



A Letter from Philip Yannella  
See page 3.



A Letter from The Department  
of Religion  
See page 3.



A Letter from Maurice Wright  
See page 4.

**TEMPLE**  
UNIVERSITY

**FACULTY HERALD**

VOLUME 39, NUMBER 2 | December, 2008

[www.temple.edu/herald](http://www.temple.edu/herald)

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## From the Editor



**David Waldstreicher,**  
Editor

I hesitate to comment on the ongoing negotiations between the university and TAUP. I know that there are some veteran readers (and former editors!) of the *Faculty Herald* who would prefer that the *Herald* be a union-free zone, and fear, with some reason, that a balanced discussion is unlikely if not impossible in an essentially pro-faculty forum.

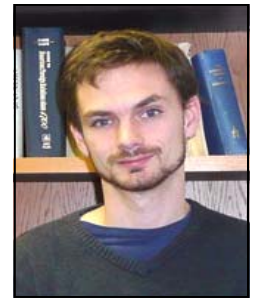
Yet I am disturbed by what seems to me to be an evident trend, not so much in the negotiations themselves (which seemed until the past few weeks to be proceeding with some movement on both sides), but in the tenor of the fight in public.

Here's what I'm seeing. The union and the faculty who support the union are behaving like a union does: holding rallies, signing petitions, putting out leaflets. There are electronic versions of TAUP's updates, but otherwise the operation is appropriately low tech, low cost, reasoned and careful. The union has its own language, to be sure – proposed payments in lieu of dues by members of the bargaining unit who don't join TAUP are called "fair share" (rather than the perhaps more legally precise or neutral term,

*Editor continued on page 4*

## The Voyages of Project Enterprise

*As part of an on going effort to bring technology-related topics into the Faculty Herald, this issue explores Project Enterprise, a major initiative aimed at replacing and integrating the University's databases and information systems. The Herald spoke with Barbara Dolhansky, the Project Director, and Tim O'Rourke, Vice President of Computer and Financial Services & CIO, to learn more about the project.*



**Aaron Sullivan,**  
Assistant Editor

First off, the bad news: Project Enterprise has nothing to do with the old Star Trek television-series, although it *does* involve a 5-year mission and a good bit of advanced technology.

The good news is that, even though it won't seek out new life and new civilians, Project Enterprise will, eventually, upgrade Temple's aging computer infrastructure — streamlining processes, increasing efficiency, and making information easier to access and share for everyone at the university.

The goal of the project is to set up an Enterprise Resource Planning (ERP) system for the university. Essentially, this means creating a central database

*Enterprise continued on page 2*

## Letters, We Post Letters



One goal of the *Faculty Herald* is to facilitate communication among members of the Temple faculty. That communication primarily takes the shapes of published letters to the editor. Unfortunately, the publication schedule of the *Herald* (5 issues each academic year, published every one or two months) makes a sustained conversation difficult. Beginning with this issue, the *Faculty Herald* will compensate for this problem by taking

advantage of its online resources. New letters sent to the editor will now be published to a prominent place on the *Herald's* website ([www.temple.edu/herald](http://www.temple.edu/herald)) within one or two weeks of the editor receiving them. Announcements of new letters will periodically follow by email via the Faculty Senate Listserv. The *Herald* welcomes responses to this issue and to the letters contained within, and encourages interested faculty to use the *Faculty Herald* website as a venue for public, inter-faculty discussion.

In recognition of the importance of faculty voices, the *Herald* is devoting the bulk of this issue to letters received in the last month. Included are:

- A letter from Steven Zelnick regarding academic quality. (see right)
- A letter from Philip Yannella on the importance of student effort and in response to the article by Terry Halbert which appeared in the October issue of the *Herald*. (See page 3)
- Letters from the Faculty of the Department of Religion and Maurice Wright in response to the letter from Saul Axelrod which also appeared in our October issue. (See pages 3 and 4, respectively).

—The Herald Staff

## A Letter from Steve Zelnick

November 11, 2008

To the Editor:

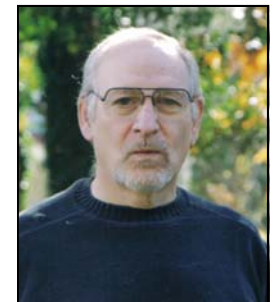
Temple University should be well positioned on enrollments to weather the economic storm. Our tuition rates remain relatively low, and even with shrinking Commonwealth funding, we should be able to count on the advantages of being a state university in offering relatively low tuition costs.

Our problem continues to be quality.

The recent Kiplinger's Guide to quality and cost effective universities (limited to State Universities with full undergraduate degree programs) lists three institutions in Pennsylvania worthy of its endorsement – University of Pittsburgh, Pennsylvania State University, and (catch your breath) West Chester State University (<http://www.kiplinger.com/tools/colleges/>).

Kiplinger's service explains that "in our scoring system, academic quality carries more weight than costs (almost two-thirds of the total)." Quality measures include:

- Percentage of the 2008-09 freshman class scoring 600 or higher on the verbal and math components of the SAT (or scoring 24 or higher on the ACT)
- Admission rates



**Steve Zelnick,**  
Professor of English  
Literature, College of  
Liberal Arts

*Zelnick continued on page 2*

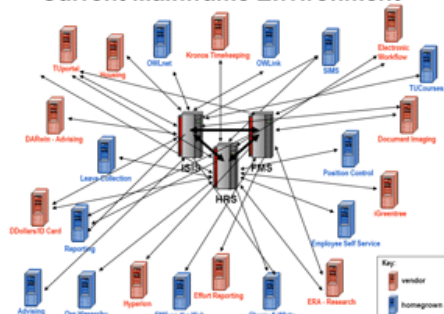
# Project Enterprise

*Enterprise from page 1*

that stores all critical information and implementing vendor-supported, integrated, consistent programs and procedures for interacting with that information.

