



## Our Attendance Problem



**David Waldstreicher,**  
Editor

No, I don't mean the students. I mean the faculty, and in particular those who have volunteered to serve as members of the Faculty Senate.

We now have an administration that expresses a belief in shared governance and has been taking concrete steps to demonstrate a commitment to its practice. But how can we hold up our end, much less voice faculty concerns with authority, when attendance at the monthly Representative Senate meetings and the semester-end University senate meetings (to which all faculty are invited), is so consistently low?

During the fall of 2009, we had 120 sitting senators, including officers. Attendance at meetings was recorded at 41 (September), 33 (October), 38 (November), 36 (December) and 34 (special December meeting). I'm embarrassed to have to note that my own College of Liberal Arts, by far the largest contingent with thirty senators, has one of the lowest attendance rates, sinking from eleven at the year's first meeting down to five in October, eight in November, and a pathetic two in December. Of schools actually based on main campus, none did quite so badly – except for the School of Education, which actually houses the meetings in its Kiva Auditorium!

It is true that the difficulty of scheduling meetings means that, like any faculty meeting in any department, a fraction will always be unable to attend. (Provost Lisa has offered to investigate the possibility of setting aside a separate time for meetings – no classes – in the new scheduling matrix.)

All the more reason, then, that senators appear when they can, and that all faculty attend the semester-end meeting. Those who cannot should step aside in favor of those who can commit to doing so regularly.

If the *Herald* was a newspaper from the time period I study, we would actually print the names of absentees (shame! Shame!). Let's hope that won't be necessary! ■

## Quality of Life for Faculty

At its January 26 meeting, the Representative Senate held an open discussion of issues relating to the quality of life of the faculty. The issues raised by faculty members included:

- Tuition remission for children of faculty who are going to universities other than Temple.
- Post-retirement medical benefits
- Climate control in Anderson Hall
- Mentorship and orientation for new faculty at the senior as well as junior level, including those coming into leadership positions
- Benefits for new parents and those with young children, including daycare
- The need for Temple to be a safe place for dissent.
- The question of community, or lack thereof, for faculty

A more complete accounting of the discussion will appear in the meeting minutes in our next issue, after the minutes are approved at the Feb. 16 meeting.

The Faculty Senate's Ad Hoc Faculty Life Committee will begin to meet soon and is seeking feedback on quality of life issues. Please feel free to write to the editor (who is a member of the committee) at [facultyherald@temple.edu](mailto:facultyherald@temple.edu). Faculty interested in joining the committee should contact Senate Vice-President Paul LaFollette, [Paul.LaFollette@temple.edu](mailto:Paul.LaFollette@temple.edu). ■

## Reaffirming Our Culture of Service

By Jay I. Sinha  
*Associate Professor of Marketing and Supply Chain Management, Fox School of Business*

As a university professor for over a decade and a member of the Faculty Senate Steering Committee, I am heartened by the steps President Hart and Provost Staiano-Coico have taken recently to improve the workings of our cherished institution. Advancing such common-sense initiatives as eradicating dysfunctional rules and practices, and studying ways to achieve better cost savings in these budget-strapped economic times, while upholding the due scope of faculty bodies and listening to faculty voices through dedicated forums and retreats – all of this betokens the earnest commitment to continued progress and shared governance that we expect of our leaders. Along these lines, it is worthwhile to draw attention to one topic that frequently appears in faculty-administrator dialogues: the need to do a better job in recognizing and rewarding service contributions made by faculty.

When we talk about service, it is very important to emphasize that service is *not* what it is sometimes uncharitably deemed in certain circles – an inconsequential escape conduit for the less research-active faculty. In point of fact, the opposite is true. Service is our highest and most essential calling. When we go beyond our daily research and teaching; when we mentor students; when we write them thoughtful recommendation letters for a job or higher education opportunity; when we offer words of encouragement to those who are coping with imperfect family and work situations; when we sit on committees to make decisions on tenure, promotion, merit, and gener-

## President Hart to Address Senate

The President and CFO Tony Wagner will appear at the February 16 Representative Senate Meeting to discuss the Temple 2020 Plan. As always, all faculty are invited and encouraged to attend.



On January 21, President Hart appeared in a video on Temple's website introducing the Temple 2020 Plan and describing some of the upcoming changes for the university. Those interested in seeing this video can find it at the link below.

[http://www.temple.edu/newsroom/2009\\_2010/01/announcements/Hart.htm](http://www.temple.edu/newsroom/2009_2010/01/announcements/Hart.htm)

## Know Someone Who is Retiring?



In order to recognize and appreciate the work of retiring faculty, the *Herald* is soliciting commentaries relating to their service at Temple. These accounts will appear in our May issue. Readers who are interested in contributing to this effort should contact the editor at [facultyherald@temple.edu](mailto:facultyherald@temple.edu).

