

Minutes
Representative Faculty Senate Meeting
January 22, 2018, 1:45 pm
Kiva Auditorium

Attendance:

Representative Senators and Officers: 38

Ex-Officio: 0

Guests: 9

Call to Order:

The meeting called to order 1:49 pm by Cornelius Pratt.

Guest: Jodi Levine Laufgraben, Academic Affairs, Assessment & Institutional Research

Report on results of Faculty Survey of Student Engagement (FSSE). See attached PowerPoint.

Survey in collaboration with the Faculty Senate Steering Committee to deepen the conversation as to how students and faculty see engagement in different ways. Has been conducted by the National Survey of Student Engagement of University of Indiana. Built on theories that students who are engaged are more likely to persist and graduate.

Survey conducted every three years to incoming students and seniors. It measures

- What students do
- What institutions do
- Institutions effectively channel student energy to right activities

NSSE is a national survey so we can get comparisons to other universities; compares to our Carnegie classification R1

Over the several years, we have been able to see our students more engaged over the years. We felt students were under reporting collaborative learning.

We believe there is some actionable data and some meaningful conversations to come from this.

FSSE was a tool developed to see to what extent faculty value and offer educational strategies for student engagement. Survey asked faculty

- How often asked about student engagement
- How important is engagement
- How often faculty/student engagement
- How faculty feel students spend time outside classroom

Both instruments are connected to NSSE and FSSE and covered questions in four areas:

- High impact engagement
- Classroom practices
- Cognitive activities
- Perception of institutional support

Faculty version are asked to pick a class and answer the question to self-identify as lower division or upper division

Spring 2017 survey included part time, full time, adjuncts; 36 percent response rate
154 colleges and universities participated.

Four larger concepts that the survey explores:

- Academic challenge
- Learning with peers
- Experiences with faculty
- Campus environment

Students and faculty agree most emphasis is placed on experiential learning. Applying theory or being asked to solve problems.

- Reflective and interactive learning
- challenge
- learning new things or different perspective
- least thing done is including diverse or inclusive learning

Not groundbreaking but not a large disconnect.
Students are learning to learn

About 24 percent (faculty are unidentifiable) of the faculty that participated last spring were from STEM.
Quantitative literacy was reported not as important by both faculty and students

To what extent is the work challenging?

Findings:

- Faculty feel there are greater challenges than students actually feel
- Learning with peers
- Group work; both faculty and students say they are engaging across the classroom.

Faculty engagement:

Faculty say they engage with students outside of the classroom.

Students don't think they do as much as faculty believe they are.

Faculty think they are explaining course goals far more than students say they are explained.

Quality of interactions with Administrative areas:

Students rate these interactions higher than what faculty think.

We need more resources on non-academic support.

Certainly as we see things happening with mental health with drugs and alcohol the university knows that we need to do more.

How students spend their time:

Students think they spend more time memorizing information

Upper division faculty think students are spending 7 hours a week studying for class

Seniors say they spend 35 hours/week studying

High impact practices:

Study Abroad, learning communities, service learning, internships, research with faculty, and senior culminating experiences.

44% faculty think this is important.

11% of freshmen

21% senior participate in service learning. (Carnegie Community Engagement classification).

56% of seniors did have an opportunity to participate in study abroad.

Research with faculty:

Some might say that we need to have some opportunity for students to participate in research with faculty.

20% seniors reported research with faculty

Capstone as culminating learning experience:

They would like to see how the 20 percent

Fly in Four should show a change

Temple has to renew its application for Carnegie designation.

Faculty report that they believe students are engaged.

Students report learning and educating themselves on local, regional campus and civic engagement.

Campus environment

Gina and Shana, colleagues,

How can Temple use this data?

Cornelius Pratt (KMC, Pres.): If you could boil down to one talking point, what would that be?

Laufgraben: How students spend their time; or service learning and internships. We are looking at how students spend their time. Are we creating enough high-impact experiences?

Student Satisfaction questionnaire every three years too.

Paul LaFollette (CST, Edtr. of Herald): How are students selected? Do you have the ability to track students from freshman to senior? Is there a way to capture students who are working?

Laufgraben: We select freshmen, seniors, then self-selection. We do have a question about how students spend their time, while they are also snapchatting.

Steve Newman (CLA): In the amount of time that students have to put on how many classes they have and how many hours they are studying.

Colleague: They are being asked to guess about how many hours they are studying,

Laufgraben: They say they are memorizing.

