



## Shared Governance



**David Waldstreicher,**  
Editor

### A Different Argument

I spent some time this summer perusing some of the many recent books on the so-called crisis in higher education. Amid the jeremiads against the left and the right for despoiling our universities, one book stood out for its fresh thinking.

In *What Ever Happened to the Faculty? Drift and Decision in Higher Education* (John Hopkins University Press), Mary Burgan notes that new management styles like TQM ("total quality management"), RCM ("responsibility-centered management"), PI ("performance indicators") and MBO ("management by objective") have been resisted by faculty members – but have turned out to be fads anyway. They tend to re-engineer a pyramidal, top-down, traditional business or military model. The major discovery of recent decades in the increasingly information-based corporate world is that, as Peter Drucker has argued, "despite all the failings noted by its critics, academia has been better attuned than the corporate world to the changes in modern work and workers because of its system of shared governance found in the expertise and responsibilities of each sector." Good administrators seek out that advice and consent.

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## The Plan to Privatize Temple



**Marina Angel,**  
Professor of Law,  
Temple University  
School of Law

By Marina Angel  
Professor of Law  
Temple University School of Law

Tony Wagner, whose titles include Executive Vice President, Chief Financial Officer (CFO), and Treasurer of Temple University, has been chosen as the point person to inform the faculty, including the Faculty Senate Steering Committee, the Representative Senate, and the Collegial Assemblies, of the plan to privatize Temple University. (link to [Cherry & White Pages](#), when you get there, print in Anthony Wagner). We are used to reports from Temple's financial officer, but no one expected the new vision and "Mission" of the University to be delivered by

the CFO. The not so subliminal message is that faculty are just interchangeable cogs in a machine -- the cheaper the better. A recent administration letter to all faculty said there were 150 new faculty members, 125 non-tenure track (NTT) and 25 tenured or tenure-track. NTTs are cheaper and easier to control, since they are on short-term contracts. Public entities that privatize eliminate external controls that allow them to get rid of expensive, long term employees and hire a cheap, contingent work force.

When Mr. Wagner appeared at the Law School, I told him at the end of his speech that he was describing privatizing our university. He admitted that fact and told me there had been widespread "transparent" discussion of

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## A Message from the Senate President

By Paul LaFollette  
Faculty Senate President and Associate Professor of Computer and Information Sciences, College of Science and Technology



**Paul LaFollette,**  
Faculty Senate  
President

The very first section of the Faculty Handbook here at Temple affirms Temple's commitment to academic freedom in the following language.

### I. ACADEMIC FREEDOM

All members of the faculty, whether tenured or not, are entitled to academic freedom as set forth in the 1940 Statement of Principles on Academic Freedom and Tenure, formulated by the Association of American Colleges and the American Association of University Professors...

The entire document can be retrieved from <http://policies.temple.edu/>

It is clear from the inclusion and placement of this statement in the Handbook that, in the late 1960s when it was first created, both the faculty who helped author the Handbook and the Board of Trustees that accepted it

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## Senate to Discuss New Resolution

At the Oct. 12 Representative meeting, Prof. Gregory Urwin (CLA) presented the following resolution, which will have a second reading and discussion at the next Senate meeting:

### Resolved,

Temple University administrators wishing to appear on the agenda of the Faculty Senate must provide the senate secretary (or some other senate officer or functionary) with the text or summary of their remarks (and any accompanying PowerPoint presentations) two weeks before the meeting at which they wish to appear.

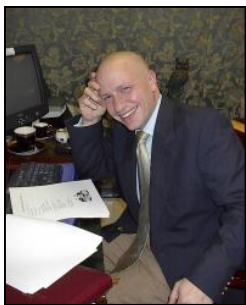
These materials will be posted on a Blackboard page (or some other Internet location) to which all Temple faculty will be granted access.

The names and e-mail addresses of all faculty senators will be listed on the aforementioned Internet location and grouped by college, permitting faculty from their respective colleges to easily send them feedback concerning the items the administration wishes to discuss with the senate.

When administrators appear before the Faculty Senate, they will keep their introductory remarks brief to provide more time for questions and discussion with the faculty's representatives.

Exceptions to this policy may be granted by the Faculty Senate's president or Steering Committee as occasions demand. •

# The Crisis for GLBTQ Students: A Call for Action at Temple



**Scott Gratson,**  
Associate Professor,  
Dept. of Strategic  
Communication

By Scott Gratson,  
*Associate Professor,*  
*Department of Strategic Communication,*  
*Director of Temple's Communications Program and SCT Undergraduate Studies*

Recently, well-warranted attention has been placed on situations affecting GLBTQ -- or Gay, Lesbian, Bisexual, Transgender, or Queer -- students. The needs of this population, considered to be one of the most vulnerable student sectors in the United States, became tragically resonant with the suicide of Rutgers' student Tyler Clementi. Tragically, Tyler's death did not occur in isolation. In tandem with his own suicide, brought on by negativity toward his sexual orientation, were no less than four others nationwide in the space of one week, including a student as young as thirteen. This exclusion and collective othering of GLBTQ

students has reached new plateaus. Indeed, this population is four times as likely to commit suicide as their straight peers, and over 90% report harassment in high schools, often to the point of physical attack but also as a general exclusion that may fly below the visual radar.<sup>1</sup>

Concerns for safety and personal and psychological empowerment are paramount in our institutions of learning, as well they should be. In the case of the GLBTQ population, there is clearly just cause. In fact, in a recent nationwide survey from this year that assessed the climate of college campuses toward GLBTG populations, a clear majority of respondents, including students as well as faculty and staff, noted that much work remains to be done.<sup>2</sup>

Of course, national trends and particular situations do not necessarily cross apply to Temple's community. One can easily assert that all is fine concerning the GLBTQ population on this campus and any focus on better investigating this population would be misguided. That contention may indeed be true or it may not be. Simply put, the particular needs of this community and reactions to it have never been systematically assessed on this campus. Comparatively, and quite clearly, Temple does not offer the same level of

public support to the GLBTQ students as do our peer and aspirant institutions. For example, Penn State has one the most highly regarded programs in the United States, offering a full range of support for students, faculty, staff, and alumni that is

**"Simply put, the particular needs of this community and reactions to it have never been systematically assessed on this campus."**

staggering. Other schools in our region, such as Penn, offer extensive student services.

When this discrepancy has been publicly noted, the response has often been that Temple is not concerned with focusing services on any particular populations' needs, but instead will focus on either the intersection of a variety of identities or on the concept of diversity as a whole. That has been Temple's position since I started investigating this situation seven years ago. Since then, I have sat on at least six committees charged with understanding GLBTQ outreach services, had oodles of meetings, and ultimately been faced with the situation that has even been noted by the Dean of Students Office: seven years ago,

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## A Message from the Senate President

*LaFollette from page 1*

regarded academic freedom as a valued principle. This was important, for at that time, when the ghost of Joe McCarthy was still pursuing liberals and Hoover's FBI was anxious to discredit anybody involved with the antiwar and civil rights movements, academics were frequent targets, and academic freedom itself was under attack.

Forty years later there are new challenges to the idea of academic freedom. Some of these remain political. However, the more worrisome to me are the subtle, and perhaps unintended, consequences of the changes that have occurred in the direction taken by many universities over the past decade or so. These are not unique to Temple, but I will discuss them in terms of my observations at Temple. These are my observations. They may be incorrect. My interpretations may be incorrect. My proposed solutions may be very ill-considered. Nonetheless, I offer them in the hope that they will stimulate an overdue discussion amongst the faculty and with our colleagues in the administration.

A dozen or so years ago, a decision was made that we should channel our energy and resources into elevating our reputation as a major research university. This sounds like a worthy goal.

