

TEMPLE UNIVERSITY
FACULTY SENATE STEERING COMMITTEE
 Minutes

Date: Tuesday, 3/12/19

Time: 1:00 p.m. – 3:00 p.m.

Attendance:

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

Absent: Rafael Porrata-Doria (Pres., Law), Paul LaFollette (Fac. Herald, CST)

Guest: (2:00 p.m.) Temple University, Dr. Jonathan Nyquist, Director of Gen. Ed.

Topic	Discussion	Action
1. Call to order	<p>The meeting was called to order by Faculty Senate Vice-President, Kimmika Williams-Witherspoon</p> <p>Motion to approve the FSSC Minutes of 2-19-19.</p>	<p>Called to order at 1:06 p.m.</p> <p>Approved as read.</p>
2. Report of President R. Porrata-Doria, as reported by VP KWW	<p>Greetings. My report is short:</p> <p>1. Faculty Service Awards</p> <p>SOM: I'm concerned. I'm very sad to see these go. There is very little incentive for any of us to do things like participate on these committees, and this was at least one.</p> <p>BB: I'm also concerned.</p> <p>KWW: Provost suggested only 4 Service Awards with a \$500.00 stipend each; Rafael is pushing it to 6. The total has gone from 17 awards (one from each school & college.)</p> <p>BB: How many great teachers are there? (1 – 2 /year).</p> <p>VP: We're comparing apples & oranges from different schools & colleges with the Service Awards.</p> <p>KWW: This creates more work for us with hurt feelings among our colleagues. But I don't know what our options are. The Provost did say that these were suggestions.</p> <p>SBD: What financial reward did they get before? (Answer: None.)</p> <p>KWW: The great part about our previous award was that everyone who won could come. Maybe it's because the founder of this ceremony & luncheon, Professor Michael Jackson, is retired. How will we satisfy all of our concerns along with fiscal conservatism?</p> <p>MR: One concern that I have is that we may just be stuck. The risks with this format are that:</p> <p>1. Some schools & colleges will be routinely omitted. Other</p>	

	<p>candidates from other schools seem to have a higher priority.</p> <p>2. Or they will be moved around from college to college arbitrarily & the larger schools will get overlooked. That is a likely result from diminishing the number of recognitions.</p> <p>DL: The idea is to cut costs.</p> <p>KWW: It was offered that there would be schools & colleges with no nominations, but that suggestion was turned down. The intent is to get the list of awardees down to a smaller #.</p> <p>MR: Let's ask RPD to request 8 awards; that number is closer to half. 8 awardees with stipends of \$500 is only \$4000.</p> <p>JS: The amount for the creative research award is \$5000.</p> <p>KWW: What's our consensus?</p> <p>SOM: Service is so undervalued at this institution. Anything we do to further devalue service just even more... Let's ask for more! It's open!</p> <p>KWW: How many want 8?</p> <p>A motion was made by KWW to keep the Awards Nominations the way it stands currently (up to AY 2018-19). Motion was seconded (by whom?) Vote unanimous. A remark was made that there might even be a financial reward.</p> <p>2. Do we want to talk about Weegie's (Marylouise C. Esten, Assistant to the Provost) response to the snow day?</p> <p>KWW: Sharyn said it's confusing. We relayed this message to the various people who decide about delayed university openings and closures for bad weather & other things.</p> <p>CM: We have considered this.</p> <p>KWW: Basically, this is not going to change. They report that this is the best messaging they can send.</p>	<p>Motion passed unanimously.</p>
<p>3. Report of Vice President, Dr. Kimmika Williams-Witherspoon</p>	<p>1. Cheryl (Mack) is concerned about not enough people for the ballot. Please see Dr. Williams-Witherspoon's report with the vacancy list in Appendix A below.</p> <p>There are people missing (incomplete dialogue) from the following committees: Personnel Cmte, 1; EPPC – 2, Research & Creative awards: 3; T & P: 2 needed for Com A & 1 Law for SS, Bus & the Budget committee.</p> <p>MS: I will apologize for this as Nominating Committee chair.</p> <p>MR: You did your job! It's only the officers' slate for which the Nominating Committee is responsible.</p> <p>CM: WE have 1 for EPPC. Those in red text in KWW's copy will go on the ballot. Vallorie Peridier, from the FSSC & others are on</p>	