~Faculty Herald Staff

## Dysfunctional Rules Submission...

...still functioning! While the Dysfunctional Rules Inbox has been taken down, the *TU Faculty Herald* will provide a pathway for the submission of further nominations of dysfunctional rules. Please send such comments to [dwaldstr@temple.edu](mailto:dwaldstr@temple.edu) or [facultyherald@temple.edu](mailto:facultyherald@temple.edu) and the editor will pass them on, anonymously, to Provost Lisa.

~Faculty Herald Staff

## Report from The Teaching and Learning Technology Roundtable

By David Schuff, *Associate Professor of Management Information Systems, Fox School of Business* and Pamela Barnett, *Associate Vice Provost and Director, Teaching and Learning Center, for the TLTR2 Committee*

This is a summary of the results:

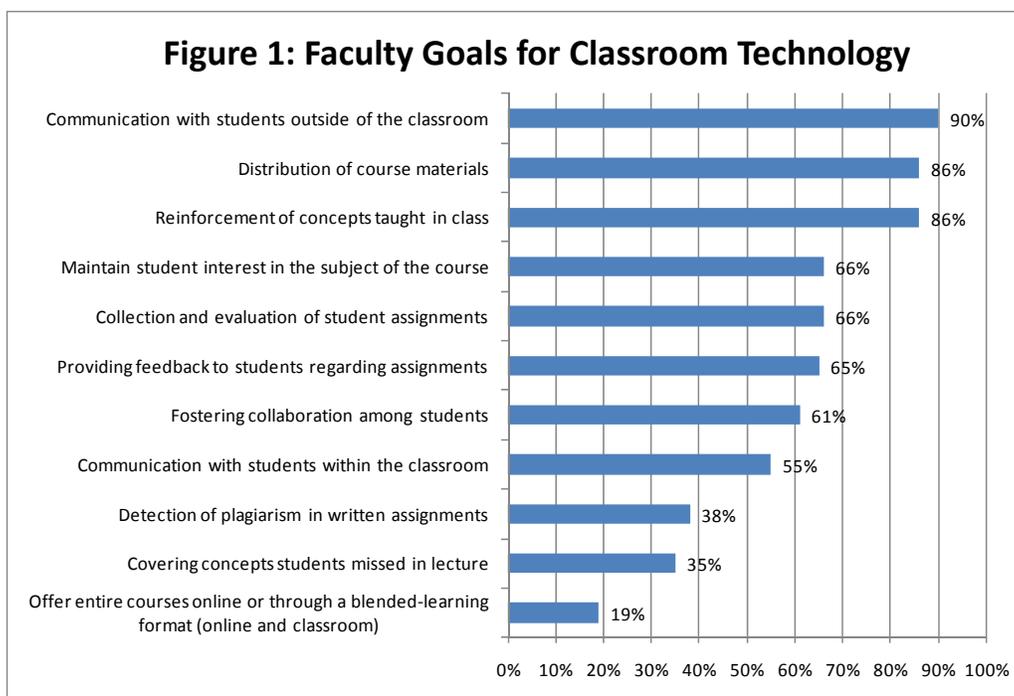
### Faculty goals

The Teaching and Learning Technology Roundtable's (TLTR2) mission is to motivate and enable faculty to improve teaching and learning with technology. This group continues the outreach mission of the original TLTR in the 1990s, but with a focus on the increasing use of collaborative and consumer-oriented technologies.

In order to determine what technology tools would be most helpful for our faculty in the classroom, it is important to understand what faculty are trying to accomplish using technology (see Figure 1). The three most frequently cited goals for the use of technology in the classroom were communication with students outside the classroom (90%), reinforcement of concepts taught in class (86%), and distribution of course materials (86%). Over half of the responses cited communication with students through feedback (65%) and communication with students within the classroom (55%) as goals. The relative importance of communication indicates a need for technology tools that foster interaction between instructor and student and between student and student.

In line with that mission, in Fall 2009 the TLTR2 conducted a faculty survey to better understand the classroom technology goals of Temple faculty. This survey primarily focused on social media and social networking technologies. We asked faculty which of these "next-generation" technologies they were currently using, and which of these technologies they were most interested in learning more about. 144 faculty responded to the survey from 14 schools across the University.

TLTR continued on page 4



## The Committee on the Status of Women Conference: 'The Balancing Act'

By Joyce Lindorff  
*Associate Professor, Keyboard Dept, Boyer College of Music and Dance*

**Balancing Act: Challenges of Combining Responsibilities for Work and Family.** The topic was chosen after much investigation and discussion of ways the conference could be of the most possible practical support to Temple's professional women. The large number of faculty, staff and students in attendance confirmed that our chosen topic was indeed timely.