One of the ways to follow up to get people together

The final question is by how students engaged in local engagement is that north Philadelphia, is that tri-state areas, how is that being defined? Is this just nomenclature.

Ken Thurman (COE): This is very important data but it seems very impressionistic...is there any way to look at what's being done in individual classrooms? Are you looking at syllabus...collaborative learning?

Laufgraben: There is nowhere in this data that we have a university benchmark...like we don't have a benchmark that we may need to reach 70 percent. I don't think there is any data here that we have to defend.

Thurman: I'm not asking you to defend but I am interested in how to verify the impression.

Jim Korsh (CST): An article I read about engagement was much broader but that engagement really helped students but there is no correlation between engagement tied to ranking. If we really are to do a better job at this, then we ought to advertise

Laufgraben: The goal is 90-1 percent retention rate. 52 percent should lead to the improvement of ranking.

Jeffery Solow (BCMD): Bingham College, published in the Chronicle of Higher Education

Approval of minutes:

The minutes of November 16, 2017 were approved as presented.

Vice President's report:

Abroad in China, Europe and Africa for four months. No formal report.

President's report:

Sincere appreciation for Michael W. Jackson, as interim Vice President for stepping in and he has now retired. Welcome a new representative, Betsy Barber, School of Sport, Tourism and Hospitality Management.

Ad hoc committee looking at the potential of looking at Deans who support or perhaps not so much support faculty governance so we're looking at how we might measure that.

Some of you have seen the President's message about the new (?)

Wednesday February 21, 2018 President Englert: if you do have questions you can send them to me, Cornelius, or Sue Dickey by the end of next week, February 2, 2018 so he will have time to look at that. Questions?

Old business:

None

New business:

Steve Newman (CLA, Pres. TAUP): I would like to introduce a resolution (see attached . I think it was apropos that Jodi Laufgraben was here to talk about student engagement. As you for the record or told of his decision made by the Board for the multi-purpose building to appeal to the city for a planning permit. You have the sense that we the faculty are not being heard. The elected student government ran on a platform opposing the stadium so what you see that the resolution setting out what building the stadium would mean for the faculty, for the students, and the financial solvency.

We resolve:

1. That Board of Trustees reverse the decision
2. We are urging the Board to release the data
3. A joint faculty and administration committee to investigate

We worry about the health of the brains of our students and what health to the brains that our students are experiencing.

We need a 2/3's voice.

Paul LaFollette (CST): The choices: that we have to defer voting on this until a special meeting; call a special meeting; or agree by two-thirds of the senators present and agree to vote on it now so that we can send it out electronically, which is what we are supposed to do according to the bylaws.

Guest speaker Reverend Moore (North Phila. Community):

Thank you. I appreciate your allowing me to come and speak. It is dangerous to give a black preacher a mic but I will try to be judicious in my remarks.

I have lived in north Philadelphia

To build a 35, 000-seat stadium makes no walking around sense. It makes no sense, escalating taxes and erosion of quality of life. The data has shown that building a stadium does not make success for 12 games but we have heard that Temple has reached out to St. Joe's and LaSalle universities.

If they can raise 100 million dollars for a stadium, they can raise money for professors tenured,

There is a model at University of Pittsburgh where they can use a stadium at (?)

It makes no walking around sense to close 15th street, the only street that goes from north Philadelphia to south Philadelphia.

LaFollette (CST): I am too ignorant of financial matters to be able to talk about whether this would be good for us but I am speaking about the community; it doesn't make for good neighbors. In addition, for every concussive episode when we watch a football game, we can no longer watch a football game knowing that each injury is a progressive concussive injury that if we could

Jeffry Solow, BCMD: Again, I agree with the resolution but if we go forward, would we vote to vote or would we vote to include an electronic vote?

Newman: I think this is two questions. Do we include the substantive whether the
When do we do this?

Would you allow an electronic vote?

Or we could say; can we have a special meeting for this?
Or do we want to chew on it?
How do we then vote on it?

Sachs (CPH, Pres): If we are to vote today, why would need another meeting to vote?

LaFollette: There is an expectation that a special meeting is held within a week, it would be where we can advertise the meeting, try to get more people here and we can have a robust discussion and it can't be said that it was rushed and passed by... this

Solow: That was my question.

Sachs: Are you envisioning to have the President there to answer questions?

Newman: It would be good to have the President there if he chooses as a matter of respect...that we honor his presence and he has an opportunity.

Solow: I move that we call for a special meeting and invite all interested parties within the next week.

Newman: The president has a very busy schedule so I would be willing to defer it to another week where if he cannot participate another of his designees.

