

TEMPLE UNIVERSITY  
**FACULTY SENATE STEERING COMMITTEE**  
 Minutes

**Date:** Tuesday, 2/19/19

**Time:** 1:00 p.m. – 3:00 p.m.

**Attendance:**

Present: Rafael Porrata-Doria (Pres., Law) Kimmika Williams-Witherspoon (V. Pres., TFMA), Sue Dickey (CPH), Michael Sachs, (Past-Pres., CPH), Quaiser Abdullah (KMC), Shohreh Amini (CST), Betsy Barber (STHM), Teresa Gill Cirillo (FSB), Rob Fauber (CLA), Paul LaFollette (Fac. Herald, CST), Austin Leong (KSoD), Melissa Potts (Pharm), Jeffrey Solow (BCMD), Doug Lombardi (COE), Sharyn O'Mara (ART), Vallorie Peridier (CST), Mark Rahdert (Law), Carmen Sapienza (LKSM), Cheryl Mack (Coord.)

**Absent:** Lisa Ferretti (SSW)

**Guest:** (2:00 p.m.) Temple Vice-Provost for Undergraduate Studies, Dan Berman

Topic	Discussion	Action
1. Call to order	<p>The meeting was called to order by Faculty Senate President, Rafael Porrata-Doria.</p> <p>Motion to approve the FSSC Minutes of 2-5-19.</p>	<p>Called to order at 1:06 p.m.</p> <p>Approved as read.</p>
2. Report of President R. Porrata-Doria	<p>Greetings. My report is short, 2 items:</p> <ol style="list-style-type: none"> <li>1. First, you have seen the results of the joint TAUP/FACULTY SENATE Child Care Committee report in the FSSC listserv. This was sent to the administration. TAUP sent it separately. I told S. Newman that our preference would be to send it on our own. We've had no response from the President at this time. We did get a response from the Provost, which was a one-line email stating that issue will become part the Temple/TAUP negotiations this spring. Please do not forward the email that I sent to you on the FSSC listserv. This document covered only childcare.</li> </ol> <p>SA: Was there anything about elderly care? It was mentioned in the document.</p> <p>KWW: It was not mentioned by the Provost.</p> <ol style="list-style-type: none"> <li>2. I got a call from TAUP President, Steve Newman. He &amp; Sharon Boyle, Director of Human Resources had conversed about student and faculty safety protocols. We are all thinking about proposing some kind of meeting where all stakeholders can meet... TSG, HR, the union, Faculty Senate representation, Temple Police, administration. All concerned. We are interested in coming up with some standardized safety protocols, more importantly with the aim of putting together a system that all stakeholders know about these &amp; that those charged with implementing them know how to implement the protocols properly. Steve Newman wanted to know if the Senate would be interested in responding to this process.</li> </ol> <p>What do you folks think?</p> <p>MR: Can you elaborate on what safety protocols would be</p>	

included?

RPD: Steve Newman was a little vague, but he elaborated on ~ a few protocols. Faculty/student safety where a disturbed student would attack faculty or staff; student on student attacks. It may be that the TU police have some guidelines, but there is nothing standard throughout the University.

KWW: I think we have to consider this as a committee because things have happened in the past 6 months. For example, with a student in Klein. We know that students sent out emails to themselves not to come to class on a certain day because someone who is likely to act out might be there. Universities are supposed to report these things to the FBI.

A student had written responses to raise flags that there is no place to go with their concerns. Hate crimes have been escalating since 2016. The FBI released some information in December about other Universities & Temple wasn't on the list among those that reported their data.

There was also the Twitter incident, the bananas on the door incident (in Morgan Hall dormitory), now with the mental health issues... it seems to be dependent on who the family is & how much \$\$ they bring to TU as to whether or not there are sanctions for the student... The young woman from Title IX has so much more information about how to deal with these incidents. Because this family is well positioned they gave him multiple chances to act out. Young women felt that they were being stalked.

Last year, posters were hung on campus & there was a Twitter incident. Allegedly, a young man said some people took his phone & sent a really negative comment to a student of color. Then, there was the banana incident last year where bananas were put on individual dorm room doors in Morgan.

JS: It seems like these things fall into different categories. Individual; student-on-student; anonymous; group threats; There should be different protocols.

RF: There are the Care Team & other protocols set up with the TU Police. The Care Team was set up to determine best place to deal with a student who is raising concern with behavior around the department.

KWW: Do you go to the Care Team before or after you tell your chair?

RF: The Chair comes first. The Care Team is not for floridly psychotic behavior.

