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facultyherald@temple.edu

Toward the Faculty's Future



The Perspective of History

James W. Hilty's *Temple University: 125 Years of Service to Philadelphia, the Nation, and the World* is the first full history of the university ever published. It's a large-format book chock full of beautiful illustrations. It is a celebration of the university's mission, its survival, and its growth. But it is more than just worthy of any Temple coffee table. It is also a subtle, even understated analysis of where we have been and where we may be going. (See our interview with Hilty on page 3 of this issue.)

David Waldstreicher,
Editor

According to Hilty, two major transformations of recent decades shaped the nature of the Temple faculty. One is the process by which faculty "relinquished their formerly prominent roles in advising and teaching undergraduates," who now rely more on instructors and graduate students. The second was a series of retrenchments that occurred after the university's rapid expansion—a series of events that had "a chilling effect on faculty morale" and led to the formation of the faculty union, to two divisive strikes, and to a formalization of administration-faculty relations that made it more difficult for the Faculty Senate and its committees to function as the voice of the faculty. Faculty morale was down, Hilty

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From President Karen M. Turner

By Karen M. Turner,
Faculty Senate President



Karen Turner,
Faculty Senate
President

It's been my honor to serve as your Faculty Senate President for these last two years. We've certainly had our challenges, but we've also experienced significant successes. The retreats held with the Faculty Senate Steering Committee (FSSC) and the Provost's staff in December 2009, and with the Deans this month, are unprecedented. These interactions were certainly far from *kumbaya* gatherings - in fact we retreated no further than TUCC and 1810 Liacouras Walk. Both events began honest dialogue between these groups. We have a commitment from Interim Dean Dick Englert that the retreats will continue.

The impetus for these meetings is a direct result of faculty action. When we began making amendments to the Senate bylaws in the fall - specifically to the quorum provision - it became apparent there were still unresolved issues from the FSSC's introduction of the April 2009 motion, *Status of Contract Negotiations and Involvement of the Presidency*. At the Provost retreat in December, we engaged in open, candid, and truthful discussions. That led to a realization that we needed the same level of interaction with

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Senators, Attend! Next Year: Roll Call



In order for the Senate to do its business and effectively represent the faculty, it is essential that senators attend and participate in the full monthly meetings.

At the recommendation of the Faculty Senate Steering Committee, beginning with the 2010-2011 academic year the *Herald* will post attendance for each monthly meeting of the Faculty Senate.

We hope that senators who anticipate having difficulty making meetings will ask their colleges to elect replacements for them, or request their assemblies to elect alternate delegates who can act as substitutes, as some colleges currently do, so that each part of the faculty may be adequately represented at each meeting.

The schedule for next year's meetings is posted at www.temple.edu/Senate/meeting_schedule.htm.

Temple as a Global Brand

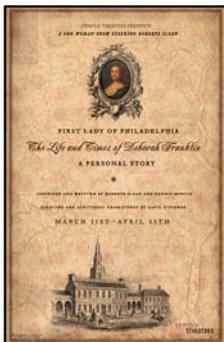
By Jay I. Sinha,
Associate Professor of Marketing and Supply Chain Management, Fox School of Business



The other day in my capstone Marketing Strategy class, I asked my students this question: "What is the first word that comes to your mind when you think of Temple University?" The discussion was in the context of an article by the celebrated Maurice Saatchi, founder of the famed Saatchi and Saatchi advertisement agency. Saatchi's dictum is that for any brand to be memorable and powerful in our attention-starved, perpetually distracted society it needs to have what he calls "one-word equity." That is to say the brand should become synonymous with and metaphorically *own* a (hopefully positive) word in the English language. Thus, Apple owns "innovation," Google owns "search," Wal-Mart owns "cheap" and the brand USA may be said to have the one-word equity of "democracy" or "freedom." Saatchi contends that brands that need a sentence to describe them are weak and ineffectual as successful monikers - and for those that need a paragraph, one should quickly sell off their shares! His logic is that in these harried times the principal task of brands is to simplify things to busy people. He even backs his arguments with metaphysical logic, alluding to John 1.1: "In the beginning was the Word..."

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Roberta Sloan Brings Deborah Franklin to Paley Library



On April 12th a room in Paley Library became Deborah Franklin's shop on Market Street. Roberta Sloan, chair of the Theatre Department, transformed an afternoon audience of faculty and students into friends of one of Philadelphia's least understood historical figures.

"There's Riots—Stamps!" Deborah shouts as she strides in from the rear, carrying a gun. Immediately we are made aware that Deborah, no less than Benjamin, lived through revolutionary times. Within a few minutes we also become aware that Ben *was not there* in 1765 during the controversy over the Stamp Act. He's been gone, in fact, for most of the past eight years.

Roberta captures, as no Franklin biographer has, the ambivalence Deborah must have felt in her aging years about the great man she helped make: "That runaway and rascal never made a move without me!" she exclaims, and we know she's exaggerating *and* telling the truth. "Will I ever see you again?" she asks, both plaintively and accusingly in another flashback, on the eve of one of his departures for London. But we learn more about Deborah, and learn to delight in her, by the way the play moves her about the shop, the street, and the parlor, interacting with her Philadelphia neighbors and family. This is a woman who produced and sold her mother's homemade (alcoholic) "nostrums," a hard worker and an avid consumer, a slaveholder with regrets, a mother and stepmother, a proud and upwardly mobile Philadelphian who refused to move to London and be a mere colonial.

What most impressed me, a historian who has written about Franklin, is the play's remarkable avoidance of cliché – its transformation, even, of

familiar scenes into something unfamiliar, poignant, and yet reasonably faithful to the historical record. In his *Autobiography* Franklin writes of coming into Philadelphia in 1723 off the Market Street wharf in sodden, filthy clothes and buying a penny's worth of bread, which turns out to be three huge "puffy rolls." He's walking down the street and gets spied, he tells us, by his future wife, Deborah Read, in a doorway. Franklin says only that he was quite an amusing spectacle. No doubt Deborah told him so.

But in Roberta's hands this scene – the play's final flashback – is reimagined from Debbie's perspective. The humor in the scene becomes not merely retrospective – the irony of the great Ben's humble beginnings – but also as gendered, and sexual, as we see the young drippy Ben through Deborah's eyes and Deborah's responses. She banters with him, displaying her craft, intelligence, and even her sexuality. She gets the last word: "I think you'll do," an under-

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Toward the Faculty's Future

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says explicitly, at the same time that faculty mobility, and expectations, had risen.

As he describes in his interview, Jim set out to avoid a "presidential synthesis" of Temple's history. One of the ways he does so is by treating revered, nearly mythic early leaders like Russell Conwell and Laura Carnell with scholarly objectivity, while taking a detached observer's eye to controversial recent figures like Marvin Wachman, Peter Liacouras and David Adamany and emphasizing their virtues as well as the real challenges they faced. This kind of balance makes for good history, but it may still be slightly too administrative an approach for the purpose of understanding where the faculty and its institutions fits in the story. For something else too has changed.

Three of the last four presidents, and more recently other senior administrators, have been hired from the outside; they tend not to last as long as presidents and deans once did. Perhaps the most striking change of the past two decades in academia is *their* mobility (if not their morale, about which I won't speculate). As a result, it is more than ever the faculty—which includes some of our deans—who embody institutional memory. The fact that Jim Hilty could write this book and do it so well is a case in point. A profusion of recent studies of the "corporate university" describes and analyzes the perhaps unavoidable market and cultural considerations that have multiplied administrators and set them to work seeking to upgrade one institution after another. (See, for example, sociologist Gaye Tuchman's *Wannabe U: Inside the Corporate University*.) We need more reflection on what this means for the faculty, both within and beyond departments and schools.

We have been lucky of late to have a provost and president who seek accessibility and communication. The faculty, though, needs to step up and use its institutions – the Senate and its committees – to shape the university's response to what may or may not be a new era of austerity. However long and drawn out the last contract negotiations were, they showed that the union

"The faculty, though, needs to step up and use its institutions – the Senate and its committees – to shape the university's response to what may or may not be a new era of austerity."

does its job. Instead of salary cuts, (which, as Hilty mentions, faculty did suffer in the past before there was a union), we preserved our benefits and achieved compromises on raises and on significant procedures. It is time to move on to other business, and to a new kind of partnership: the kind that a somewhat less provincial – but nevertheless rooted – faculty may be in a better position than ever to shape.

Temple as a Global Brand

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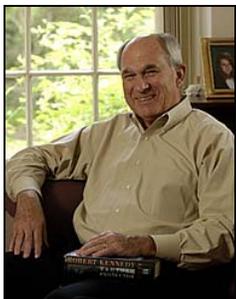
So, my students came up with various one-word responses for Temple. "Value" was mentioned by many; so was "Diversity." A few students said "Urban" and one said "Owl." Finally, one soft-spoken international student from the back of the class said: "Global."

This last answer stayed in my mind when I was thinking about the discussion after a few days. Lately, friends and relatives oftentimes remark: "Oh, I saw your university mentioned in the papers. It was something about what's happening in Japan." Indeed, many of us may know that Temple faculty are the "go-to guys" when the global news media need someone to comment about Japanese business and politics. Temple was the first-mover in Japan among all foreign universities and we still have the largest operations of English-medium universities there. One thing that always struck me whenever I taught at TUJ is how Temple is actually *venerated* by the local Japanese students and the broader alumni community. In fact, TUJ gets some of the very best students in their programs, and Temple faculty are routinely sought by the Japanese press to comment even on domestic matters.

Japan is but one instance. Lately our footprints may be seen in several other countries. There are many foreign institutions with which our schools and colleges have individually established partnerships and the results have been overwhelmingly positive. Considering that globalization is now the *zeitgeist*, this is an altogether beneficent trend. The rest of the world places a tremendous premium on the quality of the American university system, the rigor and productivity of our research, and the well-roundedness of academics, sports, and the arts. Globalization is no longer a philosophical construct but has become a practical necessity for American firms and universities in the present economy. As budgets tighten at home, we must perforce look elsewhere for growth, and that does not just mean opening campuses in other countries but also enrolling a greater number of paying students from abroad. We have to look at markets where talent and money are. China, India, and the Far East have rising middle-class prosperity and their populations are incredibly young and hungry for an American education – particularly, in areas like science, engineering, business, and medicine. Temple is better placed in the global student market than we may suppose. When we think of international markets, we tend to assume that universities like Harvard, Yale, Duke, and Oxford would be more attractive to them than our own offerings. But the reality is quite different. Just as in the auto market Mercedes, BMW or Lexus have their dedicated clienteles worldwide, but the majority of buyers are happy to settle for a Volkswagen or Hyundai, which are seen as better values. Temple has a good product to sell abroad based the quality

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Writing Temple



James W. Hilty,
Professor of History,
Acting Dean of
Ambler College

An Interview with James W. Hilty
Author of *Temple University: 125 Years of Service to Philadelphia, the Nation, and the World* (Temple University Press), Professor of History and Acting Dean of Ambler College

What did you learn researching and writing Temple University?

