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From the Editor



“Keep Those Ideas Coming!”: Provost Lisa Makes the Case for Senate Committees

University committee work is always a hard sell, even in the best of times. And under a merit pay system that is organized, rightly, by department and college, and which privileges scholarship over service, Senate committee work is not exactly “incentivized” at Temple.

This is why Provost Lisa Staiano-Coico’s case for the importance of the Faculty Senate and its committees deserves special attention.

The Provost has made it clear that she believes service is “meritable”: deans and department merit committees need to get the word. More importantly, at the Nov. 18th Representative Senate meeting, the Provost made the best possible case for the current and future – not past—effectiveness of University Senate through its committees. Four new initiatives from the Provost’s office, she noted, came directly out of recommendations made by Senate committees:

1. The Provost chose to take the recommendations of the Honors Oversight Committee to expand the current Honors program and set up a system of faculty fellows. (Ruth Ost, director of the Honors Program, will describe these plans in our next issue.)
2. The Community-Based Learning initiative, headed by Eli Goldblatt, which is already well under way – and discussed in Eli’s article in this issue of the *Faculty Herald*.
3. The creation in July 2009 of the Academic Center for Research on Diversity (ACCORD) came out of recommendations from the Committee on the Status of Faculty of Color.
4. The development of the CARE team – an administrative, faculty and professional working group which, according to its website, “receives referrals pertaining to students of concern, collects additional information, and then identifies and enacts appropriate strategies for addressing the situation.” See Betsy Leebron-Tutelman’s description in this issue.

The message is clear. The Senate is a workshop for ideas; it helps focus issues that lead to programmatic change. When the Provost ended her presentation by saying “Keep those ideas coming!” – in the best and most literal sense, the most truly *intellectual* appeal I’ve heard an administrator make –

“The Senate is a workshop for ideas; it helps focus issues that lead to programmatic change.”

she wasn’t talking about an electronic suggestion box or even advancing our research. She was talking about the good (and to be blunt, *funded*) ideas coming out of Senate committees.

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Community Learning Network

By Eli Goldblatt
Professor of English, CLA



Eli Goldblatt,
Professor of
English, CLA

For years, faculty, staff and students at Temple have been developing projects with partner organizations in the North Philadelphia community and elsewhere in the region. Barbara Ferman in Political Science built the University Community Collaborative of Philadelphia into a vibrant leadership program for youth in partnership with organizations focused on revitalizing neighborhoods. Lori Pompa of Criminal Justice grew Inside/Out into a nationally recognized program that brings college students and incarcerated adults together in local prisons to study the American penal system and other crucial issues. Tyler’s Billy Yalowitz directed college and high school students in the North Star dance and theater presentations at the Church of the Advocate in collaboration with the group Art Sanctuary. His colleague Pepon Osorio paired Temple students with families in North and South Philadelphia to create art works steeped in family histories and displayed in the participants’ own homes. Fred (Ali) Snead on the maintenance

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Global Temple 4.0

By Aaron Sullivan
Assistant Editor



Celebration and Inspiration were the themes of the fourth annual Global Temple Conference hosted in the Howard Gittis Student Center on November 17th. Faculty, students, administrators and others from among Temple’s global campuses and across a wide range of disciplines gathered together to celebrate their ongoing efforts to give the university a global reach and perspective. At the same time, they hoped to inspire one another and those who attended the conference to ask, in the words of Conference Planning Committee Chairman David Baron, “How can I contribute to this internationalization of Temple?”

Hai-Lung Dai, Dean of CST and now also Senior Vice Provost for International Affairs, noted in his introductory address that the United States is currently experiencing a peak in its high-school population. Future years will see a steady decline in high-school students, which, if college enrolling percentages remain the same, will inevitably be followed by decreasing numbers of American college students. If universities are to remain full, they will need to make up the difference with international students. Temple is on its way; according to Vice Provost Dai, Temple boasts 1,815 interna-

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Temple's Self-Study: Unanswered Questions About Faculty Staffing



By Arthur Hochner,
TAUP President &
Associate Professor,
Human Resource
Management,
The Fox School

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TAUP President &
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In October of this year, *Temple Today* reported that a draft of the university's Self-Study, the next phase in Middle States reaccreditation for 2009-10, was ready for review. Faculty, staff and students were encouraged to read the

report and submit comments. The document (no longer available online) was more than 300 pages long. One key part, a 21-page chapter on faculty, covered issues of recruitment, hiring, retention, professional development, research, and curriculum development.

This chapter left much to be desired. Though full of information and data, important questions went unasked and, of course, unanswered. What are the proper proportions of tenured, untenured, nontenure-track and adjunct faculty? What is the impact of the composition of the faculty on the fulfillment of the university's mission?

According to the Middle States standards, "faculty" should be broadly construed to encompass qualified professionals" with teaching responsibilities, i.e., both full-time and adjunct faculty. Moreover, the standards state, "There should be an adequate core of faculty and other qualified professionals that is responsible to the institution, supports the programs offered, and assures the continuity and coherence of the insti-

tion's programs."

Middle States leaves it to the institution to determine what is an "adequate core of faculty." Nonetheless, a research university needs a substantial core of tenured faculty. Heavy reliance on nontenure-track and adjunct faculty are not good for continuity and coherence.