	<p>the ballot.</p> <p>KWW: There are 2 for EPPC See needs list!</p> <p>MR: The Law School selects its own person by our own collective bargaining agreement. It's an internal process.</p> <p>SOM: Which schools & colleges are already represented on Committee A for T & P?</p> <p>CM: I don't have the updated list from the Provost's side, so I can't really answer that. I will check with Erin.</p> <p>KWW: unless there's a red flag of some sort for the 2nd & 3rd term people are agreeing to serve, I'm assuming we can go ahead & approve them. The 3rd termers have been advised that they are now rotating off if they've already served 3. I got some very interesting emails about this! Materials were sent to you in your packets yesterday for all people for approval.</p> <p>MS: I'm concerned about one of the applicants for the Budget committee. When I was Chair [of the Faculty Senate], I received a number of hostile emails from him. He is applying a 3rd term.</p> <p>BB: This happened from this person last month on the Budget committee. It was quite a shocking email.</p> <p>MS: I would not recommend him. We appreciate his 2 terms of service; thanks, but no.</p> <p>KWW: Can we say no?</p> <p>KWW: Another applicant is also going for a 3rd term on the budget committee.</p> <p>TGC: I don't know if we want to deal with him for a 3rd term if he finds out that X is serving a 3rd.</p> <p>BB: The Committee really does need new blood. Another person asked for a 3rd term as well, & that was ok'd earlier this year.</p> <p>KWW: If we evaluate this process, we need to say that there have been some concerns.</p> <p>TGC: Would you still have access to these emails?</p> <p>MR: The real question is how to formulate an appropriate communication. From 2nd to 3rd term, it's a judgment that the person is continuing to make a really significant contribution. I personally have no problem keeping X on the committee because he'll provide great value.</p> <p>BB: X has also been a very valuable committee member. The first meeting for this AY was just a month ago. No meetings called in the fall.</p> <p>KWW: How many in favor? Let record show that all voted no on this applicant's reappointment to the Budget cmte.</p>	<p>Motion was made, 2nded & passed.</p>
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	<p>KWW: I would like a motion to approve all nominees submitted and vetted by the FSSC as a package.</p> <p>KWW: Only other request was on the last day for Chris Harper to join the Temple Press committee. Some discussion was held.</p> <p>SOM: Lisa Ferretti has emailed & said that she will serve on Research & Creative Awards Comm.</p> <p>KWW: Do I have a motion to approve?</p> <p>KWW: Our charge is to nominate individuals to be chosen by the committee. Might be a moot point either way.</p> <p>MR: I move that Chris Harper be nominated for the Temple Press Committee</p> <p>KWW: Vote? Ayes have it. Passes.</p>	<p>Motion was made, 2nded & passed.</p> <p>Motion was made, 2nded & passed.</p>
<p>Guest: (2:00 p.m.) Jon Nyquist Director of Gen Ed & Chair, GEEC</p>	<p>1. Must bring up my TU mail for my presentation. I guess it's been a year since I talked to you guys since I took over this position last spring. This is sort of a status report. (Please see Dr. Nyquist's PowerPoint was shared with us.)</p> <p>I underwent a "listening tour" last spring, having met with a lot of different groups to hear what everyone was saying about Gen Ed. There are lopsided courses in Gen Ed. There was a vast majority of Gen Ed classes in the sciences that became popular &/or huge & desperate (like Darwin's finches evolving into their own little groups). All courses with >500 students now have a course coordinator (CC). There's a CC meeting this week. The 1st slide is for enrollments in a course for 1 year. 4 – 5 classes in Gen Ed in a number of areas now have CC's. There is a vast inconsistency across sections; syllabi, grading patterns, etc. If students walk into the 'same class,' they should have, at least, a similar experience. EX: Environment has many; 30 sections/semester. CC's are just paid a bit more; there's no release time.</p> <p>JS: How are decisions made for which classes they will offer a lot of sections?</p> <p>JN: Environment was big from the beginning. CC's give me a point of contact. Onboarding new instructors is a big problem. This number hits 25% each fall. I don't want them being just handed a syllabus & told, "Go forth & teach." Grading & workload expectations very different across multiple sections of the class. One faculty person requires a 20 page paper & 1 section requires a 3 page paper. There is SFF misuse. Accommodation letters are generic & non-specific from Disability Resource Services (DRS) - what can we do/not do? What does that mean for a group project? A lot of things come up for faculty. I'm trying to get DRS to create a Frequently Asked Questions (FAQ) memo for some of these questions. What is a reasonable & common definition in the DRS world? Also, info, I'm working with CAT & other things in a 'best</p>	