Temple's founding and its early and middle years of development involved greater risks, larger uncertainties, and far more sacrifice than one might suppose, particularly given the relative stability and comparative prosperity of today's Temple. Temple's survival and growth were by no means assured. In many ways, but largely because of its very modest endowment, Temple remains a relatively fragile

institution.

Throughout its history, extending into the recent past, Temple has experienced a number of transformative, mission-threatening crises requiring extraordinary creativity and often much sacrifice merely to continue. At times Temple has redefined itself. Indeed, there have been many "old Temples" and "new Temples." Over time, several generations of faculty, administrators, and trustees have struggled to reinvent Temple and to find new ways of sustaining the university without compromising its basic mission of providing a quality education to deserving persons regardless of their station in life.

Through the years Temple's leadership has faced many daunting challenges. None, however, labored harder, longer, or against heavier odds and at greater personal sacrifice than Russell Conwell and Laura Carnell. None deserve our everlasting respect and admiration more than the Founder and his indefatigable Associate President.

Taking a broader perspective, Temple University represents a grand, on-going experiment in higher education, created and perpetuated for the purpose of democratizing and expanding higher education's reach, making it more affordable and accessible. All involved ought to regard it a privilege to be associated with such noble purpose.

What did you enjoy about the process and what was difficult?

As always for historians, the most enjoyable parts of the journey were the steps involved in finding, sorting, and assessing information before ultimately coming to an understanding of and gaining a perspective on what we know about Temple's past. The most difficult part was confronting what cannot be known or told about Temple's past. In some instances there was too much or too little information. In other cases the written records were unreliable or important information had been discarded, lost, or simply went unrecorded.

In modern times, of course, many decisions were made via telephone, email, unrecorded meetings, or conversations for which there are no available records. But, too often throughout Temple's history, entire programs, departments, and even schools and colleges were created without leaving an historical trail beyond the formal recorded actions of approving bodies.

For an institution of this size with such a compelling story to tell, Temple until lately has not shown much appreciation for recording and maintaining its

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From President Karen Turner

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our deans. At the May 5th Deans retreat we discussed and developed action-steps for the following cluster issues, which we prioritized and will follow-up in the fall:

1. How can each of us enhance faculty input in the decision making process – especially in decisions of planning, program development and resource allocation and teaching load issues?
2. What should be the role of the collegial assemblies and why? The role of the dean? The role of the faculty?
3. What processes might we use to create the safety required for faculty to express, and deans and faculty to consider, divergent views?
4. What should be the role of service in the University and the College, specifically for merit, promotion, and tenure?
5. What are current successful communication mechanisms used in specific colleges that regularly inform faculty of collegiate business and what can we do to strengthen these mechanisms?
6. What can we do to kick start the progress of associate professors toward promotion to full?

None of these meetings – none of this progress toward better communication – would have happened without the support, encouragement, and leadership of Provost Lisa Staiano-Coico. As we begin thinking about our search for a new provost, it's imperative that we find someone like Provost Lisa who says and demonstrates she "likes" the faculty. President Ann Weaver Hart hit the ball out the park with her hiring of Provost Lisa. I'm confident she'll make it a repeat.

Karen M. Turner
Senate President (www.temple.edu/senate)

Temple as a Global Brand

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of our education, our globally diverse faculty, and our northeastern urban location. In fact, we may have undersold ourselves and let some opportunities slip in the past.

In recent months, our leaders--President Hart and Provost Lisa--have spoken for Global Temple as one of the pillars of their new strategy for the university. We need to embrace that idea and make it the central part of our ethos. We have seen the once-nondescript University of Phoenix come from nowhere, make a strategic commitment to online learning, and even attain a measure of respectability. Its one-word equity, for good or bad, is definitely "online-education." So, I hope that Temple may begin to own the word "Global," which is up for grabs. Lastly, from a purely semantic sense, I may observe that in cultures around the world (such as China and India) where the harmony of a name is adjudged to be auspicious or inauspicious, Temple – as a seat of learning – is a rather appealing brand-name for a global university. ▪

Your Title Here! The Faculty Herald Welcomes Article Submissions



The *Herald* encourages submission of articles of up to 1500-2000 words on all matters of interest to the Temple faculty.

During the coming year we would particularly like to encourage pieces on the challenges facing universities like ours, and our faculty, in the current economic and political climate. This seems like a good time for reflection. Both school and discipline-specific attempts to address our future will be welcome.

If there are topics you would like to see addressed in the *Faculty Herald*, please contact the editor at facultyherald@temple.edu with your suggestions. Most of all, please don't be shy about telling us of your own or a colleague's suitability to write on particular topics.

On Accepting Temple's Great Teacher Award



Miles Orvell
Professor of English
and American Studies
Picture from Ryan S.
Brandenberg/Temple
University

Miles Orvell
Professor of English and American Studies

Last week the Temple Times published profiles of this year's award winners, who all gave eloquent remarks on April 22 at this year's faculty awards convocation. But Miles Orvell's acceptance speech spoke to some especially important issues in teaching and the academic life that touch so many of us—so with his permission, we reprint it here —The Editor

I am deeply touched and deeply honored by this award and by your kind words, Dean Soufas, and I want to thank my wonderful colleagues in English and in American Studies – and especially my students, whose motivation is

so inspiring.

I've been walking through the Founder's Garden, not far from where we are today, for many years, seeing the Great Teacher names carved in stone; and I've always regarded it as one of Temple's great traditions—to thus honor teaching.

And of course seeing one's name in *stone – seeing it while still alive* – is a special treat. (I'm reminded also of Mark Twain's observation when he was awarded an honorary degree at Oxford and was surrounded by academic regalia similar to what's on the stage now: "I was particularly anxious to see this pageant," he said, "so that I could get ideas for my funeral procession, which I am planning on a large scale.")

I'm not planning mine yet, so don't worry – but there is enough talk of the perilous state of our profession to make us all worry about the future of higher education. Louis Menand asked recently, in a book on education, why it took so long to train Ph.D.s in the humanities – sometimes as long as nine, ten years or more – when you could become a lawyer in three years, a

doctor in four. He thought the training ought to be encompassed in a much shorter period. The answer is partly, of course, an economic one and involves the teaching responsibilities of graduate students; but it's also a philosophical one, and involves the peculiar nature of the humanities.

Why does it take ten years in the humanities? I'd say it's more like twenty before you might begin to feel relaxed "professing." When I first started teaching, like most new instructors, doctorate in hand, I felt the thrill of authority – and also the certain feeling that I would be exposed as a fraud in my next class. Humanities Ph.D.'s are uniquely qualified to experience this "impostor syndrome."

All of which says something about the nature of our enterprise as teachers: that we never can know enough, that we feel constantly the expansion of our horizons, the reshaping of our fields, the complexity of the problems we are trying to solve.

But it's not just a matter of *how much* we know, for teaching and learning are collaborative processes, and every day I walk into the classroom or talk with a student, I am *learning* as much as I am instructing, and I daily thank my lucky stars that I've been able to find work that I love doing.

It really is impossible to say anything now about teaching without also saying how imperiled our profession is by the economics of education. This university has been relatively fortunate in being able to continue to hire new professors on the tenure track in recent years, to replenish the ranks with new ideas and fresh energy. But not all colleges and universities have been so lucky, and the prospects for hiring in the humanities especially have been notoriously dim for years.

In a world driven politically (and by the media) to over-simplification, obfuscation, and distortion, we must be able to have classrooms where complexity – and precision – can be honored. Our understanding of society, of the arts, and of history – all these things are essentials in our civilization.

By honoring teaching, this award helps remind us all why universities exist, and why education must be our society's highest priority.

Thank you again for this wonderful award. ▪

An Interview with James W. Hilty

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history or for expending the necessary resources to capture and sustain its past in an organized manner. Hopefully this study will enhance access to Temple's history, encourage units within the university to retain historical records and to write their histories, and also lead to enactment of a university historical records retention policy.

Were there topics for which you wished you could find more information?

Much remains only partially explored in this study. Several faculty, alumni, and administrators graciously shared their institutional memories. And in 2009 Professor Betsy Leebron Tutelman helpfully captured some of those memories on videotape. But many more memories and much important information about Temple's past remains obscured, beyond reach, or perhaps lost forever unless retrieved someday through a systematic oral history project.

Had I more time and resources I would have explored several topics more deeply, including the history of student life, the Greek fraternity-sorority system, dormitory life, and student-faculty relationships. More information on several critical programs, such as women's history and the formation of LGBT studies, would have been useful. The early history (1893-1922) of Temple athletics was difficult to reconstruct since all of the early records apparently were lost in the move from College Hall to Conwell Hall in 1922.

The history of athletics deserves a volume of its own. So, too, does the hospital and medical school. More information on the manner and mode of faculty communications – including a full history of the *Faculty Herald* – would have been desirable. Readers doubtlessly will find omissions and errors, for which I am fully responsible and invite corrections.

You've been at Temple for almost a third of the history chronicled in the book. Are there aspects of Temple's past four decades that look different than they did when you were living through them?

Oh, indeed, yes. Let me mention just three instances. I arrived at Temple in the late summer of 1970 just a few days before the National Revolutionary People's Constitutional Convention (i.e., the Black Panthers) convened in McGonigle Hall. With the likes of Huey P. Newton, Abbie Hoffman, and Jerry Rubin roaming the campus, I thought I had landed at the most exciting, socially engaged and politically aware university in the country. Later, of course, I learned that the group gained access to the building by misrepresenting the convention's purpose and its participants. And that, far from enjoying a close, working relationship with the African-American community, Temple was at loggerheads with community leaders over expansion.