Using data provided in the self-study, of the 3,410 faculty in fall 2008, 29.0% were tenure-track or tenured (TT+T), 24.6% were nontenure-track (NTT) and 46.4% adjunct faculty. From 2005 to 2008 the proportion of TT+T faculty declined, even as their numbers increased slightly, by 2.2%. Meanwhile, NTT faculty increased by 17.0%. Likewise, adjunct numbers showed a 6.2% increase.

Actually, the trend toward NTTs is even more pronounced in the TAUP schools, which teach the undergraduate curriculum. Focusing on full-time faculty, from 2005 to 2008, the proportion of TT+T faculty declined from 69% to 61%, while the corresponding proportions of NTTs rose from 31% to 39%. In the non-TAUP schools (Law, Medicine, Dentistry and Podiatry), the proportions remained fairly steady – about 35% TT+T and 65% NTT – until 2008, when there actually was an increase of TT+T faculty to 39% and a decrease to 61% of NTTs.

The Self-Study says, "Recently, the university has focused heavily on tenure-track faculty hiring." However, only in the non-TAUP schools has the proportion of TT+T faculty grown. In the TAUP schools it has shrunk.

Why is this happening and what does it mean? The Self-Study says, "The role of the full-time non-tenure track (NTT) faculty which has been expanding over the past decade became more pronounced following the collective bargaining agreement with TAUP in October 2004," because the 7-year limit on NTT appointments was re-

moved. But this is not accurate. The trend began well before the 2004 contract. TAUP data show that in 2001, 81% of the full-time faculty was TT+T and 19% NTT. That changed to 71% TT+T and 29% NTT by 2003. TAUP's fall 2009 data show a small uptick of TT+T and a corresponding small decrease of NTTs. It is too early to tell whether this is a possible trend reversal. If so, it is a welcome one.

TAUP does not have data regarding adjuncts in TAUP schools. But adjunct staffing likely follows the same pattern as NTT staffing, given that the increase in student enrollment, hence the need for more faculty, is biggest in TAUP schools.

Why has the role of NTT and adjunct faculty been expanding, while the role of TT+T faculty been declining? It is disingenuous to emphasize the hiring of TT+T faculty without also stating that there has been even more hiring of NTT and adjunct faculty. What is the impact on curriculum, instruction, research, creative activity and shared governance? These questions are the elephant in the room that the Self-Study ignores.

The Self-Study document says, "Schools and colleges are the primary determiners of new faculty hiring." Furthermore, "non-tenure track faculty hiring is based on curricular needs and is at the department chair/unit head and dean's discretion." It sounds as if the upper administration has no role. Can we ignore the important, indeed governing, roles that budgetary considerations and managerial control play in hiring? NTT and adjunct faculty cost less, teach more and are on limited-term contracts.

What difference do these staffing patterns make? Undergraduates are increasingly being taught by NTT and adjunct faculty. These faculty lack a long-term commitment from the university. While many of them have the desire to

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TLTR2: Teaching, Learning and Technology Roundtable (Re-vitalized)



Robert M. Aiken,
Professor, CIS
Department and
Chair of the TLTR 2
Committee

As a publication of the Faculty Senate, the Faculty Herald strives to showcase and publicize the good work of Senate committees. This issue features the Teaching, Learning and Technology Roundtable (2), chaired by Robert Aiken.

TLTR2: Teaching, Learning and Technology Roundtable (Re-vitalized)

Mission

TLTR 2's mission is to motivate and enable faculty to improve teaching and learning with technology by:

- establishing a baseline of technology resources at Temple University to further the capabilities of faculty in providing a high quality teaching and learning environment
- empowering and promoting faculty members who are already making advanced use of technology
- assisting faculty who want to learn more about academic computing.
- making better known and leveraging the innovative and exciting pedagogical advances already underway

Background and Objectives

The Teaching, Learning and Technology Roundtable (TLTR) at Temple University has been re-constituted as "TLTR 2" by the Provost. This initiative is an outgrowth of the Technology Thread which was a part of the Academic Strategic Planning that resulted in the Compass Report. The first meeting was held in May 2009 with subsequent monthly meetings being held/scheduled during the 2009-10 Academic Year.

The previous TLTR, active during the 1990s, was one of the first of its kind in the nation. This first TLTR was instrumental in the development of technology planning for the Tuttleman Learning Center, the establishment of smart classroom standards at Temple, the widespread adoption of the Blackboard Course Management System, and the early institutionalization of the Temple University web site.

TLTR 2 plans to continue the outreach mission of the 1990's TLTR, but with a focus on collaborative and consumer-oriented technologies of this decade. Working with other units, such as the Teaching Learning Center (TLC) and the Instructional Support Centers (ISCs), we will encourage and make more visible faculty members who are already using technology for innovative teaching. We also plan to assist faculty who want to learn more about the wide range of possible new methods for teaching. A primary objective is to make better known and leverage the innovative and exciting pedagogical advances already underway – both at Temple and other institutions.

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Community Learning Network Draws on Temple's Strengths

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staff has long worked with the Honors Program to support after school tutoring and other activities at the Police Athletic League (PAL) center in his neighborhood at 17th and Brown. The Health Science campus harbors a number of research and service projects engaged with communities throughout Philadelphia.