From the beginning, however, a major part of its implementation was a decision to do whatever is necessary to increase our position in such rankings as those of US News, ARWU, NRC, and others. We also have become increasingly obsessive about modeling our decisions on the actions of "peer aspirant" schools. This is not unique to Temple. It appears to be the current process used by many American universities, perhaps because it frees us from the responsibility of making our own (possibly flawed) decisions. This process, however, has some unfortunate consequences. First, it tends to lead to increasing homogenization of American colleges and universities. This deprives us of a useful diversity, and leaves unfilled the various niches that

**"Why should we aspire to be a second-rate Penn when we can be a first-rate Temple?"**

diverse schools once filled. There is an apocryphal story that has George Gershwin approaching Maurice Ravel and asking to take composition lessons from him. Ravel supposedly replied "Why should you be a second-rate

Ravel when you can be a first-rate Gershwin?" One might similarly ask "Why should we aspire to be a second-rate Penn when we can be a first-rate Temple?"

There is a second set of consequences that I find even more disturbing. The choices that we have made in pursuit of this goal have had significant consequences for academic freedom. In spite of the words of the Faculty Handbook, we are moving toward a system which hires, tenures, and promotes faculty nearly entirely on the basis of their research/scholarly/creative reputations. Now, it is not a bad thing to hire truly exceptional scholars. I am deeply proud to be in a department, a college, and a university with some of my truly exceptional colleagues. But the policy of hiring, tenuring, and promoting ONLY such tenure track faculty carries with it a formidable problem. Scholars/researchers/creatives of this quality need to spend most of their time working on their scholarship in order to maintain their reputations and (in particular disciplines) their funding. This often, and appropriately, results in markedly reduced teaching loads, sometimes 1-1 or 1-0. It leaves little or no time for many to serve on committees, and thus to participate in the kind of lively and engaged shared governance which is one of the major underpinnings of academic freedom.

Worse, it allows little or no time to support our undergraduate programs. Temple has addressed this problem, in many cases, by shifting the bulk of the work of managing undergraduate programs and teaching undergraduates to non-tenure track (NTT) faculty. Let me quickly say that our NTTs generally do a superb job of teaching. They do a fine job of helping to maintain our undergraduate programs. But they do this without the protection of tenure. In some colleges few are even protected by multi-year contracts. Yet our teaching faculty are often the very faculty whose academic freedom is most threatened through being untenured. It is far too easy for an uncaring chair or dean to intimidate and manipulate an untenured person. Furthermore in the current political climate where the word "socialist" is routinely used to mean "progressive," and where people like David Horowitz are busy identifying "the most dangerous academics in America," all of our faculty need the protection of tenure.

It is not only our NTTs whose academic freedoms have eroded. Over many years, in the laboratory sciences the culture of "unfunded = mediocre

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## Adjuncts Push toward Election



**Amy Weigand,**  
College of Liberal  
Arts and College of  
Engineering

By Amy Weigand,  
*College of Liberal Arts and the College of  
Education*

In corridors and offices all over the university, part-time faculty are putting in extra hours laying the groundwork for the next major development in labor relations at Temple. With the support of the Temple Association of University Professionals (TAUP), adjunct faculty are organizing their colleagues to seek recognition of TAUP as our representative in negotiations with the administration.

This campaign is significant for two reasons. First, adjuncts are the only segment of the faculty that remains ineligible to bargain collectively about the terms and conditions under which we

work. This leaves the vast majority of adjuncts vulnerable to the unconstrained will of the administration. Second, adjunct labor has become indispensable to the fulfillment of Temple's teaching mission. The Adjunct Organizing Committee (AOC) estimates that 900 adjuncts currently teach in schools and colleges covered by the TAUP bargaining unit. And it is wise to remember, as TAUP president Art Hochner observed in the October 2009 issue of the *Faculty Herald*, that "[the faculty's] working conditions are our students' learning conditions."

### What are adjuncts' working conditions?

The AOC does not have comprehensive data on adjuncts employed by Temple University because the administration has made virtually no such data public and has declined to provide any information requested by the AOC or TAUP. So I will describe my own situation as an adjunct in the College of Liberal Arts. Based on conversations with dozens of adjuncts outside CLA, I am confident that much of what I say will reflect conditions for adjuncts in other schools and colleges. Any variations will likely have to do with salary or timing and procedures for appointments.

During a given semester, my department asks adjuncts and TAs to submit their ranked preferences for courses for the following semester. Some time before the semester closes, we receive our course assignment(s), if any. No explicit policy governs the assignment process. Typically, a few days before the new semester begins, "appointment letters" from the Dean become available; each instructor must sign a letter in order to finalize the teaching assignment.

My appointment letter for the current semester specifies that I will be paid a total of \$7,632 over four months for my two courses. (Adjuncts are permitted to teach no more than 8 credit hours per semester). My courses are at maximum enrollment, so I have 80 students altogether. This means that out of the tuition it collects from each of my students (about \$1200 for an PA resident taking 15 credits), Temple pays me less than \$100. This represents the university's labor costs for the course because, as the letter reminds me, my appointment carries "no fringe benefits."

The defined term of my employment is August 30, 2010 through December 18, 2010, with "no promise or guarantee of any subsequent appointment." The Dean also specifically retains her right to cancel my courses "if, in [her] sole discretion, it is necessary to do so." Taken together, these provisions represent an utter lack of job security, for the semester in question and for the future. The University also frees itself from any obligation to pay me for time spent designing and preparing a course, whether or not it ends up running.

**"Taken together, these provisions represent an utter lack of job security, for the semester in question and for the future."**

Moreover, as an adjunct, I have no access to a grievance procedure, as TAUP bargaining unit members do; adjuncts are "at will" employees, and can be fired or refused re-appointment for any reason or no reason at all.

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## Shared Governance

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Burgan doesn't just lament the inability of some administrators and corporate board members to read Peter Drucker carefully. Rather, she observes that the one of the effects of today's competitive and entrepreneurial model is that academics are "distracted by self-interest and disciplinary ambition from understanding the new academic workforce and the new organizational configurations in their institutions. Most critically, many of those who have the power of tenured appointments seem oblivious to the de-professionalization of the American professoriate caused by the accelerated 'temping' of their ranks." Paul LaFollette's message to the faculty in this issue is a particularly timely

reminder of what can happen to academic values, including teaching excellence and academic freedom more broadly, in such a situation. An ironic reading of Burgan might focus on how, at the very moment that corporate types come around to appreciating academia's traditional structures (and have you noticed the number of refugees from the corporate and legal worlds around any campus these days?), we are giving up on some of our best practices.

A stakeholder system characterized by shared governance, as Burgan observes, can be pursued in a variety of ways, but faculty and administrators' investment in the process is the key. ■

## From the Senate President

*LaFollette from page 2*

researcher" has become institutionalized. Unfortunately the reality is that to obtain funding, one must choose to work on fund-able projects. There is nothing wrong with funded research if a researcher chooses to undertake it, but it is manipulative to require it. Still, this primacy of funded scholarship is so deeply entrenched in the sciences that many scientists don't seem to mind the coerciveness, or regard it as a necessary component of practicing science. In any event, it is unlikely at this point to change. However, it appears that Temple is increasingly strongly encouraging, and possibly moving toward requiring, funded research/creative activities in other disciplines where this tradition has not previously developed. It frightens me to consider the possibility that the creativity of our artists or the choice of scholarly pursuits of other faculty may become more deeply directed by the politics or aesthetics of funding bodies.

So, what can we do about all of this? To begin with, we can talk to one another about it. We can, and should, look at where Temple has come in the past dozen years and ask ourselves what we like about the newer Temple and what we don't. I invite you to begin this conversation. You can use the letters to the editor column of the *Herald*. Or you can offer your comments from the floor at any Faculty Senate meeting.

What would I do? Let me quickly say that I would NOT try to get rid of our NTTs. But I would try to find ways to tenure as many as possible. Our current operational model is to hire into our tenure track positions only those faculty who we can pretend are the mythical triple-threats -- simultaneously the world-class researcher, outstanding teacher, and energy-filled provider of service to the department, college, university, and world. In the real world, I fear that this is an unreasonable expectation. Some mere mortals can be first rate scholars while doing a small amount good solid teaching, mostly graduate. Others can become outstanding undergraduate teachers and do decent but not voluminous research. Hiring some of each category would provide us with the mix that I believe Temple needs to pursue a vigorous research/scholarship/creative agenda, provide our undergraduates with the kind of stable, well managed programs they deserve, and protect the academic freedoms of many more of our faculty than are protected today. Would this damage the reputation of our various departments? Possibly. Could we protect the reputations of our departments by hiring tenurable faculty with varied expertise and primarily teaching responsibilities into a college of general studies which could then lend them (and some of their generated credit hours) to various degree programs? I don't know. I don't even know if that would be a useful or good idea. But let's talk about these issues. Tell me where I make sense. Tell me where I don't. I have broad shoulders and tenure. ■

## President and Athletics Director Host Faculty Town Hall Meeting on Athletics



About eighty faculty, administrators, and Athletics departments staff gathered for a very convivial Oct. 4 Faculty town hall meeting.

