

Restructuring and “One Related Matter”: The Common Theme

By David Waldstreicher, Editor

The university has been presented with a number of changes this season by Provost Englert. We all know that there are many good arguments for restructuring colleges at Temple: if there weren't that wheel wouldn't have been re-spoked as many times as it has in the past.

It is also apparent that while the Provost has gone forward with consolidation plans despite reservations offered by faculty in several colleges (most notably Boyer, Tyler, and the School of Education), he has decided against other possibilities he had put out in the December 15 White Paper, including folding colleges and programs into the already overstuffed College of Liberal Arts. The Provost spent time listening to faculty concerns—not enough for some faculty, but enough to inspire him to mention “one related matter” in the final restructuring proposal. The related matter is that the process of consulting with faculty on restructuring was inefficient, and by implication had something to do with the delay in releasing the white paper and the final proposals; perhaps faculty governance itself needs to be restructured for the sake of efficiency (see the final section, entitled “One Related Matter,” of the *Report to the Faculty on Proposals for Restructuring the Provost's Portfolio*).

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Workload in a Time of Scarcity: the Micro and the Macro Picture

By Joseph Schwartz, Professor of Political Science

It is time to face the music: I would hypothesize that any further shifting of material rewards for tenured and tenure-track away from teaching and service and towards research may contribute to a crisis in tenured/tenure-track faculty involvement in undergraduate teaching, undergraduate curriculum development and control, and, most crucially, in faculty governance of the university.

Temple is not a rich research university with a surfeit of tenure-track/tenured faculty and scads of well-funded graduate students who teach a modest load of, mostly, discussion sections for lecture courses taught by faculty on the tenure-track. (I wish this was the case...anyone willing to drop a billion dollar endowment on Temple -- versus our puny \$280 million -- should contact me and anyone with the political acumen to reverse thirty years of neo-liberal defunding of public institutions, please change the budgetary policies of our state and federal government.) Given these realities, Temple has (mostly) hired research-oriented faculty who also take teaching and service seriously. Perhaps we can afford some very research-oriented faculty if they are exter-

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Joseph Schwartz,
Professor of
Political Science

Pudd'nhead Wilson: a Botched Opportunity to Engage Our Community in a Meaningful Race Dialogue

By Karen M. Turner

Associate Professor of Journalism, School of Communications and Theater



Karen Turner
Associate Professor of
Journalism, SCT

On Sunday February 19, 2012 I saw the final performance of the Temple Theater Department's "Pudd'nhead Wilson." I was familiar with the Mark Twain story and looked forward to my afternoon theater experience. I learned the production had been adapted for the stage by African American playwright Charles Smith. I would soon be reminded that not every *black playwright* is an African American conscious writer. Using such material by a playwright of color does not provide cover. The racially charged production I sat through was outrageous, insulting and embarrassing. Let me explain.

To my surprise and disappointment, I was uneasy throughout the performance - from the moment the white banjo-playing minstrel in black face walked on stage to “entertain” the audience before the play began, through the final curtain call. I

heard some murmurs among the audience when the white black-faced minstrel first took the stage. I'd like to think I wasn't alone in my discomfort and recognition that this is an offensive form of “entertainment.” The white black-faced minstrel sang and played his banjo throughout the performance, including the intermission and at the end of the play, as the audience filed out.

When the show finally began – relief! – I felt I could exhale a bit – but no! The first black female actor could have walked off the pages of “Gone with the Wind.” The play went from the “Mammy” character to “Roxy” the child abuser. And let me not forget the two *I-talian* twins who briefly appeared in black face – one white actor and one black, while singing a chorus from the popular southern hit, “Old Black Joe.” At some point during the performance,



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First Town Hall on Temple's New Hybrid Supercomputer

By Kime Lawson, Assistant Editor



**Kime Lawson,
Assistant Editor**

Temple's first supercomputer, a Linux cluster nicknamed "the Owl's Nest," has been fully operational for over a year now and making cutting-edge research possible across multiple disciplines in CST and beyond. Dr. Axel Kohlmeyer, CST Associate Vice-Dean for Scientific Computing and Associate Director of the Institute of Computational Molecular Science, hosted Temple's first Town Hall on High Performance Computing (HPC) on March 27th at the Liacouras Walk conference suite for about forty attendees. Kohlmeyer described the current status of the supercomputer and showcased a few of the projects currently supported by the Owl's Nest's unique computa-

tional abilities.

The Owl's Nest began as a [proposal](#) by Dr. Jie Wu, the Chair of the CIS Department as Principal Investigator and several faculty across the University to the National Science Foundation's Major Research Instrumentation program in early 2010 for the acquisition of a "Hybrid High-Performance GPU/CPU system," and was funded at nearly \$840,000 with a renewal grant under the American Recovery and Reinvestment Act. With a little more help from Temple's Institute of Computational Molecular Science, Computer Services, CST, and individual faculty donors, the Owl's Nest was installed on the fourth floor of the Bell Building during the winter of 2010 by a Computer Services team supervised by Dr. Kohlmeyer. Since the Spring of 2011, the supercomputer has been working at full capacity and is currently available to researchers.