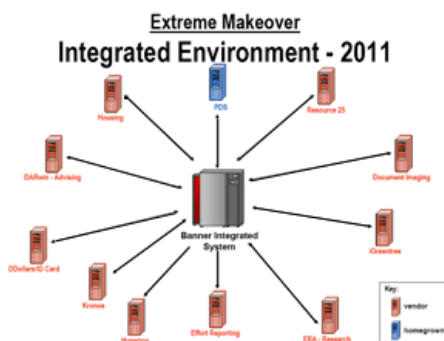
Presently, the information that makes the university run is fragmented, spread out across multiple databases, and accessed by a truly bewildering array of different programs. Not only does this situation result in spaghetti-like organizational diagrams, it also makes the entire system extremely unwieldy, expensive to maintain, and difficult to upgrade.

## Current Mainframe Environment



The system infrastructure as it exists now

Project Enterprise will create a more efficient, reliable and responsive system infrastructure. The simplified structure will make problems easier to diagnose and upgrades easier to implement.



The system infrastructure as will look in 2011

In deploying an ERP system, Temple isn't exactly going "where no man has gone before." Truth be told, the university's information systems are currently a bit behind the times. The core set of administrative systems that run Temple's Finance, Human Resources and Student related processes are older than most of the university's undergraduates. Many of them were written in a programming language called COBOL, which was created about the time Captain Kirk made his debut on television, and is one of the oldest programming languages still in use. Hundreds of other universities are already using a system very similar to that which Temple plans to implement, and of the Urban 21, a group of universities all comparable to ours in terms of student population and location, Temple is the

only one without an ERP system.

Faculty have already experienced some changes as a result of Project Enterprise; the Online Grade Book that went live last semester was part of the ERP transition. The roll out of online grading was remarkably successful from an administrative and student perspective: more faculty submitted grades on time than ever before. Anyone who has been to TUportal recently will also have noticed some significant changes. As each new aspect of the ERP system rolls out, it will be accessible through the new portal.

Most of the big changes Project Enterprise has in store for Temple faculty are still to come. Here are a few on the horizon:

- On July 1<sup>st</sup> the new Finance System will go live. Accounts Payable will be reworked and schools will be better able to track grants.
- About six months later a new online system for travel and expense reimbursement will become available; getting reimbursed will be easier and faster.
- In January of 2010 the new Human Resources system will go live. There will be a new employee self-service system for checking benefits, getting pay stubs online...etc. Unlike the current system, which experiences occasional downtime, the new system will be available 24/7.

Other systems will make it easier to advise students about what courses they should enroll in and prevent them from accidentally registering for classes for which they lack the prerequisites. The new Student Module will be integrated with Blackboard in real-time so that things like changes to class enrollment will be immediately visible to the instructor.

Enterprise is the largest technology project Temple has ever undertaken, and all these changes come with a cost. Financially, the project will set the university back about \$38,000,000.

Thus far, Enterprise has been excluded from any budget cuts and the project leadership feels their funding is secure.

Other costs related to the project involve time. Overall, the Project Enterprise will take about five years to complete: four years to implement all the modules and one year of fine tuning to ensure that they meet Temple's requirements.

It will also take time for members of the university's administration, faculty, and staff to adapt to the new system. Some familiar resources and processes will change, and there will be new ways of completing old tasks. Training will be provided for each transition, but the new system will still take some getting used to. The online tutorial for the new electronic grading system was both effective

**“Training will be provided for each transition, but the new system will still take some getting used to.”**

and well received, and the faculty can expect to see more online training in the future. Some things are just easier to learn in person, however, and the project will provide face-to-face instruction when necessary. Either way, training will begin 6-8 weeks in advance of any changes.

Throughout the course of the project there will be a series of informative town-hall meetings which will provide project updates and answer questions people may have about future changes. Several of these have already taken place and the next ones are scheduled for the spring semester of 2009. Tim O'Rourke and Barbara Dolhansky will also continue to bring updates to the Faculty Senate; the next such update will be delivered on December 12. Anyone looking for more information on the project should check out the website at [www.temple.edu/cs/erp](http://www.temple.edu/cs/erp).

If all goes according to plan, the last of the old systems will be decommissioned in June, 2011 and Temple will have a shiny new ERP system that will help take the university into the future. ■

## A Letter from Steve Zelnick

*Zelnick from page 1*

- Freshman retention rates
- Student-faculty ratios
- Four- and six-year graduation rates, which most schools reported for the student cohort entering in 2002

Kiplinger's, and as far as I know all other rating services, do not take into account outcome measures – student performance on such standardized tests as LSATs, MCATs, GMATs, and GREs, which would, I suspect, supply even worse news for us.

There are surely many ways to explain this embarrassment. In one department I know of, the

problem seems to be the increasing number of undergraduate sections taught by instructors who are not regular tenure-track or tenured faculty, and with that the lack of an effective structure to mentor and monitor adjuncts. I wonder, too, how well we, and our students, are served by a chaotic curriculum that chases after instead of guiding enrollments.

In a recent radio ad, I heard Temple boast itself as an entrepreneurial university. I expect we are and have been doing well. I do wonder whether we are, at the same time, doing much good.