The Faculty Senate Committee on the Status of Women was very pleased with the presentations, turnout and impact of our very first conference last semester. Three well-attended sessions offered a range of extremely practical career and life balance advice, as well as an unusual opportunity for thought-provoking and often personal conversation with a panel of Temple's top female leaders.

The morning's first guest speaker, Judith Katz, offered advice on promotion and job application skills. The workshop, "Promoting our own Retention and Ascendance," focused on how women at Temple can enhance their career development. Dr. Katz is a licensed psychologist who has worked

On October 21 well over 100 registrants were welcomed to the airy, bright surroundings of the Gittis Student Center's Room 200 for "The

Balancing Act continued on page 3

## Amending The Constitution



**Paul LaFollette,**  
Faculty Senate Vice  
President

By Paul S. LaFollette, Jr. MD  
*Faculty Senate Vice President and Associate  
Professor of Computer and Information Sciences,  
College of Science and Technology*

### Where we are and how we got there

In May, 2009, we were suddenly made aware that the quorum requirements specified in the Bylaws of the Faculty Senate were unworkably large. Apparently, for many years nobody had bothered to check what constitutes a quorum, and we were blindly assuming that all was well.

All was not well. As we learned last May, the Bylaws at that time specified that a quorum for the University Senate consisted of 25% of its members, in excess of 600 people, and that a quorum for the representative senate consisted of 50% of its members. This amounts to 75 people plus half of the *ex officio* members. We have never met in a room that could accommodate 600 people, and have

**“It was therefore clear that there was no reasonable prospect of the University Senate conducting business.”**

never in my memory had more than 100 members present at a University Senate meeting. It was therefore clear that there was no reasonable prospect of the University Senate conducting business. Furthermore, getting as many as the 80 or 90 Representative Senators together at once, while not impossible, was going to prove difficult. We concluded that it was necessary to amend the Bylaws to provide for more reasonable, attainable quotas.

Before I discuss the process we followed to achieve this, let me briefly discuss the structure of the Faculty Senate. There are, in fact, three nested bodies that represent all of the full-time faculty at Temple University. The University Senate consists of all tenured and tenure track faculty, as well as all full-time non-tenure track faculty who have been at Temple as full-time faculty members for the previous three years. Everybody who satisfies these criteria is automatically a University Senator. Each school or college at Temple is also permitted to elect a number of Representative Senators based upon the number of faculty in each school or college. There are a total of 150 Representative Senators, and they comprise the Representative Faculty Senate. Finally, the Faculty Senate Steering Committee is comprised of one member elected by each school or college. It also has four officers: a chairperson (who also serves as President of the Faculty Senate), a vice-chairperson (who also serves as Vice-President of the Faculty Senate), a secretary (who also serves as the Secretary of the Faculty Senate), and the immediate Past President of the Faculty Senate. Normally, the Steering Committee meets weekly, the Representative Faculty Senate meets monthly, and the University Senate meets once each semester. The University Senate has the power to undo any action taken by the Representative Senate.

If the Steering Committee wishes to attempt to amend the Bylaws, it can include a statement of the proposed amendment in the announcement of a regularly scheduled meeting of the Representative or University Senate. Under these circumstances, the amendment may be voted on at that meeting, and will go into effect if it is passed by 2/3 of those voting.

The Steering Committee began discussing the form of the changes that we wanted to make in our Bylaws in email. More substantial discussions continued during our regular meetings in the fall of 2009. We eventually decided to proceed in two steps. First we would propose an amendment to allow the kind of electronic balloting that we have been using for the past few years in place of mail ballots. There was considerable discussion about balancing the goal of inclusivity with the sense that the most knowledgeable voters are those who are present to hear and participate in debate. The final motion that we proposed attempted to find a compromise between these matters. It was presented to the University Senate at the September meeting, and passed.

*Constitution continued on page 5*

## ‘The Balancing Act’

*Balancing Act from page 2*

extensively with administrators and faculty in institutions of higher education with a focus on career management, executive and employee coaching, and career transition or transformation.

The second speaker, Julie Cohen, presented a lively interactive session, “The Seven Barriers to Work-Life Balance.” She outlined steps women might take toward a more balanced life, with practical strategies many of us took to heart. Cohen is a certified life coach with nineteen years of experience in corporate, non-profit, and entrepreneurial settings. Her book on this subject, *Your Work, Your Life... Your Way: 7 Keys to Work-Life Balance*, was published earlier this month. (See her website at <http://www.7keystoworklifebalance.com/> for more information.)

