

TEMPLE UNIVERSITY  
**FACULTY SENATE STEERING COMMITTEE**  
 Minutes

**Date:** Tuesday, 3/13/2018

**Time:** 1:00 p.m. – 3:00 p.m.

**Present:** Michael Sachs (Pres., CPH), Cornelius Pratt (Vice-President, LKMC), Sue Dickey (Secy., CPH), James Korsh (CST), Ken Thurman (COE), Paul LaFollette (Fac. Herald, CST), Don Hantula (CLA), Kimmika Williams Witherspoon (TFMA), Teresa Gill Cirillo, Jeffrey Solow (BCMD), Betsy Barber (STHM), Carmen Sapienza (LKSM), William Cabin (SSW), Rafael Porrata-Doria (Law), Cheryl Mack (Coord.)

**Absent:** Tricia Jones (Past-Pres., LKMC, Sabbatical); Jie Yang (KSoD), Sharyn O'Mara (ART), Melissa Ranieri (Pharm), Kurosh Darvish (Engr),

**Guests:** Dr. Dan Berman, Vice-provost for Undergraduate Studies (VPUS) & Jon Nyquist, Incoming Director of Gen. Ed. (Dir. GenEd) (2:00 p.m.)

Topic	Discussion	Action
1. Meeting	Called to order by Faculty Senate President, Michael Sachs (MS).	Called to order at 1:02 p.m.
2. Approval of Minutes	<p>Greetings. I hope you all had a great spring break.            Is there a motion to approve the FSSC Minutes of 2-27-18?</p> <p>Report:</p> <ol style="list-style-type: none"> <li>1. I have a couple of things. Update on the schedule. On the 20<sup>th</sup>, next week, RFS, Vice Provost, Jodi Laufgraben will talk about Middle States Accreditation process update. Then, Gina Calzaferri &amp; Joe DuCette will talk about the renamed Assessment of Instruction Committee (formerly known as the CATE/SFF Committee.</li> <li>2. CALENDAR PLANS: For the final RFS Meeting: Speakers will be President Richard Englert &amp; Provost Joanne Epps. On March 27<sup>th</sup> Joe Lucia, Dean of Libraries will be our guest at the FSSC meeting. Others – Please see list in your packets. Dr. Sara Goldrick-Rab will be our guest on April 10<sup>th</sup> at 1:00 p.m. to talk about her initiative with food for students. Jim Cawley, Temple's Chief Development Officer will update us at 2:00 p.m.</li> <li>3. The transcript of the All Faculty Senate meeting on February 21<sup>st</sup> regarding the Faculty Senate Resolution for more transparency regarding the multi-purpose facility will be available by Friday. We will give you until Tuesday, Mach 20<sup>th</sup>, for feedback &amp; then present a final version next week. The Senate ballot is to be sent out by end of next week ideally. Paul LaFollette will get us a draft of pros &amp; cons on the resolution.</li> </ol> <p>CM (Sen. Coord.): Senate election ballots go out on the 26<sup>th</sup> of March.</p> <p>MS (Pres; CPH): We won't send them out at the same time. That would create confusion. We will see how timeline goes.</p> <ol style="list-style-type: none"> <li>4. You saw JoAnne's email about f/u to meeting that the committee on assessment for Middle States had here in</li> </ol>	Approved as read.