Steve Zelnick  
College of Liberal Arts

## A Letter from Phillip Yannella

November 20, 2008

Dear Professor Waldstreicher:

In her brief article on “GenEd: From Content to Cognition,” Professor Terry Halbert wrote about the ineffectiveness of lectures in promoting student learning and the effectiveness of “active and participatory learning.” She then suggested that GenEd teachers (and, presumably, others as well) need to pay attention to “cognition as much as content.”

I have noticed over the years that commentators on college student learning “styles,” instructional “delivery” methods, interactivity, and so forth, rarely mention student effort. Nor does Professor Halbert. But student effort is the predicate for learning. Simply put, a student who makes little or no effort will get little or nothing out of attending a class, regardless of the format or the teaching skills of the instructor. Ultimately, of course, he or she may learn to repeat some phrasing, or memorize some or all of the instructor’s power point bullets, or pick up just enough content to be able to write a standard essay. But that is not learning, in my opinion.

College professors have long known that some of their students come to class unprepared, that some students do not read assignments, that they study in spurts when exams loom, that papers are thrown together, that school work is not among their higher priorities. How many students can be described in those terms? That has always been the big question. We have never known whether such students are typical or atypical. Now we have information which, as I read it, suggests that they are the majority.

Each semester, on the fourth question of our Course and Teaching Evaluations, we ask students to report how much time they spend preparing for class. Responses have been remarkably consistent for the past several years: across the university, about 58% of our students have reported that they spend less than one or one to three hours each week preparing for each of their courses. In lower level courses such as Core and GenEd courses, 66% of students across the university have reported spending less than one or one to three hours each week preparing.

Data gathered by the National Survey of Student Engagement (NSSE) through its surveys of fulltime freshmen and seniors at several hundred four-year colleges and universities indicate that our students are not unusual. On its survey, NSSE defines “preparing for class” as “studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities.” Its 2008 report, based on data from 769 institutions, shows that, at doctoral research universities, 59% of surveyed students said they spent less than fifteen hours each 7-day week preparing for all their classes combined. Among freshmen, 11% reported preparing one to five hours, 24% reported six to ten hours, and 24% reported eleven to fifteen hours; the corresponding figures for seniors were 15%, 24%, and 20%. The NSSE results have been quite consistent since 2000. There is, incidentally, little variation between types of institutions. For example, students at arts and sciences colleges self-reported about the same amount of effort as students at doctoral institutions. (NSSE reports are available at <http://nsse.iub.edu>; the 2008 data on student course preparation appear on p. 34.)

Telling them beforehand, with a wink and a smile, that I had no doubt about their extraordinary effort in my classes, I showed thirty of my students the data about student effort that I have recited here. I asked them whether it seemed fair and accurate. Every one of the thirty indicated that it was. A number spoke about their experiences at gaming the system, school-work avoidance, campus malingering, playing cat and mouse games with instructors, or simply refusing to put effort into required, redundant,

*Yannella continued on page 6*

## A Letter from the Dept. of Religion

December 3, 2008

In response to Professor Saul Axelrod’s October 5, 2008 letter to the *Faculty Herald*

The Department of Religion has yet to speak out publicly about President Hart’s perceivably purposeful inaction upon the offer from the International Institute for Islamic Thought (IIIT) of an endowment for a chair in Islamic Studies last academic year, but Professor Saul Axelrod’s letter prompts such a response especially because it does not present an accurate picture of the developments in question.

First and foremost, Axelrod’s assertion that “funding from local, private sources was accepted [by Temple]” gives the impression that funding to replace the IIIT gift to endow a chair in Islamic studies is in place. To date, only one contribution, amounting to one-fifth of the \$1.5 million that IIIT offered to Temple, has been pledged toward that chair from local sources. Although we appreciate and support the Administration’s good faith efforts to raise the rest of that money, our department will not be permitted to replace the senior scholar of Islam who retired last year, Professor Mahmoud Ayoub, until such funding is secured, for which no deadline has been set. This delay causes serious harm to the integrity of our Islamic studies program and it threatens our international reputation as a leading program for the study of Islam in the United States. So, while Temple harbors “no general animosity towards Islamic Studies,” as Professor Axelrod opines, our department is left at a disadvantage in recruiting graduate students to come here for Islamic studies while that position remains unfilled.

Professor Axelrod’s information about IIIT comes from *The Jewish Exponent*, which is not, unfortunately, a reliable source; hence some of his claims are either unsubstantiated or simply misinformed. It is not clear, for example, that IIIT is under investigation for “supporting terror groups.” While it is not inaccurate to claim that IIIT may be under investigation *per se*, it is also necessary to remember that, by the time of Axelrod’s letter to the *Faculty Herald*, the U.S. Department of Homeland Security had investigated over 200 Muslim charities after 9/11 without successfully establishing a prosecutable link of any one of them to the funding of terrorists. The most important facts from our perspective are that there have never been federal indictments against IIIT, nor has the government frozen IIIT assets. In fact, IIIT has done significant educational work with other universities (to wit, George Mason University recently accepted the very funds from IIIT that Temple wouldn’t accept) and even with the U.S. Department of State in the past few years.

It is of course important to know in advance about potential donors for the support of Islamic Studies (or *any* field of study, for that matter) whether their funds come from “terrorists.” In this regard, IIIT was prepared to sign a statement indicating that none of their funding came from any sources outside of their own domestic business enterprise that supports their charitable giving. Furthermore, they were aware that our department faculty would have the final say in who would fill this position, as is appropriate when funding comes from outside sources. In addition to the appointment being in Islamic studies, IIIT’s only stipulation was that the occupant of the Ismael al-Faruqi Chair (to be named after Temple’s own emeritus professor) be engaged in interreligious dialogue.

