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From the Editor



David Waldstreicher,
Editor

This fall presents two challenges to faculty self-governance as it has usually been practiced. The first emerges from the ongoing contract negotiations between the university and TAUP. The second concerns oversight and initiative in the curriculum, in the wake of the new General Education program.

Temple wants to eliminate across-the-board pay raises of the kind faculty received in the last contract. Instead, all raises would be determined through the existing merit pay process. Temple also proposed to take department chairs out of the bargaining unit. This proposal was withdrawn as this issue of the *Faculty Herald* went to press, but its recurrence in each of the last two contract negotiations suggests a desire for more oversight over chairs and departments.

The combined effect of these proposals might not at first be apparent. And they are not all bad. Hardly anyone thinks merit raises are a bad thing. Appointed chairs might on average act more predictably and professionally as administrators.

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From Senate President Karen M. Turner

By Karen Turner
Faculty Senate President and Associate Professor of Journalism in the School of Communications and Theater



Karen Turner,
Faculty Senate President and Associate Professor of Journalism in the School of Communications and Theater

There's an often-quoted adage that says we're all standing on the shoulders of those who have gone before us. Past presidents Jane Evans and Bob Aiken have worked tirelessly to restore faculty morale and strengthen relationships with the Hart administration and the Board of Trustees. Building on their work, one of my goals is to increase participation in faculty governance. We have the opportunity to do this. Beginning with the 2008 academic year, we are welcoming our non-tenure track colleagues as voting members of the senate for the first time. The response from the NTTs to become active in senate activities has been inspiring. I'm encouraged that their example will motivate all tenured faculty to take on at least one university service activity. If we're all doing something, the whole will benefit.

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GenEd: From Content to Cognition



Terry Halbert,
Director of the General Education Program and Professor of Legal Studies in Business

By Terry Halbert
Director of the General Education Program and Professor of Legal Studies in Business in the Fox School of Management

A generation ago, when we were debating the Core, we didn't know what we know now. General Education reform—which is taking place across this country—is a response to recent research findings about how people learn, and about how college affects students. In 2005, two scholars, Ernest Pascarella and Patrick Terenzini, past presidents of the Association for the Study of Higher Education, published a meta-analysis of some 2,000 studies from the 1990s and early 2000s. They concluded:

If the literature...says anything, it is that, although colleges can fashion an undergraduate experience characterized by a plethora of learning opportunities, it is the extent to which students become engaged in and fully exploit these opportunities that largely determines the personal benefits they derive.

Pascarella and Terenzini report that learning is more likely to be relational and social rather than an activity that takes place in solitude. Learning is a

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Negotiating with Temple

The Faculty Herald asked Arthur Hochner, President of TAUP, for his perspective on this year's round of contract negotiations as compared to past experiences. Art is an Associate Professor of Human Resources Management in the Fox School of Business



Arthur Hochner,
Associate Professor of Human Resource Administration, FSMB and President, Temple Association of University Professionals

Faculty Herald: What is different and what is the same about this round of negotiations? Has the thaw in relations between the faculty and the administration during the Hart presidency shown itself in the conduct of negotiations?

Art Hochner: What's different? This time the management negotiating team seems to operate as a team. In 2004-05, it was quite clear that only a few people on the other side had any influence at all. President David Adamany kept a very tight rein on his chief negotiator, an outside attorney named Mark Foley. The final deal was done in February 2005, with three people on the TAUP side of the table and two on the management side—who had President Adamany on the other end of the phone in their caucus room. Because of the lack of involvement, almost no one on management's negotiating team knew the substance of the talks and what had been agreed to. That let President Adamany come up with his own novel and peculiar interpretations of the

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Phishing at Temple University

Beginning this year, the Faculty Herald will be devoting a small portion of each issue to highlighting technology-related information or resources that may be useful to the Temple faculty. If you use or know about a website, program, or other technology resource that could benefit other members of the faculty, or if you feel there's a technology related issue that the faculty should be more aware of, please let us know by contacting the editor (facultyherald@temple.edu).

In this issue, the Herald will be turning the spotlight on the practice of "phishing," in which a scam-artist attempts to trick people into giving away personal information by using emails or websites that impersonate those belonging to a legitimate institution. Ken Ihrer, Temple University's Chief Information Security Officer (CISO), has kindly agreed to explain "phishing," its impact on Temple, and the steps that have been taken to combat it. He also offers some important tips on how to avoid becoming a victim of a phishing scam, and what to do if you think it might be too late.



Ken Ihrer,
Computer Services'
CISO for Temple

By Ken Ihrer
Computer Services'
Chief Information
Security Officer

Universities are undoubtedly the best phishing lakes around the world. Growing up, I used to dream of fishing Lake Guerrero in Mexico where a fisher could land a large mouth bass every time they cast their line in to the water. To the phisher, universities are every bit as appealing as Lake Guerrero is to the bass fisher.

You may wonder why universities are so inviting to the phisher. Well, the nature of our business model is open access and knowledge sharing. We deploy hundreds of servers and store terabytes of information. Our population

turns over at roughly 25% a year. Our user base is quite diverse and our security controls are typically not on par with the business world. For all of these reasons, universities have a large red target painted on their backs – waiting for the crooked angler to cast their line our way.