Hybrid High-Performance GPU/CPU computing combines "traditional" Central Processing Units with Graphic Processing Units into "nodes" that are used to make parallel calculations of very large numbers or complex algorithms. The Owl's Nest has over 100 of these nodes, which are each individual "computers" that are networked and capable of CPU, GPU and GPU/CPU hybrid operations. Because GPUs must quickly process calculations to render accurate images in real time, GPUs have gained the attention in recent years of computer scientists needing to accelerate solutions involving very

large calculations. By clustering CPUs and GPUs and interconnecting the nodes with an InfiniBand network, hybrid high-performance units work faster and more efficiently to solve larger and more complex problems because the nodes are capable of fast parallel processing. A complex algorithm or simulation can be tested numerous times or a large calculation can be broken into smaller segments and processed heterogeneously with speed.

Having a state-of-the-art hybrid supercomputer has already begun opening opportunities across disciplines at Temple and promises further collaboration for Temple both locally and nationally. At Temple, researchers from disciplines such as Computer Science, Business, Molecular Science and Medicine have published cutting-edge studies that would not have been possible just two years ago in topics as diverse as mathematically predicting how a protein will fold or creating stronger internet security algorithms. The Owl's Nest is configured to connect with the network of other supercomputers across the country that are also funded by the NSF, called the "TeraGrid." One of these supercomputers, named "Draco," was just built at Drexel University and will create cross-town cooperation as the Philadelphia area becomes a national hub for supercomputer talent in the coming years.

Next October Dr. Kohlmeyer will host the First Temple University Owl's Nest Symposium. Curious researchers may email hpc@temple.edu in the meantime with questions about the Owl's Nest. ♦



Photograph by Alex Kohlmeyer

A Response to Provost Englert's "White Paper"

On March 15, Provost Englert released his Report to the Faculty on Proposals for Restructuring the Provost's Portfolio, along with documents with more specific proposals for restructuring in Boyer, Tyler, SCT and the College of Education. All these documents are available at <http://www.temple.edu/provost/news/index.html>, along with a secure site for (signed or unsigned) comments, <http://www.temple.edu/provost/feedback.html>. Two faculty members in the College of Education, Joan Shapiro and Steven Jay Gross, have chosen to make public their responses, which follow below. The Faculty Herald encourages other public faculty responses, in our pages or, in the meantime, using the Faculty Senate Listserv, senate2@temple.edu.

Dear Colleagues of the College of Education,

I am responding to Ken Thurman's request, as Chair of the Collegial Assembly, to react to Provost Englert's Proposal for the Creation of a School of Education.

At the outset, I would like to say that I am concerned about the two central ideas within Provost Englert's proposal. From my perspective, the changing of a name of an institution is not something to be treated lightly; and the folding of three departments into one department is a crucial

revision and may lead to a number of unintended consequences.

First, let me address the title change of our institution. For many years, I have thought that those of us in Teacher Education, School Psychology and Educational Leadership, for example, have been preparing professionals. We respond to state mandates, have to deal with certification issues, and must address the standards of our scholarly organizations. But this is not the case for all of the diverse programs in our College. Some of our programs are not subject to the varied requirements that we face in the professional areas. They draw upon a broad range of students who may or may not go into education. Thus, to create a professional school with a single mission of preparing educators may leave out a number of our current programs. It also seems to me, in the 21st Century, that we should be broadening the scope of this College, by seeking new student populations, rather than narrowing the mission. Even if our students do not become educators, they can use the important knowledge from our field in an ever-increasing array of careers. Additionally, if changing from a school to a college is meant to be a cost saving objective, I do not understand how this can be so. Not only do we have to change all of our advertisements and stationery, but our alumni/ae may not

respond favorably to this transformation. After all, we have been a College of Education at Temple University since 1919!

The suggestion of moving from three departments to one department, I find to be even more troubling. I could locate only one of the #1- #9 ranked educational institutions in the most recent *U.S. News and World Report* that focused more on programs than on departments. Department chairs have served both administrative and supportive functions. Without that layer, I believe we will suffer a true loss of discipline identity and mentorship. Departments were developed because there was a need for them. In addition, the role of the one department chair is not clear. It could be queried: Is this person a dean? How would this individual, who really runs all the programs, be different from a dean? And how would this chair respond to the demands of over 60 faculty members?



**Joan Shapiro
Professor of Educational Administration
and Vice President of the Faculty Senate**

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So what does it all mean? Among other things, we apparently have a sanctioned opportunity to re-examine faculty governance, perhaps a good idea in and of itself. But that good idea needs to be considered in light of the implications of the restructuring plan – and the process – for faculty governance.

A common theme of the spring bloom of documents is the increasing power of deans. Reading them put me in mind of one of the provost’s responses, at a Faculty Senate meeting, to the question of why restructuring now? His answer was that the vacancy of several deanships presented a unique opportunity to restructure those very colleges. Apparently deans are so powerful at Temple that rather than being temporary managerial staff or meta-faculty, they have vested, proprietary rights in their colleges – a kind of deanly tenure. And the restructuring plans add more power. In the Arts they will create a new Director-level administrative structure answering to a mega-dean (or as some have called it, dean-of-all-things). It goes without saying that these new directors, like the new deans, will be recruited from outside.

A similar logic appears in the document produced by the presidential committee on workload. In many ways this carefully written policy statement codifies existing practices. But it does so in such a way as to make it easier for deans to set and change workloads according to their interpretations of the policy, rather than departmental preferences (or the TAUP contract).