	<p>December. She called for focus groups. There was Tricia's response. She has had a particularly strong interest in focus groups, so she added an additional one. There are 2500 faculty. There are ~ 40 per group. Maybe there could be collegial assembly participation? Next steps not yet decided. What is your impression? Are focus groups enough? Why come to Collegial Assemblies? Some collegial assemblies have scheduled meetings for only 2 days in an academic year. Tuesday &amp; Wednesday meetings might or accommodate most faculty members' schedules, but might not. There could be one more session added with a bit more room. Check in the box if you haven't seen it the sign up and encourage people to sign up.</p> <p>KT (COE): We're looking to schedule a meeting with the Provost &amp; her first appointment is very far off. It's a little challenging.</p> <p>PL (Fac Her): At the meeting about the stadium last week, I have videos about what happened at SERC (community meeting over spring break).</p> <p>DH (CLA): There were some videos online in various places.</p> <p>JS (BCMD): I will try to find them &amp; send you the links.</p> <p>MS (Pres; CPH): Other Q's? (None.)</p>	
<p>Report of Vice President, Cornelius Pratt</p>	<p>V.P. Pratt's Report: Items: Elections March 26<sup>th</sup>. See your packets. There are quite a few vacancies. There are many on the Lectures &amp; Forums &amp; Faculty Senate Status of Women Committees (FSSW).</p> <p>MS (Pres; CPH): The FSSW has a survey they would like to send out. I asked them to send it to us first.</p> <p>RPD (Law): Do we need to send that to research review? The Law School needed to have a questionnaire approved prior to sending it out.</p> <p>DH (CLA): There is a Survey Committee, but the IRB has no jurisdiction about this kind of survey that isn't designed to generate research. I was part of the effort at Federal Level that got some of these changes made. But any survey has to go to the Survey Committee before it's sent out.</p> <p>MS (Pres; CPH): Is that Jodi Laufgraben's office or who? We will send it to the Survey Committee to review.</p> <p>KT (COE): We can clear it with them this spring, but can't send it out until fall. There are too many other things going on.</p> <p>MS (Pres; CPH): I doubt that the committee wants to wait until fall. The time frame will be what it is.</p> <p>CP (VPres, LKMC): We request that you spread word among colleagues to get some interest in participating on these committees.</p> <p>KT (COE): Have you served 6 years?</p>	

	<p>PL (Fac Her): I'm going off the Personnel Committee but would be willing to serve again. I filled someone else's term for the past 1.5 years.</p> <p>RPD (Law): I'm term limited out so I have to step down.</p> <p>CP (VPres, LKMC): What about the <i>Faculty Herald</i> committee?</p> <p>PL (Fac Her): I'm not supposed to run that committee. I'm supposed to be their servant!</p> <p>TGC (FSBM): Terry Halbert, from Fox, was on it.</p> <p>PL (Fac Her): I think she resigned. They are a real help to me when they hold meetings &amp; are functioning. For this past year, we haven't been able to get anyone to convene them.</p> <p>TGC (FSBM): I don't know how to even contact them.</p> <p>PL (Fac Her): If I have to do it I will, but it's really not seemly.</p> <p>CP(VPres, LKMC): I'm also calling attention to Provost's committee: UTPAC. There are 5 VACANCIES!</p> <p>JK (CST): Is there a limit as to how many per school can be on it?</p> <p>CP(VPres, LKMC): Yes. Two per school. UTPAC Com C – has a limit of 1.</p> <p>CM (Sen. Coord.): I will send out this document.</p> <p>RPD (Law): FSSW is seemingly active &amp; wants to send out a survey. But they have 9 vacancies. Is this committee that large?</p> <p>SBD (CPH/Nurs): Yes. Huge. Around 20.</p> <p>CP(VPres, LKMC): Did you get a response for this committee?</p> <p>CM (Sen. Coord.): Not really.</p> <p>KT (COE): Send them a reminder &amp; a due date.</p> <p>CP (VPres, LKMC): The Assessment of Instruction (formerly known as CATE/SFF Committee) has submitted names for Steering Committee approval. I would like to consider them for your approval. See the addendum: the chart below the minutes, sent by CM (Sen. Coord.) this am.</p> <p>TGC (FSBM): Who actually nominated these people?</p> <p>CP (VPres, LKMC): They came from Gina Calzaferri. She sent them to me. But Joe DuCette is chair. It's possible that some may withdraw.</p> <p>BB (STHM): Last time I nominated Wesley Roehl.</p> <p>CM (Sen. Coord.): I sent his letter yesterday.</p> <p>BB (STHM): There is nobody there from STHM &amp; nobody on the</p>	
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	<p>recently alluded to an endowment.</p> <p>MS (Pres; CPH): Do we have information about when it's opening? Spring or Fall of 2019. What's happening north of Speakman?</p> <p>BB (STHM): Building is being wrapped with new brick-work to look more like Alter Hall.</p> <p>MS (Pres; CPH): Whats' going on across from Fox?</p> <p>TGC (FSBM): Fox has taken over that building. There will be a bridge from the 3<sup>rd</sup> floor of Speakman over to the 1810 building for classroom &amp; office space.</p> <p>MS (Pres; CPH): Have they considered adding a 5<sup>th</sup> floor with a hot tub &amp; restaurant?</p> <p>TGC (FSBM): Fox's OLL department &amp; others are moving there. Real Estate.</p> <p>BB (STHM): A lot of institutes &amp; centers are moving into that building. We had to give up 6 offices for that walkway. But... they saved the men's room!</p> <p>JS (BCMD): Change the name from Speakman to Speakwoman!</p> <p>CS (LKSM): There is something that has come up several times in our Collegial Assembly. There is great dissatisfaction with the legal office with regard to transfers. Multiple people who have said next time you go to the steering committee, bring this up &amp; see if there is any way to mediate this.</p> <p>MS (Pres; CPH): My first instinct would be to send it to Michelle Masucci's office.</p> <p>DH (CLA): I agree. Her office is very understaffed, but that is where it should go.</p> <p>MS (Pres; CPH): The IRB is the next level of accreditation. Crème de la crème. Their offices are in Student Faculty Center on the Health Sciences Campus.</p> <p>CS (LKSM): These aren't IRB issues. The concern is with Legal, whose offices are on the same campus.</p>	
New Business	None.	
Guests: Dr. Dan Berman, VPUS & Dr. Jon Nyquist, Incoming Director of Gen. Ed.	<p>MS (Pres; CPH): Jon was recently appointed as Director of Gen Ed in January. Introductions were made by all present around the table.</p> <p>Dr. N: I've been in this position just a little over 2 mos. Since Middle States is coming next year, I'm not looking to make big changes until we assess what we have &amp; see what Middle States has to say about it. Then, I will be more concerned with the longer term.</p>	

