

TEMPLE UNIVERSITY
FACULTY SENATE STEERING COMMITTEE

Minutes

Date: Tuesday, 10/3/2017

Time: 1:00 p.m. – 3:00 p.m.

Present: Michael Sachs (Pres., CPH), Sue Dickey (Secy., CPH), Michael W. Jackson (Vice Pres., STHM), James Korsh (CST), Kurosh Darvish (Engr), Ken Thurman (COE), Paul LaFollette (Fac. Herald, CST), Teresa Gill Cirillo (FSBM), Tricia Jones (Past-Pres., LKMC), Sharyn O'Mara (ART), Jeffrey Solow (BCMD), Kimmika Williams Witherspoon (TFMA), Rafael Porrata-Doria (Law), Robin Kolodny (CLA), Carmen Sapienza (LKSM), Cheryl Mack (Coord.)

Absent: Cornelius Pratt (LKMC), Melissa Ranieri (Pharm), Jie Yang (KSoD), William Cabin (SSW)

Guests: Temple University President, Richard Englert (1:00-2:00 p.m.) & Dan Berman, Vice-Provost for Undergraduate Studies (2:00-3:00 p.m.)

Topic	Discussion	Action
1. Meeting	Call to order.	Called to order at 1:01 p.m.
2. Approval of Minutes	<p>Minutes of 5-2-17 & 9-19-17.</p> <p>Pres. MS: Discussion between speakers?</p> <p>SOM (ART): Expressed a concern about university booked travel. TJ (Past-Pres., LKMC): That should be a question for Provost Epps. RK (CLA): Concur can be substantially cheaper than what faculty candidates come up with on their own.</p> <p>Pres. MS: Faculty retirees plan, as suggested by Past Senate President & 2017 retiree, Dr. Joan Shapiro. Once we get a little more info from Dr. Shapiro, I will let you know as that moves forward.</p> <p>JS (BCMD): Raised a question in a discussion about the revision of disability statements for new syllabi. Have seen nothing about what we're supposed to have incorporated into our syllabi in our college.</p> <p>Pres. MS: I will check with the Provost's Assistant, (Weegie) on that.</p> <p>TJ (Past-Pres., LKMC): CATA was notified to nominate faculty to sit on the deans' review committees. I'm asking about the time frame. Is it realistic to think that they can reasonably deliberate by the end of this semester? Too fast/too easy. There is no other faculty input when the deans are reviewed. Not dragging out the process is nice, but in past all review committees, the work was done in spring with attempt to bring in faculty voice. CATA has until October 17th to come up with some names. This is important b/c all deans being reviewed are new deans who came in 5 years ago. It is real important that faculty from those colleges have input.</p> <p>Pres. MS: There is the usual concern about anonymity with faculty members' anonymous input.</p>	<p>Approved.</p>