All this is consistent with long term trends. Faculties no longer produce deans for domestic use from among their best and brightest and/or administratively ambitious ranks; they export them. (The same seems to be true for councils of deans, who export provostial and presidential timber.) This very situation is an obstacle to faculty governance. Deans are likely to be more interested than ever in accruing power and claiming credit for clearing, if not cleaning, house: that’s how they move up and out. They have less incentive

A Response to Provost Englert’s “White Paper”

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It is interesting to note that a number of schools/colleges of education have tried the interdisciplinary model, suggested in the report, and all too often, these innovations have not survived the test of time. One cautionary tale comes from the University of North Carolina, Chapel Hill. There a dean eliminated departments and attempted to create interdisciplinary areas, such as aesthetics education. It turned out that high quality faculty were extremely hard to recruit because they could not understand where they belonged within the institution. They also were especially fearful of moving towards tenure in a broad-based area that might not recognize or understand their discipline. In addition, departmental responsibilities became confused, and teaching loads, faculty lines, and even the budget were in a state of disarray. Within a few years, UNC returned to familiar areas and the dean stepped down.

To my knowledge, only Stanford, ranked currently within the top ten education institutions, has been successful with a model based on programs, and it really is not Temple. Stanford is a private, elite institution while Temple is a public institution with a social justice mission. Having run an interdisciplinary program for almost a decade (Women’s Studies at University of Pennsylvania), I know how challenging it can be to work across the disciplines. Moving across the programs in this new school might not be as easy as the Provost envisions. Also, the centralizing of staff, which will occur with the demise of departments, could be unhelpful. Currently, our staff knows our students and helps to develop positive relationships between the faculty and students. This function could easily disappear under the new model.

Most importantly of all, I believe that by becoming one department, an unintended consequence may occur in a few years. A single department can easily be placed into one of the larger schools/colleges, suggested as options in the first Provost’s report on restructuring.

Thus, I am deeply concerned about the two major changes suggested in the Provost’s proposal. I think we have to take very seriously these revisions and determine if they will enable us to flourish in the future. As you can tell from my letter, I am doubtful that they will serve us well over time. ♦

to build and rely on relationships with faculty, who are mere worker bees – not their constituency so much as a set of more or less willing drones.

So the “one related matter” that really needs rethinking is the relationship between deans and college faculty. Perhaps it is that which makes the process of communication between upper-level administration and the faculty seem cumbersome. The real issue is perhaps not Faculty Senate procedures and university-level committees but what those procedures have historically presumed, and what we once had but no longer have in many colleges: a collegial assembly system that is run by faculty and expressive of faculty concerns.

The Faculty Senate Steering Committee has for two years attempted to propose a new template for collegial assembly bylaws that would take back faculty ownership of its deliberative bodies from the deans who, in a number of cases, now run (or run by proxy) the assemblies in what can most politely be called a top-down fashion. **We are publishing these Guiding Principles for Collegial Assembly Bylaws for the first time in this issue — see page 4.** Seeking approval of the proposed template from the President and the Provost, we are told the process has stalled thanks to objections from the university’s legal counsel. We hope that the Provost will recognize what he would call the “holistic” link between the effectiveness of the Senate and that of the collegial assemblies, and in doing so help us accomplish the streamlining he has advocated. ♦

Pudd’nhead Wilson: a Botched Opportunity to Engage Our Community in a Meaningful Race Dialogue

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the white black-faced minstrel sang the entire song. There was the slave “Chambers” played by a white actor as if he was a cross between Lenny in “Of Mice and Men” and “The Hunchback of Notre-Dame.” At the end of the play when Chambers learned he was white and rich and therefore not a slave, his heart wrenching – “*but I see a nigga*” was almost too much to bear.

Throughout, I was waiting for some character – *someone* - to offer an explanation – put my discomfort in context. Perhaps someone who would talk to the audience, as Pudd’nhead Wilson had done throughout, providing the back-story. Oh yes. The white black-faced minstrel also spoke to the audience encouraging us to “sing along.” In the alternative, the performers and staff could have taken a few minutes at the conclusion of *every* performance to talk with the audience. Why was there a blatant use of stereotypes and offensive language? Why was the “entertainment” a minstrel who didn’t have a discernible role in the play? Why were we exposed to the over usage by black and white characters alike to the racially charged period word “nigga”? Why was it okay at the “diversity university” to mount such a production? No explanation came. It’s been years since I’ve had a visceral reaction to such an event. I experienced a range of emotions sitting in my seat. I’m grateful I was in the dark. I’m not going to argue this production was inappropriate for Black History Month. As produced, it was inappropriate – period. ♦



My Response to the Provost's Proposal to Create a School of Education



Steven Jay Gross
Professor of Educational Leadership and Policy Studies
College of Education

By Steven Jay Gross,
Professor of Educational Leadership and Policy
Studies, College of Education

Dear Colleagues,

I am writing in response to the Provost's proposal. I am deeply concerned about changing from a college of education to a school of education and even more perplexed at the idea of ending our three departments in favor of having one.

First I must say that the proposed change from our College of Education to a School of Education gives me pause. It may mean little to the larger world, but words do matter and I believe that here at Temple the change will signify a diminished stature and that will have ramifications not only for us but more importantly for our students. What's more, I wonder how it is that our status as a college needs to end now. Clearly these are challenging times but we've been a college since 1919. The College was created in the year that the nation faced the great influenza pandemic, ten years later came the stock market crash and the start of the Great Depression. We survived all of that and everything coming afterwards including World War II. There were times when Temple could not meet its payroll and yet the College of Education carried on. I can't help but wonder what it is about the current challenge that makes things so much worse. Of course, we are not asked to go out of existence, but make no mistake, when we are no longer a college, something important will be lost and once gone, it will not come back.