Motion:

Schedule a special faculty senate meeting for the resolution that has been presented, ideally in the next week or two weeks depending on the president's schedule and invite all representatives of the faculty—full time, NTT, adjuncts and a representative from Temple Student Government.

Motion carries 20

No abstentions

Motion carries

Adjournment:

The meeting was adjourned at 3:10 pm

Next meeting:

Special meeting of the Senate, Wednesday, February 21, 2018.

Submitted by,

Kimmika Williams-Witherspoon

Kimmika Williams-Witherspoon
Senate Secretary

Faculty Survey **FSSE 2017**
of Student Engagement



Why Focus on Engagement?

- Research shows that students who are engaged in their learning and with the campus community are more likely to succeed
- NSSE gives us information on students' participation in programs and activities that institutions provide for their learning and personal development.
- FSSE gives us information on the importance instructional staff place on various areas of learning and development.

What is Student Engagement?

- What students **do** – time and energy devoted to studies and other educationally purposeful activities
- What institutions **do** – using resources and effective educational practices to induce students to do the right things
- Educationally effective institutions channel student energy towards the right activities

What is **FSSE**?

- Designed to compliment the National Survey of Student Engagement (NSSE)
- Focuses on:
 - Instructional staff perceptions of how often students engage in different activities
 - The importance instructional staff place of various areas of learning and development
 - The nature and frequency of instructional staff-student interactions
 - How instructional staff organize their time, both in and out of the classroom



Connection to **NSSE**

- Both NSSE and FSSE ask respondents for perceptions of the following areas:
 - High impact areas of engagement
 - Classroom practices
 - Levels of cognitive activities in coursework
 - Institutional support and engagement



Connection to **NSSE**, cont.

NSSE Asks Students:	FSSE Asks Faculty:
Which activities have you done or do you plan to do before you graduate from your institution?	How important is it to you that undergraduates at your institution do the following activities?
In your experience at your institution during the current school year, about how often have you done the following activities?	How often do students in your selected course section engage in the following activities?
During the current school year, how much has your coursework emphasized the following mental activities?	In your selected course section, how much emphasis do you place on engaging students in each of these mental activities?
To what extent does your institution emphasize the following?	To what extent does your institution emphasize the following?



FSSE Administration

- Administered at Temple in Spring of 2017
- Respondents included all faculty teaching at least one undergraduate course
- Temple response rate: 36% (n=834)
- Overall, 154 colleges and universities participated in FSSE 2017



FSSE COMBINED RESULTS & NSSE



FSSE and NSSE Engagement Themes

- Academic Challenge
- Learning with Peers
- Experiences with Faculty
- Campus Environment
- (Additional engagement items)



Academic Challenge: Higher-Order Learning

Captures how much students' coursework emphasizes challenging cognitive tasks such as **application, analysis, judgement, and synthesis**

Overall, **faculty** are more likely than students to believe that coursework emphasizes various aspects of **higher-order learning**



Students and Faculty agree that the most emphasis is placed on analyzing ideas or experiences in-depth, followed by application of facts/theories/methods to practical problems and new situations

Faculty report that they place more emphasis on learning to form new ideas than students reported to perceive this emphasis

Forming New Ideas

Faculty Report of Course Emphasis	85%
Student Report of Course Emphasis	65%

Academic Challenge: Reflective and Integrative Learning

Measures the extent to which courses:

- **Encourage** students to make **personal connections** to the material
- **Motivate** students to make connections between their learning and the **world around them**
- **Cause** students to **reexamine** their own beliefs and consider ideas from others' perspectives.

Overall, faculty are more likely than students to believe that coursework emphasizes various aspects of **reflective and integrative learning**.

- **Faculty** and **students** agree that courses are most likely to emphasize connecting newly learned material to prior experiences and knowledge
- **Faculty** and **students** agree that the least emphasis is placed on including diverse perspectives in discussions and assignments
- **Seniors** and **upper-division faculty** reported more emphasis on combining ideas from different courses than **first-year students** or **lower-division faculty**

Academic Challenge: Learning Strategies

Measures **student implementation** and **faculty encouragement** of strategies to enhance learning and retention, such as ways to actively engage with and analyze course material.