Looking back, the various efforts at restructuring

the collection of courses deemed essential for a Temple-educated person, by whatever name – Basic Studies, Core Curriculum, General Education – all involved some surprisingly perishable, contemporary assumptions, as well as much cost and delay and a great deal of self-interested political push and pull sometimes disguised as differences over educational philosophy. Each transforming juncture brought new lessons and, by and large, succeeding faculty generations learned from them.

Perhaps because I was younger and less politically attuned, Temple's rapid growth extending into the mid-1970s was not as noticeable to me as were the severe contractions that followed in the late 1970s and that dogged us into the 1980s. Similarly, when enrollments rebounded in the late 1990s and a new, more positive attitude pervaded, it required some time to abandon the culture of perpetual austerity and to adapt to a growth mode – only, of course, to be dealt the double whammy of the Great Recession and yet another political imbroglio in Harrisburg.

In the book's acknowledgements you write of seeking to avoid a "presidential synthesis" of the university's history – a surprising goal perhaps from an expert on the U.S. presidency. What did you mean, and why was this important?

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An Interview with James W. Hilty

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In reading the histories of other universities I found too many mere recitations of how one president after another had changed the institution (or not). Some of the histories read like PR statements or the political biographies of the presidents. From my own experience I knew that such claims of manifest change brought by purposeful executive intervention, both by U.S. presidents and by university presidents, were often political hyperbole. Also, many of the most profound changes influencing American higher education resulted from societal forces beyond the control of any university president.

Temple University has been dramatically changed by wars, social unrest, economic downturns, changing birth rates, and partisan political turmoil, as well as by the deindustrialization of Philadelphia and the rise of a service economy, by local and regional population shifts, and by changes wrought by the Information Revolution, Academic Revolution, Computer Revolution, globalization, and the revolutions of rising expectations, to name a few. All of which were societal forces that university presidents have respected and responded to but none have controlled.

Universities, moreover, are conservative institutions. They change slowly and respond hesitantly to societal forces, waiting to act until there is an established need for change. Several of Temple's presidents grew impatient waiting for change to occur via the normal course of faculty governance. A few, most notably Conwell, but also Johnson, and Liacouras, bravely insisted on bending history, defying contemporary wisdom, and breaking new paths for Temple, often against substantial resistance. A few tried to initiate or accelerate change unilaterally, usually to find that persuasion and cooperation proved more effective than mandates.

I particularly relished the brief but meaty interpretations of the presidents' styles and accomplishments. Will these raise any eyebrows? As a student of presidents you know that their reputations often change in retrospect, sometimes even because of what's written about them by historians. Have your opinions about past presidents evolved?

Each of Temple's nine presidents faced difficult challenges of varying

intensities. I have jokingly said that an appropriate subtitle for the book could have been "One damned financial crisis after another." But, in fact, finding the resources to drive the Temple engine consumed the majority of each president's tenure. Each president, in turn, has been publicly judged by their crisis management abilities, when we more properly ought to judge them by their capacities to build and to effect long-term change.

Given Temple's fragility in its early years, I now have a greater appreciation for the sustaining efforts of Presidents Charles Beury and Robert L. Johnson. Millard Gladfelter's political skills and affability paid sizeable dividends in the form of the state affiliation agreement, which, beyond the founding, was the landmark event in Temple's history. Paul Anderson bore the brunt of student, faculty, and community unrest in the 1960s and early 1970s, which at first I thought fully justified. On closer inspection those criticisms seemed more a matter of timing and circumstance and Anderson's own peculiar style than a leadership failure. University presidents were convenient targets in those days.

All of the presidents, save Conwell, struggled to gain the respect of the faculty. Marvin Wachman suffered the largest reversal of fortune, entering office with universal approval, leaving under the cloud of faculty retrenchment and faculty condemnation. Presidents Peter Liacouras and David Adamany were unpopular with the faculty during their terms, but both made difficult decisions and took far-sighted steps that ultimately rebounded to the considerable benefit of the institution.

By way of disclosure, I have known six of Temple's nine presidents and have served in appointed positions under the last four. In assessing their performances and contributions I have attempted to maintain the perspective of the historian-observer, faithful to my historical training, respectful of my scholarly obligations, and mindful

of my own biases, at least to the extent consciously possible given my sometimes close involvement with persons and events.

There are some brief but notably insightful frank sections about the transformation of the faculty at key moments in Temple's history. In the last of these you even write of the "disillusionment" some faculty felt during the 1990s. What lessons does your history of the university hold for faculty in particular?

In Temple's early years and through the 1950s the faculty focused almost exclusively on teaching and service, spending long hours in the classroom and in advising students and shaping the curriculum. The Academic Revolution of the 1960s and thereafter altered

faculty behavior, bringing greater emphasis on scholarly productivity and professional associations beyond the university.

With the explosion of college enrollments and state affiliation in the 1960s, Temple recruited a new, professionally-oriented faculty, a faculty trained at the leading research universities where professors taught fewer undergraduate classes, devoted most of their attention to graduate or professional training, and received generous support for their research and creative activities. Temple's expansion in the 1960s facilitated by the Commonwealth affiliation agreement led faculty to expect that Temple would one day resemble the institutions at which they had trained. Some even spoke of making Temple into a "Harvard on the Delaware."

Temple aspired to do it all. Unfortunately, Temple lacked the wherewithal necessary to fulfill its aspirations of being a comprehensive multiversity and accommodating a vast expansion of undergraduate, graduate, and professional program offerings. Temple's expectations soon exceeded its resources. Enrollment fluctuations and uncertainties in the Commonwealth's funding cycles brought frequent cutbacks, dampening faculty expect-

tations and leading by the early-1970s to the formation of a faculty union. Sharp enrollment declines beginning in 1978 led to retrenchment and further faculty disillusionment, deepened by two strikes and the persistence of a sometimes bitter advocacy relationship between faculty and administration.

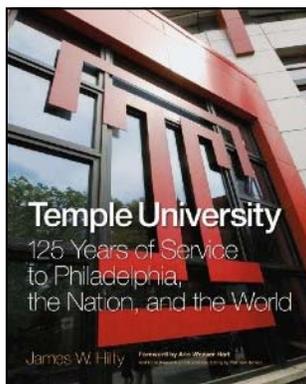
Had the university not moved so presumptuously to mimic programs at other institutions and in some instances to over-specialize and over-staff, perhaps the hard dose of reality delivered in the late 1970s and 1980s would have been less traumatic.

What does the history of the university tell us about the prospects of shared governance between the faculty and the administration?

Non-existent in the early years, shared governance gained a foothold in the immediate post-World War II years, took hold in the 1950s, and peaked at Temple between 1968 and 1971, in terms of the proportion of faculty actively involved in the Faculty Senate. Faculty governance at Temple and virtually all universities changed in the 1960s and 1970s and thereafter. The professionalization of the professoriate brought increased mobility, growing allegiance to professional organizations, and decreased loyalty to their home institutions.

When the Senate salaries committee failed to reach an acceptable accord with the administration in 1972, the Temple faculty (other than Law, Medicine, and Dentistry) decided on a union. Gradually the faculty collective bargaining agreement has been expanded beyond salaries, benefits, and work rules to include many specifics that were once left to the Senate or to deans and chairs to resolve with faculty.

Despite the divided, sometimes confusing representative roles of the Senate and TAUP, the prospects for enhancing shared governance at Temple are historically ripe. The recent surge of strategic and institutional planning was more open, transparent, and inclusive than any in Temple's history. Much depends, of course, on the prevalence of good will and the insistence of all parties on maintaining mutual respect for each other and for the importance of the Temple mission. ■



Roberta Sloan Brings Deborah Franklin to Paley Library

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statement that shifts the irony into Deborah's silent victory, and her relative silence in history.

After the performance, as part of the Committee on the Status of Faculty of Color's and TU Libraries' *CHAT In the Stacks* series, faculty members and advisors Susan Klepp (History), Laura Levitt (Religion and Women's Studies) and Roland Williams Jr. (English) commented on the evolution of the work and its interpretive choices.

First Lady of Philadelphia, co-written with Dennis Moritz, MFA Playwriting student under the direction of Professor Robert Hedley, Head of the MFA Playwriting Department, ran for twelve performances at the Tomlinson Theater, and has already attracted offers from other venues. I asked Roberta some questions about the experience of working on the piece:

What were the origins of the Deborah Franklin project? What attracted you to the subject?

My husband Steve and I live on the Delaware River and so we walk on Market Street in old city all the time. One day, passing the Benjamin Franklin post office, I began to wonder about his wife – what was she like, was it difficult being married to such a famous man, why don't we know more about her? These questions led to the idea of conducting some research on her. Once I did, I thought that she would make a wonderful subject for a one-woman show, particularly since she seemed so misinterpreted historically. Mostly, she has been characterized as uneducated, not very pretty and quite inferior to the man she had married. I found out that was not the case at all. Then, my interest in doing the one-woman show that would tell the "real story" became a passion.

Is writing or producing a play about a historical figure a different process than other dramatic endeavors? Does it matter that this is a historical figure most people know of, but know little about?

Dennis Moritz, an MFA playwriting student, working under the direction of the head of the theater playwriting MFA program, helped me research the subject and did a lot of the writing. I think that the difference in writing or producing a play about a historical figure is that you have an obligation to try to make it historically accurate and yet still dramatically exciting. That is particularly true when writing about a Philadelphian in the city of Philadelphia, where the history is rich and an important part of the fabric of the city.

What do drama professionals think about one-woman or one-man plays about historical figures? Historians tend to like them, as do the public; are they respected or at least appreciated in the field? What has been your experience with this particular form?

I think that drama professionals like any drama that is exciting, enlightening and/or entertaining. The quality of the show is important, not how many characters are in it. It doesn't really matter if the main or sole character is a historical one. What matters is that it is an interesting one, which is well presented in a dramatic interpretation.

After the performance in Paley library you were joined for a panel discussion by three faculty members who had seen and commented on workshop versions of the play. How did this collaboration come about, and what difference did it make?

Professors Susan Klepp, Laura Levitt and Roland Williams, Jr. were absolutely essential to the development of the script. Their comments throughout the two year process, which included three public readings for invited guests prior to the actual production, helped us so much during the development stages of the script. Also, our director, David O'Connor, who is an MFA directing alumnus, was wonderful. He came into the process and had some terrific ideas about dramaturgy issues. He helped us to shape the final script, and then, of course, I also believe he is a gifted director. When you have been acting for as long as I have, it's really important to be able to trust your director, and I trusted David implicitly.