On the PowerPoint, I'm showing some of the issues & trouble spots. I'm focusing on the negative right now. What is in our Gen Ed? This is a set of 11 undergraduate courses that everyone has to take if they don't test out of them. Six of them are breadth areas. See slides. There are 25 – 30 choices for each of the areas. Some of the problems include:

1. Lopsided enrollments. Distribution in the sciences. Environment has an enrollment of about 2000 per year. Next class down = half the size. Certain courses have the vast enrollment majority.
2. In the Human Behavior category, Human Sexuality is the most enrolled.

MS (Pres; CPH): Disability & sexuality has zero enrollment.

3. Race & div: Large classes have ~ 30 sections with varying class sizes with up to 210 per class.

BB (STHM): Do you have a reason why?

JN (Dir. GenEd): All this evolved in a pre-RCM world. Part of my concern is that they're voting for courses with the least resistance. Easier A's.

CP(VPres, LKMC): Q. Why are there classes not there that should be? Like Public Speaking? It's so fundamental to any discipline.

JN (Dir. GenEd): It's hard to teach that in a large class. Maybe that could be put in the Intellectual Heritage (IH) courses because of smaller sections.

KWW (TFMA): We have it in *Poetry as Performance*.

TGC (FSBM): That might be a little intimidating!

JN (Dir. GenEd): US society: There is a ubiquitous pattern in all the Gen Eds. Some of these classes have nobody minding the store. Orientation; course coordination with hours off. Overload. Many of these courses are taught by contingent faculty. NTTs & Adjuncts. Their lives are governed by SFFs.

Trouble spot 2 – there is little instructor support. Tenure track (TT) faculty is teaching < ¼ of the undergraduate credit hours. In Gen Ed, it's ~ 12%. See pie charts. Many are teaching for the 1<sup>st</sup> time.

KT (COE): When Gen Ed passed, there was a policy, if I recall... that SFFs were never meant to be used as tools for personnel decisions.