practices doc' that I'm trying to co-create with DRS. It's a Google doc, so it's a living & moving document. I'm also working on a day-to-day dashboard so there is daily monitoring of the courses.

SOM: Is there a syllabus template?

JN: There IS an online learning (OLL) Canvas template if someone is teaching exclusively in OLL. It's required for OLL.

MS: CPH has a required syllabus template that we use for everything.

JN: We're looking at this for other schools & colleges. We don't have anything. We're talking to some of the data gurus at TU, but they don't have or ask these questions! A lot of decisions are made in the absence of any kind of data. We now have web accessible dashboards, with Klein College as my guinea pig (because it's smaller & more manageable). We can turn this class/semester/ on or off for each semester. Numbers, etc. Klein has a much smaller # of Gen Eds, so it's easier to pilot. Deans & chairs might see different things than course coordinators. Numbers of A's, B's, C's. A = most common grade at TU. Fifty percent of all course grades are A's. Bottom columns demonstrate grade lift. Your grade is 5 points higher than the incoming GPA would predict. This is measured! This measurement is of A + & - grade lift with diff instructors teaching the same class. If you find you are way out of alignment, maybe you can make adjustments. What is the grading standard at TU? How do you calibrate? An individual's grade lift score comes up in a different color. Same assignments, same pool of students. Workload can be all over the place from one instructor to the next. Many are lying! We'd like to get everyone lying the same way.

KWW: Do you allow for NTTs & adjuncts?

JN: Grad students have the most # of highs & lows. They have no calibration point & lack of experience!

JS: You have a certain number of faculty teaching class. In the pilot, there are mostly adjuncts & grad students. Less than 20% of the Gen Ed classes are taught by Tenure Track faculty. There's no requirement for a percentage of them to be Full Time, Tenure Track or Non-tenure Track.

TGC: There are 1200 students in the Fox courses. This creates a group meeting. It doesn't guarantee standardizing. It's an attempt at a way to collaborate & calibrate. Expectation of the level of rigor is discussed.

JN: Same rubrics from past semesters shared.

KWW: This kind of meeting creates an additional requirement of adjuncts.

TGC: Some are grateful; usually more motivated than others. Grading, writing is all over the place.

JN: This slide shows which schools are feeding a particular Gen Ed class. Year by year. The question is, for this particular class, who are your feeder schools? Chairs care about this. TV,

American media. Trend of who is feeding it over time. It's an interactive tool that you can turn on & off. These are just some sample dashboards for someone who doesn't need to know how to use Banner & other platforms to use this. Penn State & Purdue have dashboards for the public to see! Temple is way behind. This is something else I'm working on. We're trying to get our server set up to do these things. The instructor make up over the past 5 years has changed.

VP: To what do you attribute that?

KWW: RCM. (Responsibility Centered Management)

JN: Certainly, that's a big part of that!

MS: NTT & Adjuncts.

JN: How do I draw TT faculty back into teaching these? One idea is *Limited edition Gen Ed classes*. Idea: Teach one only 3 times within a couple of years & then it goes off the books. If you really think it's a great class you can go through the entire Gen Ed application process. Call will be going out soon for those classes.

MS: I can see a TT teacher wanting to do a special topics class.

JN: Gen Ed classes have been fairly static for a while now. The original designers are no longer teaching them. They're inherited. More ideas are deliverable now, but we can't make it so large that they can't be recertified. Size would be up to the colleges. We will ask for a one page idea paper. This invites proposals with the most exciting ideas. Then, if invited, there would be a presentation to the GEEC committee. This is one way to try to lure some of the Tenure Track faculty back into it.