This was an incredible experience for me personally. I felt strongly that Deborah Franklin's story should be told, and that she had not been appreciated by most historians. From conception through production, the play took two years - and I enjoyed every minute of the development process. Of course, when it came time to actually become the actress in the play, I had that moment of, "oh dear - what have I gotten myself into?" How will I ever learn an hour's worth of lines, be onstage by myself, and keep the audience's interest?

However, my husband pointed out to me that these were feelings of doubt that I always have when I'm acting in a play. He's right, of course. It happens about mid-way through rehearsal. I just never remember from play to play that this will happen to me, and think that I'll never learn all the lines, and that I, "obviously" won't be very good. However, for all the years I've been acting, and there have been quite a few, I've never gotten a bad review (how lucky is that!), so I guess I should just keep the faith.

This whole process from beginning to now, after receiving so many complimentary emails and hearing wonderful compliments from people about the show, has been a heart-warming experience. Deborah Franklin's story has been told, and I helped to tell it. She was a remarkable woman. I believe that Ben Franklin could not have become Ben Franklin as he is known and respected today, if not for her. In a sense, this independent, feisty, honest, and sometimes funny woman, was one of the first women's libbers of her day. She did it all, and often, she did it alone.

I think that I will have the pleasure of presenting this piece many more times and in many places. I so look forward to that. ▪

New Report System for Merit

Diane Maleson
Senior Vice President for Faculty Development
and Faculty Affairs



I am writing you to inform you of a TAUP contract requirement that will affect your yearly across the board increases for 2010-2011 and will replace the current University-wide TAUP merit system for this same period. Under the current TAUP contract, as a TAUP faculty member, you will not be eligible to apply for merit unless you file this report. In addition, the timely filing of the annual report will affect your across the board increase on July 1, 2010 and thereafter.

The online annual report of faculty activity will be launched on May 24, 2010 via TUportal via the TUapplication box. Below are the itemized pieces of information you will need in order to access the online report.

TAUP Requirement

In accordance with Article 21, c.5. of the TAUP 2008-2012 contract:

Effective September 2010 and each year thereafter each faculty member shall be expected to submit an annual report to his/her Department Chair by September 1 detailing the faculty member's activities and achievements at Temple from the previous year. Each faculty member who submits an annual report using the format as established by the Office of the Provost shall be entitled to receive 0.25% to base salary taken from the across the board increase amount. A faculty member who fails to submit an annual report shall not be eligible for this 0.25% increase. The 0.25% increase shall be paid beginning in the September payroll and be retroactive to July 1.

Who is Affected?

All full-time continuing TAUP faculty will be affected by this require-

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The New Annual Report System for Merit

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ment. If you are a TAUP faculty member who was here in a full-time capacity in the 2009-2010 academic year, you are eligible for an across the board increase. You will also use this report to apply for merit for 2010-2011 (for 2009-2010 faculty-based activity).

What is the Importance of the Annual Report of Faculty Activity?

Your across the board increase will be affected by this report. On July 1, 2010, all continuing full-time TAUP faculty will be allocated 1.75% of an across the board increase. Simply by submitting your annual report, you will be allocated an additional .25% across the board in the September 2010 pay period. Eligible continuing full-time faculty who do not submit this report by the deadline will forfeit their .25% to the University merit pool.

Launch and Close Dates?

The Annual Report of Faculty Activity Online system will be available beginning May 24, 2010. Remember to look for a single sign-on link to the Annual Report of Faculty Activity that will appear in the TUapplication box in TUportal. You must fill in all of your faculty activity for 2009-2010 by August 31, 2010. The report will be locked down on September 1st, 2010 and forwarded to your Chair. You will not be able to access the system after this date.

How to Access the Annual Report of Faculty Activity?

Beginning May 24, 2010 follow the report link from TUportal and log on

using your accessnet name and password details.

Specific Information Regarding Data Entry

Please remember that you are filling out your activity report for 2010-2011 so you will be adding information for work you did as a faculty member in 2009-2010. When you first log on via TUportal, you will be immediately directed to your own dashboard. Also note that immediately under the Welcome Banner is a link to an online training module that will help you navigate the system. Please review each tab carefully and fill out all pertinent information. You will note that on the overview page, we are asking you to fill out a primary research interest text box. You should indicate your research interests/focus here by using key identifiers/words separated by semi-colons or commas. On this same page is a Merit Year Overview text-box. Please indicate any information here you would like noted in your yearly report. This is also the place to indicate any information that does not easily fit into one of tabbed sections. Once you have gone through all of the tabbed sections and inserted your information, please do not forget to upload a word or pdf version of your CV. You will not be able to submit your report unless this step is taken.

Who to Call with Questions?

Should you have any questions about the report please feel free to contact us at vpfac@temple.edu or at 1-215-204-3745.

My best wishes for a fulfilling and productive year. •

2009-2010 Faculty Senate Committee Reports

The Herald would like to thank the Faculty Senate committees and their members for their service over the past year.

1. Committee on the Status of Faculty of Color

While a diverse faculty has a beneficial effect on student learning, studies have shown that persistent barriers have excluded people of color from tenure-track positions. The Committee on the Status of Faculty of Color (FOC) was formed to uncover and lower such obstacles. We seek to promote faculty diversity through a number of activities, including:

- Forums to explore the benefits of diversity
- Reviews of the faculty's racial and ethnic composition
- Proposals for inclusive hiring practices
- Programs for faculty of color peer mentoring
- Events to recognize diverse faculty achievement

For the committee, the end of this semester closes a busy year. In July, FOC facilitated the organization of the Academic Center in Research in Diversity (ACCORD). Together with the new center, the committee hosted "Our Changing Complexion and the Future We Face," an undergraduate forum on demographic shifts in the nation. Also, in association with the Paley Library, we presented a series of faculty panels (four in total) on diversity related scholarship. Additionally, working with ACCORD and library administrators,



we hosted a celebration that honored Charles Blockson and raised funds for his special collection of African American art and artifacts. Meanwhile, we sought data on positions held by faculty of color, and we researched proven ways to enhance their presence. We will conclude the semester with a reception for an evolving network of faculty whose scholarship addresses diversity issues. At the event, we will honor Nikki Franke for her outstanding achievement.

--Roland Williams, Jr.

2. Research Programs and Policies Committee (RPPC)

RPPC has existed for over thirty-five years. It has two major charges; 1) to advise the University on all research programs and policies, and 2) to distribute \$75,000 a year in Faculty Senate Seed Money Research Grants (FSSMG).

This academic year the Provost instituted three positive changes. First, administrative support for RPPC was reestablished last fall semester after it had been unilaterally discontinued by the former Senior Vice President for Research. Second, RPPC's total yearly grant amount was increased from \$50,000 to \$75,000. Third, a member of RPPC, Professor Dennis Silage, was added to the Search Committee for the new Vice Provost for Research and Graduate Programs.

However, there have been three negative administrative actions or inactions. First, the Provost established new grants of up to \$50,000 per grantee without consulting or involving RPPC. RPPC offered to staff or help staff the committee reviewing applications for these new grants, but we never received a response. The

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Committee Reports 2009-2010

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Provost formed an all faculty committee to review applications for these large grants, but I believe no member of RPPC was asked to serve on the committee. We do not know the faculty members serving on this committee or how they were chosen. Second, RPPC has not been consulted by the University Administration about its research programs and policies, even though RPPC is clearly charged with advising the University in these areas. Third, it took the Provost's Office almost four months to set up accounts for the fall 2009 grantees. We hope such a delay will not occur for the spring 2010 grantees.

RPPC has ten members, four elected by the Faculty Senate and six appointed by the Faculty Senate Steering Committee. In the past, funding requests came primarily from the Health Science Campus and from the sciences on Main Campus. This is no longer the case. Grant applications are coming from every college and school in the University. We request that faculty from all schools volunteer to serve on RPPC by either election by the Faculty Senate or appointment by the Faculty Senate Steering Committee. Volunteers should be prepared to evaluate applications outside their specific disciplines. Since RPPC has only ten members, not every discipline can be represented.

The ten current members of the RPPC are all respected and active researchers from schools throughout the University. Their names and affiliations follow:

Research Programs and Policies Committee (2009-2010)

Elected Members:

Marina Angel, LAW
Jennifer Cromley, EDU, PSYCH. STUDIES
Roberta A. Newton, CHP, PHYS. THER-
APY
Eva Surmacz, CS&T, BIOLOGY

Appointed Members:

Z. Joan Delalic, ENGR, ELEC. ENGR
Dan A. Liebermann, FELS INSTITUTE and
CS&T, BIOCHEMISTRY
Jin Jun Luo, MED, NEUROLOGY
Laszlo Otvos, CS&T, BIOLOGY
Bassel E. Sawaya, MED, NEUROLOGY
Dennis Silage, ENGR, ELEC ENGR

This academic year, RPPC received forty-two applications for Faculty Senate Seed Money Grants. We made the following five grants in the fall and six grants in the spring.

Fall 2009 Grantees

Cheryl Dileo, Boyer College of Music and Dance, Music Therapy

"Singing for Tomorrow: The Use of Songwriting as an Expressive Medium for Hospitalized Children with Spinal Cord Injury"
\$10,000 Award

Roselyn Hsueh, College of Liberal Arts, Political Science
"Capital Liberalization and Development: Lessons from China, India, and Russia"
\$7,000 Award

Maria Spassova, CS&T, Biology
"Functional Role of Angiotensin II Type 1 Receptor in Mechanotransduction of Human Coronary Artery Smooth Muscle Cells"
\$10,000 Award

Dennis Terry, CS&T, Earth and Environmental Science
"Rare Earth Elements in Fossil Vertebrates as a Potential Archive..."
\$2,000 Award

Maurice Wright, Boyer College of Music and Dance, Music Composition
"A Potter's Diary"
\$5,000 Award

Spring 2010 Grantees

Jun Han, CS&T, Chemistry
"Study of Effects of Macromolecular Crowding on Formation Kinetics of B-Amyloid Dimer"
\$5,370 Award

Evgeny Krynetskiy, School of Pharmacy, Pharmaceutical Sciences
"Novel Targets of Chemotherapy: Aiming at Glycolytic Pathway"
\$6,000 Award

Richard T. Lauer, CHPSW, Physical Therapy
"Assessment of Visual Dependence on Balance Instability in Adults with Cerebral Palsy"
\$7,710 Award



Moritz Ritter, College of Liberal Arts, Economics
"Trade and Inequality"
\$5,000 Award

Howard Spodek, College of Liberal Arts, History and GUS
"All the World is Urban"
\$10,000 Award

Kimberly D. Williams, College of Liberal Arts, Anthropology
"Bioarchaeology of 3rd Millennium B.C. Tombs in Dhofar, Oman"
\$10,000 Award

This year we revised our notices, grant application forms, notification letters, and review forms. We established ethical rules for our own proceedings. Since all of our members are active researchers, any RPPC member who submits a Faculty Senate Seed Money Grant application as a Principal Investigator or Co-Investigator may not participate in the any of the deliberations of RPPC

during the relevant semester. Any RPPC member who has worked with a Principal or Co-Investigator may not participate in the decision involving that application. We request that those reviewing applications within their schools with any such connections should either recuse themselves or disclose to RPPC if they review such applicants from their colleges or schools.