Both these presentations were geared toward the development of skills necessary to succeed, drawing on one's own initiative. But the concluding panel of Temple administrators turned our attention to the importance of developing a supportive work environment built on equality.

Temple is exceptional in that many of its top leaders are women. Skillfully moderated by Amy Caples, former KYW Newsradio and CBS3 television news anchor and a member of our committee, the panel included President Hart; Provost Lisa; Senior Vice Provost for Faculty Development and Faculty Affairs Diane Maleson; Associate Vice President, Office of Multicultural Affairs, Rhonda Brown; Law School Dean JoAnne Epps; CLA Dean Teresa Soufas; Vice President for Student Affairs Theresa Powell; and Equal Opportunity Compliance Director Sandra Foehl. (Vice President for Human Resources Deborah Hartnett planned to

participate but was called away on an important family matter.) The discussion brought to light aspects of the early careers of these accomplished women that many could relate to—not so much their struggles with balancing work and family, but the often amazing and sometimes comical negative atti-

tudes they had to face in return for their choice to pursue high-level work outside the home. It was an honest and revealing exchange. Some talked about the difficulties keeping up their confidence, or having to hide their motherhood, despite having achieved top recognition for their achievements in milieus in which they were in the minority.

Most relevant to the Faculty Senate's recent quality of life discussion, and of concern to our Committee, was the statement by President Hart that she had heard through the grapevine talk of a “glass ceiling” operating at Temple. Ann Hart spoke of hearing that there were “pockets in certain disciplines in which mid-level leaders feel that although there are visible leaders at the top, the opportunities are not there for women. A sense of equity should permeate all levels.” We in the Committee on the Status of Women agree, and would like to see official attention paid to that situation. It should be carefully studied and addressed by the administration, to either disprove it or correct it.

Finally, there was talk at the conference about the need for onsite or nearby daycare facilities. That would seem to be an obvious and important benefit to parents of young children. It was something Temple had in the past, and the idea should be revisited at this time.

The conference made the *Inquirer*, and we are already planning for the next one! What will we do differently? For one thing, order much more coffee and make many more copies of our handouts! The committee would like to especially thank the officers and staff of the Faculty Senate for all their help with planning and carrying out “The Balancing Act.” And many thanks also to the several colleagues who came up to us afterward expressing interest in joining the committee—we hope to enlist your energy as members rotate off.

The Committee on the Status of Women includes faculty from the College of Science and Technology, School of Communications and Theater, the College of Liberal Arts,



*Balancing Act continued on page 6*

# Report from The Teaching and Learning Technology Roundtable

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## Most frequently used technologies

We found that the most frequently used technologies (see Figure 2) were web-based video (69%), online submission of assignments (61%), and text-based discussion forums (44%). This is consistent with the previous results, as “maintaining student interest” and “reinforcement of concepts” were cited by the faculty as classroom goals they wanted technology to support. Text-based discussion forums are likely being used as the current standard for fostering greater communication among students (and their instructors). However, this represents an opportunity to investigate new technologies that provide a greater level of interactivity.