We do strongly agree with Axelrod’s assertion that “Universities are places for reasonable, even unpopular ideas. They are not places for political demonization.” That is precisely why the Department of Religion has actively supported the Jewish Studies Program’s efforts to secure funding

*Dept. of Religion continued on page 4*

**Did you know** that during the Liacouras years Temple ran a day care center for staff and faculty and made plans to construct housing as part of an initiative to bring more faculty closer to campus? If you did know this, we are interested in hearing what you know. We are researching a history of these initiatives for publication in the *Herald*. Please contact the editor at [facultyherald@temple.edu](mailto:facultyherald@temple.edu).



## From the Editor

Editor from page 1

“agency fee”). Early on, union leaders (or I should say, our colleagues, since they are all faculty members) occasionally stated their sense of a lack of urgency on the part of the administration’s team. But these words were leavened by acknowledgements of a more pleasant aura than the last round of negotiations in 2004, as well as an appreciation for President Hart’s public statements on faculty governance and standards.

The union’s measured statements, especially in print, reflect our identity in this regard. Our union is run mostly by faculty members who still have to do their teaching and other work while these negotiations drag on longer and longer. Sure, the unions and the faculty are self-interested. But we cannot, without

**“The union’s measured statements, especially in print, reflect our identity in this regard.”**

the sacrifice of our reputations, distort the truth – and I have seen no convincing evidence that the union

has done so in any way.

The administration, however, has an increasingly professional, corporate-style publicity arm that uses the university’s biggest guns – press releases, the use of email, the

**“...we are getting expertly spun statements about finances...”**

*Temple Times* – to make its case. In those venues, we are getting expertly spun statements about finances and about the potential impact on faculty of a move toward merit and performance pay and away from across the board increases. We are hearing more and more about budget difficulties that should limit faculty raises to less than what would meet the recent annual inflation rate – but nothing in these articles about proposed cuts to the many exciting and expensive ventures that we have heard so much about in other venues. Thirty-eight million dollars over five years for Project Enterprise – but hold the line on another million or two more for faculty each year. Now we hear of impending belt-tightening because of

cuts from the state – though in more muted tones it is admitted that our enrollments continue to rise and are not likely to drop in the near future.

We may be watching a shift in the larger culture finally reaching us on Broad Street. When I was in grad school at Yale during the late 1980s and early 1990s, the university treated its unionized workers awfully – as everyone seemed to acknowledge – leading to labor strife every couple of years at contract time. Graduate students, who were woefully undersupported by contemporary standards, built a strong unionization movement – ultimately unsuccessful in gaining recognition as a union from Yale or the National Labor Relations Board, but quite successful at gaining huge increases in teaching assistant stipends and health benefits. The reason both Locals 34 and 35 and the Graduate Employees and Students Organization achieved so much (though sapped by outsourcing and job re-categorization) was not just their strong organizing of prospective members: it was their ability to win

the hearts and minds of the students and, initially, the faculty. Back then, Yale’s administration hardly even tried to make its case in the media; when it did, the results were howlers. Repeatedly, Yale preferred to buy out the unions and the graduate students when the strife got just too embarrassing.

Now the corporate (if public) university is willing to spend to control the image, hiring more and more people whose very jobs depend on how boldly and effectively they can hold the line against the faculty. (At

**“Now the corporate (if public) university is willing to spend to control the image...”**

Yale, President Benno Schmidt failed – and was pushed out; Judith Rodin and Richard Levin managed to forestall unionization by the grad students as deans of the Graduate School; they became the next presidents, respectively, at Penn and Yale.)

Editor continued on page 5

## A Letter from the Dept. of Religion

Department of Religion from page 3

for Israel Studies at Temple, including an endowed chair, contrary to Axelrod’s assertion that we would never consider such an appointment. (Four of the current members of the Religion faculty are affiliates in the Jewish Studies Program, while two others teach Islamic Studies.)

As for Axelrod’s assertion that “right-wing” speakers would not be extended invitations to speak at Temple, nothing could be farther from the truth. Several of our department members courteously attended sessions during the “Islamofacism” week that was sponsored on our campus last fall to increase student awareness of what the organizers consider to be the “dangers of radical Islam.” Speakers, including Rick Santorum, were neither picketed nor harassed. Instead, the Department of Religion, in cooperation with the Jewish Studies and Women’s Studies Programs, sponsored a Teach-In to combat what we perceived to be harmful distortions about Islam on the “Islamofacism Week” website.

Finally, the opinions and pressure of “outside entities” were indeed at the heart of these unfortunate developments, although our own respect for confidentiality prohibits our disclosing their identities. David Horowitz merely claimed credit for a “victory” on his website after IIIT withdrew its generous offer, and so we suppose that he could be named publicly in this regard.

The Department of Religion has for nearly 50 years been a leading proponent of interfaith understanding predicated on serious academic inquiry and mutual respect. Despite this regrettable series of events surrounding IIIT’s generous offer to Temple University, we continue to hope that we will be able to hire a senior scholar of Islamic Studies to join us in our teaching and research about the World’s Religions and in our endeavor to fulfill Temple’s mission “to create new knowledge that improves the human condition and uplifts the human spirit.”