I am often asked why phishers and hackers don't spend their time doing something productive. Couldn't they make a lot of money if they just concentrated on using their skills at a legitimate place of employment? Unfortunately, crime tends to pay more in this arena and, unlike armed robbery, the chances of getting caught and prosecuted are very low. So how much can one of these criminals make? Robert Soloway made millions in only two years of activity before finally being arrested and brought to justice. Unfortunately, according to industry experts, he is only a small phish in a large pond.

So what exactly is a phish and why does it work? A phish is typically an email that is sent out to a large group of recipients that attempts to lure the victims into providing the phisher with

their computer access credentials. Sometimes other personal information is requested but the primary target is access credentials. Once the phisher has these credentials, they are used in several profitable ways.

One of the biggest uses of stolen access credentials is in launching a spam attack. Spam is where the profit lies. This is one of the ways Soloway made his money. According to an article in USA Today about his arrest, Soloway had clients pay him \$495 to send 20 million spam messages or sell them 80,000 email addresses. That may sound like a lot but it is just a drop in the bucket compared to the amount of spam sent every day. Here at Temple we block over 1.5 million spam messages every day using a new appliance from Ironport. Patrick Peterson, vice president of technology at Ironport, says that they block over 80 billion spam messages a day.

The phishing attacks that took place at Temple over the summer led to several spam outbreaks coming from the University. Not only was this a

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From the Editor

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But since chairs and deans oversee recommendations for merit pay already, their powers would increase greatly if all salary increases derived from that source. Consider the potential effects of a more intensive merit application process, with say two to four times as much money at stake.

“Consider the potential effects of a more intensive merit application process, with say two to four times as much money at stake.”

After my first year at Temple in 2004, when I began to ask colleagues about how merit worked, I was regaled with stories of how favoritism and discrimination had marked the distribution of merit in the past, with chairs playing patronage and cliques rewarding their own. I've not heard of any very recent abuses, but the potential is built into the system. If chairs were less answerable to colleagues, the risks of such abuse could increase dramatically, potentially poisoning collegial relationships and intensifying the anger and disillusionment some of my colleagues still feel from years past.

Some might call these concerns paranoid, but this is the paranoia that we call checks and balances and celebrate in our constitutional system. The university may wish to increase merit pay or the independence of chairs, and our representatives in TAUP may wish or need to bargain on these points, but the faculty needs to think carefully about the combined effects.

“There are enough rewards handed out every day by chairs and deans to make it dangerous to add all raises into the mix.”

Department chairs can be despots under any system, but they need to be independent enough to serve as effective advocates for their departments

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From Senate President Karen M. Turner

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Here are some of the outreach activities planned for the year:

- Videoconferencing the monthly senate meetings to the Ambler and Health sciences campuses. The September 15th meeting was videoconferenced to Ambler. We plan to add the Health Sciences campus in November.
- Recording all monthly meetings through Apreso. Here's the link for the September 15, 2008 meeting: [Faculty Senate Video Conference](#)
- Visits to school/collegial assemblies. Vice-President Paul S. LaFollette, Secretary Bonnie Averbach, and I plan to attend as many meetings as we can schedule over the academic year.
- Provost-hosted gathering for representative senators and the faculty senate steering committee. This will be scheduled once we have the names of all the school/collegial representatives.
- Meetings with newly tenured and promoted faculty. Senior Vice Provost Diane Maleson and I are scheduling such meetings throughout the fall to talk about opportunities for civic engagement.
- Encouraging faculty attendance at Board of Trustee meetings as observer guests. I will send email posts throughout the academic year soliciting volunteers.
- Creating a "Faculty-interest database." The Steering Committee often gets calls for faculty participation on short-term and long-term university projects. Through this database, interested faculty will sign up to volunteer for such projects.

In addition, the steering committee will work with the provost on issue-oriented activities. One issue that I would like to address is the development of guidelines for faculty who are faced with academic freedom challenges.

Certainly if you have ideas for issues that the senate should address, send your thoughts to me at senate2@temple.edu.

Phishing at Temple University

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disruption to our systems, but we were placed on several blocking lists and this prevented legitimate email from being received by outside mail hosts. Places such as AOL, Comcast, Yahoo and many others would no longer accept mail from Temple because we were considered a spam factory.

Because of these problems, I started investigating security controls that would do two things for us. The first problem I wanted solved was to stop the spam from leaving Temple. My thought was that if the spammers couldn't use our computers as a launching platform, they would go elsewhere to easier targets. The second problem that I wanted solved was to stop the phishing attacks from coming in. My belief is that by doing these two things, we will no longer be the Lake Guerrero of the phishing world.