This meeting followed up on presentations by Athletics Director Bill Bradshaw and some of his staff at a Representative Senate meeting April 15 (See Minutes, pp. 9-10 of this issue). At that meeting, coaches described the challenging life of student athletes, and several faculty asked challenging questions about processes for student

athletes in academic trouble and the difficult position in which faculty are often put in such situations.

There were no such challenging moments at this event. Bradshaw and his coaches made a compelling case for their deep involvement in Temple and their appreciation for the institution's values. The President noted that 565

student athletes participate in 24 sports, and that despite a \$30.4 million budget, "we keep expenses low," spending in the 25<sup>th</sup> percentile of what peer schools are spending per student athlete while putting 30% more than average directly into scholarships.

The overall message of the president's informative presentation was that even though Athletics does not pay its own way or even (as she has said on other occasions) lead to much Alumni giving (like most such programs), we should all be 100% behind it. After the president and the Athletics Director were done, and several very interested parties made related statements from the floor, there was little time – or it seemed, inclination – to talk about the tougher questions involved in Athletics at Temple at a time of budget cuts.

My general impression was that the skeptics stayed away, and some of the fans among the faculty came out – if not in droves, at least with their measured enthusiasm. As an event, it was nice – including the hors d'oeuvres. As a town hall meeting, it left me feeling somewhat empty.

–The Editor

## The Plan to Privatize Temple

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privatization for the four years since he arrived at Temple in 2007. Mr. Wagner has carefully avoided the use of the specific word "privatize," so none of the faculty understood that that's what he was talking about.

The faculty are used to having the Mission of Temple University articulated by a President or Provost, not by Temple's CFO. Since no one in the Temple University community, except possibly the upper levels of the Administration and maybe some or all of the Trustees, has been privy to any discussion of "privatization," for four years Mr. Wagner has either been talking to himself or to a very limited upper echelon of university officials.

He articulated three justifications for "privatization," 1) the amount of Pennsylvania state funding is low and is decreasing, 2) we need to go to one level of tuition, the same for both in-state and out-of-state students to increase our income, 3) our enrollments and undergraduate student credentials are going up and will continue to do so.

Unstated is the fact that if Temple privatizes, all faculty unions will be immediately disestablished. Under the U.S. Supreme Court's decision in *NLRB v. Yeshiva University*, faculty at private universities are considered managers, not employees entitled to unionize. This is probably

**"Unstated is the fact that if Temple privatizes, all faculty unions will be immediately disestablished."**

something Mr. Wagner, some university officials, and some trustees, would love to see.

Let me examine the validity of Mr. Wagner's three justifications for privatizing Temple.

### 1. The amount of Pennsylvania's state funding is low and is decreasing.

When I arrived at Temple University in 1978, Peter Liacouras was Dean of the Law School. He specifically and publicly complained to the Law School Faculty that the percent of Temple's state funding was low and that the University of Pennsylvania was getting as much, or almost as much,

as Temple. A senior tenured faculty member and law librarian, the late John Lindsey, had been tenured at four universities and was the interim dean at one of them. John Lindsey told me in the 1980s that it was highly unusual for a public university to be as tuition driven as Temple.

You have discovered America, Mr. Wagner--after Leif Erikson, Zheng He, and Christopher Columbus. The answer is not privatization, but more effective lobbying, fund raising, and grant attaining by Temple University.

How effective is our lobbying if we have gotten the exact same amount of money from Pennsylvania for the last three years and a half million dollars less than we got ten years ago? In the real world of non profit institutions, the primary function of trustees is to donate money and raise money for the non profit institution. How much money have the current members of Temple University's Board of Trustees donated this year? How much money have they raised? Temple seemed to have an evolving mission for research to provide both more money to the University and quality education for our graduate students. In the last year, Temple has degraded the job of the person in charge of research and inexplicably failed to renew one year contracts for prominent and successful research professors. We had a Vice President for Research who reported directly to the President. We now have a Senior Vice Provost for Research and Graduate Education who reports to the Interim Provost. We have downgraded the title and importance of the head of research while increasing the person's responsibilities to include all of graduate education.

President Hart has eight people reporting to her directly: Anthony Wagner (CFO & Treasurer), George Moore (University Counsel), David Unruh (Fundraising), William Bradshaw (Athletics), Kenneth Lawrence (Government, Community & Public Affairs), William Bergman (Chief of Staff & Construction), Edmond Notebaert (Health Sciences), and Richard Englert (Interim Provost). What happened to academics, including research, as the primary goals of Temple University?

### 2. We need to go to one level of tuition for

### both in-state and out-of-state students.

Has it occurred to Mr. Wagner, either talking to himself or to a small group of Temple's elite, that the primary reason our enrollments are going up is because Pennsylvania residents find our low in-state tuition attractive during these tough economic times? Our out-of-state enrollments have also gone up, because our out-of-state tuition is low compared to other public and private schools in the northeast corridor. If we go to one level of tuition, we would lose more of our disadvantaged students of ability whose presence makes Temple's diversity attractive to our upper middle class students. As a result, we would lose our appeal to many of the more affluent students who chose to come to Temple believing it is diverse.

There are other consequences that would flow from our going to one level of tuition.

The Pennsylvania legislature would not tolerate one level of tuition and would cut all, or almost all, of our \$178.5 million of state funding. Temple would have no unique mission that would distinguish us from other private non-profit or for profit competitors. By the way, Temple University Japan is incorporated under Japanese law as a private for profit educational entity. It has no

**"The Pennsylvania legislature would not tolerate one level of tuition and would cut all, or almost all, of our \$178.5 million of state funding."**

tenure. Almost all faculty are on six month to one year contracts, renewable at the whim of the administration. Forget about Japan's traditional lifetime employment; it no longer exists. The vast majority of courses are taught by adjuncts, who are often indistinguishable from full time faculty. Is this the blueprint for Temple University main campus?

Mr. Wagner argued that, since University of Pennsylvania gets as much or almost as much funding as Temple, a privatized Temple would continue to receive the same amount of funding.

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## Life in the Library Committee

By Shohreh Amini,  
CST, Committee Chair

You've just agreed to serve on the Library Committee, and you are not sure what's ahead of you. What will you do, exactly, as member of this group?

Well, I have served as Chair of the Library Committee since 2009, and have learned that the modern library deals with more than just budgets and books. In fact, it's anything but boring! Today's library provides everything from state-of-the-art electronic resources to meet our diverse intellectual needs, to an educational program to help our students navigate the complex world of information with enhanced research and evaluation skills, to public programs that contribute to the cultural and social climate of our institution.

The research library of the 21<sup>st</sup> century is facing significant challenges as the world of information rapidly changes and keeping up with the increasing costs of scholarly material is but one of these challenges. As a Library Committee member, you will help shape these important decisions made at Temple University Libraries.

Let me share with you some of the activities of our Library Committee from the past academic year. One of the most exciting prospects for Temple University's future is the proposal to build a new library, a signature academic building on Broad Street. Meetings with Dean of University Libraries, Larry Alford and Tom McCreesh of Facilities Management afforded members of the Library Committee an opportunity to share their ideas and recommendations for how a new library could best serve the needs of the faculty and their students.

Collections are important as well, and the quality of faculty research and teaching depends on having access to the highest quality content in all available formats. Our committee receives regular reports about the strengths of the library collection, new and essential additions to both the circulating and special collections, and budgetary concerns that could impact their growth. Serving on the Library Committee allows members to communicate the needs of faculty to the Dean of the University Libraries, ensuring that your research and teaching needs are met. A highlight of our service was participating in the selection of the three-millionth library book, which

became the centerpiece of a celebration of the Temple Libraries in 2009, and two rare illuminated texts in 2010.