DB (VPUS): There is some language, but it was about best practice.

JN (Dir. GenEd): This trend not unique to TU. National. Adjuncts are basically the crack cocaine of academia. They're being judged on their SFFs. I'm really concerned that this is a race to the bottom.

JS (BCMD): I thought that the premise of SFFs is that you don't get better assessments from students if you give higher grades.

	<p>TGC (FSBM): That's the official perception. But now with electronics, it's self-selected. A large percentage of the students don't even bother to complete SFFs.</p> <p>JN (Dir. GenEd): Lovers &amp; haters complete them. I want to put in more peer classroom visits. People with a trained metric to be used not as punishment, but as feedback. I would like to see them occur around year 2 or 3. It's hard to convince the departments to send people to all these classes. It must be uniformly done. Outside viewers. Idea not to punish but to make it a better class.</p> <p>MS (Pres; CPH): I hope that you are on the Assessment of Instruction Committee.</p> <p>DB (VPUS): I sit on that committee. The jury is out about whether better SFFs are course-correlated with grades.</p> <p>DH (CLA): The University of Washington has a lot of data on this &amp; there's a big correlation. Attractiveness of female instructors is big as well.</p> <p>JS (BCMD): There is a big student grapevine about "this is an easy class."</p> <p>JN (Dir. GenEd): What do grades look like at TU? Most think it looks like a bell curve. The most common grade is an A. Then A-, B+ &amp; then F's for those who didn't show up. Distribution looks like the tail of a dinosaur. For TT faculty, the only ones who haven't shifted over are the assistant professors. I'm going college by college, dean by dean with this road show. I'm going to talk about grade inflation in a minute. Now, here's the Gen Ed slide v. rest of TU &amp; grades. It reflects entire undergraduate curriculum. This is a study by Peter Jones up to 2013. I've updated it since then.</p> <p>PL (Fac Her): I'm curious to know whether there's a difference between older &amp; younger faculty.</p> <p>JN (Dir. GenEd): There are lots of ways to slice this!</p> <p>KWW (TFMA): What about the "Fly-in- 4" program?</p> <p>JN (Dir. GenEd): These data are all pre-"Fly-in-4." Now, here's the slide with grade inflation. You see it over time as it has been occurring across campus. The sciences grade harder than the humanities, but they're all tracking over time.</p> <p>DH (CLA): But all our students are "above average."</p> <p>KT (COE): If you train to mastery, it makes sense that there are higher grades.</p> <p>KWW (TFMA): The culture here at TU since Adamany has been to raise the profile.</p> <p>JN (Dir. GenEd): Let's find out how much work they're doing in their classes.</p> <p>BB (STHM): I see a difference in attitude between the students of today versus those of 20 years ago.</p>	
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	<p>KT (COE): I've always wanted to walk in to a classroom &amp; say, "Everyone's getting an A &amp; you don't have to come back. I wonder who would show up!"</p> <p>JN (Dir. GenEd): I've been teaching Gen Ed x 20 years &amp; people ask me, why so much work for 'just a Gen Ed.' So it's creeping up. How do we stop the hemorrhaging? In some colleges where they're getting all A's, the number is 80%. These are gut classes. There are sections in Gen Ed classes where every student received an A within some sections within it. Some Honors Classes can do this. I can't picture where my class is so good that each student gets an A.</p> <p>KWW (TFMA): Our Gen Ed dollars under RCM are the only spots where we get the funds. If we don't get this, via SFFs or <i>Rate My Professor</i>, we don't get the money. There is incentive to do this! One of our assignments is that they go off to a Baseball game.</p> <p>JN (Dir. GenEd): Yes, but not all of them did the assignment.</p> <p>BB (STHM): I'll blame some of this on instructors, but administrators need to accept responsibility for some of the blame. How are they helping &amp; guiding these instructors? These administrators should be evaluated.