	<p>TJ (Past-Pres., LKMC): When Provost Epps was here, her point was strong that she didn't want anonymous feedback. I believe that this is a mistake, due to faculty fear about vindictive retaliatory behavior from certain deans & I will write about this to her. But, weighing that, there should be a way that they can send in anonymous feedback.</p> <p>JS (BCMD): We get anonymous feedback on SFFs all the time. Is there anywhere on TU's website to let us know about road closings & construction?</p> <p>PL (Fac. Herald, CST): Have we heard about the report & recommendations for RCM?</p> <p>Pres. MS: The report is still with President Englert & Provost Epps. Supposedly, it doesn't have to go through the Board of Trustees (BOT)? To be continued.</p>	
<p>3. President Englert's Report</p>	<ol style="list-style-type: none"> 1. Greetings. Thanks for all that you do. Please see State of University address remarks summary. 2. There was a student who fell from the third floor window of the 1940 Residence Hall ~ 9:30 a.m. this morning. It was a 19 year old freshman male. He died. This is heartbreaking. The worst thing that you could possibly hear. Family has not yet been notified. Worst nightmare for all of us... losing a student. Just as awful as when Jenna Burleigh was lost at the beginning of the year. She has an amazing family: They are providing Jenna's Blessing Bags. 3. There is a very fine relationship developing here between Faculty Senate leadership & the Board of Trustees (BOT). The BOT had a retreat on building good relationships. Please send me ideas for long term view of systematically building better & better relationships. I don't think that they've ever been better. It is so important for the BOT & faculty to have good solid relationships. 4. Other timely topics: -DACA students. Can they receive in-state tuition? Legal advice I've received is that this is not possible given current federal & growing commonwealth laws & apparent growing regulation in other jurisdictions. We can give you the names of legal groups that provide lots of advice for DACA students. We don't collect info on DACA students. Unless they tell us, we don't know. If they check the box for U.S. citizen on their applications, they're considered to be a U.S. citizen. Some might not be. Nobody follows up. Where verification occurs is when they apply for financial aid. Verification via that system. If not a citizen, they are not eligible. Private financial aid for which they may be entitled is not an issue. We must follow the laws as written. I hope that there is a federal legislative solution. We don't know how many there are. Some have estimated that we have ~50 DACA students. We have several student workers. We know because of employment mode records, where they must indicate. 5. Harrisburg. We might get our appropriation this week. It might be flat, & I think that we'll be ok for this year. We've received more than \$100 million for our health system. We have a good relationship with our Commonwealth. <p>TJ (Past-Pres., LKMC): One of the things that struck me about 5 years ago was a presentation about decreasing</p>	

our reliance on our dependence on appropriation. Where are we now?

Pres. Englert: If we lost \$150 million, that would be major. Under the RCM model, schools & colleges can build reserves. Could we take a 5% cut? A more gradual cut we can adjust to. Coming to grips with in & out of state tuition: Here are some scenarios:

1. Grandfather new in-state students.

The health system broke even this year. If something crazy happens with supplemental support to Medicaid at the Federal level, that could be significant. TUHS 48% = Medicaid; 38% = Medicare. It's not like Penn! They will have a \$600 million margin whereas we would break even. We cannot invest in the buildings & equipment. Read the *Huff Post* article from last April on gun violence and the work of Dr. Amy Goldberg, our trauma surgeon. There's a metaphor in there: God's work is being done. Take a map of Philly, superimpose a map of the human body: TUH is right where the heart is! That said, we serve N. Philly & we really depend on Medicaid. We need to do something there. We look at TUHS every year about the long term sustainability of the model given different scenarios. Outstanding with Founder Russell Conwell's words: "Great works with modest means."

MJ (VP & STHM): If Temple University Hospital is the City Hospital, is there a way to examine the communication of TUH (215) 707-1800. A person I know made a call and it took 45 minutes; there was no human answer.

Pres. Englert: Larry Kaiser doing a great job there.

Stadium: We are continuing to analyze & work with neighbors. I am absolutely committed to the idea that if there were a stadium that it would be a great benefit to N. Philly as well as TU. Analyses: financial. Save \$2 – 3 million/year with OC v. Eagles stadium. These are modest projections of what we would have to pay to the Eagles in coming years. There is every indication in dealing with us, that's what they're going to do. Costs continue to go up.

I traveled to Notre Dame (ND) for our game there. I walked the stadium & the campus. I got a feeling for the campus. I would love ND people to walk our campus. When I fill out the *US News & World Report* university rankings questionnaire, I rank the ones I know. People haven't walked our campus. That's my personal opinion. I want to continue to work with our neighbors & determine what benefits there would be for our immediate neighbors.

Health System: One reason we're breaking even is because the year before last, TUHS was responsible for 74 million in unreimbursed & under-reimbursed care. We gave that to N. Philly. In our best interest to continue to support N. Philly. That doesn't get recognized much. What our faculty & students do is amazing. That is going to be one of the centerpieces of everything.

Data for stadium are pretty clear that it would be \$2 – 3 million/year savings. Are there any questions?

TJ (Past-Pres., LKMC): Is the current Secretary of Education having an impact on us? Higher ed in particular is really getting hammered in general. How is she affecting us?