But what troubles me even more than the loss of our status as a college is the loss of our three departments. These are our homes, where we organize our disciplines. Some argue that departments behave as silos, dividing people just when we need to work more closely together. Let's examine this critique against the recent past.

Here are four pretty clear examples of our ability to work across departmental lines:

- The success of the Ph.D. program was due to fine leadership and an

interdepartmental spirit of working for the common good of our students

- The Urban Education program was able to add two secondary appointments with colleagues from the CITE department.
- Larry Kraft and his committee have done wonderful work in helping us to globalize our College community.
- Our teacher education program was transformed in order to respond to significant changes in state regulations. This was accomplished through the hard work and cooperation of every department in the College.

These are just four examples of many showing our current ability to work together. In my opinion, there really are no silos to break down. We come together as a community because that is who we are and because the College has reached a point of productive development. We can thank the faculty, staff, department chairs, and the Dean and his office for our success. This is the highest degree of interdepartmental cooperation I have seen in my thirteen years at Temple. Our departments do important work and we have a proven track record of working beyond our departments every time the need arises. It seems to me that eliminating our three departments would add no new strengths and would damage our ability to innovate, thereby weakening our position at a critical time.

It may seem that this is simply a message from a colleague who is afraid of change but nothing could be further from the truth. I have spent my career either studying deep innovation in education or helping to lead such efforts. In the end, initiating and sustaining lasting change takes time and usually combines perceived needs from all levels of an organization. It rarely works as a top-down, or a purely bottom-up process and it requires a shared sense of need. At this time I see little need to change our status from college to school and I see even less advantage to eliminating our three departments.

Sincerely,

Steven Jay Gross
Professor Educational Leadership and Policy Studies
College of Education

Statement of Guiding Principles for Collegial Assembly Bylaws

The Faculty Senate Steering Committee believes that two fundamental tenets should underlie the way Collegial Assemblies are constituted and function:

First, as originally adopted by the Faculty Senate and approved by the Board of Trustees in 1969, "Each school of the University shall have its own Collegial Assembly with its own presiding officer, executive and standing committees, with regular meetings and such rules and procedures as it may deem necessary. Each Collegial Assembly shall determine its own membership provided that all University Senators shall be members thereof."

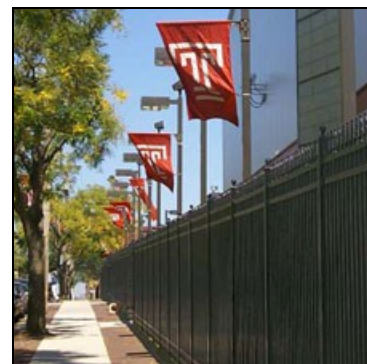
Second, Collegial Assemblies should fulfill a role in a college analogous to that of the Faculty Senate in the university and mirror its autonomy.

Collegial Assemblies can then be essential components of shared governance at Temple University, performing essential functions in establishing, maintaining, and implementing the quality and academic integrity of programs, curricula, and scholarship at the school or college level. They should also ensure the quality, integrity, productivity, and morale of faculty and other personnel engaged in the teaching and scholarly missions of the University. They should reflect and embody the academic and ethical norms, methods, and processes of the academic and/or professional disciplines they represent. They can also follow the democratic traditions of faculty governance to which Temple University is committed. Each Collegial Assembly should guarantee that faculty can speak with an independent voice.

For these purposes, the Collegial Assembly must be able to conduct business in an atmosphere free from coercion, while fostering collaborative decision making. Its deliberative processes should not be subject to domination or control by administrators. While a Dean has ultimate responsibility for deciding what actions to take, the Dean should seek recommendations from the Collegial Assembly on major decisions and matters affecting the school or college, so that there is open and constructive communication between administration and faculty through the Collegial Assembly. It is equally important that the Collegial Assembly provide means by which faculty may independently initiate recommendations, raise concerns, and deliberate matters related to the school or college.

To accomplish these objectives, the faculty of each college or school must develop Collegial Assembly Bylaws tailored to meet its unique characteristics. The University Faculty Senate Steering Committee has identified the following principles, which we believe should guide this process:

1. The Collegial Assembly is a creation of, and responsible to, the faculty.



Statement of Guiding Principles for Collegial Assembly Bylaws

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- Each school and college faculty should determine its own Collegial Assembly and committee structure and create its own Bylaws consistent with the Faculty Senate Constitution and Bylaws, Faculty Handbook, and collective bargaining agreements.
 - The Senate Constitution requires that all representative senators and the Faculty Senate steering committee representative be elected by Collegial Assemblies. There should be a means for these representatives to report on Faculty Senate matters and a means for facilitating college participation in university faculty governance. There should also be elected alternates to these positions.
2. All Collegial Assemblies should have a steering (or executive) committee elected by the faculty.
- Faculty members should chair the steering committee and all standing committees. The Collegial Assembly chair would normally chair the steering committee.
 - Unless otherwise stipulated by collective bargaining agreements, officers and members of all committees should be elected by the faculty.
 - There should be a means by which members of the assembly may call a meeting.
 - Solicitation of nominees for elected committee members should come from and be controlled by faculty. If non-faculty committee members are mandated for any committee, the nomination and selection of these members should be clearly articulated and should privilege faculty input.
 - The terms and conditions of committee membership and service should be stipulated in the Bylaws.
3. Collegial Assembly meetings should be open to receive motions, resolutions, or recommendations from its committees or individual faculty members. Such matters should be subject to full deliberation by the members of the Collegial Assembly, and to final determination by a vote of its members. The results of such a vote should be recorded in minutes of the Collegial Assembly meetings and communicated to the faculty and Dean.
4. Ordinarily, Collegial Assembly Bylaws should ensure that faculty members can meet to discuss issues without the presence of administrators. Collegial Assemblies should be able to seek and receive information from administrators in appropriate circumstances, and attendance of such individuals as guests at Collegial Assembly meetings may be desirable for specific matters.
5. Matters that are within the purview of any Collegial Assembly committees should ordinarily be directed by the Dean and/or Chair of the Collegial Assembly to such committees for consideration. Where the Dean has established administrative committees, cabinets, or other executive leadership groups, those committees and groups should coordinate their work with the relevant committees of the Collegial Assembly. The Collegial Assembly steering committee should provide oversight to ensure that proper coordination takes place. ♦

Workload in a Time of Scarcity: The Micro and the Macro Picture

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nally funded, but even in the hard sciences, if tenure-track faculty opt out of being concerned with undergrad teaching and with service, those departments will suffer, as will our students.

What worries me is that central administration and some of our College merit committees have sent the signal that merit should not be given to tenured or tenure-track faculty (or only very little) for well-above-average teaching and service. As somebody who has a fairly good publication record, I'd be the last to argue against giving greatest weight to merit for research for faculty on the tenure-track. But as someone who comes out of a "materialist" tradition, I believe that in order to run this university well, we need to insure that there are sufficient monetary rewards for high-quality teaching and service for tenure-track/tenured faculty. Otherwise the university will be completely governed by professional administrators, who no matter how great they be, have little connection to non-market values of a university education -- teaching young adults to think critically and to think beyond their received, everyday understandings.

As I see it, there is a crisis of faculty involvement in the fundamental governance of university undergraduate and graduate education (e.g., faculty have almost no voice in university graduate education policy). I think over the next few years, if the trends above are not redressed, we will see even less tenured faculty involvement in undergrad curriculum development and teaching and an increasing tendency of faculty on the tenure-track to free ride on those "foolish" enough to devote time to managing our common affairs.

In addition, while financial constraints may lead the university to proliferate the hiring of NTTs and adjuncts, if we subject them (and our graduate students) to inordinately huge teaching loads, then they will not be able to provide our students with the labor-intensive type of teaching and advising that our undergraduates need (who mostly do not come from highly 'culturally capitalized' affluent suburban and private high schools...our student body need more close contact with faculty than do Penn kids!). That is, with NTTs teaching and grading-on-their-own 200-or more students/term in the humanities and social sciences, they are unlikely to be able to give them (and provide feedback on) the type of assignments that will develop our students analytic reading, writing, computational, and oral presentation skills.

Many of us note in our upper-level courses too many students have difficulty reading (relatively accessible) scholarly articles or monographs, yet alone primary texts with complex arguments or narratives. Many of our upper-level undergraduates still expect college courses to be focused on a text-

book and in-class exams (at best). Not only have they rarely been taught how to do a research paper; they often have never been asked to write an analytic essay comparing and contrasting two texts!

So even if tenured/tenure-track faculty mostly teach upper-level undergraduate courses, they should take a profound interest in what is taught at the Gen Ed and intro major level. As NTTs do the bulk of such teaching, even narrowly self-interested tenured faculty have an interest in insuring that NTTs teaching loads (and adjuncts and TAs) are not so backbreaking that they can't teach our students the skills they need to succeed not only in the classroom, but as productive future citizens. And as NTTs do lots of service, particularly in regards to running our undergraduate programs, they should be eligible for appropriate service reductions (and for merit for research they often do despite a back-breaking 4-4 load). If many of us tenured folks had written the exact same dissertation but in a tighter job market or during a severe recession, we could well be NTTs! The current report of the presidential committee on Faculty Workload rather reflects too much the administration's contractually correct but operationally flawed black-and-white division between tenured/tenure-track and "mere teaching faculty."

Finally, let me appeal to the collective self-interest of my fellow colleagues on the tenure-track. Nearly two-thirds of Temple's revenue is generated by student tuition dollars. So it's our students who primarily finance the university which funds (particularly in non-externally funded fields) the time to do our research. If these students and/or their parents discover that it's not only cheaper to do their first two years of Gen Ed and intro courses at a community college or state college -- and then, perhaps, transfer to Temple (or that it is worth paying more for a private liberal arts college because students get to interact more with permanent faculty who are dedicated undergraduate teachers), well, there goes the goose (our students) that lay the golden egg (the funds for research).

If you think I'm slinging something, let me remind some (and inform others) of the dark days of the mid-90s when Temple's undergraduate enrollments were one-third lower than they are today. What happened? We stopped hiring (even hiring NTTs) and the teaching loads of even the most active researchers went up. So tenured faculty should fight like hell to reverse the political climate that leads the federal and state government to defund public and higher education. And we should realize that we have an enlightened self-interest in improving the quality of life for our fellow teachers -- NTTs, adjuncts, and teaching assistants. ♦



The Faculty Herald remains dedicated to promoting a dialogue with and among the faculty of Temple University and invites readers to write the editor in response to anything in this or a previous issue, or on other topics of interest and import to Temple Faculty. New letters sent to the editor will be published to a prominent place on the Herald's website (www.temple.edu/herald) within one or two weeks of the editor receiving them and will be included in the next issue of the Herald. Readers are also welcome to post comments on select articles presented on the new Faculty Herald blog at <http://www.facultyherald.blogspot.com>.