After looking at various products, we decided to install Ironport. Over the last month of summer, we ran an evaluation with an Ironport appliance filtering one of our five mail servers. The amount of incoming spam that was caught by the product was 10 times greater than our previous security controls. After the evaluation, we purchased two of the units and have recently placed all five mail servers behind the appliances. While I want to make it clear that no security control is 100% effective against spam and phishing attacks, our security posture and ability to block this activity has been drastically increased. Phishers are a crafty lot and are usually one step ahead of the good guys. The old saying "where there is a will there is a way" certainly applies to them. When we receive a phishing email that makes it through our system, we now send it on to Ironport so that they can develop a new trap against it. In the end, I believe that Temple will no longer be known as a hot spot for phishing and the phishers will take their bait elsewhere.

For a few tips to avoid getting hooked, it is important to note that no one at Temple will ever ask you for your password. It is forbidden, by policy, for you to give your password to anyone. If an email comes in that ask you to provide your username or password, do not take the bait. Do not respond back to them – not even to tell them to "kiss your bass." When you do, it validates your email address and you can be assured they will sell it to someone. Simply forward the email to abuse@temple.edu and we will make sure that our systems are updated to catch this phishing attempt in the future.

The next important tip is to be wary of websites that ask for your credentials. Some phishing attempts will send you an email that may look very official. It will contain a link that is usually masked to hide where you are really being sent. When you click on the link, it will have Temple's graphics and look just like our TUmail site. However, if you look at the address bar at the top, it will display a non-Temple location. Remember, the safest way to go to one of our websites is to type in the address manually instead of clicking on a link. If you do click, make it a habit to inspect the address once the website is displayed. Remember, some of the sites are very realistic looking. It is difficult to distinguish a one "l" from a lower-case L "l" on a computer screen "temple and temp1e" are too similar to distinguish at a quick glance.

The last thing I would like to leave you with is this: whenever you feel your account credentials may have been compromised, go to our website by typing in accounts.temple.edu and change your password. It is better to be safe than sorry because once you are hooked, the phisher is going to reel you in. ■

Some Phishing Tips from Ken Ihrer:

- **"...the safest way to go to one of our websites is to type in the address manually instead of clicking on a link."**
- **"...no one at Temple will ever ask you for your password."**
- **"...whenever you feel your account credentials may have been compromised, go to our website by typing in accounts.temple.edu and change your password."**

Looking Back...and Forward

Outgoing President of the Faculty Senate Robert Aiken offered these parting thoughts at the Faculty Senate meeting of May 7th:



**Robert Aiken,
Professor of Computer
and Information Sciences**

A major goal I had set was to strengthen the ties between the Faculty Senate and Administration. I think we have achieved that. This administration has frequently enunciated the concept of "shared governance". In my view they have delivered — and so have we. Ample evidence has been shared with this body with the discussion of a number of shared initiatives and the accomplishments we have achieved:

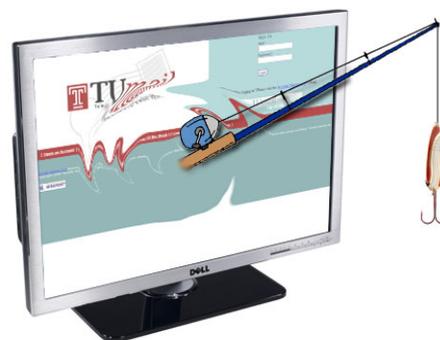
- The Academic Strategic Plan
 - Ten faculty on Steering Committee.
 - 110/179 faculty on work groups
- The revised Student Feedback Forms
- Re-working Policies and Procedures to make them user-friendly
- Four Dean searches (TUJ, Law, Dentistry, SSA + Advisory Committee for Senior Vice President for Academic Development & Affairs)

The Provost has implemented new classifications and titles for our non-tenure-track colleagues & attended every Senate meeting when in town. The President has continued her hosting in her home of monthly informal gatherings of faculty. The Chair of Temple's Board of Trustees spoke at our meeting today. We have had the pleasure of welcoming a number of key administrators and learned more about what they do and how we can work together.

Our colleagues have continued to contribute innumerable hours of service. There are now more than twenty-five Senate committees with more than 200 members. We also passed a critical motion that allows our Non-tenure track colleagues to become University Faculty Senators and serve on a number of key committees.

The bottom line is that we have continued to build a solid working relationship with the Administration based on mutual respect and trust. I believe we will continue to build on this foundation ... and your incoming officers led by Karen Turner will accomplish even more ... but that will only be possible with your continued support and commitment!

I want to thank all of you for the support you have provided to me over the past nine months. The opportunity to meet many colleagues for the first time and to renew a number of previous acquaintances has been the best part of this job. I can't tell you how proud I am to be a Professor at Temple and to have had the honor and privilege to be your Faculty Senate President this past year. ■



GenEd: From Content to Cognition

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holistic phenomenon:

The research consistently shows that learning is bound neither by time nor by place, that it occurs continuously in a variety of locations, often unpredictably, and that it is maximized when both the activities and outcomes have meaning for the learner. [*How College Affects Students: A Third Decade of Research* (New York: John Wiley & Sons, 2005)].