TGC: I would like a definition of the scope of this safety protocol. Are these vague or immediate?

SOM: I've had a lot of dealings with this. These students still have a right to be in class. A male who threw a water

	<p>bottle at a faculty person of color was still permitted to attend class. The student's right to be in class trumps the faculty member's right to feel safe at work.</p> <p>MR: If there are University-wide protocols, and if they involve duties of the faculty, it seems to me essential that there should be Faculty Senate involvement. Whatever form these take, they should not be final until the Faculty Senate has time to evaluate &amp; approve them. We've had lots of discussions about these things over many years. There is general talk... then something comes down (a protocol) &amp; we (Senate) have had no opportunity to be involved. We should be involved, and in significant ways before any protocols take place.</p> <p>RPD: I agree. My sense is that one of the major problems seems to be 'silo-ing.' There is no integration among the different ways of solving the problem, especially for problems that are more complicated &amp; don't fit a silo. I will tell Steve Newman that we are interested &amp; that we want to make sure that we review the drafts &amp; vote on the final documents.</p> <p>BB: I talked to one of the TU police about active shooter incidents. He told us to lock the classroom door, but none of our classrooms have locks on the doors! This just needs to be done.</p> <p>PL: I think we need protocols, but those that keep people safe; not establish fault.</p> <p>RPD: Yes. The issues is keeping everyone safe.</p> <p>MS: Isn't student to student violence covered by UDC?</p> <p>RPD: I chaired that committee for 4 years 'back in the day.' Those don't GET to the disciplinary committee. They go to TU Police. The TU Police have discretion about what cases to bring before the UDC or not.</p> <p>SOM: Are you saying that TU isn't in compliance with the Cleary Act in reporting to the FBI?</p> <p>KWW: They just haven't reported. The data are publicly available.</p> <p>RPD: I will call Steve Newman, indicate our interest &amp; we will follow through with it.</p> <p>3. Just a reminder, on March 12<sup>th</sup>, we get John Nyquist from GEEC. On 20<sup>th</sup>, RFS, Pres. Englert. Ken Kaiser, TU CFO will come to a March FSSC meeting &amp; President Englert will come to FSSC in April.</p>	
<p>3. Report of Vice President, Dr. Kimmika Williams-Witherspoon</p>	<p>1. We are asking people if they are interested in serving another term for upcoming vacancies. EPPC, CATA, For those entering a 3<sup>rd</sup> term now, we are sending out letters that they must sit out at least 1 year so as not to have an oligarchy. Then, if they're still interested, they can reapply in the spring of their hiatal year. We've</p>	

received no pushback yet.

2. RPPC questionnaire email came out yesterday... Please fill it out. Not sure if you filled out the test whether or not it counts. Cheryl will check.
3. Regarding the Tuesday, February 12<sup>th</sup> partial day weather cancellations: We would like to rephrase the confusing language of the announcement. Discussion. I don't know who handles these announcements, but is this something we can send forward to someone else to fix? Who, for example, is considered 'essential services?' Facilities & Security. Food service in the dormitories.
4. Update on Senate elections: they are happening in 3 weeks.

MS: Reporting. I regret to inform you that we have only 2 nominations, one for President and one for Vice-President; otherwise, zero. At the very least we have to have someone for secretary. We could probably arm wrestle somebody afterwards, but please let us know if you would consider this.

TGC: Does it need to be someone who is currently on the Senate?

CM: No.

MS: We've already had email confirmations from and for them.

KWW: I'm hoping for one of the last days of the RFS, picking one of the meetings where we invite all the committee chairs. I would like to do that when we don't have a guest. Invite them by 5's & keep it going or maybe at the full Senate meeting.

RPD: There are no guests scheduled for the April 18<sup>th</sup> full Senate meeting, so that could be the day. By bringing everyone to the full Senate & inviting them to do a presentation is nice.

TGC: Some may have questions for that chair. It might be a good idea to break it up & have dialogue.

PL: Could we structure it like a job fair & each committee chair has a table where people could walk up & talk to them about their committees?

SOM: I like the idea of presentations. It's more formal. Reminder about meeting minutes.

KWW: We have ~ 18 committees; not all are functioning. The last Senate meeting was the fastest we've ever had and the least well attended.

PL: We might make a bylaws change & make committee chairs Representative Senators.

SOM: There's a distancing thing that the committees don't even feel connected to the Senate.