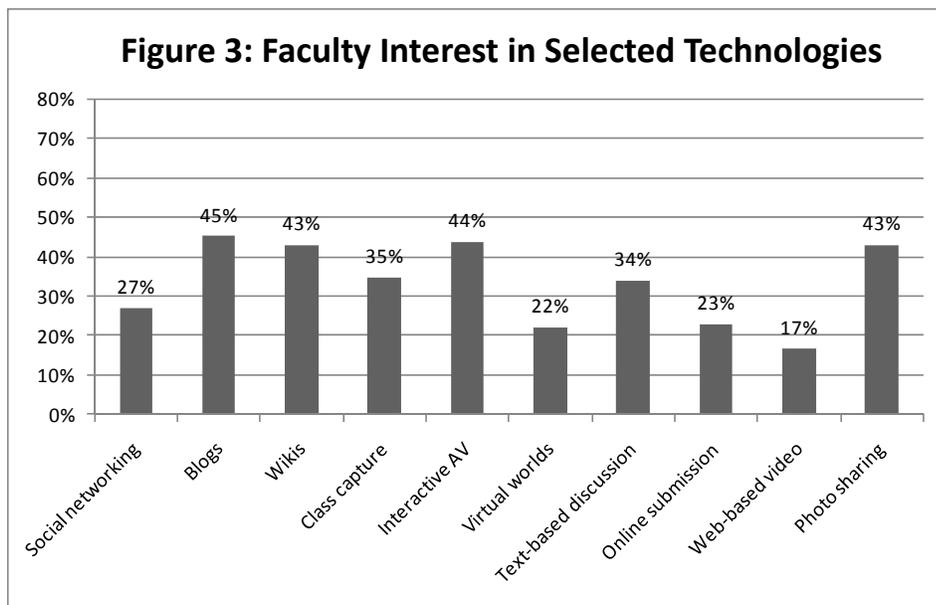
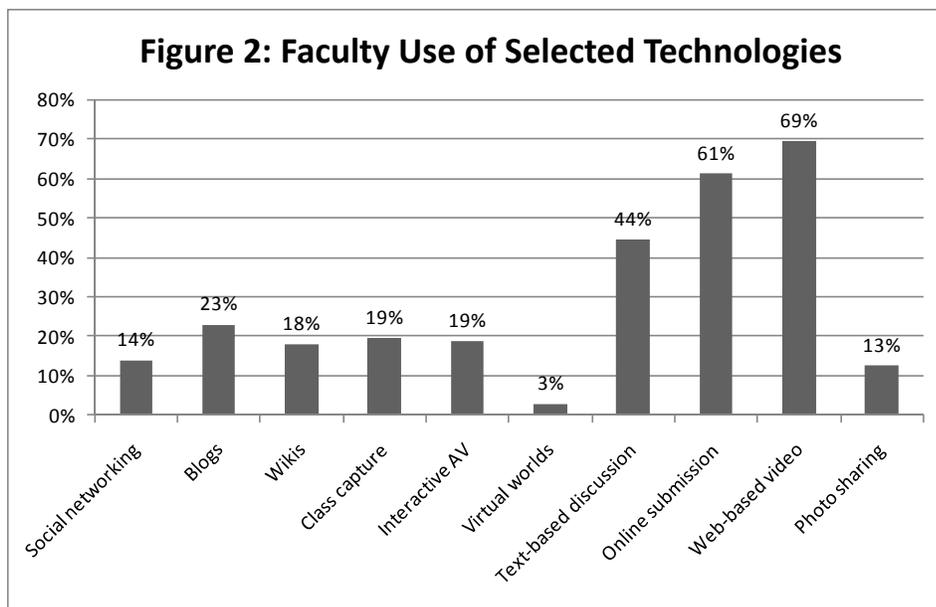
## Technologies faculty were most interested in learning more about

We found that the technologies faculty were most interested in learning more about (see Figure 3) were related to social networking and social media. Specifically, interactive audio and video (44%) and photo sharing (43%) had fairly high levels of interest, and so did blogs (45%), and wikis (43%). There is an interesting contrast between what is used now and where the interest is in learning more. The technologies with the highest current use are “one-way” – web-based video and online submission. However, faculty are most interested in learning more about “two-way” technologies – blogs, wikis, and photo sharing.

## Next steps

In response to the survey results, the TLTR2, in collaboration with the Teaching & Learning Center and Computer Services, is designing opportunities for faculty to 1) share their innovative uses of technology for student learning and 2) learn more about the applications they identified as of interest. The most immediate response is a monthly series of workshops, beginning on January 29th with a half-day program on Online Learning, co-sponsored by Office of Distance Learning. The program focuses on best practices in online education, and features faculty panelists who have developed pedagogical strategies for motivating students and engaging them in course content and with each other in the online context. Future monthly programs will address the areas of interest defined by the survey: a workshop on blogs and wikis in February, a workshop on incorporating audio and video in March, and a workshop on photo sharing in April. These workshops will include hands-on components so faculty can become more familiar with the “how to” of the technology, as well as presentations by faculty members who have used these specific technologies in ways that promote student learning and encourage greater interactivity.

The long term goal extends well beyond this workshop series. Ultimately, we seek to support a faculty community that would share, discuss and experiment with innovative uses of technology



for collaborative learning. One route for that is a site that will serve as a repository for resources on cutting edge technology and best pedagogical practices, as well as a place for faculty to discuss resources, ideas, teaching experiences and assessment results with each other. The TLTR2 survey confirms that Temple faculty are using new technologies for student learning. While many are using web-based video, online submission of assignments, and text-based discussion forums, there are pace setters experimenting with social networking. The site would give these early adopters an opportunity to share their innovative uses of technology, discussing the logistics of implementation and reflecting on how the technology serves the ends of student learning. With approximately 3,000 faculty teaching at Temple, there is a wealth of collective knowledge. Our goal is to create a crossroads for faculty to meet,

share and learn from one another.

To that end, we have started a blog where we can continue the discussion. Share your thoughts regarding classroom technology - what you use, and what you'd like to learn more about. Visit: <http://community.mis.temple.edu/tltr2>.