GenEd takes these findings seriously, asking us to imagine how we can make what we know—the disciplinary knowledge that we understand so deeply—“engaging” to 18 year olds who might never take another course in our department. Stepping outside of the traditional disciplinary frame, faculty have been experimenting, finding ways to render what we know *compelling* to the neophyte.

To do this, some GenEd courses demonstrate how disciplinary knowledge intersects with important controversies—a history faculty member teaches a course on global slavery, a physics faculty member

teaches about renewable energy. Some GenEd courses stretch across disciplines: a US society course at the convergence of history, political science and sociology or an art course at the convergence of film, media and race studies.

We are also linking what goes on in our classrooms with the world outside. About half of our GenEd courses make connections with Temple’s urban setting in what we have labeled

“the Philadelphia Experience.” A science course takes students to the Waterworks to study 19th century sewage treatment. An art course sends students into Old City for First Fridays, to interview painters and photographers. These encounters leverage the interest our students already have in Philadelphia. Last year 90% of first year students cited our location in a large city as



“...90% of first year students cited our location in a large city as an important factor in choosing to come to Temple.”

an important factor in choosing to come to Temple. The “Philadelphia Experience” is flourishing. Faculty and students have cottoned to it, and it promises to be a distinguishing feature of GenEd at Temple.

The empirical evidence tells us that when students sit passively during a lecture presentation—even a fascinating lecture presentation delivered by a superstar faculty member—they will quickly forget what they hear. According to former Harvard President Derek Bok, who encapsulates what we’re up against in *Our Underachieving Colleges* (Princeton, NJ: Princeton University Press, 2006):

[T]he average student will be unable to recall most of the factual content of a typical

lecture within fifteen minutes after the end of class. In contrast, interests, values and cognitive skills are all likely to last longer, as are concepts and knowledge that students have acquired ... through their own mental efforts.

To the extent, then, that our students are active and participatory—debating, writing, role-playing, critiquing, creating—what they learn is more likely to stick. Much of our work of the past couple of years has been the testing of practices like these, of various forms of learning-by-doing, by problem-solving.

We want to make GenEd work. If we do it right, our students will have honed the basic tools of academic discourse and by the time they arrive in their upper division courses they will be better able to handle the more sophisticated work of the major. They will be more fun to teach. They will also be more likely to do well on professional and graduate exams.

These are wonderful goals, but there is another essential strand to the

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Negotiating with Temple

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language, leading to years of controversy. For instance, he gave deans the impression that they didn’t have to give NTTs (nontenure-track faculty) the annual across-the-board raises. TAUP had to work with Human Resources to make sure those raises were given to everyone whose employment carried over from year to year. I expect that this time, the teamwork shown by the management team means that we will not have years of discord over the terms of the contract.

A second major difference is that management this time came with a short agenda of topics to change. The TAUP brought a comprehensive agenda of proposed changes this time, just as we

“...management’s agenda is mainly this: take the chairs out of the bargaining unit and make them managers; make all pay increases based on performance or merit; and create a new type of fixed-term librarian position...”

had in 2004. But President Adamany wanted wholesale changes in promotion and tenure

standards and procedures, management rights, discipline & dismissal, merit pay, the role of department chairs, the titles and treatment of NTTs and so on. This time, management’s agenda is mainly this: take the chairs out of the bargaining unit and make them managers; make all pay increases based on performance or merit; and create a new type of fixed-term librarian position, similar to our NTT faculty, ineligible for permanent (tenure-like) status. In fact, they told us they like the contract negotiated by Adamany and don’t want to change it.

In addition, last time there was more contentiousness at the table. However, there has been a negative attitude coming from management this time as well. Part of that stems from one feature that’s the same as last time, the presence of an outside attorney – this time, John Langel from Ballard Spahr – as management’s chief negotiator. This is only the second time in the nine times I’ve been at the table with Temple’s management (once I negotiated for TUGSA) since 1986 in which there has been an outside hired gun. Why President Ann Weaver Hart decided to continue with Adamany’s precedent, I don’t know. Joyce Lindorff and I used to meet with President Hart regularly, but she has stayed aloof since February.

However, there is much that’s the same as last time. I’ve been through so many negotiations and have taught negotiation skills in the Fox School

for so long that I’m very familiar with most types of argumentation and have dealt with both agreement and disagreement. However, to point to one particular aspect, the legalistic attitude of the Adamany administration remains. In fact, this

“...the legalistic attitude of the Adamany administration remains.”

time there are four lawyers on management’s team, though we have none. In my 22 years, TAUP has never brought our lawyer to the table, and, until 2004, neither did management. The legal terminology, the constant focus on “the worst case scenario” when it comes to details of our proposals, and the bogus legal arguments made may be different this time but the approach is the same. I could go into details, if you want, but I don’t think it’s necessary. This approach is adversarial, unlike the problem-solving approach we expected from President Hart and Provost Lisa Staiano-Coico.

You know, there’s a huge disconnect between the pro-faculty and collaborative attitude that both the President and the Provost came in with and what’s going on at the bargaining table. They both seemed poised to reverse the historic mistrust between faculty and the administration. However, the adversarial approach the management team has

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adopted only seems to continue the old pattern. Many faculty have expressed puzzlement to me about this.

