Temple's Budget: Broad St. or Wall St.?
By Dr. Donald Wargo
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A Faculty Forensic Audit

The April 8, 2021, edition of *The Chronicle of Higher Education* contains an article entitled, "The Era of Artificial Scarcity," by Francois Furstenberg, an historian at Johns Hopkins. Francois states that, "Over the past decades, we've watched as our university system, one of the triumphs of postwar America, has become hollowed out by corporate management."

Francois tells the story of how Johns Hopkins' President announced in April, 2020 - a month after the pandemic shutdown - that the elite university was expected to run a $51 million loss for Fiscal Year 2020. As a result, Johns Hopkins decided to unilaterally suspend contributions to the employees' retirement fund and suspend other benefits – an amount equal to approximately $100 million.

Incensed, the Johns Hopkins faculty ultimately took up a crowd-funding effort and commissioned a $5,000 forensic audit of the university's financials. The audit found that by the end of FY 2020, Johns Hopkins actually had a $75 million surplus on its bottom line.

Hopkins faculty protested and marched and embarrassed the university into restoring the entire $100 million in back employer pension contributions in April, 2021.

What is Temple's Mission?

Temple also is in grave danger of becoming "Wall Street on Broad Street." Instead of launching into an extensive diatribe, I will just remind you what everyone at Temple should already know: that Temple's mission is teaching and research, not catering to Wall Street.

Ken Kaiser, Chief Financial Officer of Temple University, states, "The goal of Temple's operating philosophy is to have a margin or excess revenue at the end of the year. Moody's expects an institution of Temple's size to have a margin of 3 % to 4%. That is, (Total Revenue-Expenses)/Total Revenue= 3% or 4%."

If Temple were a business corporation, this 3% would have the accounting term "profit as a percentage of total sales."

Moody's is one of the big three bond rating agencies – along with Standard and Poor's and Fitch– which rate the creditworthiness of the bonds of governments, corporations and non-profits. So, it appears that Wall Street is calling the tune at Temple.

For the Academic Year 2019/2020 – also Temple's 2020 Fiscal Year – the revenue of Temple University and Temple Hospital combined was $3.6 billion. It's "Excess of revenues over expenses" or

TENURE IN THE 21ST CENTURY
By Dr. Anna Peak
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The recently proposed Sanders / Jayapal College for All bill not only includes funding for colleges, but also a requirement that universities that take that funding must move speedily towards making 75% of their faculty tenured or tenure-track, and give priority in tenure-track hiring to current contingent faculty.

Naturally, should this bill be passed, many universities will discover an increased need for larger class sizes, due no doubt to COVID-19-related social distancing guidelines.

However, in the 21st century, teaching must change. It must be, in this "Age of Pandemics," pandemic proof. This means smaller class sizes. Course caps, that is, should go down, rather than stay the same. Online courses must take into account the mental health needs of professors and students. This also means smaller class sizes, in order to foster human communication rather than an assembly line, "standardized," "streamlined" approach.

Universities should hire more professors to teach these smaller classes in recognition of the fact that professors used to teach face-to-face and now must be prepared to teach face-to-face, hybrid synchronous, hybrid asynchronous, online synchronous, and online asynchronous

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"profit" was $163 million. Of that $163 million, about 60% is attributable to Temple Hospital and about 40% is attributable to Temple University.

Issues of Enrollment

Temple's current Fiscal Year runs from July 1, 2020 to June 30, 2021. You will recall that, for this 2021 Fiscal Year, Temple had expected a drop of 1,900 in student enrollments. This projection occasioned a 5% budget cut in all the schools and departments at Temple University. (The final number for the drop in enrollments, by the way, was 1,723.)

For the upcoming 2022 Fiscal Year (July 1, 2021 to June 30, 2022), Shawn Abbott, Assistant Provost for Admission and Financial Aid, estimates that enrollments will drop by 1,400. Of that number, he expects 400 to be due to Fly-In-Four and 1,000 due to COVID-19's effects on the finances and sentiments of students.

Ken Kaiser estimates this 1,400 drop in students will result in a $30 million to $35 million deficit in FY 2021 and had advised Temple's Deans at the beginning of 2021 to prepare for another 5% cut in Fiscal Year 2021. After the 5% cut in the current Fiscal Year, which ends on June 30, 2021 – the problem is that the only thing left to cut next Fiscal Year is faculty members.

One Billion in Reserves

Temple currently has $1 billion in reserves in addition to an endowment of approximately $700 million. (The endowment is restricted to student scholarships, Endowed Chairs, etc.)

In addition, Temple will receive (or has already received) $44 million from the COVID Stimulus Bill – "The American Rescue Plan" –

signed by President Biden. Of this $44 million, $14 million must be used in aid to students but Temple gets to keep the other $30 million.