Sincerely,  
The Faculty of the Department of Religion

## A Letter from Maurice Wright

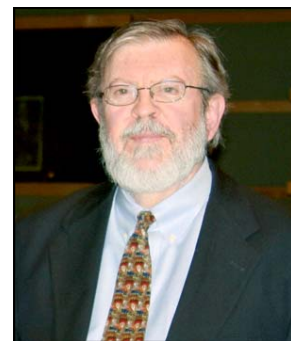
November 4, 2008

Editor, *Temple Faculty Herald*

By conflating events, Professor Saul Axelrod misleads the reader in his letter to the *Herald* published in the October issue. He writes: “A second letter from Professor Wright rejected Professor [Roberta] Sloan’s plea and claimed that ‘there was unanimity among the faculty.’ Professor Wright did not reveal his sampling techniques, but I can attest to the fact that there is not unanimity among faculty.”

Let us recount the events to which he refers. After Temple declined the gift of \$1,500,000 solicited by Professor Mahmoud Ayoub from the International Institute for Islamic Thought (IIIT) to endow a chair in Islamic Studies, the editor of the *Herald* sent an e-mail message to all members of the faculty, soliciting their comments. Two of us submitted opinion pieces, which appeared in the February issue.

Professor Sloan’s letter, to which Axelrod refers, published in the March issue of the *Herald*, asserts: “the views of individual faculty that were selected to be highlighted, did not fully encompass the varying views amongst faculty on this particular issue.” Furthermore, the minutes of the Faculty Senate Steering Committee meeting of February 19 indicate that she criticized the *Herald* again, suggesting that its coverage was “not unbiased.” My letter of April 15, merely notes that the two of us who replied to *Herald*’s initial call for comments were both critical of Temple’s decision, and thus charges of bias were unfounded. No sampling was involved.



Maurice Wright,  
Laura H. Carnell Professor  
of Music Composition,  
Boyer College of Music  
and Dance

Wright continued on page 5

## A Letter from Maurice Wright

Wright from page 4

In the same letter, Axelrod continues: "A few years ago I attended a talk on the Temple campus from left-winger Noam Chomsky. The speaker was neither picketed nor harassed." Of this lecture, the *Philadelphia Inquirer* (4/15/99) announced:

Linguist Noam Chomsky will present a lecture, "Language and Mind: Current Thoughts on Ancient Problems," at Temple University from 1:30 to 3 p.m. April 28.

Chomsky's lecture, in Walk Auditorium, is sponsored by Temple's computer and information sciences department and the Franklin Institute Science Museum. The institute will present Chomsky with the Benjamin Franklin Medal in Computer and Cognitive Science on April 29.

I also attended the standing-room-only lecture. Who would have picketed a speech about linguistics?

Clearly IIIT's offer of substantial support for Islamic Studies at Temple has provoked a deep reaction among some members of the university community—a reaction that, however heartfelt, seems to operate outside the constraints of logic. I continue to call on the Faculty Senate to investigate the decision to reject IIIT's offer to endow a chair of Islamic Studies in the Department of Religion.

Sincerely,  
Maurice Wright  
*Boyer College of Music and Dance*

## From the Editor

Editor from page 4

The representation of our needs and demands as a case of special pleading has recently been taken up by media, legal, and human resources professionals whose job it is to make the administration look good, by many (if not any) means possible. Particularly disturbing in this regard were Temple negotiator Human Resources Vice President Deborah Hartnett's comments in response to a lead editorial in the *Temple News* (Dec. 2, Nov. 18). Replying to Anthony Ranere's statement that Temple wanted "complete control"

**"...as if the final say on anyone's raise under merit or performance pay is not...in the hands of the deans and the provost."**

over who receives merit pay increases, Hartnett cited faculty committee involvement in recommendations – as if the final say on anyone's raise under merit or performance pay is not, and would not continue to be, in the hands of the deans and the provost. Hartnett went further and termed the "open performance pay review process" akin to tenure and promotion and thus likely to "attract the best scholars and teachers to Temple. Pay increases based on performance can be likened to the grades you earn in school. How fair would the process be if a professor were to say to your class that no matter how much or how little work you do, you're all getting the same grade?"

Now, I don't much mind being compared to undergraduates, or my tenure and pay compared to a grade—if the metaphor works. But it doesn't work at all. Grading is based on the very professional judgment and knowledge that we get paid for, but what would be the equivalent of getting no raise over a period of years and thus having inflation eat away at one's salary? Flunking? Most students who flunk at Temple do so because they don't show up or do the work – surely not true of the 43% of faculty who didn't get merit pay this year. If Hartnett made an argument like that in a paper for my class, I'd give her a C.

But I still hope she gets a cost-of-living increase.

The rhetoric of this negotiating season reveals a harsh truth of today's academy. The middle

**"The rhetoric of this negotiating season reveals a harsh truth of today's academy."**

ground of equality among teacher-scholars is narrowing rapidly. In the future mega-university there's a place for a small number of research stars at high salaries and a large number of teachers at low salaries. The middle ground – the ground where faculty traditionally meet and, not coincidentally, govern themselves because of their common interests and vision – is being deemed irrelevant, selfish, outmoded. It is no coincidence that such language flows so smoothly from human resource professionals. It is the logic of the corporate university.

Especially because salaries for new faculty are determined by "market conditions," across the board increases are the only thing that keeps a measure of equality in the system, an equality that is needed for us to function as a faculty, and

**"Our salaries, benefits, and perks are already unequal and growing more so in ways that sap collegiality."**

not just a collection of employees of the corporation who have nothing to do with one another aside from and the transmission of orders from above. Our salaries, benefits, and perks are already unequal and growing more so in ways that sap collegiality. A mostly merit pay system of raises would exacerbate such inequalities, creating the irony of rising inequality among the (lessening number) of tenure-track and full time faculty at a "people's university." And forget taking on an ambitious research project that might take ten or twenty years to reach fruition.