To leave a comment you'll need to sign in using your AccessNet ID. ■



# Amending The Constitution and Bylaws

Constitution from page 3

The text of the motion which was passed is:

## Motions to amend Senate Bylaws:

(Language proposed to be added to the current bylaws is underlined. Language proposed for removal from the current bylaws is shown **[bracketed in red]**. The complete Senate Constitution and Bylaws can be found at the Senate web site: <http://www.temple.edu/senate/>)

### **ARTICLE V MEETINGS Section 1:**

The Senate shall meet regularly at an hour and day each month from September through May prescribed by the Steering Committee. The December and May meetings shall be meetings of the University Faculty Senate.

The Secretary shall send notification to every member **[through the University post office]** at least one week before the prescribed day. The December and May meetings shall be meetings of the University Faculty Senate. The Representative Faculty Senate shall meet monthly in between those sessions.

### **ARTICLE VI - ORDER Section 4:**

The Steering Committee, either in preparing the agenda or in the meeting, may at its discretion determine that a written ballot, a mail ballot, or an electronic ballot shall be taken on any **[question]** matter. **For any vote taken on any matter during a meeting, a [A]** written ballot must be taken if requested by any senator. In the event of a mail or electronic ballot, a short statement summarizing critical arguments for and against the matter shall ordinarily be included.

*Explanation (not part of the motion): These amendments are coming before the Representative Senate from the Faculty Senate Steering Committee. These amendments are updating the bylaws to reflect how the Steering Committee and Senate have been conducting business. Therefore, it is the intent of the Steering Committee that these amendments be submitted to the Representative Senate for a second reading and vote.*

At this point, we began discussion of the actual proposed changes to the quorum. After considerable study of *Robert's Rules of Order* and some research into the ways in which other bodies choose a quorum, we came to the following conclusions.

We must choose a number of members who can be regularly expected to attend meetings, even if this turns out to be a fairly small percentage of the total number of eligible voters. *Robert's Rules* supports this point of view. It

**“We must choose a number of members who can be regularly expected to attend meetings...”**

is better to specify a number than a percentage. Whether or not a particular number of members be present is easy to determine by counting. A percentage of the number of members may not be well defined.

We studied the attendance records of the Representative and University Senate meetings over the past four or five years. We chose for our quorums those numbers that represented our best estimate of expected attendance. We brought the proposed amendment to the Representative Senate in December of 2009.

The actual text of the motion was:

## Motion to amend Senate Bylaws:

(Proposed language added to the current bylaw is underlined. Proposed language removed from the current bylaw is shown **[bracketed in red]**. The complete Senate Constitution and Bylaws can be found at the Senate web site: <http://www.temple.edu/senate/>)

### **ARTICLE V – MEETINGS Section 6:**

A quorum of the University Faculty senate shall consist of **[25%]** 40 of the eligible members. A quorum of the Representative Faculty Senate **for [the conduct of business]** shall consist of **[a majority of the]** 25 eligible members. It shall be assumed, upon the call to order, that a quorum is present: the minutes shall be presented; but if, after presenting and before approval of the minutes, any member shall suggest the absence of a quorum, the **[secretary shall call the roll.]** presiding officer shall determine whether a quorum be present. **[In the case of the University Faculty Senate a head count may suffice.]** If no quorum be present, the **[meeting]** presiding officer shall determine **[by majority vote]** either to wait for the appearance of a quorum or to adjourn to a day not more than two weeks hence. In the event a quorum cannot be obtained, at the presiding officer's discretion, the meeting may continue informally for purposes of debate or discussion, but no formal action may be taken. A member may at any time after the approval of the minutes suggest the absence of a quorum, but the presiding officer may rule said suggestion out of order if, in the presiding officer's opinion, a quorum is present.

*Explanation (not part of the motion): This amendment is coming before the Representative Senate from the Faculty Senate Steering Committee. The purpose of the change is to insure that the Senate can conduct its business. The amendment (1) updates the bylaws to reflect typical Representative Senate and University Senate meeting attendance, (2) places the responsibility of determining quorum with the presiding officer. S/he may determine quorum through a head count, show of hands, roll call or any other method deemed appropriate. In the event a member of the meeting disagrees with the presiding officer's ruling, Robert's Rules specifies that the member may challenge the ruling. This challenge is voted on by those present and if the vote carries, the presiding officer's ruling is set aside. This is applicable to any ruling from the presiding officer, not just rulings about quorum. It is not necessary to include this language in the motion because it is already in Robert's Rules, which we must follow for any matter upon which our bylaws and constitution are silent.*

This amendment was approved by the Representative Senate and is now a part of the Bylaws.