The argument from Temple's faculty, Temple's unions and Temple's student body, is that reserves and stimulus money are, by definition, for use in emergencies like this once in a century pandemic crisis. Why can't Temple plug the $30 million deficit from the reserves or from the stimulus money? This simple argument is currently being repeated in Faculty Town Halls, Temple union campaigns, and student protests.

Bye-Bye, RCM?

Ah, but there is hope! Just recently, Ken Kaiser informed the Deans that RCM budgeting would be suspended for this upcoming Fiscal Year. New budget projections will be issued shortly and the deans will be allowed to spread whatever budget cuts are required over three years.

I sincerely request that Temple's Deans have the courage to forego any faculty cuts this upcoming Fiscal Year and wait to see if the enrollments return to normal or near normal this upcoming Fiscal/Academic Year. That action would be consistent with Temple's true mission.

BUDGET FUN FACTS

- Temple classes make money (an average of 4.3% revenue over expenses a year for the last 3 years)
- Auxiliary services (e.g., dorms, athletics, parking) lose money (17% operating loss, or $20 million). In June 2020, the operating loss for auxiliary services went up to 46%.

classes. In fact, in order to be pandemic-proof, and in order to honor students' health needs and enable them to stay home when they are sick with any kind of illness, all face-to-face courses from now on must be hybrid to some degree.

Current teaching loads were standardized with 20th century conditions in mind. It's time to acknowledge 21st century working and learning conditions with genuine structural change.

If you're interested in learning more, you can follow the Scholars for a New Deal for Higher Education on Twitter at @SFNDHE.

AAPI ON CAMPUS

Sinophobia, and other forms of hatred and bigotry directed against Asian Americans and Pacific Islanders, is on the rise. We at the University need to work to combat this hatred, which, like all forms of prejudice, is profoundly irrational.

The *Herald* will have more to say on these matters in a future issue. For now, here are some suggestions:

- Include AAPI authors and texts in your syllabi. Everyone will be enriched by the wealth of these profound and beautiful texts.
- Include AAPI issues in discussions of prejudice and bigotry, both historical and current, and include discussions of microaggressions and the model minority myth.
- Explicitly encourage all students – including AAPI students – to participate in class and share personal experiences. This is much easier if the classroom is a trauma-informed space.

Zoom, Privacy, and Social Class
By Lauren Malone
Bachelors's candidate, Theater, Film, and Media Arts

Within the past year of the pandemic, one of the most significant changes for students and instructors has been the switch to online learning. This switch to a new, online environment has presented new opportunities for socially-distanced learning, but this of course does not come without obstacles while navigating a new learning environment over Zoom. In March 2021, the women of student group Global Women's Dialogue at Temple University held our semesterly event titled "Are We Seeing 2020?" in discussion of the various social changes that the pandemic has brought to our attention within the year 2020. The presentation opened with the discussion of how Zoom has changed the lives of students, specifically the expectations that the new online meeting platform enforced on its users. Student privacy on Zoom was discussed, and a new concern for students: camera-on requirements during class meetings.

University students throughout the semester have voiced their concern with individual professors' requirements that webcams must be turned on the entire time during class. Some professors require cameras to be constantly on to count for participation credit and attendance. However, because the location of the classroom has changed, having cameras on invites the class and the instructor into the student's home. Because of this, having cameras on may unintentionally be an indicator of class when their living environment is revealed. Having webcams turned on reveals what their living space looks like and who/what occupies it in the background. While Zoom does offer an option for the students to use virtual backgrounds to mask their surrounding environment, if the lighting is insufficient, this can prevent the background from working correctly. *[Further, older computers may not be capable of rendering these backgrounds. –Ed.]*

Additionally, the requirement of having webcams turned on assumes that the student has certain financial means. Most computers are equipped with a webcam; however, it is not uncommon for computers to malfunction and webcams to break, preventing the camera from being turned on during class. Computer repair or temporary rental can be a significant purchase and may not always be financially attainable for a student or may not be immediately attainable before the next class. The webcam on my computer stopped functioning the first half-online semester in Spring 2020, and I had to go out and purchase an external webcam that plugs in USB to attend my classes and receive full participation. It was feasible for me to do rather quickly, but I cannot say the same for others.

In the past year, all of us have carefully navigated through the new restrictions and opportunities that learning online provides. However, although we only know the social effects of socially-distanced learning in the short-term, it is important to consider other aspects of student and instructor life outside of the classroom that may have an impact on how comfortably and efficiently the student is able to learn when it comes to parts of their life that they cannot necessarily control.

EDITOR'S NOTES

In addition to Ms. Malone's salient points, I would like to add:

- The solution to visible social class is not necessarily to encourage low-SES students to hide their living spaces. They have nothing to be ashamed of. Professors can do much to create a more inclusive atmosphere, including showing their own living spaces.

- Remote proctoring raises many privacy issues, surveillance issues, and racial justice issues. Some companies require students to point a webcam at their laps (yes, really) and others use facial recognition software that has been proven to have difficulty "recognizing" darker skin.