SOM: I would like to link this to the conversation that we had with the Provost about lack of mentoring for 1st year students who have mostly adjuncts & grad students.

JN: Yes... they're being asked for advice & don't have good access to the information. Some departments that rely a lot on recruiting students for their majors relay on this. A lot of the Gen Ed teachers have no connection to their departments. They don't attend meetings. I'm not talking about lab courses, but instructors of record for the class.

KWW: What else is happening across the campus? Grad office now demanding that f.t. grad students must now teach 2 classes per year. Making Gen Ed as big as it is relies on how we do it.

JN: There are no incentives for the deans to offer high quality Gen Ed. I can't fault them for that. Much of the curriculum is taught by NTT faculty.

MS: Pre-TT are only teaching 2 courses / year (one per semester) in our college (CPH) because they have to get the grants.

JN: This is true in the College of Science & Technology (CST) as well. It's possible that we could offer an online undergrad degree at some point. OLL is climbing at a steady rate. Now 9%. A few years ago, it was 2 – 3%. There are 3 flavors: asynchronous,

hybrid, & synchronous. No set meetings of any kind is what's driving OLL asynchronous. There's no plan for it. What's TU's long-term plan for OLL?

KWW: Our school has been asked to add a lot of 7-b classes.

JN: They are failing, so they re-enroll in the 2nd half of the semester. Now we have an OLL survey. Why did you take OLL? We already have 100 responses. If you take more than 50% of your UG degree as OLL, you're backing yourself into an OLL degree, possibly unwittingly. Pedagogy shows that it works best with adult learners & not traditional 1st & 2nd year students.

KWW: It's a lot more work!

SBD: It's 2 – 4 times the amount of work than in class teaching!

JN: These are two good OLL teachers. Not everyone is! I'm concerned about the instructional quality. Best practices.

This is what's on my drawing board: I'm trying to get CAT & administration to rely less on SFFs. Please see slides. Launching new limited edition classes needs advertising. Career center. Getting faculty to talk about why Gen Ed competencies are important. Only place where you will work in teams with people outside your major. Changing the way students are placed in 1st year writing. We're now, moving toward self-placement! This is driven partly by finances & also the massive number of people grading all these essays. I lived through the math placement test in CST, to OLL un-proctored placement, where they placed 1 class lower in the un-proctored version of a course. The instructors went crazy. Instructors are encouraged to get these first students through, somehow. English as a second language (ESL) student status is NOT included in the DRS law for accommodations. Some instructors are getting grieved by others because ESL students are getting preferential treatment.

JS: For common behaviors, can we put them in the syllabus, example, walking out of the class?

JN: For those recording all the lectures... there are questions like, "are they posting them online later?" Other students didn't sign anything saying you could record them. How many brand new instructors are going to do that? I asked what DRS director would say to new faculty:

David Thomas from DRS said to me... "a DRS letter does not guarantee that you pass the class!"

Nobody checks that you haven't checked off that you read the letter. Sometimes it goes to spam folder inadvertently.

KWW: It's illegal not to! I checked with University Counsel.

SOM: DRS letters can come in at any time.

AL: Sometimes they come in a day before a mid-term. It's very time consuming.