Too often, however, the surrounding neighborhood regards Temple as aloof and uncaring in our isolated enclave. We have never before pooled our efforts, as we are beginning to do now under Provost Lisa Staiano-Coico and President Ann Hart, to make Metro Engagement a recognized element of our campus culture.

The Community Learning Network is a university-wide initiative of the Faculty Senate Committee on Community-Based Learning and Collaboration. The Network is supported by funds from the Provost's office as well as the General Education Curriculum. It will oversee the development of coursework at three levels of community engagement (see graphic) and will facilitate partnerships to place students at sites where they can pursue meaningful projects that help them understand academic material in concrete ways. Along with the Teaching and Learning Center, we will help faculty connect their course objectives with the resources and challenges in the city or countryside around our campuses. The Network will also work closely with programs like Leadership Development in Student Affairs and other non-academics units to see that interested students can flow in a variety of pathways among co-curricular activities, courses, internships and research projects at senior centers, schools, arts organizations, neighborhood gardens, museums, churches, nature centers and other exciting sites.

We call our work "community-based learning" because we do not follow the "service" model that grew popular in the '90s. Clearly many of our projects will aim to help disenfranchised people or foster economic development or promote healthier conditions in stressed areas. And yet our emphasis is on reciprocity, on mutual benefit, on learning through principled action. Our goal is to support study and work that bring advantages to both university and community partners, encourage productive dialogue among all the populations that share our geographic home, and promote research that draws on multiple disciplines to identify and address pressing challenges for the people and ecology of the Delaware Valley or wherever a Temple program is located.

We call ourselves a "network" because Temple already has so many independent projects that it didn't make sense to identify a single "center." Nearly every week we find another person or group at Temple doing an interesting project in the surrounding area, or we find a non-profit that would like to develop a relationship with a unit on our campus. The organization needed to be nodal; autonomous units and intense alliances have developed into a web of connected concentrations of activity over the last twenty years or more. Inventiveness among the faculty is driving the creation of the Network, and the energy generated from university/community collaborations will sustain it.

Watch for the website we are developing at <http://www.temple.edu/cla/communitylearning/>



Questions from the Herald:

HERALD: What exactly is "community-based learning" and how are you going to help faculty design and implement CBL courses?

EG: A CBL course involves students both in academic study and practical interaction with people and organizations applying the concepts students encounter in the classroom. Traditionally such courses involve people in under-resourced neighborhoods or programs with a social justice agenda. However, especially in the first two levels of CBL we have defined, the emphasis is on making connections and discovering possibilities in the world outside the campus, and so we encourage cooperative projects with historically significant churches such as St. George's Methodist or Mother Bethel AME. A CBL course:

- connects scholarship to engagement with the needs of people and communities
- arises from genuine partnerships with local organizations
- requires fieldwork based on projects rather than concepts, and inquiry rather than pre-determined agendas

Students must be evaluated not only on the knowledge they acquire but also on the quality and care of their reflections about experience. In many ways CBL reflects a Deweyan approach to education.

The Teaching and Learning Center has been working closely with us to support faculty development in this pedagogy. We are still recruiting for a teaching circle of faculty that will meet 5-6 times next semester to develop CBL courses they can teach next year. Each participant will receive a \$500 stipend and an additional \$500 to offer one community partner with whom they intend to collaborate (please see attached description and application). Beyond this, our Partnership and Placement Coordinator Rachel Howe will be working with faculty on finding the right site for their students to work. Mike Norton, our graduate assistant who has a great deal of experience with service learning programs, will also be advising faculty. Of course I will be available as much as possible to help people think through the details and see the larger vision of what some call "engaged scholarship."

HERALD: What if I teach about places far away, or times long past, or arts not easily or amply collected in area museums, or scientific theories best shown on a blackboard or in a lab. Let's say the topic of the day is Robert Boyle and the air pump, string theory, or medieval as opposed to modern church architecture. How does community-based learning enhance my courses, or even apply to what I do?

CBL isn't for everyone, but you might be surprised. For example, not 4 blocks away from campus is the Wagner Free Institute of Science

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From the Editor

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Currently the Senate is considering a change to its by-laws in order to prevent quorum calls like those that prevented the Senate from passing a resolution last year. Whatever the results of the hard work of the Senate to devise a satisfactory solution, the faculty might consider an analogy. In the U.S. Congress, much of the power resides less in legislation than in the committees that not only frame resolutions but also frame agendas and advise the executive branch.

Senate committees are not just for senators. The 104 current representative senators could not fill all the committee slots even if they wished to do so. Serving on a Senate committee is at present the most effective way to get involved beyond one's college – and perhaps, also, the best way for faculty, individually and collectively, to influence the future of the university.▪

A Message from David A. Baron



David Baron,
Chair of the Global
Temple Conference
Planning Committee

By David Baron,
*Chair of the Global Temple Conference Planning
Committee*

On November 17, 2009 the Fourth Annual Global Temple Conference was held at the Howard Gittis Student Center. This day long event showcased the work of over 100 faculty, students and staff from nine of Temple's colleges and schools. It included presentations and discussions of numerous international projects conducted by members of the Temple family over the past year. The theme of the conference was "Temple in the world. The world at Temple", and it was one of many events organized across the United States celebrating International Education Week, which ran from November 16th through the 20th. I had

the great pleasure of chairing the conference Planning Committee along with Brooke Harrington and an outstanding team of faculty and senior staff, all with a passion for international education.

