 Paul LaFollette, Editor, *Faculty Herald*



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<http://www.temple.edu/senate/minutes.htm>

Audio Recordings of these and other Senate Meetings may be found at:

<http://www.temple.edu/senate/Apreso/FacultySenateApresoRecordings.htm>

The Faculty Herald *tries to address the concerns and interests of **all** of our faculty, including tenured, tenure track, and all of the various kinds of non-tenure track and adjunct faculty employed by our various schools and colleges. If you are a faculty member, we would value your contribution to the Herald either by means of a letter to the editor, or the submission of an article for publication. Requests that the author's name be withheld will be considered on a case by case basis.*

Letters to the editor should be emailed to Paul LaFollette at paul.lafollette@temple.edu.