Letters to the editor should be emailed to David Waldstreicher at facultyherald@temple.edu.

Representative Faculty Senate Minutes, Jan. 23, 2012

Representative Senate Meeting January 23, 2012 Minutes

Attendance:
Representative Senators and Officers: 42
Ex Officio: 1
Faculty, Administrators and Guests: 15
Total Attendance: 58

Call to Order:

The meeting was called to order at 1:52pm.

Approval of the Minutes:

The minutes for the November 9, 2011 Representative Faculty Senate meeting were approved as presented.

President's Report:

President LaFollette reported that the Faculty Senate Steering Committee has devoted considerable time over the last semester looking at budgetary issues and the Provost's white paper during construction. He expressed that the Steering Committee will continue to look at those issues and will be attending to others as well (e.g., SFFs, collegial by-laws, and merit guidelines).

The last FSSC meeting was devoted to the white paper and the Steering Committee endorsed the following statement:

Now that we have had several weeks to consider the "White Paper" about restructuring, I am sure that many of you have had the opportunity to ponder, discuss, and react to this document. The Steering Committee, which has watched this document evolve, spent most of its last meeting discussing it.

While this paper contains some material that is not controversial, the Steering Committee has serious reservations about some of the proposals. In particular, many of us view the proposed creation of a new combined school of the arts and other proposed restructurings with deep concern.

In the course of our ongoing meetings with the Provost we have repeatedly asked for a specific assessment of the cost savings, improvement of student experiences, and other expected results that would justify this new school.

We also asked for an assessment of possible unintended results, such as confusing and annoying the alumnae/i of these schools that would argue against taking this action. We have not yet received any specific information answering these questions.

We have repeatedly expressed our beliefs that there may be other, less extreme means for saving money and enhancing student experiences. We have argued, for instance, that cross-college sharing of some administrative activities without formally merging colleges might be an effective cost saving endeavor. We have suggested that provostial and presidential policies could be created that would encourage deans to work together to facilitate cross-disciplinary undergraduate experiences. At last spring's joint retreat of the deans and the FSSC, we discussed many interesting ideas about revenue generation. We do not feel that such ideas have been given serious consideration prior to proposing the more draconian plan of merging colleges.

For these reasons, many members of the FSSC feel that we should not support the proposals involving the restructuring of Tyler, Boyer, and parts of SCT. However we also do not, at this point, feel comfortable acting as the sole voice of the faculty in matters as important as these. Accordingly,

we have voted to call a special meeting of the University Faculty Senate with a single agenda item - the discussion as to whether the Faculty Senate should oppose that portion of the "White Paper" which proposes the above mentioned restructuring of Tyler, Boyer, and SCT. We have chosen to focus this particular meeting on the arts schools, but we have the same concerns, the same desire to understand in detail the intended and unintended consequences, of the other portions of the "White Paper", including the proposed restructuring of other schools and colleges, prior to giving them the support of the faculty.

We are in the process of securing a suitable room, and will announce the date as quickly as we may. We anticipate it will be sometime next week.

He indicated that there will be a Special Faculty Senate meeting called to discuss aspects of the Provost's White Paper. The date has not yet been identified, but will be posted as soon as possible.

Provost Englert's Comments:

Provost Englert and CFO Tony Wagner addressed the Senate meeting on the following topics.

-Governor Corbett has announced a freeze with effect of reducing our appropriation by 5% (roughly 7 million) for this year 2011-2012. 2 years ago reduced our budget was reduced by 40 million, this year it was reduced by 36 million, and we have now been asked to freeze 7 million on top of that for this fiscal year.

-President Hart and Provost Englert met with members of the FSSC, Dean's budget subcommittee and Faculty Budget Review Committee last week to discuss possibilities for addressing the current cuts. In the discussions they reiterated various principles for guiding these decisions including protecting the integrity of core academic mission and strategic compass, continuing tenure track faculty hiring, enhancing quality of academic programs, continuing to improve graduation and retention rates, providing direct services such as advising and student recruitment, and keeping student tuition as affordable as possible. The President and Provost want to continue these discussions at least monthly. The Provost ended his comments by reminding the Senate that Governor Corbett's initial budget recommendations would be forthcoming on February 7th.

Tony Wagner, CFO, continued the presentation to the Senate with the following information:

-He reminded the Senate of the time frame for budget notifications last year; first budget proposed in March, this year in February.

-Last year the first proposed cut was 50% and ended up with 19% cut. Temple had a 9.9%/5.4% in-state and out-state tuition increase; differential tuition was 85% between in-state and out-of-state. He commented that that has to be brought down.

-He informed the Senate that President Hart was invited by Governor Corbett to a Higher Education task force meeting Friday, January 27th. Corbett may want to preview budget numbers he will put out on 2/7.

-CFO Wagner indicated that he thought Governor Corbett wants to reduce the appropriation for Temple another 25-30%.

-The state is sitting on a pension time bomb. State funds 100% state employees pensions and 50% of state teachers pensions. This is a looming problem.

-If things are held at current funding levels, we still have a 6% gap. Any cuts to current appropriations will be on top of that.