What else does the Library Committee do? Here are a few additional accomplishments:

- Recommended that Paley Library offer faculty a study room that can be reserved in advance for meetings with students. Room 208 may now be reserved by faculty.
- Stay abreast of personnel matters with human resources updates that address how new hires meet faculty needs.
- Advise the Library on special events and participate in programs such as the Library Prize, which honors three outstanding student research papers with \$1,000 awards.
- Be informed of important news and developments related to scholarly communications such as the ways in which research libraries are working to create open access to scholarly research for public benefit.
- Provide feedback to Dean Alford on the acquisition of significant collections such as the Philadelphia Jewish Archives, which was acquired in 2010.
- Offer comments and suggestions to enhance the Libraries' 2009-2012 strategic plan, which was completed and approved by the Provost in 2010.
- Support the Libraries in their effort to serve the surrounding community by offering guest access to computers and limited borrowing privileges.

The Library Committee is not a passive group that receives mundane business reports from the Dean of University Libraries. The faculty who serve on this committee play an active role in determining the ways in which the Libraries can best serve research and academics at Temple, as well as our surrounding community. It is often said that the Library is the heart of the university. As budget crises diminish the capacity of the research library to support faculty research and teaching, at other institutions that heart is beating more weakly. Here at Temple University the Library Committee is proud to serve the academic community in working cooperatively with Dean Alford and his staff to ensure that our heart of the university continues to beat strongly, with a dynamic outlook for the future. ■



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This reasoning is fatally flawed. The University of Pennsylvania has a very clear mission as a major research university with several highly specialized programs. It has a superb lobbying effort in Harrisburg and a Board of Trustees whose members consistently contribute generously to Penn. The late Chair of Temple's Board of Trustees, Howard Gittis, contributed much more money to Penn than he did to Temple. If I recall correctly, in his last year as Chair he contributed \$25 million to Penn and \$5 million to Temple.

Temple's traditional mission was articulated by its founder Russell Conwell and was encapsulated in the phrase "Acres of Diamonds." Temple provided opportunities in higher education to those "Diamonds" who would ordinarily be closed out. What is Mr. Wagner's understand-

**"Temple provided opportunities in higher education to those "Diamonds" who would ordinarily be closed out."**

ing of Temple's current Mission? Looking at admissions policies and activities, Temple's Mission seems to be to attract and provide yet more opportunities for the children of the more affluent. Temple's recent publicity regarding the new undergraduate class included the statement that we have "doubled" our Latina/o admittees as compared to last year. Latin Americans are the fastest growing segment of the American population. They are only 3.7% of the just admitted undergraduate class. This is nothing to brag about. African-Americans are almost 50% of the population of Philadelphia. We admitted only 14%. Asian Americans are the new immigrants and should be admitted in adequate numbers to represent their communities. All of our students will live in an increasingly multi-cultural country operating in an increasingly international context. Many of our white students come here because they believe Temple will prepare them for the future. If Temple does not reflect the composition of our city, our state, or our country, our attraction will disappear and our remaining students will not be adequately prepared to deal with the future.

Mr. Wagner's response to questions from the Law Faculty regarding the changing composition of Temple's student populations, including our graduate and professional schools, was the slogan that "diversity is built into Temple's DNA." Reality belies the slogan.

Temple's traditional mission was clear, articulated, and apparent. Its new mission is unclear but seems to be to use state money to build pyramids in honor of "the elite," while at the same time raising tuition for students and chiseling faculty and staff on salary and benefits. The idea that Pennsylvania's Legislature and Governor will continue to fund us at our current levels is totally unrealistic when Temple is abandoning its traditional mission and its new mission is unclear and seems no different than that of any other private non-profit or for profit school.

Temple is the only public university with its main campus in southeastern Pennsylvania. If we lose our public status, we lose everything.

### 3. Our enrollments and undergraduate student credentials are going up and will continue to do so.

They will not continue to go up if we go to one level of tuition for all applicants. As stated earlier, we are getting more in-state applicants because of our lower tuition.

Only people who do not understand SAT scores would brag to faculty that there has been 5 point average increase to 1114 in our combined undergraduate SAT scores. The statement may be true, but it is meaningless in terms of indicating any real increase in quality of students.

### Conclusion

Now that it is clear that Mr. Wagner is leading the effort to privatize Temple, it's time to let him, the rest of the Administration, and the Trustees know that the idea stinks. ■

## Committee Reports Continue: Intl. Programs, TU Press, Personnel & CLN

### 1. Faculty Senate Committee for International Programs



The Faculty Senate Committee for International Programs continues to be a very active committee that relies on the expertise and engagement of faculty from across the university. The Committee for International Programs works with the International Programs office to oversee policy, curriculum, and other issues for students studying abroad, including the development of new types of study abroad experiences, organizes the annual Global Temple conference to showcase the wide variety of work with an international focus taking place within the Temple community, and focuses on the international profile and engagement of Temple in terms of degree programs, development, and research. In recent semesters the Committee has focused in particular on the goal of internationalization, meeting with Provost Staiano-Coico to encourage the appointment of a head of international affairs and participating in the work of the university-wide American Council of Education Internationalization Lab to promote Temple's continued international development in curriculum and research.

The Global Temple Conference has been organized annually by the Committee to highlight the international research and experiences of students and scholars across the university and hundreds have participated in the day-long event. Global Temple has in the past included panel discussions, poster sessions, photography and art exhibits, concerts, and films. The conference will take place this semester on November 16, 2010, during International Education Week.

In addition to showcasing the ways that Temple is already international in focus, the Committee

has sought to expand and integrate international approaches and issues into the curriculum and supports faculty development to this end. In the spring 2010, the Committee sponsored a faculty Fulbright workshop to encourage applications and opportunities for faculty to go abroad for teaching and research. In addition to continuing its advisory work with International Programs, the goal of the committee is to develop new programs that support the international interests of the faculty.

--Rita Krueger, Chair

### 2. A Report from the TUPress Board of Review



In fall of 2009 the offices of Temple University Press (TUP) relocated from the main campus to the Temple Administrative Services Building (TASB). The TUP Faculty Board of Review has held two of its monthly meetings at TASB, and the rest at Paley Library on the main campus. The Board meets eleven times per year, skipping one month during the summertime. Currently, the board consists of ten faculty members, three of whom are also deans. Robin Kolodny (political science) joined the board in 2009. In 2010, Melissa Gilbert (Geography and Urban Studies), Michael Leeds (Economics), and Joann Epps (Dean of Beasley School of Law) joined the board. In 2009, the Board reviewed book projects at various stages of development, and voted to approve thirty-one advance contracts and twenty-four full contracts. It rejected one project. Thus far in 2010, the board has approved twenty advance contracts and twenty-seven full contracts. TUP publishes book projects in a wide array of academic disciplines and fields including

Asian American Studies, Political Science, Ethnomusicology, Sports, Sociology, Urban Studies, Gender and Women's Studies, Disability Studies, Global Youth, and History. The Press also maintains a small trade list, most of which focuses on the Philadelphia region. Currently, TUP is undertaking a self-study to be completed in the spring of 2011.

--Heath Fogg Davis, Chair

### 3. Faculty Senate Personnel Committee: 2009-2010 Activities Report



The Faculty Senate Personnel Committee serves as the final faculty determinant of the rights of a faculty member in cases of dismissal, denial of tenure, or other grievances and, after a full inquiry, makes recommendations to the Senate and the President as to the fair disposition of the case. The Committee consists of five tenured faculty members elected for three year terms by the University Faculty Senate.

During academic year 2009-2010, the Faculty Senate Personnel Committee had three inquiries from faculty, one of which involved a potential tenure and promotion issue and two of which involved miscellaneous issues. We provided advice to those three individuals. We had no formal grievances filed, nor were any cases of faculty disciplinary proceedings referred to us. Accordingly, we held no hearings nor did we draft any recommendations.