Overall, Students report engaging in various **learning strategies** more than faculty suggest that they encourage students to do it

Learning Strategies

Strategy	Faculty Encouragement of Strategy	Student Implementation of Strategy
Identify Key Information from readings	65%	85%
Review Notes after class	60%	80%
Summarize what has been learned	65%	85%

Academic Challenge: Quantitative Reasoning



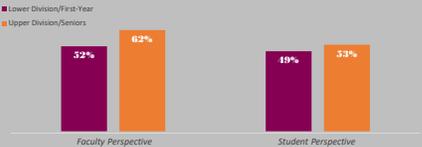
Faculty and students are more similar in their rating of student engagement around **quantitative reasoning** as compared with other areas of academic challenge.

- *Faculty and students* place the most value on students' ability to reach conclusions based on their own analysis of numbers, graphs, statistics, etc.
- This area was significantly **less important** to faculty than other areas of academic challenge. Similarly, students reported engaging in these practices significantly less than other areas of academic challenge.

Captures the value that faculty place on, and frequency with which students engage in, developing an ability to evaluate, support and critique arguments using numerical and statistical information.

Academic Challenge: Additional Items

To what extent do students do their best work?



Perspective	Lower Division/First-Year	Upper Division/Seniors
Faculty Perspective	52%	62%
Student Perspective	49%	53%

Faculty are more likely to believe that their **coursework** is challenging students to do their **best work** than students report actually feeling challenged to do their best work.

Learning with Peers: Collaborative Learning

Measures faculty encouragement of and student participation in group projects and sharing or practicing course material with classmates to deepen understanding.



Faculty encourage group work with other students on class projects or assignments more than other collaborative learning activities. *Students* also report engaging in group work more than other collaborative learning activities.

Learning with Peers:
Discussions with Diverse Others



Students report **actually engaging** with people from another race/ethnicity, economic background, religion, or political view *more so* than faculty report giving students **opportunity to engage** in discussions with diverse others.

Experiences with Faculty:
Student-Faculty Interaction



Faculty are much more likely than students to report that **student-faculty interaction** occurred often or very often

Student-Faculty Interaction

Interaction Type	Faculty	Students
Talked about career plans	High	Medium
Worked on activities besides coursework (committees, student groups, etc)	Low	Low
Discussed course material outside class	High	Medium
Discussed academic performance	High	Medium

Experiences with Faculty:
Effective Teaching Practices



Faculty are more likely to report that they **engaged in effective teaching practices**, such as clearly explaining course goals and assignments and providing prompt and detailed feedback, than students reported that these practices actually occurred.

Campus Environment:
Quality of Interactions



Students rate their **quality of interactions** with various groups (other students, advisors, faculty, student services staff and other administrative staff) **higher** than faculty members perceive these interactions to be.

Campus Environment:
Supportive Environment



Summarizes Temple's emphasis on services and activities that support student learning and development

Helping Students Manage Non-Academic Responsibilities

Importance to Faculty	62%
University Emphasis as Perceived by Students	39%

It is important to many **faculty** that the **institution increase it's efforts** to help students manage their non-academic responsibilities. This is also the area where **students feel there is the least emphasis** compared to other areas of university support.

Memorization



Students are significantly more likely than faculty to report that coursework emphasizes memorizing course material very much or quite a bit.

Time Spent by Students



Faculty are more likely to underestimate the actual time students report doing certain activities such as: preparing for class, participating in co-curricular activities, providing care for dependents and commuting to campus.

FSSE High-Impact Practices 2017

- Learning Communities
- Service-Learning
- Study Abroad
- Internships or Field Experience
- Research with Faculty
- Senior Culminating Experience



High Impact Practices

While **faculty** members generally recognize the importance of high impact practices, there continues to be a **disparity** between the understood value of these learning opportunities and the extent to which **students** engage in these activities.

High Impact Practices

LEARNING COMMUNITIES



44% of Faculty feel it is important or very important for students to **participate in a learning community** at Temple. 11% of **freshman** and 21% of **seniors** report participating in a learning community.

SERVICE-LEARNING



54% of Faculty believe **service-learning** is important or very important for students. 47% of **freshman** and 55% of **seniors** report participating in service-learning.

High Impact Practices

STUDY ABROAD



43% of Faculty believe that **study abroad** experiences are important or very important. **56% of seniors** report participating in study abroad programs.

INTERNSHIPS or FIELD EXPERIENCE



82% of Faculty feel that **internships or field experiences** are important or very important. **9% of freshman** and **57% of seniors** report having participated in an internship or field experiences.

High Impact Practices

RESEARCH WITH FACULTY



52% of Faculty believe it is important or very important for students to **participate in research with faculty**. **20% of seniors** report participating in research.

SENIOR CULMINATING EXPERIENCE



86% of Faculty feel it is important or very important for students to participate in a **senior culminating experience**. **56% of seniors** report participation in these experiences.