Who can afford to forego the short-term rewards of an annual merit system in order to produce the kind of work that will last longer than our lifetimes?

Why all this pressure on the merit and "performance" system to "attract the best scholars and teachers to Temple"? Why not simply continue to hire at competitive or high salaries – which seemed to work in 2004–2006? One unspoken cause here is the small number of endowed chairs at Temple outside of certain of the professional schools. Across the river at U Penn, there are scholars in my field who received endowed chairs after publishing only one book (usually sufficient only for tenure). George Mason University – a growing urban public university – just created an endowed chair in Islamic Studies with the money we refused for that purpose. Temple has had world-famous scholars in the humanities and social sciences who have left after being offered such chairs. And we still have folks who deserve them. They should get what they deserve – not just bigger raises at the expense of their colleagues.

We all have to eat and pay rent. Everyone who does an adequate job deserves a cost of living increase and, arguably (and traditionally), a gradual rise in salary based on experience and service. What the university calls merit pay is also a system that involves a significant accretion of power to deans and department chairs, and a lot of administrative time (read: money) that could be better spent. Most of all, the presumption that unless new

**"Everyone who does an adequate job deserves a cost of living increase..."**

merit and performance pay practices are introduced, and across-the-board increases curtailed, the faculty will not work hard and excel, seems to undercut Temple's own claims about its faculty, and our recent success in recruiting more and more students. A little less spin and a little more consistency would go a long way to resolving the current impasse. ■

## A Letter from Phillip Yannella

Editor from page 3

“stupid,” or “highschoolish” classes. A few indicated that they could not spend more time studying because they had to work so much.

I know I did not conduct a scientifically sound survey. Talking to my students about effort was just a way of checking on whether the data, or my reading of them, was, from their points of view, outlandish or wrong-headed. I will add here that I am sufficiently skeptical to think that, as several said they do on course papers and essay exams, they may have told me only what they thought I wanted to hear. I will also add that over the past several years I have had dozens of conversations with undergraduates about their observations of student work avoidance.

Based on both anecdotal and statistical information, a number of questions have occurred to me. How can so many students successfully complete college courses with so little effort (responses to the second question on our CATEs indicate that about 90% of students expect to receive “Bs” and “As,” but I have not recently seen actual grades)? Or, is it simply the case that many instructors do not require very much work and that their students do everything that is demanded in a couple of hours each week? Is there a positive correlation between instructor demands, student effort, and student evaluations of those instructors? Some students make significant efforts. What do they think about their slacker peers? What do they think about their courses and their college experiences? What do they think

about paying high prices for a college education, with the expectation that they will be taught by professors, people with important things to say about their subjects, and then sitting, regularly, in classroom circles and discussing, say, a reading assignment with peers who may only have skimmed it? How fair and just is it that decisions about the future employment of the mostly low-paid lecturers and adjunct faculty who do so much of our undergraduate teaching are based in part, or in large part, on evaluations written by students whose learning efforts are, typically, so paltry and shallow?

I wrote this letter to raise the issue of student effort, or lack of effort, as a predicate for learning, or lack of learning, whatever the instructional “delivery” format and teaching skills of the instructor. I think we have a big problem at Temple. I think our industry has a big problem. The questions I raised above are not for me to answer. But I hope that some of them, or similar ones that go to the same issues, are addressed by my colleagues before we discuss such higher-end issues as the effectiveness or ineffectiveness of particular formats, student learning styles, cognition, and the need for interactivity and interdisciplinarity.

Sincerely,  
Philip R. Yannella  
*Professor of English and American Studies*

## Coming Soon...

Law professor David Post's new book, *In Search of Jefferson's Moose*, is a natural history of cyberspace and an homage to Thomas Jefferson. In the next issue we speak with him about copyright, music, physical anthropology, blogging and what's different about books.



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Michael Jackson, School of Tourism and Hospitality Management

## Representative Faculty Senate Minutes, October 16, 2008

### Representative Faculty Senate Minutes October 16, 2008

#### 1. Call to Order:

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

#### 2. Provost Lisa Listens:

Among the issues that Provost Lisa discussed are the following:

- **TAUP Talks:** There is a mutual agreement of the TAUP negotiating team to a 30-day extension of the contract. The President has instructed negotiators to be available 24/7 to work on coming to a speedy conclusion.
- **The Strategic Plan Update:** The Plan has been accepted by the Academic Affairs Committee of the Board of Trustees. The Plan will be presented to the Executive Committee of the Board of Trustees in December.

- **Seed Grant Proposals:** Applications are now available. Faculty are asked to apply for seed grants. There were over 80 grants awarded last round totaling \$800,000. The Provost asked that Faculty include a title for their submissions.
- **Enrollments:** Enrollments have exceeded goals for this year. There were 4100 undergraduate freshmen (goal: 3900) and 2700 transfer students. The students love the Gen Ed courses. Even with the credit crunch, the Provost is aiming to make Temple student body the most talented and diverse of all universities.

**Arts Commission:** The Provost is in the process of commissioning two works: Community of the Arts and the Provost's Permanent Art Collection. It will include student art pieces, pieces in music, dance, and the competition winning Gen Ed photographs. She wants to include theater as well. The aim is to have Temple as the 'Destination for Arts' in Philadelphia. Provost Lisa also encouraged people to go see Temple's theater production, "In Conflict," which is playing Off Broadway with the original cast of Temple students.

# Representative Faculty Senate Minutes, October 16, 2008

10/16/08 Minutes from page 7

## Questions:

Mary Sinnott, CHP asked if the art will be shared with other schools/colleges. Answer: The Provost responded that it will.