DL: I would recommend a more interactive format. Breakout

	<p>sessions as Paul has suggested? Even 12 presentations, not to mention 18, will lose the audience.</p> <p>RPD: Context &amp; programs of University Representative Faculty Senate meetings: We've been very scattershot. Sometimes guests; sometimes not. Sometimes guests speak about something that nobody's interested in. I think that the officers should put heads together &amp; talk about this.</p> <p>DL: I do support making the meetings engaging so people will want to come; not ultimately drive them away.</p> <p>RF: I almost became a de-facto chair of EPPC on several occasions. Nobody seemed to know what the committee was about. The committees really need the assistance of this group so that they have a sense of their mission &amp; purpose beyond responding to different administrators who come in &amp; tell them what to do.</p>	
<p>Guest: (2:00 p.m.) Temple Vice-Provost for Undergraduate Studies, Dan Berman</p>	<p>Dan Berman arrived &amp; was introduced. Self-introductions all around.</p> <p>It's nice to see you all. I'm from CLA. I'm happy to be here. I could start by talking a bit about EPPC or more generally about our office. I'm now 1.5 years in to this position. I feel a bit like I'm coming home &amp; I like to be among faculty, as many of my meetings are not. Here's what we're working most actively in UG Studies:</p> <ol style="list-style-type: none"> <li>1. Academic advising structure. This is an ongoing endeavor.</li> <li>2. Search on for a new director of the Career Center. Rosalie Schemmer, Senior Director of the Career Center, left to go to the Institute of Fine Art in Chicago as their Dean of Career &amp; Professional Experience, which was a nice move up for her. It was her 7<sup>th</sup> year at the center here. Center grew an awful lot; when she first arrived, there were only 6 &amp; now there are 18 full time employees. We're now looking for a replacement for this position where the person will be called "Executive Director." It will be the only one in my office. This requires a lot of interfacing with employers, non-profits, etc. Starting to look at applicants.</li> </ol> <p>TGC: Are you accepting nominations?</p> <p>DB: Yes, that's fine. Currently, there are somewhere ~ 10 internal &amp; external applicants. There are 2 faculty members on the search committee: Lynne Anderson from Fox &amp; Scott Gratson from Klein. We couldn't accommodate every college. When we have a short list, we'll try to include all the colleges for input on the Career Center director. It varies a bit. This is the kind of position that reaches across all colleges, but primarily for undergrad. Doing great. Interim director: Shannon Conklin. New online platform called <i>Handshake</i> that dramatically increases student connections with employers, events &amp; job postings. <i>Handshake</i> is paid for entirely by us.</p> <p>MS: Can masters grads use the career center?</p> <p>DB: More masters use it than others, but they're a small # of the total. To what extent we coordinate with the grad school office, it's kind of discipline specific.</p>	

RF: I remember when Rosalie was new & came to talk with us... things were abysmal a few years back. There were only 70 users when she came on?

DB: Now in the 1000s. In terms of appointments, some of the colleges, close to 1000 even within the college. I will present that in a budget hearing next week for whatever deans show up to the budget hearing. Fox has a pretty well developed career advisement unit on their own. Dressing. Using the correct salad fork.

KWW: How to conduct a job interview over a meal. It's an entirely different skill set.

DB: There is another area that I think of as important, which is not entirely my shop but some overlap is placement. Math placement & writing for incoming Temple students. Currently owned by Institutional Research & Assessment (IRA). Extremely relevant to UG student success, especially if the student is going into a stem field. It's very important to get it right. It also effects Gen Ed, because it interacts with their math placements. My vision on that, along with Jon, our director of Gen Ed... & GEEC, would like to remove the Quant Lit courses from Gen Ed. They're not part of a math sequence. We want to teach them about some form of 'quantitativeness.' Their disciplines should be teaching them that part of their curriculum. That's a work in progress because it really involves what the GQ courses are doing. We are moving at least toward having the math placement disconnected from Gen Ed.

On the English side, the placement essay is done spring before first year matriculation, which is literally changing the way that they are placing where the students are placed. Every essay is read. Consistency among these evaluations is a goal. There are other models out there... self-assessment; SA + a standardized test. Some placement readers also may teach in the 1<sup>st</sup> year writing program. There is a Placement Committee.

PL: I think that's a Provost's committee with some invited faculty. It's a hybrid committee. It's problematic, & possibly from the faculty perspective as well.

DB: WE might also talk about the Assessment of Instruction (AOI); formerly the SFF committee, because they're kind of a hybrid committee.

RPD & KWW: But they're not! (This is a Faculty Senate Committee; see Bylaws.)