Respectfully Submitted,

Rafael Porrata-Doria Professor of Law Chair in 2009-2010	Jane D. Evans Professor of Art History Current Chair
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*Reports continued on page 8*

## The Crisis for GLBTQ Students: A Call for Action at Temple

*Gratson from page 2*

Temple had two student groups and an occasional write up in the Temple newspaper concerning GLBTQ needs. Currently, Temple has two student groups and an occasional write up in the Temple newspaper concerning GLBTQ needs. Despite the fact that concerns have been raised repeatedly about the levels of inclusion, very little systematic change reflecting an understanding of GLBTQ peoples' needs and issues has resulted.

It has been suggested that GLBTQ issues, which affect a sizable portion of our campus community, are indeed effectively managed by two student groups. This has been the position of various administrators in the past. In drafted letters from those same students, however, that contention seems erroneous. Responses were collected in the 2009 – 2010 academic year from the Queer Student Union, the largest GLBTQ organization on campus. In those surveys, which were previously hand delivered to the Dean of Students office, concerns were raised about the practicality, and fairness, of placing the primary burden on two student groups. Other findings suggest a clear lack of campus resources and a general apathy toward GLBTQ outreach, support, and presence outside of the deep, admirable dedication of these two student organizations and their advisors and allies.

Some efforts have been undertaken. For example, inclusion efforts concerning GLBTQ populations are mentioned in residence hall training. Yes, there is a GLBT studies minor, yet academic programs do not typically entail student services and outreach. Of course, the legal standing and inclusion of this population suggests very different needs compared to other campus groups. As students and others have noted, it is still legal in the

Commonwealth of Pennsylvania to discriminate based solely on sexual orientation, and harkening back to the statistics previously mentioned, campuses have emerged as at least somewhat chilling environments for GLBTQ people. Indeed, recent events seem to suggest that such an environment is the case here.

One fact is incontrovertible: There has not been a systematic evaluation of the levels of GLBTQ inclusion on this campus, save for a survey orchestrated through Campus Pride, a nationwide organization dedicated to increasing GLBTQ inclusion. That survey was taken approximately five years ago. Those results were not positive, with Temple garnering a below average rating. Since that time, Temple has not participated in, nor has the University committed itself to, a climate survey or a systematic means of evaluation.

Temple has always regarded itself as a bastion of diversity, a place where all people, regardless of who or what they are, worship, or love, have and will always be welcome. To further and deepen an appreciation of that lofty goal, we must first understand the foundation of our campus environment, including assessing reactions toward a population that historically has been maligned. I hope that the entirety of the campus community will join with and further the progress undertaken through these and other initiatives, finally ensuring that Temple's mission of education and empowerment is fully achieved. ■

<sup>1,2</sup>For links to sources, please see this article on the Faculty Herald website.

## Letters to the Editor

October 4, 2010

Temple University has undertaken many new initiatives, and has had much recent success in raising funds and strengthening its research profile. Quite possibly, Temple has even been successful in moving closer to its goal of improving its Research I rankings. By and large, however, I believe that too many of Temple's leaders have lost sight of the Conwellian tradition, and the importance of its role in educating its undergraduates -- all of those who want an education, not just the very best.

Exactly what Russell Conwell had in mind in his acres of diamonds speech is open to some debate. Yet, as David Adamany wrote in the Introduction to the publication of Conwell's famous "Acres of Diamonds" speech (Temple University Press, 2002), "... it is scarcely a stretch to see in Conwell's speech a manifesto for the education of students in Temple's own backyard, its

acres of diamonds waiting to be found." Adamany went on to say, "whether or not this is what Conwell had in mind, this is what "acres of diamonds" has come to mean for the university that Conwell built, and for the generations of students ...who have attended Temple." Many Temple faculty, some now retired, are true believers in this manifesto. We all share a common bond in the belief that the "acres of diamonds" found in the institution's "backyard" (or very nearby) have become the well over 200,000 currently living, worthy and talented students of moderate means that we all have strived to educate.

I would sincerely like to see Temple University rededicate itself to its Conwellian roots -- to begin to invest the same dedication, innovation, and energy and funding to the education of its students, as it has recently devoted to fund raising,



rank raising, and research. I have just completed my 36<sup>th</sup> year in the CIS Department at Temple. I was here long before CIS built an established core of research faculty. I am certain that our research faculty, many of whom are among our finest teachers, have made our department, our college, and Temple University a better place. But I do not believe this emphasis on research has made

any significant contribution to the education of our undergraduates over and above that made by the predominantly teaching and service-oriented faculty who educated the masses of our students in the 70s, 80s, 90s, and into the current century. During this period, CIS, and, I am sure, other departments, educated large numbers of capable and productive graduates. Together, this cohort of graduates perhaps has had a more positive impact on life in the Philadelphia region than the graduates from any

other college or university in the region. This is why many of us came to Temple: to have an impact; to teach, do research, and serve our University. We believed in the Conwellian tradition, and we believed that part of our job was to sustain this tradition. Over the past 40 years, our teaching faculty has clearly made a significant impact on the education of large numbers of students in our department. It would be hugely unfortunate for us to lose any more of these valuable resources because University leaders in a position to assess and recognize their value to Temple have failed to do so.

But even if we look beyond our Conwellian goals for a moment, what seems to have been forgotten in all our planning, forgotten in the Race Toward the Top and the 20/20 program, and lost in our desire and pride in growing larger, is that the purpose of higher education is education, especially for our under-

*Letters continued on page 8*

## Card-Carrying Adjuncts Push Toward Election

*Angel from page 3*

Combined with deplorably low wages, lack of benefits, and a tenuous job status, there are other practical challenges that remind adjuncts of the degree to which the administration devalues us and our contributions to the university. For example, an adjunct pursuing research during the summer may find herself denied library privileges if she is not teaching during the current summer session. This is particularly likely to happen if the adjunct's name has

**"Another such challenge exists for the large number of adjuncts who do not have an office."**

not yet been listed on the online course catalog, because that is what library staff check to ascertain employment status. Another such challenge exists for the large number of adjuncts who do not have an office -- even a shared office -- on campus. I recently spoke with an adjunct in the School of Communications and Theater who holds office hours in a stairwell.

These are some of the conditions under which adjuncts work, and they unquestionably affect the learning environments we can create for our students.

### Why do adjuncts agree to work under these conditions?

The adjunct category encompasses individuals with a wide variety of career trajectories and reasons for working as adjuncts. Those who do not depend on their Temple income can afford to reject or overlook the inadequate salary, the lack of job security, and the other indignities of adjunct existence. But a large proportion of adjuncts here make their living teaching at Temple and other area colleges. The figures for full-time tenure-track openings in recent years suggest one good reason for this. As one of the largest academic employers in the region, Temple is a perfect example. In their letter to faculty earlier this semester, President Ann Weaver Hart and Interim Provost Richard Englert proudly called attention to the more than 150 new faculty Temple hired this year. They went on to say, however, that 25 of those new hires are tenured or on the tenure-track (e-mail to faculty, September 16, 2010). This means that five out of every six of the newest faculty members at Temple work outside the tenure system. (The figures presumably refer only to full-

time hires; if so, the message that sends is that adjuncts don't even count as faculty.) In the face of these diminishing opportunities, it is no surprise that so many smart, talented, and enthusiastic scholars with PhDs or corresponding terminal degrees find themselves accepting a couple of courses here and one or two there, just so that they can do the work for which their academic training prepared them.

### What are adjuncts doing about their predicament?

Temple's use of adjunct instructors helps to limit labor costs. The administration has shown no sign that it intends to address the inequities of adjunct employment on its own initiative. The AOC believes that the ability to bargain collectively will enable adjuncts to persuade the administration that it is in the interests of all stakeholders-- adjuncts, full-time faculty, students,

**"The administration has shown no sign that it intends to address the inequities of adjunct employment on its own initiative."**

and Temple University overall -- to give adjuncts the salary, benefits, and dignity they deserve as members of the faculty.

That is why in corridors and offices all over Temple, adjuncts are speaking to adjuncts about the importance of union representation. The AOC is collecting signed authorization cards that must be submitted to the Pennsylvania Labor Relations Board as a showing of interest in TAUP representation. An election by secret ballot will follow the successful card filing. If a majority of voting adjuncts choose the union as their representative, adjuncts will join their full-time colleagues in bargaining as one united body. The AOC is grateful to TAUP and many individual full-time faculty members -- tenured, tenure track, and non-tenure track. We look forward to helping to build a better Temple University for everyone.