When asked by the *Herald* editor to write a brief piece on the event, I was more than happy to oblige. It seemed like a wonderful opportunity to share an overview of the day's events with faculty and students who were unable to attend. What David requested I write about, however, was not the content of the program, but rather what was it like to work with a committee putting the event together, and what was in it for me. He seemed to be seeking a "process" piece, rather than one focusing on content, as I had anticipated. I must admit, I was somewhat relieved. It would have been very difficult to choose which presentations to highlight, given the consistent high quality of the work, and the depth and breadth of projects presented. Besides, as a psychiatrist, discussing process issues is in my professional comfort zone. So, what was it like putting it together? A real labor of love. As we all know, the joy of working at a university is the daily opportunity to interact with a diverse group of educated people with expertise in many different areas of scholarly pursuit. Being at a university as large as Temple offers opportunities and challenges in taking advantage of this. The obvious advantage is the sheer number of colleagues and students to interact with. The challenge is finding the venue to actually sit down with someone outside of your discipline, college, or school, and get to know them. Being a member of an interdisciplinary planning committee provides an excellent forum to meet and get to know folks. Working off campus at Episcopal Hospital limits my capacity to interact with colleagues outside of the Medical School. I always enjoy the opportunity to make new Temple friends, and hear what's going on at the mother ship. Working on the Global Temple Planning Committee offered the added bonus of getting to know all that is happening internationally.

It was a source of pride to hear all that our students and faculty are doing globally, beyond our international campuses, and the changing culture taking place on North Broad incorporating a global perspective into the classroom. President Hart and Provost Lisa's leadership in this area are palpable. The culture change is the result of their commitment to internationalize Temple.

I shared a passion for global education with all the members of the Committee. I believe we learned from each other during our planning meetings, including sharing ideas on how to best collaborate on teaching and research

"It was a source of pride to hear all that our students and faculty are doing globally..."

activities here and abroad. Temple has a terrific faculty of talented scholars in virtually every field. It is always a treat to get to meet more of them, and this was no exception. Please join us next year for the 5th Annual Global Temple Conference. You won't be disappointed.

Special thanks to Denise Connerty and her outstanding staff. The success of the Conference, logistically, was the result of their effort.

Happy, healthy holidays to all!

David Baron

School of Medicine, Department of Psychiatry

Temple's Self-Study

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make a long-term commitment, their pay and working conditions leave them less secure and affect how much mentoring they may be able to offer students. Often their heavy teaching assignments leave them no time for research and for involving students in that endeavor. In fact, some NTTs are actively discouraged from conducting research. Their efforts are excluded from consideration in reappointment, promotion and merit decisions.

NTTs have won better pay, benefits, and improvements in job security and procedures for appointment, reappointment, evaluation, and promotion through TAUP negotiations, especially in the new 2008-2012 contract. NTTs have been granted the right by the Faculty Senate and collegial bylaws to participate in shared governance at the college and university level. There is still a long way to go, however. And there are many functions that only tenured faculty are qualified to perform.

With respect to adjuncts, the Middle States standards say, "For institutions relying on part-time, adjunct, temporary, or other faculty on time-limited contracts, employment policies and practices should be as carefully developed and communicated as those for full-time faculty." Their specific requirements call for "published and implemented standards for all faculty and other professionals, for actions such as appointment, promotion, tenure, grievance, discipline and dismissal, based on principles of fairness with due regard for the rights of all persons." Moreover, they call for "criteria for the appointment, supervision, and review of teaching effectiveness for part-time, adjunct, and other faculty consistent with those for full-time faculty."

Temple's Self-Study draft "recognizes the important role that adjuncts, many of whom are specialists in their fields, fill within each school and college." This implies that adjuncts provide specialized skills not found in the full-time faculty. This is especially true in a handful of fields, for instance music, business, law and journalism. But why are adjuncts used? Where is the data on who teaches what courses? Indeed, many adjuncts teach basic writing, basic math, and other important undergraduate courses. Full-time faculty also teach these courses, so why not

hire more of them?

The Self-Study refers to the policy on adjunct faculty, first issued in 2003 and updated in 2008, which defines their role, titles and compensation. However, contrary to the claim that "the University has published and implemented standards and procedures for all faculty and other professionals for promotion, tenure, grievance, discipline, and dismissal," no such standards and procedures for adjuncts are available. The Adjunct Faculty Handbook does not cover most of these important matters.

Policies and practices with respect to employment of adjuncts are unavailable. The document speaks of "university-wide policy on adjunct appointments, as well as individual school and college appointment guidelines," but where can they be found?

Finally, we are told that "the policy on adjunct faculty defines their role in the university, titles, and compensation/salary minima... The policy also standardized, and in most places, increased the salaries allocated to adjunct faculty." However, what is the process for moving from one step to the next on the salary scale? In fact, where is the salary scale? It has been removed from the website where it was published in 2005.