JN: DRS has time slots to discuss common issues & faculty

	<p>questions. I don't know where TU falls on the scale of interaction. I think there needs to be more interaction between DRS & faculty.</p> <p>SOM: I feel like that's where advising comes in. I don't feel that advisors are directing students well about some accommodations.</p> <p>JN: This is why the FAQ. A series of standard answers for the usual questions. Also, course coordinators must have conversations with new instructors. There are more DRS accommodations every year. This generation has been identified younger & they are coming up through system with accommodations in other grades.</p> <p>KWW: Course coordinators? If there are 499 students in the course, are they not compensated & if there are 500, they are compensated?</p> <p>JN: This is a College of Liberal Arts (CLA) policy only. It's up to the Deans. It's not a University policy; rather, something the Dean decided to do. All I can do is 'name & shame.' There are large classes with nobody helping. How large do they have to get with no help?</p> <p>SOM: Are you in any position to propose some sort of minima?</p> <p>JN: It's murky. I have stressed that but the only thing I can do is the recertification processes.</p> <p>SOM: What about setting some 'best practices' for deans?</p> <p>JN: As long as there's nothing falling off the cliff, their goal is research dollars. Thinking of incentives for them. It will ultimately come back to bite us because these kids are paying for good instruction.</p> <p>BB: Pretty sure that the Gen Eds were required to have certain percentage of TT/NTT faculty teaching them originally.</p> <p>JN: Nobody left in CST teaching Gen Ed. Doing research. Dollars. By & large, Gen Ed is a big cash cow & not enough investment into it. Block grants should be given back to Gen Ed instructors that would go back to help them do things in those classes. My office could curate these things. All the money from Gen Ed now goes back to the Colleges.</p> <p>TGC: How much influence does GEEC have?</p> <p>JN: There's not much there.</p>	
Old Business	None... Or whatever RPD or others remind us about.	
New Business	TGC: Met with Paul LaFollette & Karen Turner re: <i>Faculty Herald</i> Committee. Paul not here today. Fox people: we haven't seen it; can't find it [Faculty Herald publication]. Want to invite Jim Papacostas to talk about how it's progressing with Senate website or Faculty Senate via the TU portal.	

Adjournment	Senate Vice-President KWW: Thanks, everybody! We are adjourned.	Meeting adjourned at 2:58 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: 3-26-19. Representative Faculty Senate: 3-20-19 in Kiva Auditorium.

SBD/sbd 3-12-19; updated: 3-26-19

Appendix A

Report of Vice President, Dr. Kimmika Williams-Witherspoon, Senate Committee Vacancy List as of 3-12-19

SENATE COMMITTEES	VACANCIES
Budget Review Committee http://www.temple.edu/senate/committees/budget-review.html	2
Committee for Administrative and Trustee Appointments http://www.temple.edu/senate/committees/administrative-trustee-appointments.html	2
Committee for International Programs http://www.temple.edu/senate/committees/international-programs.html	4
Committee on Faculty LGBTQ Concerns http://www.temple.edu/senate/committees/Facultylgbtqissues.htm	1
Educational Programs and Policies Committee. (EPPC) <i>At least six schools/colleges represented on committee. Largest School/College should have two faculty. No more than two faculty from each school/college may serve at any time. SELECT FROM ANY SCHOOL/COLLEGE EXCEPT: LIBERAL ARTS, SCIENCE & TECHNOLOGY, FOX SCH OF BUSINESS</i> http://www.temple.edu/senate/committees/eppc.html	2
Faculty Herald Advisory Board http://www.temple.edu/senate/committees/faculty-herald-editorial-board.html	6
Committee on the Status of Women http://www.temple.edu/senate/committees/status-of-women.html	3
Lectures and Forums Committee http://www.temple.edu/senate/committees/lectures-forums.html	3
Personnel Committee <i>Should be tenured professor to serve on this committee</i> http://www.temple.edu/senate/committees/personnel.html	1
Standing Committee on the Continuous Revision of Faculty Handbook http://www.temple.edu/senate/committees/standing-continuous-revision-handbook.html	2
PROVOST COMMITTEES (<i>Faculty Senate Appointments/Elections</i>)	VACANCIES
University Research and Creative Awards Committee (Provost Cmte.) http://www.temple.edu/senate/committees/university-research-creative-awards.html	3
University Sabbatical Committee (Provost Cmte.) <i>(No more than one faculty member per school/college may serve at one time)</i> http://www.temple.edu/senate/committees/university-sabbatical.html	2
University Tenure and Promotion Advisory Committee (Provost Cmte.) <i>Only tenured full professors may serve on this committee. (No more than two (2) faculty members from any school/college may serve at any one time. Faculty shall serve a two-year term. Term for this committee begins in the Fall semester.</i> http://www.temple.edu/senate/committees/university-tenure-promotion-advisory.html	See vacancies below
UTPAC-A: Humanities and the Arts	2
UTPAC-C: Social Sciences, Business and Law <i>(must elect 1 from Law)</i>	2