## Where we are going

This exercise made us realize that it has been quite a long time since anybody carefully examined our governing documents. The Steering Committee has formed a committee to look at our Constitution and Bylaws and recommend changes which may modernize some of our procedures, resolve certain ambiguities and unclear passages, and reflect the changes that have taken place at Temple University during the years since last this exercise was undertaken. The Senate Handbook Committee is scheduled to begin meeting again soon, and we expect that there will be communication between the Constitution and Bylaws committee and the Handbook committee. •



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](http://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](mailto:facultyherald@temple.edu).

## 'The Balancing Act'

*Balancing Act continued from page 3*

Boyer College of Music and Dance, the College of Engineering, and the School of Podiatric Medicine, as well as one librarian. We, as a committee, believe that women at Temple continue to face unique challenges and that we are our own greatest resource in determining how most constructively to face these, both as individuals and collectively. As chair of this committee since 2005, I have been in awe of the knowledge, skill and dedication shown by members, especially in organizing and executing this first conference. The committee members also proved to be excellent fundraisers! We are very grateful to the conference sponsors: the Office of the Provost, Beasley School of Law, School of Communications and Theater, College of Liberal Arts, College of Science and Technology, Women's Studies Program, Insti-

tute for the Study of Race and Social Thought, and the Faculty Senate Committee on Lectures and Forums provided us with the necessary financial resources to offer guest honoraria, rent space and pay for refreshments and printing, which enabled free registration for all.

The Committee on the Status of Women welcomes your suggestions for future conference topics, formats and guests. Please get in touch with me or any of the committee members with your feedback and ideas.

Joyce Lindorff  
[joyce.lindorff@temple.edu](mailto:joyce.lindorff@temple.edu) ▪

## Reaffirming Our Culture of Service

*Service continued from page 1*

ally how to make our workplace better; when we scrupulously (and wholly unselfishly) review the research of our peers; and when we advise government officials and businesspeople – we are engaging in the most fundamental duties of an academician. And it is logical that in the normal course of a faculty member's career his or her interest in writing articles will level off. New interests will evolve and different horizons will beckon, and they will seek to make themselves useful through service and teaching contribu-

tions. While an article in a top-tier academic journal certainly is a tremendous accomplishment, who is to say that student mentoring is worth any less since student development is the core *métier* of a university?

It is important to achieve a healthy balance across teaching, research, and service at the schools and colleges of this university. Over the years, regrettably, service has not been given its due encouragement, recognition, and reward – in contrast, research has been emphasized above all

else. We know from recent happenings in the business world the pernicious effects that result when *one* single priority (i.e. greater profits) is made to dictate over all other stakeholder interests. The deleterious consequences of that misplaced organizational choice are being felt even today in communities around the country. Our onus therefore is to rebalance our priorities, to reaffirm our culture of service, and to rededicate ourselves to our students, university, profession, and community. ▪

## Representative Faculty Senate Minutes, Nov. 18, 2009

### Representative Senate Meeting

Wednesday, November 18, 2009—Minutes

#### 1. Call to Order:

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

#### 2. President Turner's Report:

President Turner discussed the motion presented by the FSSC to amend the bylaws for the purpose of changing the quorum requirements. Following the University Senate meeting next month, there will be a special Representative Senate meeting for the purpose of having a full discussion of this motion.

#### 3. Vice President LaFollette's Report:

LaFollette announced the results of the recent special election to fill empty positions on the Personnel and Sabbatical committees. He thanked those who ran for those positions, and pointed out that the number of people voting was distressingly small.

|                                  |                        |
|----------------------------------|------------------------|
| Personnel Committee:             | Jane D. Evans (TYL)    |
| Personnel Committee:             | Stephen Willier (BCMD) |
| University Sabbatical Committee: | Joseph Picone (ENGR)   |

#### 4. President Hart's Visit:

President Hart gave a detailed report about the Medical School's financial health. Among other things, she announced that the Medical School plans to increase its class size by 30 students and that Temple has entered into a joint plan with St. Lukes in the Lehigh Valley to run a 1 + 3 year education program.

Jane Evans (Tyler) asked about the balance between research and teaching at the Medical School. The President answered that the indirect expense recovery is an urgent part of Temple's income. We are trying to take advantage of newly available peer review stimulus money.

Charles Jungreis (Med) commented on the importance of collaborative research between the Main Campus and the Medical School.

#### 5. Provost Lisa Listens:

The Provost reported on the activities of the Dysfunctional Rules Commit-

tee - a committee which is attempting to identify and correct rules that make little sense. They have been soliciting input through TUPortal for several months, and are busy analyzing the comments they have received.

The scheduling matrix is being reviewed. Graduate courses will be taken off the matrix.

She has added \$25,000.00 to RPPC's seed money grants, and Richard Englert's staff is now providing support to RPPC.