Many adjuncts have experienced no salary increases in the past two years. Adjuncts are not covered by a union contract, unlike all the other eligible professional employees of Temple. Although Temple expresses sensitivity to the plight of adjuncts, many of whom are young, dependent on more than one adjunct position, and vulnerable to exploitation, the university has not provided the hard information, statistics, salary data, etc., which would allow us to evaluate the situation of adjuncts relative to other professionals here at Temple.

NTTs and adjuncts are valued colleagues. But they cannot replace the core of tenured and tenure-track faculty. The proper proportion of NTTs and adjuncts relative to the core of tenure-track and tenured faculty needs to be addressed. Nevertheless, ALL faculty need to be treated as Middle State requires, as professionals important to the educational, research and service mission of the university.▪

CARE: Crisis, Assessment, Response and Education

By Betsy Leebron Tutelman,
Senior Vice Provost and Dean of Students

Looking out for student well-being is an important and often difficult undertaking at a university of 37,000 students. Temple University's Crisis Assessment, Response and Education (CARE) Team is a central group where members of the Temple community can bring their concerns about students they consider at risk of endangering themselves or others in the university community. The CARE Team was formalized following the Virginia Tech shootings to provide a central resource for those troubled by students' problematic behaviors. Typical CARE Team referrals include matters of self-in-

jury, suicide attempts, depression, aggression, intimidation, harassment, erratic behavior, relationship or other physical violence, substance abuse, serious academic difficulty and a wide range of other issues.

The CARE Team is comprised of representatives from Campus Safety Services; the Division of Student Affairs, including University Housing and Residential Life, Disability Resources and Services and Tuttleman Counseling; the Faculty Senate; the Office of Senior Vice Provost for Undergraduate Studies; the Office of the Senior Vice Provost/Dean of Students, including the Office of Student Conduct; Student Health Services and University Counsel. The team, convened by the Associate Vice President for Student Af-

fairs, Stephanie Ives, Ed.D., assesses each referral and develops and implements proactive responses that include strategies for supporting the student in need as well as those in the Temple community who might be affected.

This year, the team added a faculty colleague, Lois Millner, MSW, Ph.D., from the College of Health Professions and Social Work, who brings an important perspective to the committee and serves as a liaison to faculty. The team meets weekly to consider new students who have been referred and to provide updates on those students with whom they are still in consultation.

Faculty, staff or administrators who are concerned about a student can make a referral through any

member of the CARE Team. See the CARE Team website for a list of members and a review of the referral process: <http://www.temple.edu/studentaffairs/CARETeam.htm>. Often referrals are made directly to the Associate VP for Student Affairs (Stephanie.ives@temple.edu, 215-204-6556), Campus Safety Services (carl.bittenbender@temple.edu, 215-204-7900), Dean of Students (betsy@temple.edu, 215-204-7188) or the faculty representative (Lois.millner@temple.edu, 215-204-6040). The CARE team, which works to protect the privacy of all parties involved, is a vital support system for our campus. ■

Global Temple 4.0: An Opportunity for Faculty

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tional students, which amounts to approximately 5% of its total student population. Furthermore, approximately 1000 Temple students are studying abroad this year.

Dai hopes to see both these figures double over the next decade. The creation of "global Temple" in the Provost's strategic plan, is certainly a sign of the importance of the international in the vision of the Hart administration.

Celebration of Temple's global endeavors was easy to find, both



Hai-Lung Dai, Senior Vice Provost for International Affairs

in the panels and on many of the poster presentations available in the reception room. Those fortunate enough to attend the session on 'Temple in Brazil 2009' were treated to a presentation by a group Temple students who spent six weeks in the city of Salvador, Bahia on Brazil's northeastern coast studying Afro-Brazilian culture and history. The panel concluded with a live display of Afro-Brazilian dance and music, incorporating all the presenters and a few members of the audience as well.

Meanwhile, in the large reception room, conference visitors were able to learn more about a wide variety of international connections and projects made possible by Temple. Jim Portwood, of the Fox School, displayed a

collection of 'Personal Coats of Arms' crafted by his students from the United States, Europe and Asia. Portwood showed spectators how key cultural themes were woven through each regional group and invited them to speculate on how cul-

ture influences our perceptions of ourselves and others. Elsewhere, Dianne Nelson Bryen presented a poster on 'Bi-National Collaboration on Disability' and her experience doing bi-national work with Israel, India, Guam, Australia, South Africa, and the Virgin Islands. Capturing both themes of celebration and inspiration, Bryen shared the lessons she's learned and the successes she's had but was also willing to highlight opportunities for Temple faculties and students to get involved.

A panel anchored by two TU-Japan faculty members showcased the comparative research they

have been able to do by teaching there. Sociologist Kyle Cleveland delved into some of the complexities of Japanese hip-hop cultural forms as seen in music and dance, clothing, ads, and shops. Economics professor Michael A. Leeds concisely described how the organization of baseball teams as representatives of larger corporate entities – and run by their bureaucrats – reflects profound differences in Japanese and American economies as well as cultures, and makes the game itself very different. This panel in particular made it clear that neither glob-

alization nor American "inspiration" necessarily mean sameness.

Inspiration was also on display in the various panels held throughout the day, particularly in the presentation by the Macro Polo Collaborative.