-The trustees may not have appetite for another tuition increase like last year's; hence, budget reductions are likely to be in store.

-Temple is becoming much more tuition dependent; increases will chill that.

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Provost Englert then added that he is not sanguine about what the state might do; too often discussion is trending toward voucher plan model. He emphasized that he thought it's going to be a tough budget situation and we should prepare ourselves for that.

Questions:

-Does the university want to be privatized? (is this being done to us?)

(Englert) – The partnership between TU and state has been very important and he hopes this will be maintained. He mentioned that the recent NSF report showed how US is lagging in science and engineering and the US role in higher education is being challenged.

(Wagner) What's happening in Pennsylvania and nationally for higher education is bad public policy; even just from an economic standpoint this is very shortsighted. We should join in supporting TU and remember this is an election year.

-Where's the \$7 million coming from?

(Englert) We haven't determined that yet, but the Deans will be deeply involved in the decision making. The academic side will take a smaller hit of that proportionately; we are trying to protect academic side.

-What about commitment to tenure system?

(Englert) Tenure track searches are to be protected.

(Wagner) In 2008-2009, Temple is about 80 positions head count down, but we filled about 25 faculty positions. Enrollment continues to climb. On the administrative side of house we have cut 100 positions. However, we did hire more advisers, student support, and fund raising staff.

-There is a call from CADA on director of libraries; so where are the hiring directions, is there a hiring freeze?

(Englert) – We have a process, a hiring freeze process, where positions go through approval process to dean, provost and sometimes president's level (same thing with travel). Some hires are frozen and others are being approved.

Provost Englert ended his remarks by pointing out some positive things that have been happening at Temple:

-He thanked those who replied to the white paper; he values those responses.

-He congratulated Jackie Tanaka for her study of birds and migration.

-And he congratulated The Learning Center for their program on peer review of teaching (Monday, Feb 2).

Vice-President's Report:

Senate Vice-President Joan Shapiro gave her report. She reminded the Senate that Cheryl Mack, Senate Coordinator, is looking over the list of vacancies for committees. We will be having elections next month. There are currently vacancies on EPPC, UTPAC, and Sabbatical/study leave committees. The Senate will be reaching out to committees to ask for annual reports. The Faculty Herald will print some in whole or part.

The Presidential Search is proceeding; announcements will be made on web page dedicated to the search.

Old Business:

None

New Business:

None

Adjournment:

There was a move to adjourn that was seconded and carried without exception at 2:34pm.

Respectfully Submitted,

Tricia S. Jones

FSSC Member

Representative Faculty Senate Minutes, Feb. 21, 2012

Representative Faculty Senate Meeting

February 21, 2012

Minutes

Attendance:

Representative Senators and Officers: 41

Ex officio: 0

Faculty, Administrators and Guests: 9

Total Attendance: 51

Call to Order

The meeting was called to order at 2:50 p.m.

Approval of Minutes

The minutes of the January 23, 2012 Representative Senate Meeting were approved.

President's Report

President LaFollette reported that the University is in the process of developing a new travel policy and system, which will have a "Travelocity-type" web-based structure. The Faculty Senate Steering Committee (FSSC) will be meeting with responsible University staff to review and give feedback on the policy.

LaFollette also reported that the President's task force on faculty workload will soon be submitting its proposals, and they will be reviewed by the FSSC as well. There may also be a group working on policies regarding faculty

leaves of absence. LaFollette is seeking further information on that issue.

Volunteers are needed for a Presidential task force on making better use of the summer session. Persons who are interested should submit a statement of interest and CV to senate2@temple.edu.

LaFollette pre-empted any questions about the Presidential Search Committee by saying that it is hard at work, and that he cannot provide any additional information beyond that.

Vice President's Report

Vice President Shapiro noted that an updated list of committee vacancies was distributed with the agenda. The list includes both vacancies and, where relevant, the necessary qualifications for eligibility. She stressed the importance of having all committees fully staffed and in operation when Temple's new President assumes office in the fall. She encouraged Senate Representatives to speak directly with faculty members in their units whom they believe would be good candidates.

One committee of particular interest is the Bargaining Units Liaison Committee, which needs representatives from the professional schools. Shapiro asked Art Hochner (FSBM) to describe the work of the committee. He reported the committee has been meeting, and that it is helpful to have representatives from non-TAUP schools. The committee works on matters that are subject to TAUP bargaining but have implications for non-TAUP units, such as tenure and promotion policies and procedures.

Hochner also noted that TAUP is preparing for bargaining with the University, and it needs to hear from faculty members on the Tenure & Promotion

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The Faculty Herald remains dedicated to promoting a dialogue with and among the faculty of Temple University and invites readers to write the editor in response to anything in this or a previous issue, or on other topics of interest and import to Temple Faculty. New letters sent to the editor will be published in a prominent place on the Herald's website (www.temple.edu/herald) within one or two weeks of the editor receiving them and will be included in the next issue of the Herald. Readers are also welcome to post comments on select articles presented on the new Faculty Herald blog at <http://www.facultyherald.blogspot.com>.

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Advisory Committee regarding any changes in procedure that are needed.

Shapiro reported on several other committee developments. The Committee on the Status of Women has a new chair and two new members. The Research Programs and Policies Committee has published a call for new research proposals. The Faculty Herald is looking for a new editor, and the current edition of the Herald includes a piece by present editor David Waldstreicher describing the editor's duties and responsibilities. Waldstreicher and Frank Friedman (CST), chair of the Herald editorial board, both described the work and opportunities that being editor of the Herald involves. Interested individuals can either contact Friedman or apply through the faculty senate email address above.