Faculty Herald: In what areas has there been the most progress since the last contract?

Art Hochner: There has been little progress at the bargaining table so far

“There has been little progress at the bargaining table so far.”

(late September). The most significant thing management has proposed seems to be their “work-life balance” proposal, a partial response to TAUP’s comprehensive and innovative proposal for parental leave and family flex-load. Their counterproposal would not grant a leave but would allow for tenured and tenure-track faculty to have their teaching load lifted for a semester after the arrival of a new child in their homes. But they would exclude the almost 40% of our bargaining unit that are NTTs, librarians and academic professionals. Aren’t they parents too?

We have talked a lot with the management team about our proposals and they say they have listened and thoroughly discussed our proposals. But their reluctance to agree to changes or to make counterproposals, except on a very few issues, shows their unwillingness to share our view that there are problems to be solved.

Faculty Herald: In which areas has there been the most resistance to changes suggested by the faculty?

Art Hochner: This gets a simple answer: almost everything we proposed. TAUP handed out a flyer at our membership meeting on September 10, detailing the number of “no” responses we got to our pro-

posals. There has been particular resistance to proposals of two kinds: to create more faculty participation in decisions and to limit management’s power to make unilateral decisions. These proposals include creating a joint committee on diversity, revising discipline and dismissal procedures and definitions; reviewing workload complaints; choosing and removing department chairs; hiring, reappointing and promoting NTTs; and creating an intellectual property policy on copyrights.

Faculty Herald: Has there been willingness on the part of the administration to address the numbers of NTT faculty or the conditions of their employment, promotion, or termination?

Art Hochner: As I’ve said, there has been a lot of discussion but little movement from management. They understand the issues we’ve brought up, but they seem unwilling to put anything in writing. It seems to be an attitude of “trust us.” However,

“...personal trust is not sufficient, especially when the contract is silent on so many areas.”

personal trust is not sufficient, especially when the contract is silent on so many areas. Overall, of course, trust is a good thing. Our union-management relations have been very cordial since President Hart was hired. But we have to be prepared for potential changes in key personnel on both the management and the union sides. From our perspective, management spends too much time at the table just pointing out the few areas of our proposals they have some trouble with, rather than coming back to us with their

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GenEd: From Content to Cognition

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GenEd vision. It is expressed in the GenEd request for course proposals:

Ultimately, GenEd is about equipping our students to make connections between what they learn, their lives and their communities. It aims to produce engaged citizens, capable of participating fully in a richly diverse world.

Here it is in a promotional snippet describing the graduates we hope to produce:

Artists who have strong, well-informed opinions about whether Philadelphia should have casinos, lawyers who can tango, doctors who have built hydroponic gardens in the favelas of Rio de Janeiro, poets who can read GIS data, rabbis who have lived in Tokyo, high school teachers who have studied the criminal justice system in classes held at Gratersford, entrepreneurs who can argue about Kant—General Education is about a new way of defining the educated person. We want to produce not just successful doctors, lawyers, pharmacists, engineers and teachers; we want to graduate

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The Herald asked Terry Halbert how a business school professor with a law degree ends up so committed to a progressive General Education program.

Faculty Herald: What in your background might have prepared you for GenEd?

Terry Halbert: As an undergraduate, I was part of an experimental program in which students designed their own curriculum. I was able to put together my own interdisciplinary program in art history, anthropology, religion and English lit. I studied the Irish literary renaissance, the year 1200 in France and in Japan, Inuit art and world myths, among other things.

I spent several years outside the USA—based in Scotland but traveling a lot. I taught in Malawi with the British version of the Peace Corps. Returning to the States, I decided to stay home and develop a stable career. I went to law school, and then was hired by the business school at Temple. In the Legal Studies Department, I was teaching business law and contracts. Legal studies is inherently interdisciplinary, and I found myself drawn to its ethical and political dimensions. I wrote about employee free speech—or the lack of it, the lack of first amendment protections in the private sector workplace. I have co-authored textbooks, *Law & Ethics in the Business Environment* and *CyberEthics*, which present legal cases in the context of relevant news, and readings from the social sciences and the humanities.

Over the years, I’ve fumbled and experimented my way towards active and collaborative learning. I’ve used team projects, mock trials, role-plays and debates in my teaching, mainly because I could see how well those techniques worked. Verbal sparring in mock trial would cross over and produce noticeable improvement in my students’ writing.

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Temple University
FACULTY HERALD EARLY ARCHIVES

As part of an ongoing effort to preserve the history of this publication, the staff of the Temple University Faculty Herald is in the process of obtaining and digitizing early issues of the Herald in order to make them available online. The first set of digitized issues is available now. To access them, simply browse to the Faculty Herald website (www.temple.edu/herald) and click on “Volumes 8-35 (1978-2004)” from the menu on the left-hand side of the screen.

The Herald hopes to eventually provide access to all previous issues. In pursuit of this goal, the staff is searching for any existing collections of past issues. If you have a collection of old Faculty Heralds and would be willing to loan them to the staff, please contact the editor (facultyherald@temple.edu). Thank you.