</p> <p>DH (CLA): I agree with Betsy. In my college, if adjunct sections are small, they don't teach anymore. They must have butts in the seats. KWW is absolutely right about explicit &amp; implicit pressure so that these kids don't leave.</p> <p>KWW (TFMA); We absolutely want to create good instructors!</p> <p>JN (Dir. GenEd): We're starting to create that debate. This trend-line was pre-RCM.</p> <p>KWW (TFMS): When did SFFs go online?</p> <p>JN (Dir. GenEd): 2014. There is a moratorium on new classes for a while.</p> <p>JS (BCMD): A problem specific to music, is where talent plays a big role in what you can deliver. In music, a C = an F. You are forced to keep grades up to keep your school open.</p> <p>JN (Dir. GenEd): There are all kinds of pressures out there. Comparing yourself to the grade distribution line.</p> <p>TGC (FSBM): If you give too many A's in Fox, you're put on notice.</p> <p>JN (Dir. GenEd): I'm going around to each college &amp; talking with deans &amp; chairs. In the past, the assessment process was not allowed to look at how the class materials were designed.</p> <p>TGC (FSBM): In my department, several adjuncts didn't come back because they gave too many A's.</p> <p>JN (Dir. GenEd): If this is a conscious decision about how many A's we're handing out, it should be intentional.</p> <p>PL (Fac Her): It should be illegal if hiring decisions are based on</p>	
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	<p>SFFs.</p> <p>JN (Dir. GenEd): Race &amp; diversity instructors are terrified by SFFs. They are begging me to put evaluators in their rooms. There are people in their classrooms who don't say anything &amp; then unload their hate in SFFs.</p> <p>RPD (Law): RCM has had a big effect on this. That is one reason why the law school got into the undergraduate teaching game. We can get credit hours! What does every student who is not a science major take?</p> <p>JN (Dir. GenEd): Rocks for jocks.</p> <p>RPD (Law): Yes. One of the clever things that Penn did was to expand the number of sciences for non-science classes &amp; kept the enrollment for non-science major classes.</p> <p>JN (Dir. GenEd): We're working on setting grading expectations. Getting rid of SFFs as the only evaluation of instruction and several other things. Now, workload (for students). Ask any faculty member about how much time. Their expectation is 2 – 3 hours. See slides. Self-reported. Mean = 3.6 hours. According to the NESE, TU is at the national average about how much time they spend on their classes. I decided to look at Gen Ed to see if they're easier or harder. 6 – 7 hours for non-native languages. Stabilizes at ~ 2 – 3 hours per week. Gen Eds don't seem to come out as easier or harder. All over the place. Harder if not their area. Easier if their area. Non-uniformity among instructors. A lot more drilling down that we could do. Students pick classes based on what are the most interesting classes. TU students are putting in about as much work as the silver spooners, despite the fact that they work a lot.</p> <p>Rice University has a little workload calculator. In student time, not instructor time. Put your own syllabus through this calculator &amp; see how it comes out. Includes amount of reading, textbooks. Performance assignments aren't built into the calculators. We should put these tools into the hands of instructors, rather than mandates.</p> <p>DH (CLA): It's not just the time, but how it's used. Some spend 2 – 3 hours spinning their wheels. Practices that are known to make a difference but not practiced.</p> <p>JN (Dir. GenEd): But they don't spend the time. It's not distracted time. The pressure is to teach everything in large sections r/t RCM. Ruth Ost (Honors Program Director) is pulling her hair out about this. Revenue of Gen Ed. Other colleges are looking at this &amp; wanting to make offerings in these areas. These are the good/bad sides of capitalism. My question is, how do I regulate this? It's a zero sum game.</p> <p>KWW (TFMA): I teach the R courses. I would hope that you get the deans to buy in to this because that's going to drive the real change. Students say, "It's just too much work." Talk about R but light.</p> <p>JN (Dir. GenEd): The plight of the adjunct &amp; NTT comes up over &amp; over. How do we let them hold some standards without their</p>	