Pres. Englert: I wear a non-partisan hat. I work with everybody. You will not hear me criticize an elected official or a party. I want to speak on behalf of Temple & not my particular bent. The most important thing to me is to represent the university.

If we were to be cut from indirect expenditures, as one proposal called for, it would be devastating & I would oppose that. If we were to be cut on Medicaid, I would oppose that, for the reasons I said.

Right now, we are doing pretty well on research funding. The concussion studies are getting more funding. (This comes from the Department of Defense dollars; not education dollars.) Legislators are in awe of that. The current is with the Army research lab. Another study is trying to get USAF to use lasers to clean outside of aircraft. Cheaper; less labor; fewer polluting chemicals.

Am I concerned about student aid funding? Yes. Very.

Sometimes it's good when you take a position as faculty, but I don't want to do that, especially when our appropriation is being reviewed in Harrisburg. If one person gets in a snit, you could have enough momentum to block our appropriation. We must have approval by 2/3 of the legislature to get the appropriation.

This is the same reason for which I could not declare us a sanctuary campus. That might, like the Harvard President said, put our students in the bull's eye. For all those reasons, I want to be cautious.

CS (Med): What about indirects? At what point do they become a cost?

Pres Englert: F & A, (what we call indirects). Buildings & equipment. Research still costs you about 30% on the dollar. We do it because it's our mission & helps our reputation. We budget for greater than the "True cost." If we were to lose that 57%, how would we support ourselves? It's the cost of the labor as well. We're not only purchasing the box & the chocolates, but the labor that created them. Why do people say to budget only for the direct costs? It doesn't work. The Feds actually negotiated other grants without indirects. If we didn't have them, we'd be devastated.

PL (Fac. Herald, CST): Can we have our pretty owl back?

Pres. Englert: It's going to be put somewhere.

We must look at the long term sustainability for Ambler. It lost to the Main Campus in its competitive battle for student

	<p>preference. Please get suggestions for good use of the Ambler Campus to Provost Epps so that she can gather them all.</p> <p>Thank-you everybody!</p>	
<p>Report of Vice President, Michael Jackson</p>	<p>See attached report. EPPC has been filled as a committee.</p>	
<p>Dr. Dan Berman, VPUS</p>	<p>Pres. MS: We welcome our new Vice Provost for Undergraduate Studies, Dr. Dan Berman.</p> <p>Hello! I am about 2.5 months into the job. Thanks for inviting me. I will say a few things & then answer questions. A bit about myself: I feel a bit comfortable here compared to some of the meetings I'm attending, since I'm really recently a faculty member. I'm from the College of Liberal Arts (CLA). Before now, I've been chairing the Department of Greek & Roman Classics & chairing the Intellectual Heritage (IH) Program. This is a nice springboard as a pillar of Gen Ed. We're searching for a new director of Gen Ed right now. I come from a place of broadly educating students. I come from Liberal Arts. They're the kernel. They give a broad perspective on the disciplines. We read ancient science & math. That kind of perspective has always been important to me. We must give that to all our students no matter what college they're in, even more so now than ever before.</p> <p>The academic side of Gen Ed, Honors, Writing Intensive (WI) and placement are all under my umbrella. Student support side. Advising, career services, undergrad policy as well. Getting used to it at this level. On academic side, Gen Ed is on my mind. Restructuring of Gen Ed. Want I want GEEC to be heavily involved. I recognize the crucial importance of Faculty Senate Committees. Educational Procedures & Policies Committee (EPPC) & CATE/SFF committees. Assessment of instruction committee. Thinking about ways that students perceive it to be more relevant as well as faculty. RCM comes in to all of this so there's a financial stake.</p> <p>I aim for cohesion & consistency. Honors on one hand & developing what students need on the other side. STEM tutoring center. Bringing everybody through to empower them to do more.</p> <p>Other side: Student support: Career advising. Policy. Efficiency & consistency. A lot of processes are connected to my portfolio. Transfer processes. Data collection on students. Student risk. I am concerned about significant delays in courses being processed for transfer credit.</p> <p>Institutional assessment; registrar; admissions; director of enrollment/mgmt. Efficiency & openness. I am a big fan of communication. Want to hear from people if/when issues come up in which I can be involved. I see the Faculty Senate as a very important for what we do in UG studies. A lot going on that I'm learning about! What would you like to talk about?</p> <p>As for RCM; we are nearing the end of that process. Soon, there</p>	

will be a meeting with the Deans. Ken Kaiser will be meeting with the deans soon. Things will be coming out of that soon.