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citizens, voters, people who care about what is going on in the world and who believe they can act to change it for the better.

At the heart of GenEd reform at Temple is belief in praxis. Yes, we certainly aim to prepare our students to succeed in the multiple careers that most of them will pursue, and to appreciate the multiple cultures that most of them will inhabit. But we are also preparing them to grapple with complex local and global problems. We are readying them to determine where change is needed, and then to be agents of change. It's a vast mission, but one that is, as some say, "in Temple's DNA."

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In the 1990s, I developed an Honors course called *Tobacco in America: From Pocahontas to Virginia Slim* which looked at the tobacco industry from the perspectives of history, law, economics, pharmacology, race/class/gender, film studies and so on. At the time there was a steady media hum on this, building to a multi-billion dollar tobacco settlement.

It's fair to say I became obsessed with interdisciplinary teaching from then on. I taught a Honors course about gambling and risk which dealt with the birth of statistics, gambling as a theme in literature, the sociology of play, and looked at gambling manifestations, from state lotteries to Native American casinos to derivative trading. After Enron and Worldcom put the spotlight on ethics, I worked with colleagues from several departments in the Fox school to develop a core business ethics course for undergraduates. After the planning phase, our team continued to meet as we were teaching the

course, to tweak it and share ideas. This collaboration was terrific—a taste of what I would see later in GenEd.

In spring 2007, during the run-up to the last Philadelphia mayoral election, I taught a course about a controversy that was in the local news virtually every day—the question of whether we would have casinos on the Philadelphia waterfront. Guest speakers—from the CEO of Sugarhouse to anti-casino neighborhood activists to several individuals who were running for city council that season—would come in every week to present their views and be queried by my students. This time an interdisciplinary course was bringing me closer to another aspect of GenEd—the "Philadelphia Experience." The students had developed research questions that they were genuinely curious about, and some of them assisted Fox Professor Fred Murphy, who did an economic impact study of the casinos and testified to City Council. This course, oriented around understanding a divisive situation that was un-

GenEd is an evolution, not a revolution at Temple. The Core was studded with many excellent courses and plenty of excellent teaching. Community-based learning, experiential learning, interdisciplinary learning—all were present in much of the Core—but they were happening without fanfare and/or against the grain, and usually in spite of a lack of structural support. The difference with GenEd is that we will be paying attention to best practices in our teaching, to cognition as much as content. We will be supporting faculty development in a variety of ways, measuring, tinkering with and improving our teaching. The stars are aligned—amazingly—for teaching and learning at Temple to come out of the closet.▪

folding in our city in real time, gave me a great preview of another facet of GenEd, a theme we will be developing this year: Community-Based Learning.

Faculty Herald: What has it been like to work on this program, and to take on such a large administrative task?

Terry Halbert: In the late 1980's, when the Core was new, I was Associate Director of the Honors Program. What I liked about that work was the bird's eye view. You interact with people in advising, registration, financial aid, admissions—parts of the university that are often less visible to faculty. This is one of the advantages of doing GenEd—getting to know all the contributors, understanding how all the different parts of the Temple fit together. This work has brought me back in contact with this network, and I'm really enjoying it.▪

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ideas of how to fix those problems and to demonstrate their agreement with our main points.

Faculty Herald: How about the agency fee issue.... Has this issue been negotiated before? Have there been any alternative proposals?

Art Hochner: Agency fee has come up in every contract negotiation since 1987, when it was made legal in Pennsylvania. However, management refused it until 2005, when both sides agreed it would go into effect when TAUP achieves a paid membership level of 70% by November 1 of any

"Agency fee has come up in every contract negotiation since 1987..."

given year. For the first time, management acknowledged and agreed with the basic principle. Such a threshold is very rare, however, and there is no such legislative mandate for it in this state. Agency fee costs the University nothing, so management's resistance is very hard to understand, except as a way to weaken TAUP.

Indeed, when President Hart was president of UNH before she came to Temple, the faculty union there negotiated an agency fee with no threshold. At the time, their paid membership was about 55%. Her management team gave no resistance to it at all, according to local union officials at UNH. If it was good enough at UNH, why isn't it good enough here at Temple?

TAUP was elected in 1973 by an overwhelming majority and has a membership of approximately 62%. We are obligated by law to represent everyone equally and we do so scrupulously, even when we have had to spend thousands of dollars – which come from members' dues – to support and defend individual nonmembers, despite their not contributing to us.▪

From the Editor

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and their faculty. There are enough rewards handed out every day by chairs and deans to make it dangerous to add all raises into the mix.

The other potential threat to faculty governance lies in the remarkable, exciting growth of the Gen Ed program, described in this issue by its director, Terry Halbert. The creative course planning and resource distribution through Gen Ed is a real testament to the abilities of the staff of the program, the new administration, and the faculty itself. The program seems to have released the pent-up creative energies of many new and veteran faculty who, like myself, found the existing course proposal processes in our colleges to be intimidating (indeed, I was repeatedly advised against even trying to create a new course, rather than just adapting to what was already on books, after I arrived in 2004). It seems our desires were more interdisciplinary, and had more of what Terry calls "the Gen Ed spirit," than existing structures allowed or rewarded.