RPPC thanks Professor Dennis Silage for volunteering to serve as Interim Chair during the spring 2010 decision-making process while Professor Marina Angel was teaching at Temple University Japan in Tokyo. We also thank Veronica Gardon for her administrative support which immensely facilitated the work of the Committee.

--Marina Angel

3. The President's Advisory Committee on Intercollegiate Athletics

The Committee met three times this year. Its principle work was to evaluate progress on Plans for Improvement and other undertakings of the University in its 2008 NCAA Recertification self study. The areas reviewed were: Gender and Racial Equity, Compliance and Student Athlete Welfare, Admissions and Graduation Rates, and APR and Academic Performance. Comprehensive reports in each area were reviewed and discussed. Additionally the committee identified several areas for input and follow up in-

Committee Reports 2009-2010

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cluding class scheduling and facilities improvement, particularly the work on Pearson Hall which may have an impact on various operations of the Dept. of Athletics and the Student Athlete Academic Advising and Support Center. The Committee is composed of a majority of faculty (recommended by the Faculty Senate and appointed by the President) and also includes several faculty/ administrators who are ex officio members. It is chaired by Eleanor Myers (Law) who is the NCAA Faculty Athletic Representative.

--Eleanor W. Myers

4. The General Education Executive Committee

The Committee occupied itself with assessment activities this year, developing definitions for eight learning competencies through an iterative process that involved several opportunities for faculty input. A subcommittee then built rubrics for two of the competencies, *critical thinking* and *contextual learning*, and tested them against student work that had been collected from GenEd courses across the program.

According to the GenEd founding documents, every fourth year a course is taught, GEEC must review and evaluate the course in terms of its responsiveness to GenEd learning goals. GEEC has recently communicated to all past and present instructors about this recertification process, requesting their feedback as what kind of evidence would best allow us to assess whether GenEd courses were delivering on the promise of our learning goals.

The Middle States re-accreditation process also figured prominently on the GEEC agenda this year, as GenEd is a high profile and recent transformation of considerable interest to the visiting team. GEEC took part in drafting and editing Chapter 12 (on GenEd) and Chapter 14 (on Assessment) of the Self Study. During the visit, there was a lengthy meeting with past and present GEEC members, Area Coordinators and a panel of Middle States reviewers.

This year GEEC approved 14 new courses. Nearly two-thirds of these include PEX components, offering students experiential learning opportunities in Philadelphia.

In July 2009, the GEEC awards subcommittee selected 15 faculty to receive \$500 "PEX Partnership" stipends, to collaborate with individuals in the cultural community in creating new PEX components for GenEd courses. In fall of 2009, 22 more of these "PEX Partnership Stipends" were awarded. The partnership awards support the development of an on-going and sustainable relationships between GenEd courses and particular cultural organizations. Participants were chosen for the GenEd Peer Teaching program—there were 16 faculty/student Peer Teaching pairs selected in Fall 2009 and 24 in Spring 2010.

GEEC also determined the three winners of the Provost's Award for Innovative Teaching in General Education, whose \$4,000 prizes were honored at the April 2010 Faculty Recognition ceremony. Award recipients include, Samuel Hodge, Jr. of the Fox School of Business, Julia Mendenhall of the College of Liberal Arts, and Robert Yantorno of the College of Engineering.

5. The Faculty Senate Editorial Board

The Faculty Senate Editorial Board is charged with making editorial decisions about the *Faculty Herald*. The Board's primary role is to consult with the editor in identifying issues of concern to the University faculty and, as appropriate, to write articles and letters and to solicit others to write for the *Herald*. The Board is also responsible for monitoring the on-going effectiveness and community reach of the *Herald*, to respond to recommendations and complaints, and to recommend to the Faculty Senate Steering Committee (FSSC) a candidate for editor every other year.

The Board meets 4 to 6 times a year with the Editor and Assistant to the Editor of the *Herald*. The immediate past Editor and Assistant Editor are also invited to attend. This year, we worked closely with the *Herald* Editor to identify of major issues of community concern, especially pertaining to the Acres of Diamonds mission of the University and how well this mission

was being met. We also focused a good deal of attention on a concern voiced by members of the Board and the FSSC regarding the lack of faculty interest and participation in University governance, especially as related to Senate and other governing committee participation. Efforts to solicit articles on these and other issues were outlined and several members of the Board (and the FSSC) contributed their own letters and articles.

The Board made a conscious effort to solicit articles and letters concerning the role of Collegial Assemblies in collegial governance, and the importance of encouraging these Assemblies to elect a faculty chairperson and reassert their roles as an independent bodies with meaningful advice and consent roles within their respective colleges. The Board also dealt with logistics issues related to the reappointment of David Waldstreicher and Aaron Sullivan as the Editor and Assistant Editor respectively of the *Herald* (through 2012) and received from the Assistant Editor reports on the readership and faculty community reach of the *Herald*.

--Frank Friedman

6. Committee on the Status of Women

The Faculty Senate Committee on the Status of Women started out the fall semester by organizing and presenting their first conference, "The Balancing Act: Challenges of Combining Responsibilities for Work and Family." On October 21 more than 100 faculty, student and staff registrants were welcomed to the Gittis Student Center for the event. Presenters included Judith Katz, a specialist in career transformation; Julie Cohen, an expert in work-life balance; and a panel of Temple's top female leaders. The committee is grateful to the Faculty Senate Committee on Lectures and Forums, Provost's Office, Women's Studies, Institute for the Study of Race and Social Thought, and Schools and Colleges including Law, Communications and Theater, Science and Technology, and Liberal Arts, for their support. The next conference, "Achieving Equity: Women, the Workplace and the Law," is scheduled for the morning of Oct. 20, 2010. The Committee is designing a new website and is also looking forward to future collaboration with the Committee on the Status of Faculty of Color and with TAUP, on shared diversity and equity concerns.

--Joyce Lindorff

7. EPPC

The Educational Programs and Policies Committee (EPPC) is charged with reviewing all proposals for change in undergraduate academic programs and procedures affecting more than one college. During the past academic year the committee has focused on reviewing policy changes that have been recommended by the Provosts Committee on Dysfunctional Rules, for example, dropping the Library Skills test. We have also considered policy changes recommended as a consequence of the implementation of the new Banner Enterprise System. We have considered it our responsibility to make sure that any policy changes we endorse are in the best interest of our students, and not simply driven by technological feasibility.

Other issues we have dealt with this year include recommending a new Certificate in Community-based Learning and continuing the review of the ways in which incoming students can receive credit for prior learning. We provide continuing oversight of the courses in the ROTC program and the University Seminar Courses, since these courses are not housed in a school or college. EPPC also has oversight responsibility for the Writing Intensive Courses.

--Mary Anne Gaffney

8. The Faculty Handbook Committee

The Committee convened in early 2010 to consider revisions to the Faculty Handbook in light of several sets of revisions to the TAUP Contract. The Faculty Handbook is the dominant pact governing relations between

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faculty and the University in non-TAUP schools (Dental, Law, Medical, and Podiatry). It also governs faculty in TAUP schools to the extent that governing provisions are not in the TAUP Contract.

The Committee has begun identifying the scope of its work and has been looking primarily at the Handbook's tenure and promotion process and at procedures for discipline of faculty. The issues are somewhat difficult inasmuch as there is no formal union grievance process (either for mistakes in the promotion and tenure process or in disciplining faculty) for those faculty who are outside the TAUP Contract.

Proposed revisions in these areas, when ready, must go through the Senate and the administration before they can come into effect. We are hopeful we can conclude this work over the coming school year.

--William J. Woodward

9. Student Awards Selection Committee

As in past years, the SASC this year had two main duties to discharge, and thanks to the hard work of the committee's members, I think it did so effectively:

1. After auditioning candidates from a range of colleges, we selected Annie Wilson (CLA) as student commencement speaker and Eric

Stephenson (Fox) as runner-up. President Hart accepted our recommendation. I conveyed the committee's suggestions to Ms. Wilson on how to improve the substance and the performance of her speech, and Dean Tutelman told me that she would also meet with her—along, perhaps, with Prof. Turner, an expert in these matters.

2. The committee was concerned that the number of applicants was down this year, especially since Dean Tutelman and I had discussed how to increase the participation of the various colleges. We will continue to work to remedy this.
3. After reading through a great many applications for four university-wide awards, the committee made its selections or recommendations. Again, while there were numerous applicants, the numbers were a bit lower than in previous years and Dean Tutelman will be working with next year's chair on how to improve this.

I am now rotating off this committee, having served three years, the past two as chair. It has been a pleasure to serve, to work with such dedicated, intelligent, humane colleagues, to meet and read about such excellent students, and to engage in dialogue with various members of the Dean of Students office, including Dean Tutelman and Margaret Jones.

--Steven Newman



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.

Letters to the Editor

Steven Houser,
Professor and Chairperson of Physiology, School
of Medicine

April 6, 2010

Evaluating Teaching, Scholarship and Service at Temple University School of Medicine: Deeds Speak Louder Than Words

I am writing in response to a recent article written by Professor Michael Sirover and published in the Faculty Herald. Dr. Sirover takes issue with the Performance Matrix used at the Medical School to help evaluate the effort of Basic Science faculty. He suggests that the matrix is flawed and undervalues service, thereby documenting the "true feelings" of the University. In my opinion Professor Sirover's article was poorly researched and filled with inaccuracies. In my view he has misrepresented the facts regarding almost all aspects of faculty evaluation at the School of Medicine. In the paragraphs below I try to clarify things for other faculty members who may have read his article.