Faculty Senate Elections

Karen Turner (SCT), Chair of the Senate Nominating Committee, reported on the status of Senate officer elections. Elections will occur in March-April and will include elections for Senate President, Vice President, and Secretary. The procedures under our revised bylaws have been emailed to all faculty, and the deadline for nomination forms and statements is March 2, 2012. Candidates need to be able to attend FSSC meetings, which occur from 1-3 p.m. on Tuesdays throughout the fall and spring terms.

Student Feedback Forms (SFFs)

President LaFollette reported that he has met with the Provost and the SFF Committee to relay faculty concerns about the proposed move to on-line administration of SFFs in all classes. After hearing his concerns, the Committee has decided to go forward with its proposal, and the matter is now before the Provost, who had not yet made a final decision. LaFollette indicated that this meeting may be the final opportunity for faculty to register concerns about on-line SFFs.

In the discussion that followed, several points were made:

- The quality and quantity of student feedback on teaching is important because it affects the ability of faculty to earn merit for their teaching. Already some Deans are taking the position that merit cannot be awarded for teaching because there is insufficient information to substantiate teaching effectiveness.

- In Boyer, faculty who experimented with on-line SFFs reported a negative experience. Response rate dropped precipitously, and it did seem to affect results, as some faculty members known for their teaching excellence experienced sharp negative changes in student ratings. Boyer faculty are especially concerned about the potential impact in classes with small enrollment, which happen frequently in music instruction.

- As members of the FSSC have frequently expressed to the SFF Committee and Senior Vice Provost Jones, the SFF committee's claim that a low response rate will not alter the reliability of results seems unconvincing. Absent a strong demonstration of reliability, use of SFFs with a low response rate in judgments about tenure, promotion, or contract renewal could have detrimental effects on faculty careers. This concern counsels for a slower, more cautious approach. One possibility would be to start with tenured full professors who are not as dependent

on the results for their careers, and then move gradually down the ranks as experience warrants.

- Faculty members are not opposed to the use of technology. They just need better guarantees that the results will be useful and reliable.

- The SFF Committee's resistance to tying SFF completion to the timing of release of grades seems inconsistent with experience in other universities, which have used that method to secure better response rates without any apparent problems.

- One of the purported advantages of on-line SFF administration is to provide faculty with quicker feedback, but that has not occurred to date in the on-line experiments done at Temple.

- The SFF Committee's report does not include data about how many individuals participated in prior experiments, or in how many cases on-line vs. paper results were compared. These data are critical to judging the reliability of some of the SFF Committee's judgments.

- Faculty support for SFF completion will be a key component in securing student participation. In properly equipped classrooms, faculty members could set class time aside for students to go on-line and complete the forms. But some faculty members who participated in prior on-line experiments found that even with strong faculty encouragement response rates dropped very sharply.

- Given abiding concerns regarding the reliability of on-line SFF results, use of SFF results to evaluate tenure, promotion, or contract renewal seems wrong. We should not be "experimenting" in a way that jeopardizes faculty members' careers.

President LaFollette asked Senior Vice Provost Peter Jones and members of the SFF Committee in attendance to offer responses.

Professor Joseph DuCette (COE) responded that the SFF Committee investigated the response rate issue very carefully, and it concluded from data both at Temple and nationally that although response rates do fall, in general the results for professors do not go down, but actually go up just a little. While the number of written comments goes down, the quality of written comments actually goes up. In DuCette's view, for cost and efficiency reasons it is now time for Temple to move to on-line SFF administration.

Senior Vice Provost Jones responded by noting that the SFF committee has made two important qualifying recommendations to the Provost: 1) that SFF results for a particular course not be released to students unless the class response rate goes above 50%; and 2) that SFF results not be used as an exclusive measure of teaching effectiveness for any "summative" purposes. Jones also observed that if the SFF Committee's proposal goes forward, professional schools will be excluded from on-line administration for the spring 2012 term.

Jones stressed that SFFs are supposed to be primarily for "formative" rather than summative use, and that the Committee strongly believes other measures of teaching effectiveness need to be developed for summative purposes. He noted that the Committee is committed to continue working on finding ways to improve the student response rate, which should be possible given

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the experience of other institutions. He also noted that the proliferation of on-line devices (smartphones, tablets, etc.) will make it easier for students to log on and fill out the on-line forms, which should help the response rates go up. Jones supported the idea of instructors setting aside class time for students to log on and complete the on-line forms. While it would not be possible to send reminders to individual students without compromising anonymity, sending out general reminders to the student body to encourage SFF completion should be possible. Jones also noted that the present paper system "disenfranchises" students who happen to be absent on the day the SFFs are handed out. And he observed that delays in giving the results back to professors should be eliminated once the entire system switches to on-line administration.

Collegial Assembly By-laws

The FSSC has moved the following resolution:

The Faculty Senate recommends that the faculties of our Schools and Colleges seriously consider and be guided by the [attached] document prepared by the FSSC titled "Statement of Guiding Principles for Collegial Assembly Bylaws" in reviewing and revising their bylaws.

After a brief discussion, the motion was approved unanimously.

Adjournment

The meeting was adjourned at 2:45 p.m.

Respectfully submitted,

Mark C. Rahdert

For an archive of Faculty Senate Minutes, go to: <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>

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