DB: For the process of the math assessment; there is another pilot for next year. This year, we offered a pilot of a proctored online version, which actually turned out better. Plan is for the following year to take it across the entire first year. This is Jodi's (Laufgraben) world, but we have an interest in it. Online proctoring is clunky. They record a video of the person taking the test & then if there's some anomaly, they look at the film.

SA: There was one case where a student's father was a professor of math who took the test for him. How do we know how authentic the essays they send are? We don't!

	<p>TGC: Cheating is such a wide-spread problem.</p> <p>DB: There are a lot of schools who make everyone take one semester of writing. International students are treated a slightly different way with their placement.</p> <p>SBD: All of our doctoral applicants do a spontaneous essay in person at their interview. It's part of our application process.</p> <p>KWW: What do you do when you get them in a Gen Ed, where you must treat everyone the same? I keep asking what we're supposed to do when 40% of the course grade that has to be formal writing in a writing intensive (WI) course.</p> <p>DB: In 1<sup>st</sup> year writing, there is support for ESL students.</p> <p>RF: Is there something online that is beyond an essay that can get them engaged in that 1<sup>st</sup> year writing process?</p> <p>KWW: We used to have the McNair group, but now that we have the Writing Center, we no longer have that program.</p> <p>SBD: Some students purchase newly written papers online.</p> <p>DB: They can catch that sometimes. (Purchased papers). We have similar issues in Math &amp; other baseline bodies of knowledge that our faculty would like our students to know. This IS a systemic issue. We expect them to be at a certain high school level (to start) and often, they are not there yet. Writing; math; music theory I've heard from people in the music school that there is an expected baseline knowledge of music theory for incoming students to Boyer and it may not be there.</p> <p>RF: It quickly becomes a diffusion of responsibility issue for faculty... some might just think, "I can't do anything with them at this point."</p> <p>KWW: Evaluations (SFFs) are part of the equation.</p> <p>CS: What about terrible writing among grad students, especially those in science &amp; medicine? We are passing along failure and setting them up for failure as grad students. There, they must know how to compose reasonable writing for grant proposals.</p> <p>PB: The writing side is a creeping disaster. Basically, everyone passes their 1<sup>st</sup> year writing course. Writing festers, because eventually when you need to write that grant, it's a different dynamic.</p> <p>JS: It's not a new problem, but some were so hilariously bad, I redacted names &amp; kept them to laugh at.</p> <p>SBD: Lack of consistency between first year writing and the majors. Only 3 courses are WI. I've taught virtually all of the WI courses in my department. When students had the CORE curriculum 12 years ago, they all had 5 writing courses. Maybe they need more WI courses than just 3. It puts a big onus on the majors, often people who may not consider themselves to be writers. That is not the case for me, but many are more concerned</p>	
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with the activities of their disciplines. Coordinators of the large courses get no recognition for these courses and the work that is entailed (at least in my college since RCM; 3 semester hours is 3 semester hours no matter how the course is taught nor how many are enrolled).

DB: First year writing & Intellectual Heritage are already coordinated.

SBD: Well IH courses used to be writing courses, and that went away.

DB: They are now considered 'Reading Intensive' courses.

TGC: It's very difficult to coordinate writing & standardized writing. We have 20 – 25 people teaching it each semester in Fox. It's a lot of work; not an easy task.

DB: My office doesn't have much in terms of resources to alleviate these concerns.

KWW: This extra effort is not compensated; nor is it part of their merit.

PB: Those are Dean's concerns. It's ludicrous! We can encourage the Deans to create forms of recognition for this. We made the case for course coordination, why it's important & why it will have an effect.

KWW: It's RCM.

RPD: How's EPPC doing?

DB: A lot better than last year! You did (Rob Fauber) a good job; you were trying! We've had 2 meetings this year. There was a shaky start; EPPC didn't meet in the fall. Now it's meeting every 3 weeks. There is a new chair until next fall: Mary Ann Gaffney. There are 2 student reps: 1 Honors student & one from UG Student Government. One dean (Tyler) is coming; another one has a conflict. We're having discussions about policies. Michele & I are bringing up things like the withdrawal policy & academic dishonesty. Academic progress; mid-term ratings. DRS. Accommodation letters that are all the same. An issue that needs some more discussion. We need a stronger faculty presence in the DRS process.

JS: Academic honesty. Plagiarism. A lot of issues.

DB: It's really great having the students there.

AS: Who selects students?

RF: There is one from Honors & one from Student Government. Part of the bylaws.