*Amy Weigand, JD, PhD, teaches as an adjunct in CLA and the College of Education. She is a member of the Adjunct Organizing Committee. ■*

## Letters to the Editor

### Letters from page 7

graduates, who are all too often becoming an afterthought in many departments and colleges at Temple.

I have tremendous respect for the research faculty in our department. I have an equal respect for the good teachers in the department. These teachers concern themselves, day-to-day, with the education of comparatively large numbers of undergraduate students, not just the *crème de la crème*. Temple should be treating these teaching faculty with a healthy respect, similar to that shown our great researchers. I also believe we should be treating our undergraduate, GenEd, service, and Masters programs with the same respect and support as that shown our research-focused Ph. D. programs.

I no longer see this happening in many departments at Temple. Section sizes are growing, substantial numbers of our full-time faculty have left or retired and not been replaced (at least not in terms of teaching and service performed), and our scheduling of classes and faculty is tilted toward research needs, not educational needs. (Yet we wonder why our retention

numbers are not better than they are. And, we hire more administrators to look into this problem, rather than really trying to solve it).

I realize budget balancing is both difficult and frustrating, and I realize that many deans and department chairs came here with a set of priorities and are struggling to sustain these priorities in the face of difficult financial times. But I, too, came here with a set of priorities, and I find that the GenEd, service, and undergraduate programs for which I have a strong affinity have now taken a back seat to graduate, research and grant getting activities. I find this most distressing. I hope to see a 2020 drive toward a better balance, and I hope to see it soon.

Frank Friedman,  
Professor of Computer Science,  
Chairperson of the Editorial Board of The TU Faculty Herald

## Committee Reports Continue: Intl. Programs, TUPress, Personnel & CLN

### Reports from page 6

#### 4. Faculty Senate Committee for Community Based Learning and Collaboration 2009-2010 Activities

- Received a Provost's Seed Grant to develop the Community Learning Network. The Network will advance and support civic engagement in learning and research in academic programs at Temple University and serve as a central resource for local community groups seeking partnerships with Temple.
- Hired a part-time Coordinator of Placement and Partnership in November 2009.
- Hired an Assistant Director, Mike Norton, for Network operations in February 2010.
- Recruited contributors and began developing text for a scholarly book on community engaged scholarship at Temple.
- Launched Community Learning Network Website ([www.templecln.org](http://www.templecln.org)). The Community Learning Network's website will ultimately become a viable resource for faculty, students, and community organizations to make connections that mutually support collaborative teaching, learning and research.
- Supported 5 faculty developing Community Based Learning Courses
  - Working with the Teaching and Learning Center, the Community Learning Network supported the development of new Community Based Learning courses for the 2010-11 academic year.
  - 6 faculty members volunteered for a new teaching circle in Fall 2010.
- Planned for a long-term development efforts and began seeking outside funding.
  - Identified various outside sources for funding and met with University and CLA development staff.
  - Submitted a grant proposal in January for \$150,000 over 2 years to American Association of Colleges and Universities. The proposal was not accepted, but many of the ideas are now incorporated into the overall plan of the Network.

8. Secured approval from the Provost's Office for a \$230K operating budget in AY 2010-2011.

- The Network staff will include a Faculty Director, Assistant Director, Partnership and Placement Coordinator, and an administrative assistant. Graduate and undergraduate student workers will also assist in carrying out the mission.
  - The CBLC Committee will serve as the oversight committee for CLN.
9. Proposed the Certificate in Community Engagement for university undergraduates.
- The Certificate, requiring 3 CBL courses and a reflective capstone seminar with an independent project, was approved by EPPC in late April.
  - The certificate will be presented for approval to the Board of Trustees in fall 2010, and hopefully can be available starting in Fall 2011.
10. Organized and hosted April 23<sup>rd</sup> launch for the Community Learning Network.
- Keynoted by Provost Lisa Staiano-Coico, and highlighting a dozen Temple community-based initiatives and courses, the afternoon provided an opportunity to network for faculty, students, and community organizations.
  - 119 registered guests attended, including 43 students, 47 faculty/staff, and 29 community organizations representatives.

#### Community Learning Network Schedule of Activities/Events for 2010-2011

- Secured staffing structure for the Community Learning Network
  - Faculty Director: Carol Harris-Shapiro (Intellectual Heritage)
  - Assistant Director: Michael Norton (Sociology)
  - Partnership and Placement Coordinator: Rachel Howe (English)

- Graduate Assistant: Lauren Ross (Sociology)
- Submitted an application to the Carnegie Foundation to have Temple designated as a 'Community Engaged' Institution.
    - Involved a comprehensive inventory of the different ways the University is engaged with local communities through their teaching, research, and outreach activities.
  - Developing of a new numbering system to identify Community Based Learning courses that will count toward a new transcript notation for students who complete the new Community Engaged Scholars Program (still in development)
  - Five faculty are developing new Community Based Learning courses in a teaching circle run by the Teaching and Learning Center; six more slots will be available in the spring.
  - The CLN is supporting three peer teachers in CBL courses; 9 more slots will be available in the spring.
  - The Network is co-sponsoring an Immigration Awareness Forum Wednesday, November 10<sup>th</sup>, 1:00-5:00 PM, in the Paley Library.
  - In conjunction with the TLC's winter conference the Network will host a faculty development conference that will highlight engaged pedagogies and collaborative teaching opportunities Wednesday, January 10<sup>th</sup>, 9:30-4:30 PM in Alter Hall. Keynote: Dr. Dan Butin, Merrimack College

--Eli Goldblatt, Chair  
and Michael Norton, Assistant Director, CLN

*The Library Committee, an appointed committee of the Faculty Senate, currently has five openings. To nominate yourself for this or any Senate committee please send an email with a brief statement of interest and a c.v. to [senate2@temple.edu](mailto:senate2@temple.edu)*

# Representative Faculty Senate Minutes, April 15, 2010

## Representative Senate Meeting

April 15, 2010

### Minutes

#### 1. Call to Order:

The meeting began at 1:50 p.m.

#### 2. Guest: Provost Lisa Staiano-Coico

Provost Lisa began by thanking all those faculty members who volunteered to serve on the General Education Director's Search Committee.

She then reminded everyone of the Faculty Awards Convocation next Thursday and encouraged Senate Representatives and their colleagues to attend.

Provost Lisa mentioned the Dean's Retreat with the Faculty Senate Steering Committee that will be held on May 5<sup>th</sup>. She spoke of the charge which is to encourage better communication and collaboration between the Deans and the Faculty Senate.

At this point, Provost Lisa welcomed questions.

Art Hochner (Bus.) provided an update on the Tenure and Promotion Advisory Committee work in relation to the TAUP contract. As TAUP President, he has been working with Diane Maleson, Senior Vice Provost for Faculty Development and Faculty Relationships, Ginny Flick Lederman, Associate Counsel, and Sharon Boyle, Assistant Vice President of Human Resources, on the composition of the committee.

Art Hochner also wanted to know about the status of the online Annual Yearly Report that was part of the contract negotiations. The Provost explained that the report is moving along well and is being tested by diverse faculty on campus. The plan is to make the report user-friendly for all faculty.

#### 3. Approval of the Minutes:

The Minutes from March 17, 2010, were accepted unanimously with no changes.

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

President Turner mentioned that Minutes of the Steering Committee as well as the Representative Senate can be found on the Faculty Senate home page under Minutes.

She then spoke of recent visitors to the Faculty Senate Steering Committee:

- Peter Jones, Senior Vice Provost of Undergraduate Studies, who spoke about the Student Feedback Form and about the Honors Program;
- Betsy Leebron Tutelman, Senior Vice Provost and Dean of Students, who talked about the development of a student code of conduct and of other activities going on in her unit;
- Ken Lawrence, Senior Vice President for Government, Community and Public Affairs, discussed the positive impact made by students, faculty and alumni/ae who emailed legislators about supporting state appropriations for Temple;
- Diane Maleson, Senior Vice Provost for Faculty Development and Faculty Affairs and Ginny Flick Lederman, Associate Counsel, came to discuss the bylaws' template they are developing, and the need for schools/colleges to design their own bylaws, perhaps using the template as a baseline. Only the College of Education has changed its bylaws; there is a need for other colleges/schools to create their own.