At the same time, it is not hard to read between the lines of Terry's brief for Gen Ed a rather dim view of traditional disciplines and their survey courses as bearers of useful knowledge. I'm hardly the one to make the case for traditional survey courses – not with my Ph.D. in American Studies! –

"...it is not hard to read between the lines of Terry's brief for Gen Ed a rather dim view of traditional disciplines and their survey courses as bearers of useful knowledge."

but still, I'm not so sure. Much of the difference between the vaunted creative pedagogies that engage students in active learning, and the disparaged

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From the Editor

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lecture model, is simply a combination of enlightened redesign and an injection of funding, which Gen Ed now has and the old core courses did not.

Courses and requirements come and go. The real problem is larger than the loss of the old surveys and the introduction of new courses. It is rather

“The real problem is...the large scale shift of initiative and oversight in course creation and curriculum development away from departments...”

the large scale shift of initiative and oversight in course creation and curriculum development away from departments and toward the administration, the Gen Ed Executive Committee, and individual faculty who are savvy enough to get on board as soon as possible.

The net effects may be positive: a hundred flowers seem to have bloomed in the form of attractive courses with full seats. Many of these courses will turn students on to fields of inquiry, leading them to majors they may not have otherwise considered. Yet as is so often the case with revolutions, there is a loss, and it has to do with power. The College of Liberal Arts currently provides more than 60% of the seats in Gen Ed—presumably because the departments in CLA and their “content” are still the mainstays of liberal education—but CLA has only two members on the Gen Ed Executive Committee. In effect, the CLA departments, in particular, are losing their ability *as departments* to shape undergraduate education in areas for which they take responsibility.

There is clearly a potential for this institution to use Gen Ed, intentionally or otherwise, to accelerate other trends that eviscerate faculty governance through departments. I’ve seen it happen. My first job was in the Social Sciences Division at Bennington College, an entity that was actually eliminated soon after my arrival in the name of interdisciplinarity and progressive education. That change went hand in hand with the elimination of tenure, the promotion of non-scholars to positions of oversight, and the nonrenewal of those who dissented. From what I can tell, Bennington still has its signature virtues and problems, and it is still struggling over money and enrollments. A revolution was declared; the faculty has had to live it. Most of the Ph.D.s in the humanities and social sciences preferred more control over our futures and the conditions of our work. We left the College, despite the openness to interdisciplinarity we too believed in, and which had helped get many of us hired at Bennington in the first place.

When I asked Terry Halbert how these changes might affect the tenured and tenure track faculty, given the potential for Gen Ed courses to be farmed out to adjuncts and lecturers (such as those hired this year in CLA for \$40,000 to teach a 4-4 load), she responded, “that’s happening anyway.” I thank Terry for giving me such an honest answer. It suggests to me, though, that the debate over Gen Ed is not, and should not, be over. I hope the Faculty Herald can play a constructive role in that debate, and I invite contributions on the subject. Gen Ed and the current contract negotiations need to be watched carefully by those who believe that there is a useful role to be played by a faculty that governs itself through departments. •

The Faculty Herald is dedicated to promoting a dialogue with and among the faculty of Temple University and invites readers to respond to this editorial or any article in this issue by submitting a letter to the editor.

Letters to the editor should be emailed to David Waldstreicher at facultyherald@temple.edu and will appear in the following issue.

Letter to the Editor

October 5, 2008

Dear Professor Waldstreicher

During the 2007-2008 academic year, there was considerable faculty criticism of President Ann Weaver Hart and Temple’s Board of Trustees for failing to act on an offer of \$1.5 million from the International Institute of Islamic Thought (IIIT) to create an endowed chair of Islamic Studies. The IIIT eventually withdrew its offer and funding from local, private sources was accepted (revealing no general Temple animosity toward Islamic Studies). Was the Administration wrong to be cautious about accepting the donation from the IIIT? In my view, it was not. According to the local newspaper, *The Jewish Exponent*, the IIIT was under federal investigation (and may still be), for supporting terror groups and had published a book by Yusuf al-Qaradawi that called for suicide bombings against Israeli civilians.

The *Faculty Herald* published letters from Professors Gregory Urwin (History) and Maurice Wright (Music and Dance) that were critical of Temple for failing to accept IIIT funding. It also published a letter from Professor Roberta Sloan (Theater) that generally supported the Administration’s stance and called for dialogue from all sides of the issue. A second letter from Professor Wright rejected Professor Sloan’s plea and claimed that “there was unanimity among the faculty.” Professor Wright did not reveal his sampling techniques, but I can attest to the fact that there is not unanimity among faculty. I support the University’s actions, and based on conversations I have had with colleagues, I am not alone.

The faculty members who criticized the University’s actions have claimed that the principle of academic freedom was violated. Was this really the issue, or was it about a political philosophy that the critical faculty members supported? Would the same people have objected if the University failed to act on funding a chair that was pro-Israel? Pro-Republican? Pro-American? Not likely.