The Collaborative is a cross-disciplinary group of six faculty members developing resources to support instruction in all aspects of globalization. They are now in the process of gathering together teaching and research materials related to globalization and planning to release a website dedicated to making those materials available to faculty and instructors interested in adding global content to their work.

All of this, of course, only begins to scratch the service of what was available at the conference. All told, the program included some twenty-one separate panels and more than a dozen poster presentations dedicated to celebrating Temple's global reach and inspiring others to help bring the world to Temple's campuses. The fifth annual conference will take place next year, offering another venue for the faculty to explore what "internationalization" can mean for Temple. ■



Jim Portwood and his presentation on Developing a Personal 'Coat of Arms'



Diane Nelson Bryen and her presentation on Bi-National Collaboration on Disability



The reception area also hosted a collection of beautiful photographs taken by Temple students in other countries.

Community Learning Network Draws on Temple's Strengths

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(www.wagnerfreeinstitute.org), an incredible museum that hasn't changed appreciably since its establishment in the late nineteenth century. The Wagner is devoted to presenting the material case for Darwin's idea of evolution, but it is often the first—and sometimes the only—museum that kids in North Central Philadelphia ever visit. What if we could develop a project in which students from a biology class give tours to local school groups about the collection? We haven't worked anything like that out with the museum yet because no one in the life sciences has come forward with such an idea, and maybe the Wagner doesn't expect much from its big old neighbor down the street. I do know at least two graduate students and a faculty member in English working on projects about 19th century discourse of science at the Wagner. As a part of Gen Ed's Philadelphia Experience, faculty from Intellectual Heritage/Mosaic take their students to the Wagner regularly. We could teach the rhetoric of sermons in collaboration with local ministers, or body mechanics in cooperation with a sports teams at one of the 17 PAL centers in the city. I imagine the Franklin Institute has a couple of air pumps that college students could study and then use to develop a lesson on oxygen for 5th graders, but it would have to start with a partnership with the Franklin Institute and a need they have in serving their constituency. This is what I mean by inventiveness and mutual benefit.

HERALD: Why should we need to get our students out of the classroom to learn when we have such notorious attendance problems? Doesn't this send the wrong message?

Why would we have an attendance problem, a plagiarism problem, or a classroom behavior problem in college? Do we have a problem with students investing in their studies? Perhaps the wrong message we're sending is that the world parses neatly into departments of knowledge. Do you know any problem—academic or practical—that can be understood these days from the

standpoint of a single traditional discipline alone? In my field of literacy studies, or in Writing Across the Curriculum, the walls have begun to come down about what we study INSIDE and what we encounter OUTSIDE, whose language should be standard or primary, which discourse counts as "academic." This is something more than the '60's call for "relevance," but the impulse is the same even if the scale is larger. Whether you teach in a big lecture hall or the cinderblock rec center of a housing project, students are asking the same questions. How does knowledge connect to action? How are events shaped by history? Where is your science in my neighborhood, on my street, or in my soup? As faculty, we value our studies implicitly, but students want to experience the context we keep referring to but seldom show, except in video clips or lab demonstrations. I'm not asking us to tear down Gladfelter or Ritter Halls, but we may be pleased by what we learn when we open the windows and doors and let air flow in and out of our campuses.

Voters and state legislators throughout the country have become less willing to fund universities they increasingly do not understand. Our scholarship no longer automatically earns respect simply because professors garner awards, pile up publication lists, or attract grant money. In this climate, we need to show that our courses and research have meaningful connections to the people we live among, but this need not be a bad turn of events. I am not talking about mere public relations, and I am not mounting an anti-intellectual attack on specialized study. We simply need to be better at articulating the function of knowledge creation and conservation within this economic and cultural moment. Granted we are one of Philadelphia's largest employers, but how does Temple enrich the lives of Philadelphians or Pennsylvanians? I can think of a hundred ways we could answer that question, but do we value our "service" publically or within our academic culture? We need to help each other understand and, I hope, act on the "Metro Engagement" we have officially embraced. ■

Information about the Community-Based Learning Teaching Circle

The teaching circle is a joint program of Temple's Community Learning Network and Teaching and Learning Center.

Application deadline: Submit proposal by Tuesday, January 19, 2010.

Submit proposal to: Carol Philips, carol.philips@temple.edu
Associate Director TLC, Circle Facilitator

Funding for participants: Participating faculty members will receive a \$1000 stipend; five hundred dollars will be awarded to faculty members and the other \$500 will be awarded to their community partners.

Program description:

The Teaching Circle will convene regularly over the spring semester 2010 on the following six Friday mornings from 10:00-11:30:

January 29
February 12 & 26
March 19
April 9 & 30.

At meetings, faculty will learn more about course design and best teaching practices while developing their own courses with support from each other, the facilitator, and the Network staff. In addition, group members will meet regularly with their community partners and with student advisors who will contribute their own ideas and feedback to the course design.

By the end of the circle, participants will have designed a course that could be launched in fall 2010 or spring 2011. They will have the opportunity to present their syllabi and to offer guidance to interested members of the Temple community.

Course description:

Courses will

- Require students to spend a minimum of either 10 (for an integrative designation) or 20 (for a collaborative one) hours outside the classroom working on a community based project or program;
- Respond to a need articulated by the community;
- Provide benefits to both students and community partners;
- Include community partners and student advisors in the course design process.