Marina Angel, Law, pointed out that President Adamany, while in office, sold Temple's art collection as well as the Law School's valuable Pop Art collection.

Roberta Sloan, SCT asked if there are plans for a performing arts center on campus.

Answer: send an email to the Provost and she will discuss with Tony Wagner, Chair of the Master Planning Committee.

## 3. Approval of Minutes:

The minutes of the September 15, 2008 meeting were approved with corrections.

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

President Turner announced that we now have video conferencing to Ambler campus and have added the Health Sciences Campus. This is an experiment and an effort to reach out to other campuses in the spirit of inclusion.

The Faculty Senate Steering Committee has met with Provost Lisa, Diane Maleson, Sr. Vice Provost for Faculty Development and Faculty Affairs, Terry Halbert and Julie Phillips of Gen Ed, and Sandy McDade, Director of the Office of Sustainability.

Turner has met with the President of Temple Student Government (TSG), Nadine Mompremier, who is in attendance at today's meeting. Hopefully a TSG representative will be able to attend monthly meetings as we work to strengthen relations between Faculty Senate and Temple Student Government.

Our guest speaker at the November 19 meeting will be Anthony Wagner, Vice President for Finance and Administration and CFO to discuss Temple's finances. Provost Lisa Staiano-Coico will also provide us with her monthly update.

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

Plans are proceeding with the special election for two committees: the University Study Leave Committee and the Personnel Committee. As soon as a list of eligible voters is obtained from HR, the information with the eligible names of faculty will be sent via listserv. Please pass this information on to your constituents.

LaFollette expressed thanks to faculty members in attendance and requested that they encourage their school/college representatives to attend future meetings.

## 6. Guest: Julie Phillips, Assoc. Director, Gen Ed - Update on Gen Ed Rollout:

Phillips outlined the general scope of this official first year of Gen Ed: There are now 764 Gen Ed sections and they have provided almost 21,000 seats to new, continuing and transfer students. There were 10,000 seats in the breadth areas and more participation in Gen Ed courses than the core courses. There is still a need for courses in the Human Behavior area. We have support for the budget and specifically in the foundation areas.

Three initiatives for Gen Ed include:

- Development of a peer teaching program. There are 15 awards set aside for the spring semester.
- Team Teaching Initiative: interdisciplinary team teaching across schools/colleges. Monies provided include \$7500 for course buy-outs and \$5000 award to develop models during the summer. Some applications are available for the spring semester.

- Provost Awards for Innovations in Teaching: three awards of \$4000 each. This will be included in the April awards ceremony.

Another initiative is five teaching circles to develop themes for Gen Ed. These include: the Philadelphia Experience, Sustainability, Globalization, Community Based Learning and University Libraries. One major challenge is the assessment of Gen Ed. i.e. how do we evaluate the program?

Jim Korsh (CST) asked about the number of Gen Ed classes taught by full time and NTT faculty. Response: Most are full time NTT faculty.

## 7. Guest: Sandra McDade, Director, Office of Sustainability

The objective of sustainability is to meet the needs of the present without compromising future generations.

The three basic aims are Environmental Protection, Economic development and Social and cultural progress.

McDade discussed some of the ways in which Temple will try to achieve sustainability as soon as possible.

Among these are encouraging research in the field, raising awareness to students and faculty, recycling, having better access to public transportation, minimizing waste, conservation of energy and water, and purchasing the most efficient appliances and equipment. Ambler is now going green.

In addition, McDade mentioned that graduate and undergraduate internships are available.

To contact Sandy McDade: [smcdad01@temple.edu](mailto:smcdad01@temple.edu) or [sustainability@temple.edu](mailto:sustainability@temple.edu)

Turner suggested that Senators go to their schools and recommend that McDade speak at the collegiate assemblies.

## 8. Unfinished Business:

None

## 9. New Business:

The Faculty Senate Steering Committee (FSSC) presented the following motion to the Representative Senate:

*'The Steering Committee resolves that the ad hoc Committee on the Status of Faculty of Color becomes a standing committee.'*

It was explained that because the motion is coming from the FSSC, a second reading is not required. The motion was moved and seconded.

Status of Faculty of Color Committee member Kimmika Williams-Witherspoon spoke to the motion. She explained that the goal of the committee is to engage in activities with an aim to promote diversity and inclusion university-wide.

The motion was passed: 30 ayes, 0 nays and 1 abstention

Art Hochner (FSBM) gave a report on the status of the contract negotiation. He also thanked everyone who attended the 10/14/08 rally.

Bruce Rader (FSBM) asked if there was a senate committee which deals with Non Tenure Track faculty concerns. Turner suggested that he send an email to the FSSC expressing his concerns.

## 10. Adjournment:

The meeting was adjourned at 2:56 PM

Bonnie Averbach, Secretary

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

# Representative Faculty Senate Minutes, September 15, 2008

## Representative Faculty Senate Minutes September 15, 2008

### 1. Call to Order:

President Karen Turner called the meeting to order at 1:45 pm

### 2. Welcome Remarks: President Karen M. Turner:

President Turner announced that the senate meeting is being simulcast with the Ambler Campus through audio conferencing with Apresso. We hope to videoconference with other campuses soon. Professor Turner gave thanks to her predecessors, Jane Evans for her leadership during the Administrative transition and Bob Aiken, who worked to build strong relationships between administration and faculty. Both were instrumental in getting the senate vote for NTTs. She then introduced President Hart.