Neither the right to free speech nor academic freedom is absolute. The much-cited exception to free speech is the prohibition against frivolously crying, “Fire!” in a crowded theater. Academic freedom cannot be defended when it involves the intimidation of students who disagree with professors’ views, as has been reported in many universities throughout the United States. I totally support impartial, ecumenical dialogue, but is there no reason to believe that a chair supported by the IIIT might be a source of verbal assaults on Israel? Jews? Christians? America? What has been the experience at other universities? Universities are places for reasonable, even unpopular, ideas. They are not places for political demonization.

A few years ago I attended a talk on the Temple campus from left-winger Noam Chomsky. The speaker was neither picketed nor harassed. He spoke to a polite audience. Would Benjamin Netanyahu, the leader of Israel’s conservative Likud Party be afforded the same courtesy? Would he even be invited to speak at Temple?

I found the most offensive commentary on this issue in an e-bulletin the TAUP sent on January 14, 2008. It claimed that, “*outside entities* might have negatively influenced some members of Temple’s Board of Trustees and Office of University Counsel” (emphasis mine). What is this an allusion to? Is it that there is a Jewish-Zionist cabal that has undue influence on world events, as has often been maliciously alleged? It was only in an e-mail I received from TAUP President Arthur Hochner that I learned that the *outside entity* was David Horowitz. Why be general when you can be specific?

For the record, I am a staunch supporter of Israel’s right to exist and defend itself. I favor a *peaceful* Palestinian state living next to a Jewish state. I served on the Executive Committee of the TAUP during the second faculty strike. I am also a life-long Democrat. I am grateful to the *Faculty Herald* for affording me my right to free speech.

Saul Axelrod
College of Education

University Faculty Senate Minutes, May 7, 2008

University Faculty Senate Minutes May 7, 2008

The meeting was called to order at 1:50 PM by Senate President Aiken.

Guest Speaker:

Our guest today, Daniel Polett, Chairman of Temple University's Board of Trustees gave a presentation about his vision for Temple. This was followed by a question and answer session.

Question: Why has Temple been unable to negotiate a contract with AF-SCME who have been without a contract since last October? Why is Temple insisting on increased health costs and no across the board wage increase?

Answer: This is largely an administrative issue. (He had previously explained that trustees do governance but do not involve themselves directly in administration.) He added that Temple wants all employees to be fairly compensated, but who is to determine what is fair?

Question: How Temple's relationship with our community is evolving.

Answer: There is room for improvement. There has already been substantial improvement over the past year and it should improve still more.

Question: What is your estimate of the financial health of the Medical School and Hospital?

Answer: At the moment it is in reasonably good shape but that could change. We have plans to try to increase the number of patients whose insurance meets costs. At the moment 50% of our patients are paid for by Medicaid and 20% provide no payment at all. In spite of this, we are ok for now. Five years from now he believes we will be in better shape but can make no promises.

Provost Lisa Listens:

The provost thanked us for a good year.

She made some remarks about the importance of the strategic planning process that we undertook this year.

She wants to be sure that the arts are valued as much as the sciences and humanities.

She has plans to "de-bureaucratize" her office. Study abroad has been expanded for those with financial needs.

She has addressed the issue of NTT faculty who feel disrespected by their current titles, and has created a set of proposed changes, which should serve as a starting point for further discussion. They are not rules, but guidelines.

There was some discussion about how rank would be determined under the new system of titles. The Provost indicated that there would not be a rigid one-to-one mapping from previous title/rank into the new title/rank. Rather it could be decided on a case-by-case basis through recommendations from departments and deans.

There was also discussion about multi-year appointments. It was pointed out that while the Provost's office had made it clear that these should be made "where appropriate" there seems to be some disconnect between what the Provost has told the deans and what the deans are in fact doing.

The point was made that in guidelines such as these, it is important that such words as "extraordinary" be well defined so that they cannot simply be ignored.

Minutes:

The minutes from the previous meeting were approved as distributed.

Guest:

Terry Halbert gave an update on the state of GenEd. We are ready for the fall rollout. 31 new courses have been approved this year. Work is being done on the budget. There are still policies and rules and regulations to finalize and advisors to be trained. She invited us to visit the new website at <http://www.temple.edu/provost/gened/>

Faculty Herald:

Frank Friedman thanked the outgoing editor of the Faculty Herald, Lewis Gordon and his assistant Joan Jasak. Professor Gordon then introduced the incoming editor David Waldstreicher.

Report from the President of the Faculty Senate (Aiken):

President Aiken summarized his year as president. He feels that he has achieved his goal of strengthening the ties between faculty and administration. He thanked all who had helped him.

Report from the Vice-president of the Faculty Senate (Turner):

Vice-president Turner presented outgoing President Aiken with a gavel as a symbol of our appreciation.

Old Business:

None

New Business:

None

The meeting was adjourned at 3:10 PM

Paul S. LaFollette, Jr.
Secretary

For an archive of Faculty Senate Minutes, go to:
<http://www.temple.edu/senate/minutes.htm>

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