Pres. MS: Haven't been able to firm out that even a small body of the faculty would be able to look at the document & have some feedback. My next question is that many of us have been involved with Peter Jones regarding restructuring of Gen Ed. There was a draft. Is that available?

Dr. Berman: I've seen that draft. I'm between those two poles that you described. A new director will be important. Is there more than one proposal? Yes. There was another proposal that I liked less well than the other. GEEC members & I are familiar with that, which is good. But want to make sure that the new director has enough latitude with GEEC.

KT (COE): My question is whether or not Gen Ed is still relevant?

Dr. Berman: I would still answer yes, but it could be improved.

KT (COE): That question must be considered.

Dr. Berman: I am taking it as a given that it's relevant & that we need something.

PL (Fac. Herald, CST): There is a movement back to distribution credits. Like a Chinese menu. Problem with Gen Ed now is that it never lived up to its original intent. The new financial model (RCM) isn't helping. It's never been what it could be. I would like to reinvigorate what original model was.

Dr. Berman: I probably agree with you, more or less. Financial pressures are exacerbated by RCM.

TGC (FSBM): What was that previous model? (CORE Curriculum)

Dr. Berman: Likely the way it was when you went to college. CORE wasn't working very well at TU because of the way students had to cross list, double & triple dip courses. For Gen Ed courses, there are no pre-requisites & no real connection with the overall curriculum. Happy to talk to you about some of these ideas, but I don't want to pre-dispose that whole process.

JK (CST): When I was young at Penn, the requirement was to 'take 40% outside your school.' This worked well. I always wondered why we don't.

Berman: Now, there are legislative mandates about what students must take. Categories. They map closely to some of our Gen Ed requirements, for example, Quant Lit.

KT (COE): What are the Middle States requirements?

Dr. Berman: Something from the state.

TGC (FSBM): I don't think Gen Ed is irrelevant. But it needs to be focused. We have students going to employers, but they don't know how to communicate or think critically. Employer Survey 2014, 98% of employers focus on a Lib Ed. "It takes more than a major." Intellectual Heritage should be required of all.