The search is underway for the new VP for Research and Graduate Education.

Finally, she thanked the Faculty Senate and its committees for the useful work they have done. She listed several initiatives that have grown out recommendations from Senate committees including the Community Based Learning Network and the ACCORD Center.

#### Questions:

Scott Gratson (SCT) noted that there is no committee charged with GLBT concerns. Does Temple have a commitment to diversity with respect to the GLBT community?

Answer: Yes

Karen Turner (SCT) announced that the officers of the Senate have been meeting monthly with the Provost. These meetings have been very useful and several important ideas have already come forth from them.

**Old Business:** None

**New Business:** None

**Adjournment:** The meeting was adjourned at 2:55 PM.

Submitted by Paul LaFollette, Acting Secretary ▪

# Special Representative Faculty Senate Minutes, 12/10/09

## Special Representative Faculty Senate Meeting Thursday, December 10, 2009—Minutes

### Call to Order:

The meeting was called to order by President Turner at 3:14 P.M.

### President's Report: Karen M. Turner

President Turner explained that the purpose of this meeting was to discuss an amendment related to the issue of a quorum. However, before turning to the amendment, itself, she provided some background. To accomplish this, she presented a power point presentation which went over the problems related to the quorum issue from April 16, 2009 – November 17, 2009.

After the overview, Karen Turner turned to the senate bylaws and the discussion of the quorum. In particular, she spoke of the wide range of business conducted by the senate and the fact that electronic voting is now part of the bylaws.

Michael Jackson (STHM) put forth the motion that there should be the following amendment to the bylaws, Article, V, Meetings, Section 6.

A quorum of the University Faculty senate shall consist of 40 eligible members. A quorum of the Representative Faculty Senate shall consist of 25 eligible members. It shall be assumed, upon the call to order, that a quorum is present: the minutes shall be read. If, after reading and before approval of the minutes, any member shall suggest the absence of a quorum, the presiding officer shall determine whether a quorum be present. If no quorum be present, the presiding officer of the meeting shall determine either to wait for the appearance of a quorum or to adjourn to another date. In the event a quorum cannot be obtained, at the presiding officer's discretion, the meeting may continue informally for purposes of debate or discussion, but no formal action may be taken. A member may at any time after the approval of the minutes suggest the absence of a quorum, but the presiding officer may rule said suggestion out of order if, in the presiding officer's opinion, a quorum is present.

A discussion followed the motion. There were six positive comments and two negative comments regarding the motion. Some positive comments were:

- A long-time Temple faculty member had never heard of a quorum call until last year. He said that all kinds of business had been conducted, including curriculum change, with this size of a group. He felt that this amendment was long overdue and it removed the threat of shutting down of the faculty senate;
- A steering committee representative believed that the actual figures of who attended the senate from the last three years were compelling because she could see how low the numbers were. (The actual figures were put up on the screen so that everyone could see the attendance

record of the past three years. Karen Turner clarified the numbers by saying that until today there was no break out of the ex officio members. Now the 30 ex officio members were visible.)

- Another steering committee representative said that Robert's Rules of Order that set the quorum number as the minimum number expected to attend a meeting in order for the body to conduct its business. He also said there was protection against a small group making decisions because of the safeguard that two meetings had to be held in succession before a vote could be taken as well as past practice. He also said that electronic balloting was also a safeguard.
- Yet another steering committee member spoke of the discretion faculty had to determine what kind of ballot would be used. This, he pointed out, is a small group but the steering committee in the last ten years has never co-opted the senate.
- A representative clarified the fact that the faculty senate steering committee can call for a vote and that any senator can call for a written ballot;
- A Steering Committee member put forth the points that Robert's Rules of Order made it clear that the number should not be too high for a group to do business and that even the Canadian Parliament and the House of Commons only asked for 6% of its members to be present to make a quorum and our 3% or so was not all that different.

Some negative comments included:

- A representative was concerned about the tyranny of the minority of a small group;
- Another representative did not like the motion and felt that the numbers of 25 faculty out of 150 senators and 40 out of the university faculty senate were too few. He felt the numbers were too extreme.

In addition to the comments from the senators, President Turner made the point that there are other safeguards that make it hard for a small group to dominate. In particular, she said that the meetings are recorded and the minutes are available on line.

Orin Chein (CST) called for a vote on the motion. This was passed. Mark Rahdert (LAW) followed up by asking for a paper ballot. The paper ballots were collected and counted. The motion passed; 33 for the motion and 8 against it.

### Adjournment:

The meeting was adjourned at 3:43 P.M.

Submitted by Joan Poliner Shapiro, Secretary •

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

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