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	<p>demise?</p> <p>PL (Fac Her): Gen Ed.</p> <p>JN (Dir. GenEd): You are kind of cynical about Gen Ed. If nobody sees the value, we're taking 25% of the credit hours that they pay for &amp; It's a state law. Not just a good idea, it's the law. PSU just redid their Gen Ed, but they have a very large program.</p> <p>JN (Dir. GenEd): This may encourage colleges to offer some new courses. Competition is not such a bad thing, but we've got to make sure that the playing ground is level.</p> <p>PL (Fac Her): What about sciences for those who are not going to end up in the sciences?</p> <p>JN (Dir. GenEd): Science &amp; quant literacy. CLA has the biggest share. I'd like to push some money back into instructor support. Some are teaching 200 students per section without a TA. \$604.00 per credit hour per student. \$180,000.00 is a lot of overhead. A huge amount of money is not being reinvested. It doesn't all need to be skimmed off. How do you contain that? I don't control the budget.</p> <p>PL (Fac Her): Or we put it in a College of General Studies &amp; Honors.</p> <p>TGC (FSBM): You're talking about larger classes.</p> <p>DB (VPUS): Gen Ed courses; not writing intensive (WI) courses. There are 2 required in the majors. IH courses are sometimes WI but are controlled by the deans within those colleges. Enrollment can be adjusted by deans.</p> <p>JK (CST): Get some of this stuff in the Deans' evaluations.</p> <p>JN (Dir. GenEd): Yes... that's what I'm saying. Unless you incentivize the deans, it won't happen. When you remove the 800 pound gorilla... See the slides. Honors is going to die unless there's a way to tweak this. Student comments. There are some good things that students say too. For example, "I was undeclared. This course helped me pick my major!" There are certain things that college students are expected to know. We can't just jump in &amp; make a change just for change's sake.</p> <p>DH (CLA): Before Adamany, there was a rather inelegant conclusion, "Temple makes you stupid."</p> <p>JN (Dir. GenEd): I haven't looked at post Temple stats. I have looked at high school GPA, SAT, correlations between the online math placement exam &amp; how they do in the course is very poor.</p> <p>PL (Fac Her): No proctoring.</p> <p>DH (CLA): There are other predictors.</p> <p>JS (BCMD): I've advocated for online training for all incoming students for academic honesty &amp; plagiarism.</p>	
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	<p>TGC (FSBM): There is not always an incentive for instructors to penalize students.</p> <p>JN (Dir. GenEd): They've simplified that process. There's a form. These aren't just Gen Ed issues, they're undergraduate instruction issues. Still working on some of these graphs for the PowerPoint.</p> <p>KT (COE): I'm concerned that we're not looking at learning across time, but not just on performance.</p> <p>JN (Dir. GenEd): In the Gen Ed goals, rubrics are looking at students over time. Freshmen &amp; seniors. By course. There's a national conversation. Some of it's maturity. How much do you expect to see one class jump?</p> <p>Are there any questions? (None.)</p>	
Adjournment	Senate President Sachs: Thanks, everybody! We are adjourned.	Meeting adjourned at 3:03 p.m.
Respectfully submitted, <i>Sue Dickey</i> Sue Dickey, PhD, RN, Associate Professor & Faculty Senate Secretary, 2016-18		

Next meeting: Next FSSC: 3-27-18, Representative Faculty Senate: 3-20-18.

SBD/sbd 3-13-18; updated 3-25-18-9:17 p.m.

ADDENDUM

For review at today's meeting.

Proposed New Assessment of Instruction Committee Members:

Below are the names of the faculty members we are putting forward to the FSSC for consideration for the Assessment of Instruction Committee. The list of names in the "Primary" column are our first recommendations. We are asking that the committee also review the second column "If Primary Declines" so that we have an additional option if the primary declines participation. Please let me know if this is unclear or if you have any questions.

Best,  
Gina

<b>School/College</b>	<b>Primary</b>	<b>If Primary Declines</b>
Law	Duncan Hollis	Alice Abreu
Arts	Kimmika Williams- Witherspoon	Jane Evans
Business	Darin Kapanjie	Terry Halbert
CPH	Jamie Mansell	Anne Frankel
TFMA	Matthew Miller	none