### 3. Guest: President Ann Hart:

President Hart expressed the importance of leadership of the faculty. She extended her thanks to Karen Turner, Bob Aiken and Jane Evans for their faculty leadership during her first few years at Temple. Jane and Terry worked diligently to roll out the GenEd program. The Board of Trustees still talk about Jane and Terry and the work they did.

Among the issues that President Hart discussed are the following

#### 1. Academic Planning Process:

There is a draft of the Academic Plan now with the Board of Trustees for review. It is being finalized and refined and will stand as a template for other planning and actions over the next few years in order to advance Temple as a key center of the university environment.

#### 2. Campus Master Planning.

Looking at physical plant as the setting. We have retained Olin and others for this project. Two projects have emerged: Facelift to the train station which connects to Gladfelter and to the campus entrance. We will address the utilitarian needs across from the new Tyler School of Art and Engineering and Architecture School (no dumpsters or trash cans). The Physical Plan still needs work. Temple rests in the neighborhood Planning Updates: There will be a number of town hall meetings and discussion of political planning with leaders of the community as well as planning with the neighborhood. Included are projects at the Ambler Campus and Japan Campus. Hart wants Temple to be the gateway to the North Broad Street extension of the Avenue of the Arts.

3. Financial Planning Process. There is a Financial Plan in progress for future years. This includes private and state funding. At present the cost for a Temple student is 25% less than the cost of Penn State and 11% less than the University of Pittsburgh. A plan is needed for diversified funding sources, a road map for future years. Academic aspirations are also to be considered and also academic process.

#### 4) Gen Ed Rollout

President Hart expressed her excitement about the Gen Ed Program with thanks to Terry Halbert. Hart said that it is of the finest quality and also brings the city into the classroom—the location, sustainability, community based learning, and Philadelphia. There are 100 pilot courses and commitment to the Philadelphia Experience. There was an article in the Sunday Inquirer about our GenEd program. Philadelphia is a draw for Temple and we want GenEd to be successful. There are four parts:

- Globalization
- Sustainability
- Community Based Learning
- Philadelphia Experience

Dr. Hart then introduced the new members and others of her administration: Kenneth Lawrence Jr. is the new Senior Vice President of Government Community and Public Affairs

Frank Campbell is Senior Advisor for Healthcare initiatives.

Melissa Coopersmith is the President's Chief of Staff.

Another new member is Dr. Amid Ismeal, the new dean of the Kornberg School of Dentistry. He will join the university in October.

The other members of the cabinet are listed as set up according to the by laws, set by the Board of Trustees are the Vice Presidents.

Next is the org chart for the Executive Office of the President. These organizational charts will be available on the President's website soon.

### Questions and Comments by Faculty:

- 1) A faculty member expressed concern about the contract negotiations and mentioned that in past contract negotiations with some previous administrations, the way in which the faculty members were treated resulted in the faculty striking. Answer: the President could not discuss the contract, but said the negotiators should be civil and not nasty.
- 2) Plans for parking: Answer: Parking and transportation are part of what is being considered.
- 3) Suggestion to consider environment and security. Answer: Yes, we are trying.
- 4) Question about management taking Chairs out of the bargaining unit. Answer: Not to be discussed while negotiations are in progress.

### 4. Provost Lisa Listens:

Among the issues that Provost Lisa discussed are the following:

- The Provost's excitement about the past academic year, about Gen Ed having over 100 courses and now working with Betsy Leebron – the new faculty liaison.
- She also spoke about the progress in getting new designations for NTT's. The guidelines have been sent out to the Deans. One Dean did not adhere to specified guidelines.
- She is now in the process of preparing the Strategic Plan to be presented to the Board of Trustees in December.
- The portfolio of the Provost involves the Deans of the 17 colleges and international programs.
- Diane Maleson (Law School), now Senior Vice Provost for Faculty Development and Faculty Affairs, will be involved in streamlining procedures, enrollment management, diversity, and work on new priorities. Her door will always be open to faculty.

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

- At the next Faculty Senate meeting, there will be audio conferencing to Ambler and Health Sciences.
- The officers of FSSC will be visiting Collegiate Assemblies.
- There is interest in obtaining a database to facilitate forming short term Committees.
- Volunteers are needed to attend the October 14 meeting of the Board of Trustees.
- Two volunteers are needed who have attended before and two are needed who have never attended.
- On October 16, from 11 am to 2pm, the Students for Environmental Action are having a Farmers' Market on campus.

### 6. Vice President Paul LaFollette's Report:

With reference to Senate Committees:

- We need faculty on the Research and Study Leaves Committee and on the Personnel Committee. Applicants must hand in a statement as to why he/she wants to be on the committee and a CV.

### 7. Guest – Art Hochner:

Spoke about the contract negotiations: The goal is a contract by October 15. The negotiators have been meeting for three months. In most cases, the University response to union requests has been no. A few of the University positions: remove chairs from the bargaining unit and merit should be the only salary increase.

Question by David Waldstreicher (*Faculty Herald*): Why the administration does not want Chairs to be in the bargaining unit. Answer: The administration feels that the Chairs are managers, and therefore should not be part of

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# Representative Faculty Senate Minutes, September 15, 2008

*9/15/08 Minutes from page 8*

the bargaining unit.

**8. Unfinished Business**

None.

**9. New Business**

None

**10. Adjournment:**

The meeting was adjourned at 3:00 PM

Bonnie Averbach, Secretary

*Tune in to the full Senate Meeting of September 15 2008 on the Faculty Senate website homepage: [www.temple.edu/senate](http://www.temple.edu/senate) and click on the Apreso link.*

For an archive of Faculty Senate Minutes, go to:  
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