FSSE **Topical Module**

2017



TEMPLE UNIVERSITY
Office of the Provost

Civic Engagement



The FSSE civic engagement module asks **faculty** to assess the extent to which the **institution** emphasizes **conflict resolution skills** and how often **students** are encouraged to engage with campus, local, and state/national/global issues.

*This module is aligned with the NSSE civic engagement module, which Temple administered in 2016.

Civic Engagement



Faculty report that the **institution** is more likely to emphasize contributing to the **well-being of the community** and leading a group where people from different backgrounds feel welcomed than helping people resolve their disagreements.

*NSSE results also show that students are more confident in their ability to contribute to the community and lead a group with people of different backgrounds, than they are with resolving disagreements.

Civic Engagement

Students report **discussing and informing themselves** about campus, local, state, national, and global issues more than faculty report encouraging them to do so.




Faculty report encouraging students to **raise awareness** about, **organize others** to work on, and **ask others to address issues** on the campus, local, state, national, and global level, more than students report doing so.

Discussion



How can *Temple* use this data?



Office of Institutional Research

A Resolution on the Decision to Seek Planning Commission Approval for an On-Campus Football Stadium/Multi-Purpose Facility

WHEREAS, as a publicly funded university, Temple's commitment must be to the education and wellbeing of its students as well as its own long-term financial stability,

And whereas the proposed football stadium places all of these values in jeopardy,

Whereas the decision to proceed with the stadium illustrates Temple's disregard for the many unmet needs of the surrounding North Philadelphia neighborhood, none of which will be addressed by a stadium,

Whereas we understand that the Philadelphia Eagles are charging Temple an extortionate fee to use Lincoln Financial Field and whereas we understand that this makes a stadium of our own look more attractive but believe that better options have not been sufficiently considered and that the problems with building our own stadium have not been given sufficient weight,

Whereas there is a great deal of evidence showing that college football stadiums are poor investments and that dreams of profitable football programs most often turn out to be mirages,

Whereas Temple's students struggle with food and housing insecurity, as well as tremendous debt loads, and would be much better recipients of the money being diverted to a stadium, which we believe will in part be taken out of Temple's operating funds, if only through debt service,

Whereas it should be paramount for Temple University to refrain from any program or practice that can create health risks to Temple students and whereas evidence from research increasingly indicates that football is an inherently dangerous sport currently without adequate ability to protect students from grievous potential long-term harm,

Whereas the financial short-term potential benefits of a stadium should never be given higher priority than the health interests of our students,

Whereas a sufficient discussion about the health related risks of football have not taken place among Temple leadership at the Board or administrative leadership levels with appropriate faculty involvement,

Whereas the number of lawsuits against those who profit from football is rising sharply and will continue to rise, possibly leading to a significant financial judgment against Temple,

Whereas many colleges and schools at Temple are operating under austerity budgets,

Whereas Temple has been turning increasingly to cheaper, part-time instructors rather than increasing the full-time and especially tenure-track faculty as a percentage of the whole, diminishing Temple's role in the production of knowledge to benefit society in the future, and

whereas we feel that part of the money diverted to the stadium could be better spent on recruiting, compensating and retaining full-time faculty,

Whereas Temple's North Philadelphia neighbors have expressed anger over Temple's infringement on their communities, and have demonstrated their strong disapproval of the disruption a stadium would have to their daily lives,

RESOLVED that the Faculty Senate:

- 1) urges the Board of Trustees to reverse its decision to apply to the Philadelphia Planning Commission to approve an on-campus football stadium/multi-purpose facility, and
- 2) urges the Board and Administration to provide a detailed account to the Temple community, including its neighbors, of the current and projected state of this project, including:
 - responses to the concerns expressed in this resolution
 - the feasibility study or studies it has commissioned
 - the amount of money raised thus far and the amount and projected sources of money still to be raised
 - the number of tickets that must be sold for the stadium to reach fiscal projections of savings and/or profit
 - the amount projected from parking, concessions, and other sources of revenue generated by the stadium to reach fiscal projections of savings and/or profit
 - plans should the cost of the stadium run over its projections.
- 3) urges the creation of a joint faculty/administration task force to review potential health harms to our football athletes.

Respectfully Submitted,

Tricia Jones
Past President, Faculty Senate
Department of Communication and Social Influence
Lew Klein College of Media and Communication

Paul LaFollette
Past President, Faculty Senate
Department of Computer and Information Science
College of Science and Technology

Steve Newman
Department of English
College of Liberal Arts