President Turner also mentioned the Dean's Retreat with the Faculty Senate Steering Committee on May 5<sup>th</sup>. She indicated that it was not too late for Representatives' thoughts about issues. There is still time.

On May 5<sup>th</sup>, there will be an Open Faculty Senate Meeting and hopefully

the FSSC will be able to report on what occurred in the morning with the deans. Also, at that time, retiring faculty will be acknowledged.

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

Vice President LaFollette thanked all those faculty members who ran in the election.

He said that Cheryl Mack was preparing a list of non-elective vacancies in Senate committees for the fall. He would continue to ask for volunteers.

#### 6. Old Business:

Mark Rahdert (Law), as a member of the Nominating Committee, presented the election results. He also said there was a reasonable turnout. The results were:

Total Ballot Votes: 295

√= Elected

President	Marina Angel (Law)	130
	Paul S. LaFollette (CST)	154√
Vice President	Joan P. Shapiro (Educ.)	231√
Secretary	Roberta Sloan (SCT)	228√
EPPC	Suman Batish (CST)	175√
	Bruce Conrad (CST)	202√
Personnel Cmte	Michelle Chaplin Partlow (Educ)	118√
	John Deckop (FSBM)	184√
University Honors Program	Michael Leeds (CLA)	159√
	Caludia Pine-Simon	103
University Tenure and Promotion Advisory Cmte	Peter Logan (CLA)	168
	Deborah Cai (SCT)	172√
	Kariamuwelsh (BCMD)	106√ (by default)

#### 7. Guests: Michele O'Connor (Interim Director of the Academic Support and Advising Center for Student Athletes), Bill Bradshaw (Director of Athletics), Bonnie Rosen (Coach, Women's Lacrosse), Al Golden (Head Coach, Football), Rob Valli (Head Coach, Baseball), Dan Durkin (Assistance Coach, Women's Basketball)

- Michele O'Connor began by presenting what goes on in the academic support services for the approximately 640 athletes. There are seven professional staff, two learning support staff and five academic advisors. The academic support staff work with individual students twice a week and the advisors work with specific sports. Of late, the academic advisors now have a new software program, Tutor Track, which asks faculty for feedback electronically and gives weekly reports to the coaches who then turn to the academic support staff so that the students will receive help. The Centers on campus (e.g., Writing, Math and Science, Disabilities) all help the athletes. Michele O'Connor has been Acting Director for a little over a month and said she is impressed by how hard the staff work, and she thanks the faculty for assisting the athletes.
- Bill Bradshaw then spoke of the unprecedented success of the 14 Temple teams in both academic and sports' achievement. He talked of their high cumulative averages and how well they have done in the areas of retention and eligibility from 2008 – 2009.

# Representative Faculty Senate Minutes, April 15, 2010

Minutes 4/15 continued from page 9

- Bonnie Rosen began her presentation by speaking about Women's Lacrosse and what is expected of a woman athlete. She talked of the many sacrifices they had to make to work a 5-6 day week, with approximately 2-4 hours a day focusing on Lacrosse. The schedules can be grueling in season and some classes will be missed. The most challenging problem is scheduling courses in a major that are not in the middle of the afternoon. She also spoke of the "tremendous" community service focus of the athletes.
- Al Golden talked of what it is like to take a team from a losing streak of 30 years to a winning one. He spoke of the time constraints and the physically demanding preparation for student athletes. He gave the Senate some idea of a day in the life of a football player and the challenges that they faced in playing this "year-round" sport. He also spoke of the need to empower these students both on the field and in the classroom.
- David Waldstreicher (Fac. Herald) felt that the athletes needed to learn how to approach and talk to faculty. He urged the coaches to encourage their players to establish a relationship with their professors.
- The next speaker was Rob Valli, who was a tenured faculty member at another university before he became a baseball coach. He is keen to focus on an athlete's academic career. Workshops are available to help athletes develop other outlets beyond sports. He also spoke of the commuting that his athletes have to do each day from the Main Campus to Ambler and back.
- Dan Durkin then took the podium to speak of Women's Basketball. He presented the Senate with the Academic Policy for the Temple University's Women's Basketball Team. Not only is class attendance mandatory, but this policy suggests ways students should behave in class. The focus is strongly on the academic part of their time at Temple. He also shared with the Senate a calendar showing how many hours the athletes worked every day on basketball. They do indeed have a challenging schedule.

At the end of his presentation, Al Golden asked for questions:

- Michael Jackson (STHM) wanted to know about the Athletic Externs. He was told that there are two athletic externs, two law school students working with the football team, and two externs helping out football and basketball players in the Writing Center.
- Nora Alter (SCT) was concerned about a change of grade problem that emerged on December 23<sup>rd</sup> regarding a football player which appeared to be an emergency. She was pleased that there is now a Tutor Track that should avoid last minute problems and be much more proactive. She also was told that a winning team, needing certification completed immediately, was a new experience for the players and coaches.
- Michael Jackson (STHM) asked about the response that the coaches receive on Tutor Track. Dan Durkin said that they received about a 40% response rate from the faculty but would really like a 70% return. Michael Jackson suggested that the coaches come to the different Collegial Assemblies to get the word out regarding the need to respond when an athlete is in academic difficulties.

## 8. Adjournment:

The meeting ended at 3:08 p.m.

Joan P. Shapiro  
Secretary

# Representative Faculty Senate Minutes, Sept. 13, 2010

**Representative Senate Meeting**  
**September 13, 2010**  
**Minutes**

## Call to Order:

President LaFollette asked that a few minutes of silence be observed in memory of Kevin Coffey, an Honors Student, who was killed in the Megabus accident over the weekend.

## Approval of Minutes:

The minutes from April 15, 2010, were accepted unanimously with no changes.

## Guest: Interim Senior Vice President and Provost, Richard Englert:

Dr. Englert began his comments by welcoming everyone back, mentioning that many faculty and administrators worked over the summer. He shared how positively he feels about this new school year, saying that Temple is "...off to a great year."

He shared the following items with the Senators and visitors to the Representative Senate Meeting:

- Professor Jennifer Cromley, of Psychological Studies in the College of Education received the very prestigious "Presidential Early Career Award for Scientists and Engineers." Dr. Englert extended congratulations to Professor Cromley and mentioned that this award is only given to 100 professors nationwide.
- Dr. Englert expressed his opinion that Temple has a "great" entering class this year. In his estimation, both the freshmen and transfer classes are the best in the history of Temple University. There are 4300 new freshmen and 2800 new transfer students. The yield rate is higher than last year and previous years. For fall, 2010, the yield rate is 39.3%, which is an increase of 2% as compared with last year. The average SAT score for new freshmen is 1114, which is higher than the previous year. He added that he felt that the New Student Convocation was "terrifically successful," and congratulated the whole Temple Team for the success of this endeavor.
- Dr. Englert announced that over 80 new faculty tenure-track searches would be conducted this school year, which is a significant increase over last year.
- Senior VP and Acting Provost, Englert, announced that there are three dean searches underway. These searches are taking place in the College of Health Professions and Social Work, the Tyler School of Art, and the School of Communications and Theater. The search committees are currently being formed and Executive Recruiting Firms are being selected. He fully expects the Search Committees to be in place by early October and anticipates that the searches will be completed by the end of the academic year. He also shared that he met with the Executive Committee of the Department of Theater, and sent a letter to the faculty members of Boyer College of Music and Dance and the School of Communications and Theater, raising the question as to whether or not the Department of Theater should become part of a new College of Performing Arts.