Please contact the TLC for further information

TLTR2: Teaching, Learning and Technology Roundtable (Re-vitalized)

TLTR2 from page 2

Goals:

- Assess and evaluate the use of Temple's academic technology
- Create a TLTR 2 web site to share information among colleagues
- Develop strategies for future academic technology growth at Temple
- Promote new technologies to the Temple community
- Utilize available collaboration and communication tools to their greatest extent
- Explore how Temple can deal with the upcoming "consumerization of technology"
- Harness technology inspiration and leadership from faculty
- Engage faculty, students and staff in academic IT initiatives
- Establish technology partnerships with peer institutions and industry partners
- Leverage Temple's reputation as a technology leader in higher education

Progress to Date:

Technology Inventory Survey

The TLTR 2 (primarily David Schuff working with Pamela Barnett) has recently emailed a questionnaire to all faculty asking them (among other items) to let us know;

- what technology they are using in the classroom (and how);
- what technologies they would like to learn more about and
- what uses of technology they have found most powerful in teaching.

We are still receiving responses and will be summarizing and analyzing the results in the near future. (It's not too late to respond so please do so if you haven't already!)

On-Line Learning (OLL)

We have formed a subcommittee, chaired by

Catherine Schifter, that is reviewing our current offerings in on-line (and blended) learning and exploring ways in which we might encourage additional faculty participation. This subcommittee has been reviewing data from previous surveys to determine what information would be most valuable for us to collect concerning Temple's current/future offerings. We will also be examining possible barriers that our colleagues view as reasons for not developing such courses. Using this information we plan to make recommendations how Temple can encourage the design and implementation of on-line programs as well as develop substantially more on-line courses.

E-textbooks

Steven Bell and Dominique Kliger are spearheading an effort to examine the world of e-textbooks (and the broader spectrum of a Curriculum Resource Strategy) and the role that the University might take in such an endeavor. A subcommittee has been formed that is examining current practices at several Universities with the goal of making some recommendations to the TLTR 2 as to the best way(s) to formulate guidelines regarding this topic.

Best Practices

Sheri Stahler has been investigating how other Universities and researchers are defining "Best Practices" with respect to using Technology for Teaching and Learning. We also plan on identifying some examples of innovative ways in which our colleagues are already using newer technologies to teach as well as discussing how the TLTR 2 might best make this information available to our colleagues.

Knowledge Base

Over the last year, Computer Services has developed the Knowledge Base, a university community managed wiki with general information in the

form of frequently asked questions about Temple's resources. For example, one might ask "How do I change my password?" or "Where is the Travel Authorization Form?" or "How do I do my Monthly Finance Report in Self-Service Banner?" The Knowledge Base currently holds over 1100 questions and responses from 80 individual university departments.

We hope this brief overview provides you with a better understanding of who we are and what we hope to accomplish. We look forward to sharing our thoughts, vision and information with you in future articles in *The Herald*. If you have any questions or would like further information please feel to contact me.

Current Members of the Committee

Robert Aiken, Computer & Information Sciences, Chair
 Jean-Julien Aucouturier, Computer & Information Sciences, Temple Japan
 Pamela Barnett, Teaching and Learning Center
 Steven Bell, Samuel L. Paley Library
 Sherri Hope Culver, Broadcasting, Telecommunications & Mass Media
 Robert Gallagher, School of Podiatric Medicine
 Dominique Kliger, Distance Learning Program
 Diane Maleson, Office of the Senior Vice Provost for Faculty Development and Faculty Affairs
 Jeremy Mennis, Geography and Urban Studies
 Tim O'Rourke, Computer Services
 Beth Pfeiffer, Occupational Therapy
 Catherine Schifter, Curriculum, Instruction and Technology in Education (CITE)
 David Schuff, Management Information Systems
 Joel Sheffield, Biology
 John Sorrentino, Economics
 Sheri Stahler, Computer Services
 Bill Woodward, Beasley School of Law
 Stuart Wright, Student Representative •

Representative Faculty Senate Minutes, Oct. 13, 2009

Representative Senate Meeting

October 13, 2009

Minutes

Call to Order:

The meeting was called to order at 1:53 P.M. by President, Karen Turner. (The Senate meeting is being video-conferenced to Ambler Campus via Apreso.)

Minutes:

The September 14, 2009, Representative Senate Minutes were unanimously approved with no amendments.

President's Report: Karen M. Turner

Karen Turner mentioned that Provost Lisa would not be with us today. She

had conflicting appointments.

Turner spoke of President Hart's desire to hear about Dysfunctional Rules, and that we could make suggestions for rule changes via the TU Portal. Although there is no deadline for these suggestions, Turner asked that we make them soon as a taskforce is beginning to function and might begin to deal with our ideas by the end of this semester.

Turner announced an event, The Balancing Act: Combining Responsibilities for Work and Family, organized by the Faculty Senate's Committee on the Status of Women, that will take place on Wednesday, Oct 21st in the Gittis Student Center, Room 200. She hopes many of us will attend.

Vice President's Report: Paul S. LaFollette

Paul LaFollette mentioned that Cheryl Mack and he were setting up online elections for committees. He was concerned about this process as there are

Representative Faculty Senate Minutes, Oct. 13, 2009

Minutes from page 7

not enough faculty members running for the Study Leave and Personnel committees. He made an ardent plea for volunteers. However, he did mention that there is a lot of work associated with the sabbaticals and that it would be best if senior faculty volunteered for this committee.