First, Professor Sirover states that Dean Daly, and his Associates, Drs. Kozera and Orth, developed a matrix to help Chairs and Research Center Directors measure faculty performance. Actually the matrix was developed by me, when I served as the Senior Associate Dean of Research at the

Medical School. Drs. Orth and Kozera make important contributions to our School but they were not responsible for developing the performance matrix. In addition, many faculty, both research and teaching, were involved in the process of developing our Matrix.

Dr. Sirover understands that faculty increments are all merit based at the Medical School, without any cost-of-living adjustment. Therefore, the School developed a tool, the performance matrix, to assess faculty professional activities and productivity. When I served as Senior Associate Dean of Research at the Medical School, Dean Daly asked if I, with the help of Basic Science Department Chairs and Research Center Directors, would develop a system that would measure basic science faculty activities, namely scholarly work (research grants and peer reviewed publications), teaching (Medical, Dental, Podiatric and Graduate courses and graduate student mentoring) and service. Evaluating performance is difficult under the best of circumstances and our goal was to rely on parameters that were easily and objectively measured, and also reflected those core activities that are essential for a faculty member to attain tenure and be promoted.

Parameters in the matrix include teaching contact hours, publications, research support, graduate student mentoring and service. Contrary to Dr. Sirover's statement of "the total number of points is 400", there is no "cap" to the total number of points one can earn. The more work one does the more points one can earn. Faculty members with multiple research grants, numerous publications, multiple graduate students, substantial publication records, significant teaching loads AND heavy service commitments have all received high matrix scores each year. The Medical School uses these data to rank faculty members across departments and recommend annual merit increments to Department Chairs. Chairs then use these recommendations as PART of their decision making process

for annual compensation decisions. Faculty members meet with their Chairs to discuss their matrix score and plans for the future. If matrix scores are low, Chairs can work with faculty members to help them make a more appropriate contribution to the School and the University. The matrix is not perfect, but I believe it captures most faculty activities. During its initial development the



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matrix underwent review by an *ad hoc* committee comprised of basic science faculty members with strengths in teaching, research and service. It was also reviewed by the Dean's Advisory committee of faculty members and was presented for discussion and suggestions at the Medical Faculty Senate. This matrix has been used now for three years, with FY10 its fourth year, and each year it has undergone some revisions so that the activities of the Medical School faculty are measured as accurately and fairly as possible.

As a Basic Science Chairperson at the Medical School with more than 30 years here at Temple, I find the Performance Matrix to be a valuable tool. As a Chair, it tells me how much a faculty member is teaching, the quality and quantity of their scholarly work, and their service to the Department, the Medical School, the University, their professional organizations and the scientific and educational community. In my Department we have outstanding researchers who do a modest amount of teaching and outstanding educators who have substantial teaching loads and do little bench research. Almost all faculty members in the Physiology Department have a significant service function. I certainly value the service that faculty members perform and I think it can and does represent a significant component of their effort.

Dr. Sirover suggests that Service is an insignificant portion of the Matrix Score. Unfortunately, the data he uses to form this conclusion are inaccurate and therefore his statements are misleading. Dr. Sirover states that the total number of available matrix points is about 400. As I stated above, there is no cap to the total number of points one can earn. The more one does, the higher the matrix score. The average Performance Matrix score last year for Basic Science Faculty in the Medical School was 127, and these faculty members were recommended for average increments. Dr. Sirover is correct that for most faculty the service component was capped at 20 points, representing 17% of the annual effort (about one day for service per week). For the majority of the faculty members in the Physiology Department, this system adequately captures their service effort and in my view encompasses a reasonable amount of time to commit to service. Importantly, if a faculty member has a greater than normal service responsibility, I, as Chair of the Department, or the faculty member can ask the Dean to allow more than 20 points on their matrix for service. The Dean has approved many of these requests at the School of Medicine.

As I tried to develop a fair Performance Matrix for the faculty at the School of Medicine, service was the most difficult activity to quantify. Contact hours can be quantified and grants and publications are easily counted. However, service is more elusive. I continue to try to be fair and I know Dean Daly has spent many hours with chairs, faculty and his staff working on ways to continually improve this evaluation tool. In addition, the Dean's office has offered new school-wide service roles for our faculty and they will receive additional credit beyond the 20-point cap for service on their matrix. These deeds do not fit with Dr. Sirover's words that service is not valued at the Medical School.

As a Department Chair I am also evaluated with a performance matrix. I like the fact that I am objectively evaluated based on what I do. I think my evaluation has been fair and it forces me to think about what I have accomplished each year and what I hope to accomplish in the future. I like the fact that there are no points for being tall or likeable and that no points are deducted for being short or difficult (thank goodness). After the data are collected, there will obviously be people at the top and people at the bottom of the matrix. As a Chair I use these data to make decisions regarding salary, to help me mentor junior faculty, and to identify those faculty who just do not have enough to do. Unfortunately, there are a few Medical School faculty members who have very low matrix scores and their Chairs have recommended to the School that they not receive a merit increment in salary. In order for a faculty member to receive no salary increment the Chair of the Department must concur with the School's recommendation.

I think it is important for faculty members at other Schools to have some

context regarding what the School of Medicine considers to be average effort. As an example, a faculty member at another Temple School who teaches two 3 credit courses in the fall and spring semesters (12 credit hours), and does nothing else, would receive a matrix score of about 200 with the Medical School matrix system (168 points for contact hours and points for being the course director). The faculty members at the School of Medicine who have been recommended for no merit increase usually have matrix scores of less than about 60 (and are on an 11 month contract). This is roughly equivalent to teaching *one 3 credit course per year*. To me, those few individuals with these matrix scores, while not "worthless" as Dr. Sirover contends, have the time to do more for the School and the University. As I stated earlier, Dean Daly and his staff have developed new service roles for faculty members and I hope those with time available will take advantage of this opportunity.

Given the current state of the economy in the US and the number of workers who have lost their jobs or have had their salaries reduced, it is difficult for me to look a Pennsylvania taxpayer in the eyes and say that an effort that represents less than 50 student contact hours per year is a full time job worthy of a salary increase.

Steven Houser,

Professor and Chairperson of Physiology, School of Medicine

Michael Sirover,

Professor of Pharmacology, School of Medicine

April 8, 2010

To the Editor:

I thank Steve very much for his spirited, albeit vituperative, response to my recent letter in the Faculty Herald. I welcome it. This is exactly the type of open and candid debate which has all but disappeared up here at the Medical School. That being said, I take issue with many, if not most, of the points raised in his response. In particular, there appear to be a number of fatal flaws contained in his missive.

The first fatal flaw relates to his extensive description detailing the mechanisms through which the matrix was developed. Steve goes to great lengths to describe the alleged contributions made by many of our faculty to its development and subsequent approval.

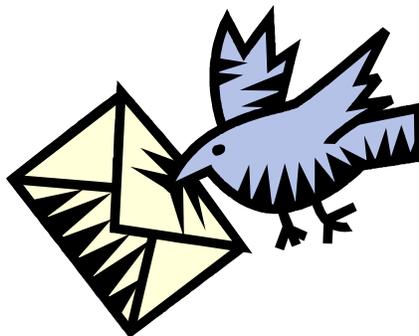
He states that there was faculty involvement, committees were formed, faculty input was solicited and decisions were formalized.

The fatal flaw in his argument relates to the presumption that said faculty felt free to voice their candid opinions, to suggest meaningful changes and to devise an alternative plan. The truth of the matter is that we have at the Medical School an authoritarian, dictatorial regime which stifles free speech, which ruthlessly seeks to punish independent thought (as exemplified by the tone of Steve's letter) and which arbitrarily institutes policies and procedures.

The reality of the situation is that there cannot be rigorous, free discussion when faculty understand implicitly that we have an authoritarian regime whose management philosophy is a "top down" business model with an employer-employee philosophy. This is a far cry from the concept of "The Academy" which was the model of our University for so many years. Accordingly, it may be reasonably argued that his description of the process had an "Alice in Wonderland" aspect to it, i.e., "Verdict first trial second".

In his letter, Steve speaks of his 30 years here at Temple. He should be congratulated for his career and for his accomplishments. As such, Steve and I remember a time when the halls of the Medical School were graced by the likes of Charlie Papacostas, Gerry Schockman, Lolita Daneo-Moore (with cigarette in hand or in mouth), Gerhard Plaut, Renato Baserga, and, May G-d Rest his Soul, Sidney Weinhouse. I had my disagreements with some of these folk but, procedurally speaking, they behaved very differently than the current leadership.

It is difficult, if not impossible, to envision a scenario in which such eminent individuals would have participated in the meaningless faculty consulta-



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tions which Steve describes. They would have acted as an in-house study section, evaluating the proposals, rating them and insisting on changes where applicable. They would not have gone through the motions, agreeing with the end result, which in all candor, I presume was already decided in advance.

The second fatal flaw resides in Steve's assertion that the matrix was approved by the Medical Faculty Senate. In theory this is correct. The reality is that there is no Medical Faculty Senate as Steve and I used to know it. Thanks to former President Adamany and the lack of resistance of the faculty, the Senate was eviscerated to the point of irrelevance. The current Dean is the Presiding Officer of the Senate which is, by definition, a conflict of interest. My understanding is that Steve will assume the position of Vice-President of the Senate. This is also a conflict of interest as, not only is he a Department Chair, but is also the Director of a Research Center.

The third fatal flaw resides in his assertion that the decisions of the current Dean are agreed to by the respective Departmental Chair. The latter serves at the pleasure of the former and is therefore not an independent entity. This is not a free will situation with the opportunity for an independent determination. A gross analogy is that of a Feudal Lord and his vassals. Obedience is expected with banishment as the punishment for disobedience. One can only imagine what Gerhard and Gerry would have done in this situation.