KWW: How did Honors become the default in picking student representatives?

PL: I'm delighted to hear that Mary Ann is chairing EPPC. About 2 years ago, a policy was created for professors who choose not to



	<p>send students who plagiarize to UDC are supposed to fill out a form for tracking them.</p> <p>DB: Our idea is to have this live sometime around now that you can click on a button in Canvas to lodge a complaint about academic dishonesty. This button emails the faculty member who generated the complaint, the Dean of Students &amp; the student. The student must then contact the faculty member for a meeting. This puts a hold on the student so that student can't drop the course before this is investigated. The faculty member can submit the form just by email. Even if a faculty member just wants to talk to the student, the UDC has a record of it so that the record can keep going.</p> <p>RPB: We still have some time but I must step out for a board of trustees (BOT) meeting. The VP (KWW) will conduct the remainder of this meeting.</p> <p>SOM: Is it true when a student needs a medical withdrawal that they must step out for everything? I would like to advocate for a new approach for that. There are many examples where a full withdrawal is not necessary. There is opportunity for abuse, but I feel like we should err on the side of compassion &amp; I think that the current policy goes against our ethic as educators.</p> <p>TGC: We had a student who could not afford to drop all his classes &amp; he just soldiered on.</p> <p>DB: Then they get themselves in trouble by failing a final. If they take the final and fail it because they are too sick to manage, they might fail the course. We were talking about how to revise this policy in EPPC as well. Mike Lawler in CST has made himself something of an advocate on this issue. The registrar has their reasons for something they can hang their hat on by keeping this policy intact the way they see it, but we should err on the side of compassion. Some students will ask faculty members to change the grade to an F so that they can get a withdrawal excused (WE). This is a strange work-around.</p> <p>KWW: It's an ethics violation.</p> <p>DB: It's not an earned grade.</p> <p>SOM: All it does is make it the faculty's problem. After a certain point, it's 0% of the student's money back.</p> <p>PL: It also creates the issue that if you are not full time, you run into financial aid problems.</p> <p>MS: Michele O'Connor &amp; Jeremy Jordan were here last year talking about excused absences for athletes.</p> <p>DB: I remember we talked about this.</p> <p>KWW: Would you also consider performances as a good reason for an excused absence?</p> <p>MS: Yes. But some faculty tell students that with a certain number of classes they don't pass the course. If it's a class where the student knows enough that they don't come, some faculty</p>	
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	<p>members excuse that &amp; don't have a problem with it...</p> <p>KWW: That creates an elite group.</p> <p>DB: I think the Provost decided that it's not necessary to have a policy right now.</p> <p>KWW: One final question about DRS. Right now, the forms are standard. But what if you are in a performance class where you have to memorize, and a student is not capable of memorizing?</p> <p>DB: A version of this comes up a lot. Or the accommodation creates a lack of potential for success for others in the course. This would be a great job for EPPC that I can present to Stephanie Ives &amp; others. They sit down &amp; talk to the students. Could they have some kind of a menu of accommodations that are appropriate for this or that kind of a class? They don't have a faculty advisory committee. They seemed to think that this was a good idea.</p> <p>PL: I'm all in favor of the <i>Americans with Disabilities Act of 1990</i>, but if you graduate, are you going to find those employers that are going to put up with this?</p> <p>DB: As an instructor, sometimes you run into a wall on this. There should be consulting with the instructor &amp; Aaron at DRS. There is a potential for abuse. There are students who you don't know have a DRS accommodation until 8 hours before the exam.... And then one must create a special test-taking session.</p> <p>SOM: Accommodations should not be retroactive</p> <p>PB: I have a question: Are faculty supported well enough by DRS &amp; can they know when to make the call?</p>	
Old Business	None.	
New Business	BB: Thanks for responding to my request for Budget Review committees. I have not heard anything back from CLA Lib Arts, Pharmacy, Social Work or Public Health, TFMA. I've heard from some but not others. I got a one sentence reply from the person I emailed in Public Health who responded, "What am I supposed to do with this?"	
Adjournment	Senate Vice-President KWW: Thanks, everybody! We are adjourned.	Meeting adjourned at 3:07 p.m.
Respectfully submitted, <i>Sue Dickey</i> Sue Dickey, PhD, RN, Associate Professor & Faculty Senate Secretary, 2016-18, Spring, 2019		

Next meeting: Next FSSC: 3-12-19. Representative Faculty Senate: 2-26-19 in Kiva Auditorium.  
SBD/sbd 2-19-19; updated: 2-20-19