	<p>Communication. Writing Intensive. Information literacy. We need to change the culture & demonstrate relevance.</p> <p>Dr. Berman: You are right about perception. Part of it. Students & faculty must buy in. Breaking down that wall. Courses can have a connection to your major.</p> <p>TGC (FSBM): Could there be more quality control?</p> <p>Dr. Berman: Quality is inconsistent across the Gen Ed courses. Some are fabulous & do exactly what they're supposed to. IH now great & has done a lot in the past 4 – 5 years. It should be a model for what we do elsewhere.</p> <p>SOM (ART): When TU went from CORE to Gen Ed, we were in version 1.0 of RCM, & we watched our arts component dwindle to a single course because there aren't enough of us to hold the vote over all those science people. This was flawed from the beginning.</p> <p>Dr. Berman: I appreciate that because I wasn't around then & it's good for me to hear that. The original Gen Ed policy began in 2007 & Gen Ed Implementation policy followed a few years later. There's a dialogue between the 2 documents. The implementation policy is a clear reaction to the difficulties that came out after the 1st policy.</p> <p>KWW (TFMA): Are you looking for an internal candidate for Gen Ed Director?</p> <p>Dr Berman: Yes. Tenured, internal candidate, unless we can't find an appropriate person for the role.</p> <p>KWW (TFMA): GenED became a cash cow for many of the departments, who then hired adjuncts to teach the courses. Look at how that's figured into the thinking. As part of that core process, as one of the writers of the R & D objectives, I agree that it is very relevant. It's a shame that the art requirement is reduced. Creativity & critical thinking are left out.</p> <p>Dr. Berman: This is a powerful way to sell the changes. About RCM, I completely agree with that. Any adjustment has to take into account RCM. Not letting RCM drive the bus, but not ignoring it.</p> <p>RK (CLA): A comment. This is my 27th year, but it's the 1st year I've sent a child to college. She took AP courses. AP exams. My daughter does not go here. TU will just take any AP credits that I have. This saves parents a semester's worth of tuition, etc. It results in writing off all the Gen Ed classes. Half of the kids at Penn that got a B in High School calculus failed calculus at Penn. I don't know if your office has looked at this or talked about it. Problematic. Now to get into honors, class bias is perpetuated.</p> <p>Dr. Berman: This is related to Gen Ed. A good point. I don't know how much VPUS Peter Jones looked into that when he was in my spot. We ought to pay more attention.</p> <p>PL (Fac. Herald, CST): Honors & Gen Ed are both hurt by RCM. At one time, we were housing them in a College of General Studies, having a budget & renting faculty from other colleges. Might this still be on the table?</p>	
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Dr. Berman: I haven't heard anyone talk about this. Modifying the model. Honors could work the same way. Taught technically out of my office, but we don't get the \$ for them. Some way of creating a situation where you give colleges the ability to flood the market. Provost Epps is interested in these kinds of ideas. Dr. Ruth Ost (Director, Honors Program) likes these discussions as well. Solutions could be similar. RCM de-incentivizes small class size. A college would be one kind of a structure & then 'faculty rental,' putting credit hours in a pool, a different formula, number of courses you're teaching.

Pres. MS: Do you have any questions for us?

Dr. Berman: Yes, about the committees that you populate that are related to what I do: EPPC. I just feel that it's important to make it clear that those are incredibly valuable committees to move courses forward. I feel that I wouldn't move on those things without faculty voice. Those committees must be as robust and active as they can be from my perspective.

Pres. MS: Concerns or kudos, Dr. Michael Jackson's the man.

Dr. Berman: As for teaching assessment, Dr. Zeb Kendrick & I called a meeting with Sally Frazee recently. I prefer a faculty led committee. EPPC has been a little quiet lately; that's my impression. It will be great to hear from them going forward.

TJ (Past-Pres., LKMC): There was a meeting a couple years ago with SFF/CATE asking for a dual committee. We should be pressing very hard for a multi-modal assessment approach. 2-3 years ago that committee really looked like it was turning a corner. How do we do this? There was a political will at that time. The question is where is it now & how to move forward? Also, your description of EPPC is very kind. I would call it 'walking dead.' There are 2 issues that come up with that committee.

1. When it ran the way it should, partly because the provost's office gave course load releases due to the fact that it was such a heavy lift committee, people would put in the time. There was a precedent. That release was wiped off when former Provost Hai Lung Dai stepped in.
2. Also, there was serious push-back from deans. The dean's didn't want certain issues brought up with EPPC. They challenged what deans wanted to do with UG curriculum. One of the most important rules on EPPC is that the person who the dean would agree about or not to sit on that committee. It could be turned around right now if the right kind of dean were asked to chair it. Many have not been around when EPPC was functioning well.

KT (COE): As a former chair of EPPC, there should be a way that GEEC should be able to relate back to EPPC. Also, its relevancy. We must think in terms of the competency of our students. Multi-cultural awareness. This must be within the purview of CORE, Gen Ed or some other. Are we assuming that because someone took an Honors course that they come with a set of relevant competencies?

Dr. Berman: We do have those internal processes.

KT (COE): Are we looking at student outcomes?