Guest: CARE Team Members

Stephanie Ives, Associate Vice President for Student Affairs, Convener of the CARE Team (Campus Assessment Response Evaluation Team), began the presentation. Other members of the team were with her. They included: John Bennett, Lois Millner, Valerie Harrison, Betsy Leebron Tutelman, and Chris Dennis.

Ives spoke of the importance of having one central point to collect information which was sorely lacking at Virginia Tech.

She explained that the CARE Team usually meets for two hours at a time to deal with referrals that frequently come from faculty. She stressed that the team was not a crisis team but instead focused on early identification, intervention and intensive case management.

Ives mentioned a number of strategies utilized by the team that included counseling, parental involvement, medical withdrawal and police intervention.

There have been 30 referrals this academic year. Typically, students do not know they have been referred to the CARE Team. The team will not report back all that has been discussed to the person who referred the student, but they will discuss what information they can share. Referrals include, for example, homeless, disabled and even missing students.

The hope of the CARE Team is that someone around that table is a person faculty might feel comfortable calling. These contact people are: the CARE Convener, Stephanie Ives @ 1-6556; Dean of Students, Betsy Leebron Tutelman, @ 1-7188; Campus Safety, Ed Woltemate @ 1-6499; Tuttleman Counseling Service, John DiMino @ 1-7276; Undergraduate Studies, Chris Dennis @ 1-9334; and Faculty Liaison, Lois Millner@ 1-6040.

Questions followed the presentation. Among them were:

Scott Gratson (SCT) raised the question regarding legal repercussions for referring a student to the team. Valerie Harrison, from the University Counsel's Office, stated that student observations and behaviors were covered by the university.

Bob Aiken (CST) thanked the CARE Team for including Lois Millner (CHPSW) as a faculty representative. Aiken then raised a concern about who should handle dangerous situations. He had suggested to a young colleague that Campus Safety was the best place to call during a crisis situation and he wondered if he was correct. Ives stressed that the CARE Team was not created to handle a crisis situation and that Campus Safety was indeed the right office to call. She also said how pleased the team was to have Lois Millner, with social work expertise, as a member.

Jeffrey Solow (BCMD) wanted to know how the student was contacted. Ives said it depended on the situation. She mentioned that if it was a discipline problem, for example, the faculty member would be offered the Guide to Civility that might help all of his or her students and not just the student with problems.

Frank Friedman (CST) asked about an online brochure, and Ives referred him to her website. He also asked if there was a direct line to the CARE Team through an emergency phone and unfortunately, there was not.

Karen Turner (SCT) inquired how the team was getting the word out. Ives spoke about the outreach and training going on in all parts of the university.

Guest: Moira Stoddart

Moira Stoddart, Project Manager for the Center for Preparedness, Research and Practice (C-PREP) substituted for Bill Bergman, Vice President of Operations, today.

She presented a power point presentation that provided background for emergency preparedness at Temple. She discussed the following:

- Since 2008, the University has been facilitating the development of a comprehensive Emergency Preparedness Program;
- An Emergency Notification at Temple now includes an Emergency Siren that indicates the need for all to "shelter-in-place," unless otherwise directed; a TU Alert consisting of a voice mail message, an email and a text message (the text message is much faster than voice mail or email); a TU Advisory that is an email used to communicate incidents that have occurred on campus. Stoddart made a plea that faculty all register for TU Alerts. Only 30% of the students and 42% of Temple employees are registered so there is room for improvement;
- The Temple Home Page, on the left hand side, has a direct link to Emergency Preparedness;
- H1N1 Preparedness is on the Emergency Preparedness website; Temple follows the guidelines set forth by the U.S. Center for Disease Control and Prevention; a task force of Emergency Management, Residential Life, Student Health Services and the Office of the Provost provide University recommendations in anticipation of students presenting Influenza Like Illness; currently, self-isolation or avoiding contact with other people is being utilized; students are provided with flu kits from Student Health Services; along with self isolation there will be a limit on public events if flu becomes an epidemic, but there will not be mass closings; and there is a shortage of the seasonal flu vaccine as companies moved over to producing H1N1 vaccine this year.

Questions followed the presentation. They included:

A faculty representative asked when there would be more seasonal flu vaccine available. Stoddart replied that if there was a limited amount available, there would have to be appointments for injections. He also queried if there was a policy for students with a roommate and the issue of self-isolation. Stoddart replied that the well student would be moved and meals for the ill student would be provided. Apparently only 44 students have become ill with H1N1 at Temple so far; last year at this time, there were already 243 cases.

Elaine Mackowiak (Pharm.) inquired if sirens were on all campuses. Stoddart responded by saying that there were only sirens on the main campus.

Paul LaFollette (CST) wanted to know about the concept of "shelter-in-place" if a person was outside. Stoddart suggested that a person should go to the nearest building and avoid windows.

Unfinished Business:

There was none.

New Business:

There was none.

Adjournment:

The meeting ended at 2:52 P.M.

Joan P. Shapiro
Secretary

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

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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 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.

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



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