The fourth fatal flaw resides in his lack of response to the questions posed in the article. In particular, if memory serves, an individual receives 5 points for every extramural grant submitted whether funded or not. If such is the case, should not one receive an equivalent number of points for each time one sits on a study section and reviews such grants? This would seem both fair and equitable. As noted in my article, the former contains the possibility of obtaining funds while the latter does not. Hence, there is no equivalency in the matrix. Steve also did not respond to my query with respect to why specific points are not provided for distinct intramural and extramural service functions. He also did not consider how you would evaluate Medical School Faculty who served as President or as another officer of the University Faculty Senate within the matrix format. In his defense, Steve did confirm Dr. Orth's comment about capping service contributions at 20.

In that regard, the fifth fatal flaw is that Steve did not attach a copy of the matrix form for the University Community to evaluate. It would be of interest to see the response of our colleagues to the emphasis or lack thereof with respect to teaching, scholarship and service. It may be that they consider it

reasonable and fair, which would attest to the validity of his position. Alternatively, they may see the defects in it to which I have alluded.

The sixth fatal flaw is contained in his final paragraph. Regrettably, all too often individuals in administrative positions respond to an independent critique with both derision and with wrath. The last paragraph of Steve's response is threatening in nature. Loosely translated, it states, "Be thankful you have a job. Now, be quiet and just do it."

The two of us are beginning and ending our careers here at Temple University. When we started, we were the younger generation and depended on the Senior Faculty to defend our interests when we could not. Now, we are the older generation. It is our obligation to speak for those who dare not speak their thoughts out of fear of retribution, of intimidation, denial of earned merit, promotion and/or tenure.

Collegially yours,
Mike

Orin Chein,
Professor of Mathematics, CST

March 24, 2010
To the editor:

Thank you for your editorial input in helping me cut the size of my article in half. However, somehow, in the editorial process, an error has appeared which was not in any of my drafts. It seems foolish for me to be upset about a minor mistake such as this, but I pride myself in using the English language properly, and I would not (and, in fact did not) write "invited my wife and I to visit." In fact, I have often corrected some of our colleagues when they have incorrectly used "I" in place of "me" or vice versa, and I am slightly embarrassed that others might think that I don't know the correct usage myself. If possible, I would appreciate an acknowledgement that this was not my error.

Thanks,
Orin

The editors apologize for this pronoun snafu.

Representative Faculty Senate Minutes, March 17, 2010

Representative Senate Meeting
Wednesday, March 17, 2010
Minutes

1. Call to Order:

The meeting began at 1:50 p.m.

2. Guest: Provost Lisa Staiano-Coico

Provost Lisa began by providing us with some updates. They were:

- The Middle States review was uniformly positive, although there is no official information at the present time;
- The Fox School of Business review received a wonderful response;
- Admissions are very positive for the Fall. Deposits are up by 9%, undergraduate transfers are up, and diversity is excellent with a 1,600 waiting list. There is no question that we will make a class of 4,100.
- Provost Lisa thanked Terry Halbert (Bus.) for the wonderful job she did as Director of General Education. There is a need, however, to appoint someone else to the position before Dr. Halbert goes on leave. The plan is to appoint someone by the beginning of May. The Search Committee will be chaired by Peter Jones, Senior Vice Provost for Undergraduate Education, and there will be four faculty members: two nominated from the FSSC; one from the General Education Executive Committee

(GEEC); one Area Coordinator; one Dean (preferably from a college that has a number of General Education courses); and one university administrator who is knowledgeable about teaching. The schedule is:

- Publicize the position beginning next week;
- Initiate joint announcements by Karen Turner and Provost Lisa;
- Talk to colleagues who might be interested;
- Need Faculty Senate Search Committee members' names by March 30th;
- Review candidates, once selected, with staff and students as well as faculty;
- End the search process by April 29th and appoint a person by May;
- Ask representative senate to recommend qualified candidates listing their strengths only;
- Look for tenured, preferably a full professor internally, who has had experience teaching General Education classes and works well with undergraduates;
- Find someone who can deal with controversial decisions and will not need to carry out research for promotion.

Provost Lisa welcomed questions from the floor.

- Art Hochner (Bus.) said that two colleges seem to have some conflicts with General Education. In the two colleges, the deans do not allow

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tenure track faculty to teach General Education. If tenured professors want to teach General Education, they must do so as overload. He asked: Will there be faculty on the committee who are non-tenured?

- In response, Provost Lisa was concerned about Art Hochner's comments and asked that he contact her off-line. She has no problem with non-tenure track faculty serving on the search committee.
- Art Hochner also wanted to know when the University Tenure and Promotion Advisory Committee would be meeting. Provost Lisa said on April 9th. The committee is waiting for the Faculty Senate nominees for the committee to be chosen. This will be in place by April 5th.
- Frank Friedman (CST) commended the Provost for her attitude and enthusiasm towards General Education. However, he was not certain that this positive attitude transferred down to the deans. Frequently, deans have fixed resources and know where they want to place those monies. In response, Provost Lisa thought that the new budget model might help. She added that resources are given to deans for General Education courses.

Provost Lisa also mentioned that the new Senior Vice Provost for Research Administration and Graduate Education had been chosen. The name has not been made official but this individual was a strong candidate who will come on board on May 3rd.

3. Approval of the Minutes:

The Revised Minutes from the Representative Senate Meeting of February 16, 2010, were approved as submitted.

4. President's Report: Karen M. Turner

President Turner asked that anyone willing to serve on the General Education Director Search Committee should send a paragraph, about why she or he would like to be a member as well as a Curriculum Vitae or a link to the CV by Tuesday, March 23rd, to Senate2@temple.edu

5. Vice President's Report: Paul S. LaFollette

Vice President LaFollette said it was the easiest year to find candidates for committees. However, he still needs a couple of volunteers for the Educational Programs and Policies (EPPC) Committee. By next Wed., March 24th, he asked that interested faculty send a statement of interest and Curriculum Vitae to Cheryl Mack.

6. Shared Governance

President Turner began the discussion of shared governance by using a power point presentation. She presented the AFT and AAUP statements on this concept, and then she turned to the Faculty Senate Constitution and Bylaws. After this, she discussed some shared governance achievements from 2006, here at Temple, and the initiatives coming out of the 2009 FSSC Retreat with Provost Lisa. Finally, she mentioned a few shared governance challenges. Some terms of importance, she highlighted in yellow.

What follows is what was shown:

Shared governance is the set of practices under which college faculty and staff participate in significant decisions concerning the operation of their institutions. (AFT/ "Shared Governance in Colleges and Universities")

Faculty should have primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. (AAUP/ Statement on Government of Colleges and Universities)

I. FACULTY SENATE CONSTITUTION

ARTICLE II – POWERS

1. The Faculty Senate, both the University Senate and the Representative

Senate, shall act as a body representative of the faculties of Temple University. Its concerns shall include all matters of University interest, which apply or may apply to more than one school. Its powers (more fully defined in Article III of the bylaws) shall be (a) consultation, (b) review, (c) ratification and (d) recommendation. In all cases where the exercise of one or more of these powers applies, the Senate and its committees shall be understood to be acting as advisor to the administration and the Board of Trustees.

3. The Faculty Senate shall have the responsibility and right, by the exercise of one or more of its powers, to advise the administration and the Board of Trustees on all matters of University policy, on all matters affecting the relations of the faculty of the University, and on all other matters of policy and administrative decision – making in which the faculty claims a reasonable advisement either through consultation or review and either at the initiation of the administration or at its own recognition. The Senate, through the process of recommendation, may initiate advice to the administration and Board of Trustees on any matter of policy, decision and program.

II. FACULTY SENATE BYLAWS

ARTICLE III – DEFINITIONS

The following terms as used in the Constitution and the bylaws shall be defined as follows:

- 1. Consultation** – The right to influence decisions before they are made by advising those legally responsible for making the decisions or with their executive agents.
- 2. Ratification** – The act of affirming or rejecting a specific policy, decision, offer of appointment, and/or programs offered by the administration for advice by the Senate or one of its committees.
- 3. Recommendation** – For purposes of the Faculty Senate, the recommending function shall be understood to be the initiation of advice on matters of University interest by the Senate to the administration and the Board of Trustees.
- 4. Review** – The consideration of an existing policy, decision, and/or program for the purpose of the Senate's advising on its retention, change, or disapproval.

Shared Governance Achievements (2006-present)

- President Hart's inaugural address opened the possibilities of shared governance by creating more of a value-driven rather than goal-driven university
- *Lisa Listens* is a very effective monthly feedback process at Faculty Senate Meetings
- Academic Strategic Compass planning process included faculty involvement on many levels
- Videoconferencing to Ambler and HSC
- Available audio recordings of monthly senate meetings
- Ongoing Faculty Senate input in the 20/20 Plan
- Faculty Handbook revisions underway by faculty/admin committee

Fall 2009 Provost/FSSC Retreat Initiatives:

- A Conversation with Deans and FSSC – May 2010
- Five year bylaw reviews in schools/colleges
- Faculty governance survey
- New faculty orientation - shared governance a priority discussion item
- Dysfunctional Policies follow-up – anonymous comments submitted through The Faculty Herald
- Ongoing discussion on merit distribution and faculty notification

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Representative Faculty Senate Minutes, March 17, 2010

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process

- Fall 2010 University Service Awards Brunch
- Shared governance articles in the Faculty Herald developed/written by the President of the Faculty Senate and Provost
- Creation of a Faculty Leadership Institute
- Identify days and times when Faculty Senate can meet with fewer conflicts
- Discussions to involve “service mentors” in Schools and Colleges similar to the existing teaching and research mentors.