Minutes 9/13 continued on page 11

# Representative Faculty Senate Minutes, Sept. 13, 2010

Minutes 9/13 from page 10

- Dr. Englert was pleased to announce the accreditation of Temple University was officially reaffirmed by the report of the by Middle States Visiting Team. In five years, the university will have to submit an official written report for accreditation. In ten years, there will be another site visit.
- The most recent US News and World Report ranked Temple University as #132, which is up two places from its previous rank of #134. Temple is now considered in Tier I because the three tiers have been eliminated in favor of two tiers. The first tier now consists of what US News and World Report considers to be the top 199 universities and colleges. Dr. Englert added that when High School Counselors are asked to rank universities and colleges, Temple University was ranked more highly. The university ranked particularly high on graduation rates. Currently, Temple University's six-year graduation rate is 67%, which is 10% higher than the average. He stated that one of the goals of the university is to shorten the time to graduation with the goal of having the majority of students graduate within four years.
- The office of the Senior Vice Provost for Faculty Affairs and Development is reviewing Tenure and Promotion Forms in an attempt to simplify the forms. Rather than assigning an "S," "O," or "U," on transmittal letters, the new forms will ask for a narrative that informs about what the faculty member has accomplished. These forms will provide a "global outlook" rather than simple rankings. An initiative from the President's Office will be to review the Tenure and Promotion Guidelines, since this has not been done since 2006. There will be possible upcoming revisions to the guidelines and hopefully a new set of guidelines will be in place for the upcoming year.
- Dr. Englert plans to continue with the tradition that Provost Lisa began of coming to each Faculty Senate Meeting, opening the meeting with his remarks, and then opening the floor to a Q & A session. "Lisa Listens" has now become "Dialogue with Dick."

After Dr. Englert concluded his remarks, Professor Art Hochner, from the Fox School of Business & Management, and the president of TAUP, announced that TAUP had recently sent out an email clarification regarding the role of the department chairs in the Tenure and Promotion process. The purpose of the clarification agreement between TAUP and the university is to make certain that there is independence at every level of decision-making, but that there is communication between the chairs and the department committees. Professor Hochner also asked that the union be involved in the committee that develops new Tenure and Promotion Guidelines. He further asked how many NTTs there are this year as compared to last year. Since Temple has changed its policy on graduate students being adjuncts, Professor Hochner wondered about the number of Graduate Teaching Assistants there are this year and if that had impacted the hiring of Non-Tenure Track Professors. Dr. Englert did not know the answer to this question, but said he would check.

Professor Nora Alter of the School of Communications and Theater asked about whether there were other programs in SCT that were under consideration for being moved and whether or not a College of Performing Arts was the only configuration being considered. Dr. Englert answered that he does not have preconceived ideas and that he is expecting an open conversation on the subject.

## **President's Report: Paul LaFollette:**

President LaFollette stated what he expects will be accomplished in the next few months. These include the expectation that Senior Vice Provost of Faculty Affairs and Development, Diane Maleson and Legal Counsel Virginia Lederman, will complete their work on two templates for revising the bylaws of colleges and schools at the university. They have been working

on a standard set of bylaws that include various choices within two frameworks. This does not preclude a college or school from developing their own set of bylaws, but in that case, the school or college would have to have their proposed bylaws approved by legal counsel.

The purpose of developing new college and school bylaws is to bring them into compliance with the TAUP contract and to clear up existing ambiguities. The timetable that President LaFollette envisions is that the new templates will be presented to the Faculty Senate Steering Committee in October, and then to the Faculty Senate in November. His expectation is that the Faculty Senate will be able to vote on the new bylaws at the December meeting.

It will be President LaFollette's goal to reenergize the shared governance at Temple. Part of his approach to doing this is to reenergize at the department and school/college level. He suggests that serious and sustained discussions take place and that choosing or developing a new set of bylaws will encourage faculty to become involved in university business.

President LaFollette proposes that Senate Meetings be more interesting and productive. Towards that end, he intends to present topics that are of importance and perhaps, even controversial in order for them to be discussed at Faculty Senate Meetings. He feels that this will make meetings very worthwhile to attend.

A number of years ago, a list of every senator who attended senate meetings was regularly published. President LaFollette intends to publish percentages per school or college of attendance at meetings during the fall semester, and the names of senators who attend meetings during the spring semester.

Dr. LaFollette mentioned that the concept of Dean's Appointments came into being at Temple University about ten years ago. At that time, those who had Dean's Appointments (non-tenure track faculty) could only stay at Temple for a limited number of years. Now, this is not the case. He proposes a real discussion of what it actually means to have tenured, tenure-track, and non-tenure track faculty at the same institution, with the possibility of the latter continuing indefinitely. He feels it is important to have these discussions at this time.

President LaFollette's other ideas and goals for the year will appear in a letter in the Faculty Herald. After President LaFollette concluded his prepared remarks, discussion ensued.

Professor Gregory Urwin of the College of Liberal Arts raised the question of the representative function of the Faculty Senate. He said that, in his opinion, in the last three years, the Faculty Senate meetings have consisted of administrators giving presentations with little time for substantive questions. He suggested that if Powerpoint presentations were posted two weeks before and were sent to the senators at their email addresses, they would have time to contact their colleagues to garner their thoughts and questions.

Professor Joyce Lindorff of the Boyer College of Music and Dance mentioned that in her college, alternate senators are elected so that if an elected senator cannot make a senate meeting, one of the elected alternates could attend. This system has seemed to work out very well. President LaFollette said that he felt that this is an excellent idea and that he would send out a note about this to the collegial assemblies making the suggestion that they do the same.

Professor Joseph Schwartz of the College of Liberal Arts mentioned that there is very little data about the profile of the person who teaches at Temple University. He is particularly interested in knowing who the primary instructors in General Education happen to be. He feels that there should be

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more transparency about how much and what the Graduate Assistants are teaching. He would also like to know if NTTs are the faculty primarily responsible for General Education courses. He suggested increasing the number of primary tenure-track and tenured faculty members teaching these courses.

Faculty Senate Secretary and Professor in the School of Communications and Theater, Roberta Sloan, mentioned that the NTTs in SCT are excellent and many are consummate professionals in their field, so the question might not be how many NTTs are teaching in General Education, but how many GA's. Professor Schwartz responded that he is concerned about the heavy 4-4 teaching load of most NTTs and how that might affect their teaching, particularly of the General Education courses, and that is part of why he has raised the question.

## Vice-President's Report: Joan Shapiro:

Professor Shapiro spoke about the need for faculty members to volunteer to serve on university committees. She feels that this is very important in reaching our goal of shared governance, and that we should not take this for granted. Her feeling is that the faculty voice is absolutely critical and is needed for an institution to thrive. Working together, faculty and administration can help the university to function smoothly and effectively.

An example offered by Vice President Shapiro was that over the summer, Vice Provost of the Graduate School and Research, Kenneth Blank, requested that the Faculty Senate Steering Committee quickly recommend candidates for the University Invention and Patent Committee, which he wanted to begin its work as soon as possible. The Faculty Senate Steering Committee was able to contact a number of colleagues who expressed their interest by submitting Statements of Interest and their CV's. Ten nominees applied and seven were recommended to President Hart, who was very pleased with the expertise of the candidates, and the swiftness with which the FSSC was about to present the candidates to her.

There are over twenty committees to fill and populate. A list of the committees and the vacancies was included in the handouts to the Senators. She requested that each senator review the vacancies and examine the stipulations regarding tenured and non-tenured appointees. She asks that they then contact colleagues whom they feel will be well qualified and invite them to apply. If a senator needs in-depth information, he or she can check the Faculty Senate Website.

Vice President Shapiro mentioned that in the recent past, Assistant Professors were consistently told not to serve. However, some of the committees do not require a lot of time commitment, and that for those committees, it would be good for an Assistant Professor to serve, so she suggested that they be encouraged to do so.

A faculty member who is interested in serving on a committee should send a Statement of Interest and a CV to [Senate2@temple.edu](mailto:Senate2@temple.edu). She ended her presentation with a plea to each senator to assess which colleagues might have the expertise for a particular committee, and to encourage them to apply to be considered.

Professor Scott Gratson of the School of Communications and Theater added that NTTs, after three years, are allowed to serve on committees unless there are stipulations otherwise.

## Old Business:

No old business was presented for consideration.

## New Business:

No new business was presented for consideration.

## Adjournment:

The meeting was adjourned at 2:39 pm.

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

Audio Recordings of these and other Senate Meetings may be found at: <http://www.temple.edu/senate/Apresso/FacultySenateApressoRecordings.htm>

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