	<p>Dr. Berman: I believe that we are. We are trying to close the circle & making changes based on our assessments. That's the idea & the strategy. Best practices.</p> <p>TGC (FSBM): Working with DD assessing students who just completed 802, & looking at their progression. Something we should be doing internally. Looking at outcomes in their upper level Writing Intensive classes for Middle States. Very preliminary.</p> <p>Dr. Berman: WI courses are not part of Gen Ed.</p> <p>PL (Fac. Herald, CST): This may not be in your portfolio. A couple years ago the Russell Conwell Center was disbanded. Now his name is attached to nothing. Seems like the mission of this University is being abandoned. It would be good to reattach the name to something.</p> <p>Dr. Berman: Former VPUS Peter Jones would say, "It's not gone." We still have those services. They're not visible. Open door. Outreach. Preliminary discussions. Funding? Funders? We DO have the academic side, but not the social support, student life that the Conwell Center was able to offer.</p> <p>TJ (Past-Pres., LKMC): I'm wondering about Temple Option students. We are 2 years into that. Wondering about how the things into which those students are engaged is intersecting. A lot had expressed concern.</p> <p>Dr. Berman: These issues often cross over. Alexandra Mhachavno runs it & reports to Michelle O'Connor. CLA has a similar project related to retention patterns.</p> <p>KT (COE): Joe DuCette (Associate Dean, COE) has told us that the Temple Option students are not doing as well in our college.</p> <p>TJ (Past-Pres., LKMC): We must find out early when someone is having difficulty & build in those supports. For example, monitoring card swipes on buildings; Bb entries.</p> <p>Pres. MS: Thank-you. Please come back for a return engagement.</p>	
1. New Business	None.	
2. Adjournment	Senate President Sachs: Thanks, everybody! See you next Monday at the Representative Faculty Senate meeting.	Meeting adjourned at 3:00 p.m.
Respectfully submitted, Sue Dickey Sue Dickey, PhD, RN, Associate Professor & Faculty Senate Secretary, 2016-18		

Next meeting: Representative Faculty Senate: 10-11 17. Plans: Please attend the Diversity Symposium on October 24th.
Next FSSC: 10-31-17.

SBD/sbd 10-3-17; updated 10-25-17

SENATE COMMITTEES		VACANCIES
Budget Review Committee http://www.temple.edu/senate/committees/budget-review.html		1
Committee for Administrative and Trustee Appointments http://www.temple.edu/senate/committees/administrative-trustee-appointments.html		1
Council on Diverse Constituencies http://www.temple.edu/senate/committees/councilofdiverseconstituencies.htm		1
Educational Programs and Policies Committee. (EPPC) – ELECTED CMTE <i>At least six schools/colleges must be represented on committee. Largest School/College (CST) should have two faculty. The second largest School/College (CLA) should have at least one faculty. No more than two faculty from each school/college may serve at any time. *</i> Must select 1 from CST. http://www.temple.edu/senate/committees/eppc.html		1*
Faculty Herald Editorial Board http://www.temple.edu/senate/committees/faculty-herald-editorial-board.html		4
Lectures and Forums Committee http://www.temple.edu/senate/committees/lectures-forums.html (FSSC should consider decreasing number for membership. 8 not necessary and cmte is difficult to populate)		5
Library Committee http://www.temple.edu/senate/committees/library.html		1
Standing Committee on Continuous Revision of Faculty Handbook http://www.temple.edu/senate/committees/standing-continuous-revision-handbook.html		4
PROVOST COMMITTEES		VACANCIES
Student Award Selection Committee http://www.temple.edu/senate/committees/student-award-selection.html		2
University Sabbatical Committee – ELECTED CMTE <i>(No more than one faculty member per school/college may serve at one time)</i> http://www.temple.edu/senate/committees/university-sabbatical.html		3
University Tenure and Promotion Advisory Committee – ELECTED CMTE <i>Only tenured full professors may serve on this committee. (No more than two (2) faculty members from any school/college may serve at any one time. Faculty shall serve a two-year term. Term for this committee begins in the Fall semester.</i> http://www.temple.edu/senate/committees/university-tenure-promotion-advisory.html		
<ul style="list-style-type: none"> • UTPAC-A Humanities and the Arts 		1