Shared Governance Challenges

- Institutionalizing accomplishments such as annual retreats with Provost staff and Deans
- Developing strategies for energizing faculty shared governance at the school and college level
- Encouraging more openness and exchange between the faculty and the Board of Trustees
- Empowering faculty to take the initiative to raise issues and concerns, and to make proposals, in a constructive fashion that does not interfere with our strengthening consultative relationships

After this presentation, President Turner and Vice-President LaFollette asked for comments from the Representative Faculty Senate related to shared governance. Faculty said the following:

- Art Hochner (Bus.) stated that shared governance was a very important topic. He was pleased to see the AFT statement, which he drafted, in Karen Turner’s presentation. He spoke of the Collegial Assembly Bylaws imposed in 2002, and the empowerment of the deans to run everything. He would like to see administrators as servants of faculty but it seems to be the other way around. Deans appeared to be taking on more and more decision-making. He pointed out that curriculum issues are very important for faculty participation and there should be a stronger say of faculty in academic staffing appointments at the central administration level. He went on to say that the increase of Non-Tenure Track Faculty needs to be addressed. He pointed out that adjuncts are approximately 1,300 in number, only slightly less than full-time faculty. He is especially concerned that Temple resources seem not to be going to the academic areas.
- Luke Kahlich (BCMD) expressed the concern that we can put up definitions over and over and agree to them, but as long as there are entities, such as deans, who can interpret and in fact redefine them, then they are not really effective. Karen Turner (Pres.) asked: How can we create effective bylaw changes? How can we pass bylaws regarding collegial assemblies that are not run by deans? Why must deans approve bylaws? She mentioned that the university counsel is creating a new template that might be of interest once completed.
- David Waldstreicher (Fac. Herald) stressed that open meetings are important. Deans should not run collegial assemblies. He mentioned that faculty members tend to be afraid to raise the issue.
- Joan Shapiro (Secy.) stated that in the College of Education, the faculty had changed the bylaws twice since 2002. She said that her collegial assemblies were faculty-led and they managed the change processes. The new bylaws took into account the split in the college between those who did social science research and those who focused more on the humanities. In the bylaws, both forms were mentioned as important areas of scholarship and research.
- Frank Friedman (CST) was concerned particularly as he has a good dean with different priorities from some of the faculty members. He felt that the varied priorities need to be discussed and that the review process needs intervention. Karen Turner thought that the new template might be helpful in this college.
- Orin Chein (CST) worried about colleges where the faculty members were forced to accept standard bylaws. In some cases, the faculty had

not moved quickly enough. He believes that if faculty members take initiative now, new bylaws might go through this time.

- Paul LaFollette (V. Pres.) spoke of the good work that has been done by the Senate committees. He believed that with the ear of the Provost and President, it is partly the faculty’s job in the colleges and departments to make the appropriate changes. He pointed out that this administration is faculty-friendly, and he felt that there should be a greater sense of urgency to move towards shared governance.
- Art Hochner (Bus.) was concerned that deans had far too much power. He would really like to see the new template and see if it will stimulate discussion on this topic of shared governance.
- Bill Woodward (Law) does not see a way of measuring if the rhetoric is successful. He too would like to see a bylaw template that models shared governance. He asks: Is faculty participation increasing or decreasing?
- Sue Dickey (CHPSW), at Ambler, mentioned that she is in her 30th year at Temple and in the past eight years, she has noticed a decline in shared governance.
- Stephanie Knopp (Tyl.) said that Tyler had a different kind of governance structure. In her college, a dean does not act as a chair of the collegial assembly, and Tyler had new bylaws approved.
- Roberts Sloan (SCT) asked: What are faculty initiatives that are warmly accepted? What is shared governance?
- Orin Chein (CST) agreed with Bill Woodward in the decline of participation of faculty in governance. He hypothesized that perhaps it is due to the decline in tenure track faculty. Additionally, he thought that perhaps it is due to the fact that service is not appreciated.
- Karen Turner (Pres.) said that when the new template is ready, she will bring it back to the Representative Faculty Senate.

7. Unfinished Business:

There was none.

8. New Business:

President Turner said that today was the final call for officers to be put on the Senate slate. She went over the nomination process:

- On January 26, 2010, Paul LaFollette sent an email asking for a call for nominations;
- On February 3, 2010, an email was sent to all collegial chairs with copies of the nominating forms;
- On March 1, 2010, the slate was then announced through an email. Faculty members were asked to put forth other nominees by today at noon or add them at this Representative Faculty Senate meeting.
- Following procedures, Karen Turner asked for nominations from the floor. Hearing none, she announced the following slate of officers:

President:
Marina Angel, Law (Fac. Petition)
Paul LaFollette (Nominating Committee)

Vice President:
Joan Shapiro, Educ. (Nominating Committee)

Secretary:
Roberta Sloan, SCT (Nominating Committee)

President Turner stated that the election would be announced at the end of March.

9. Adjournment:

The meeting ended at 3:05 p.m.

Joan P. Shapiro, Secretary

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- The creation of service awards.
- The Provost then took questions from the faculty. Some of the concerns that were raised were the following:
- The lack of wireless access in all classes at Tuttleman Learning Center was mentioned and the Provost indicated that she would bring this issue up with Tim O'Rourke, Vice President for Computer and Information Services. The Provost also said that she felt these kinds of issues should have been put in the suggestion box of the Dysfunctional Rules Committee. Unfortunately, very few faculty suggestions were offered to that committee. In the future, she will frame the concept differently and will ask for dysfunctional processes or policies, and she hopes to get faculty offering suggestions anonymously;
- The grants administration needs to be fixed and Provost Lisa agreed.
- In the Middle States report, the percentage of adjunct faculty was not stated. For transparency sake, the numbers should have been there and the Provost said she would look into this;
- Non-tenure track faculty members are not told early enough if they will be removed. The Provost agreed that there was a problem, and she asked Deputy Provost Englert to look into this issue and also to encourage the Deans to use multi-year contracts;
- The Graduate School website needs to be more current and user-friendly;
- Compression of salaries as an issue needs to be pursued, and the Provost said this would be the case;
- There was a question about faculty searches and if they would continue, and the Provost said that they would;
- The issue to be proactive and not wait for the state to hold off on our funding needs to be addressed and the Provost agreed. She also suggested that not only should the four state-related institutions lobby, but she feels that the faculty voice should be heard as well.
- The Provost asked for some good news from the faculty. Some of what we heard was:
- The Theater Department's original production of SHOT, written by Dr. Kimmika-Williams Witherspoon, with documentary footage by former Professor Eugene Martin and directed by Douglas C. Wager, was one of nine productions selected, out of over 200 productions from a seven state plus Washington, D.C. area to be invited to be performed at the Region II Kennedy Center American College Festival, which will take place in January. This production is the result, in part, of a 2008 Provost's Seed Grant.
- John Callahan, a former Temple football player, completed a video for his master's thesis that was purchased by and shown on the military channel;
- Students from the School of Communications and Theater created an archive exhibit which was part of The Legacy of Harvey Milk, and it was shown on Wall Street with Mayor Bloomberg and other notables in attendance.

President's Report: Karen M. Turner

Karen Turner continued to speak of the Faculty Senate Steering Committee and the Provost's Retreat. She spoke of other suggestions that emerged. They included focusing on the 360 degree evaluation of deans enabling faculty to provide feedback as well as inviting Faculty Senate Steering Committee members to meet with Deans at their Spring Retreat with the Provost.

She then went over the proposed Representative Faculty Senate Meetings for the Spring. They included:

- January 25, 2010, will be a theme meeting focusing on the Quality of Life issues at Temple. She hopes that the new Quality of Life Committee from the Faculty Senate will meet prior to the Representative Faculty Senate to set the agenda;

- February 16, 2010, will have Tony Wagner, Chief Financial Officer and Treasurer, as a guest to discuss the 20/20 Plan. President Hart may join the meeting as well;
- March 17, 2010, will be an open discussion focusing on Shared Governance;
- April 15, 2010, Eleanor Myers, Faculty Athletics' Representative, Bill Bradshaw, Director of Athletics, and four coaches will present.

Since two meetings will now have a discussion format, President Turner is going to encourage those groups who would generally be presenting at the monthly meetings to write instead to the Faculty Herald about their work.

Karen Turner also mentioned that she and Paul LaFollette visited the Engineering School to receive some feedback from the Collegial Assembly and it seemed that their visit was very much appreciated.

Guest: Larry Alford, Dean of the University Libraries

- Larry Alford gave a power point presentation about the libraries at Temple. Highlights of his talk included:
- The eight libraries at Temple and two more in Japan were mentioned;
- The need for libraries in an age of Google was displayed by the 8,500 to 10,000 people use of Paley each day, the millions of downloads not associated with Google searches, the approximately 60,000 volumes a year and 500,000 monographs;
- The 21st Century libraries where technology and scholarship merge was discussed;
- Films on Demand and Early English Books on-line were given as positive examples of the libraries' growth;
- Special Collections were discussed, especially the Urban Archives, the Jewish Archives Collection, the Afro-American Collection and Gertrude Stein's signed editions;
- The use of the libraries were stressed as well as the easy ways to reach the library for help through emails and text messaging;
- The importance of including more staff was emphasized to bring up the rankings and the need to integrate teaching and library skills was also cited;
- The Library Prizes for Research were introduced with three prizes of \$1,000 each to be given to undergraduates; faculty were encouraged to nominate students;
- Chat in the Stacks, taking place twice a semester, bringing faculty and student together, was mentioned;
- The Temple 20/20 Plan for the new library on Broad Street was brought to our attention.
- After the presentation, there was time for a brief question and answer period. Comments included:
- The positive interlibrary loans that are now so easy to obtain;
- The issue of reciprocity between Penn and Temple which Larry Alford is now working on.

New Business:

None

Unfinished Business:

None.

Adjournment:

The meeting adjourned at 3:00 p.m.

Submitted by Joan Poliner Shapiro, Secretary

Faculty Herald Staff

Faculty Senate Editorial Board 2009–2010

David Waldstreicher, Editor, College of Liberal Arts
Aaron Sullivan, Assistant Editor, College of Liberal Arts
Frank Friedman, Chair, College of Science and Technology
Jo-Anna Moore, Tyler School of Art
Michael Sirover, School of Medicine
Linn Washington, School of Communications and Theater
William Woodward, School of Law
Stephen Zelnick, College of Liberal Arts

Faculty Senate Steering Committee 2009–2010

Karen M. Turner, President, School of Communications and Theater
Paul LaFollette, Vice President, College of Science and Technology
Joan P. Shapiro, Secretary, College of Education
Robert M. Aiken, Past-President, College of Science and Technology
Stephanie Knopp, Tyler School of Art
Indrajit (Jay) Sinha, Fox School of Business and Management
Roberta Sloan, School of Communications and Theater
Laurie MacPhail, Kornberg School of Dentistry
Tricia S. Jones, College of Education
Z. Joan Delalic, College of Engineering
Adam Davey, College of Health Professions and Social Work
Mark C. Rahdert, Beasley School of Law
Robin Kolodny, College of Liberal Arts
Charles Jungreis, Temple University School of Medicine
Luke Kahlich, Boyer College of Music and Dance
Charles Ruchalski, Temple University School of Pharmacy
James F. Korsh, College of Science and Technology
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