QUESTIONS? COMMENTS?

Fill out our quick, easy, fun feedback form here: https://t.co/l9G-9zA9gKR?amp=1

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Please feel free to write the Editor at any time by sending an email to herald@temple.edu.
Ideally, the *Herald* will represent the widest possible range of voices on campus. Your voice could be one of them.

Trauma-Informed Teaching

By Dr. Amy Lynch
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Do you find yourself feeling tired during the day, yet having difficulty falling asleep or staying asleep? Have you found yourself thinking you replied to an email, have a conversation with the intended recipient about that email, and into the conversation you realize you must never have hit send? Has your previously patient and optimistic self been yelling (or crying) at your computer because you've lost some email contacts with the shift to outlook or because your google drive content is not jiving with the shift to one drive? Are you at times feeling completely disconnected from the house full of people you live and (now) work with, even though you are literally with them 24/7? If the answer is yes to any of these questions, then please know this: you are not alone.

Chronic Toxic Stress

Right now, we all wake up each morning, with a lived experience of 15+ months of chronic toxic stress attributed to novel coronavirus 19 (COVID19) crossed off on our calendars. Temple University faculty, staff, students, as well as the global communities around whom we live and serve are all impacted by chronic toxic stress as a result of the pandemic. Chronic toxic stress derails regulation (our ability to stay alert and engaged and to tolerate stresses/frustration), destabilizes relationships (our experiences of trust and safety within connection to others), and undermines reasoning (our capacity to organize, plan, problem solve, and learn). Furthermore, and unfortunately, this emergent population-wide chronic toxic stress experience layers atop the previously identified public health crisis of adverse childhood experiences.

Adverse Childhood Experiences

Adverse childhood experiences (ACEs) include abuse (physical, sexual, emotional), neglect (physical, emotional, and educational), household dysfunction (household member with mental health dilemma, substance use and/or addiction, loss of a parent to death/divorce/incarceration, exposure to intimate partner violence, etc), community violence, poverty, and disaster (Anda & Felitti, 2006; Wade et al, 2016). Sadly, 1 in 6 adults report at least 4 ACEs (CDC, 2019) and over half of Americans experience at least one form of trauma (Magruder et al., 2017).

Important to higher education settings is the fact that 58% of college graduates report having experienced at least 1 ACE, with almost 20% of these individuals reporting 4 or more ACEs (Metzler et al, 2017). Given the latter statistics, the potentially debilitating impact of ACEs must be considered at the university level – for both the students and for the staff and faculty who support them. ACEs have an exponential impact upon physical health in adulthood correlating to increased rates of cancer, cardiovascular disease, diabetes, and obesity.

Unfortunately, ACEs also lead to increased risk for mental health dilemmas such as anxiety and depression. ACEs resound in the increased rates of substance use and addiction, workplace instability, divorce, and suicide (Anda & Felitti, 2006).

Prior to COVID19, ACEs alone was a concerning public health crisis. We now face a double whammy as we layer the impact of chronic toxic stress upon a system already juggling to manage the long-term impacts of childhood trauma.

What to Do?

Both of these dilemmas prompt members of any educational institution to take great pause, and to reconsider how we do our work. ACEs, chronic toxic stress, and acute adult trauma (such as a direct experience violence or secondary traumatic stress) trigger activation of body stress responses known as "fight, flight, and freeze". The sustained activation of stress response systems causes differences in neurobiological, physical, cognitive, and social-emotional processes, and leads to above described long-term physical and mental health impairments (Anda & Felitti, 2006). The cognitive, emotional, social, and physiological "bandwidth" for everyone is narrowed. In other words, the academic community, at large (faculty, staff, and students) ability to teach and learn, or engage in service or research, will be lower.

It is imperative that all members of the community recognize that trauma has occurred, realize the impacts of trauma, and commit to doing all we can to avoid further trauma or re-traumatization. Developing trauma-informed thinking skills can occur through application of SAMHSA principles of trauma informed care enriched with trauma conscious classroom implementation strategies.

SAMHSA guidance for trauma informed care offers 6 key principles: safety, trustworthiness and transparency, empowerment of voice and choice, peer support, collaboration and mutuality, and awareness to cultural, gender, and historical issues.

Here are some examples in each category:

Safety:

- Physical safety: Ensure you are clear on your awareness of student stress concerning their physical well being. You can: 1) Arrange seating with appropriate spacing and enforce use of PPE and cleaning supplies. 2) Do not have any penalization for students who choose to attend class virtually versus in person.
- Emotional safety: Create a sense of belonging, or community, within your classroom space. Ideas include: 1) when possible, have student sitting in a large circle or square, with no one's back facing another individual. 2) on syllabi, have a clear trauma conscious classroom phrase with expectations about student interactions in the classroom. 3) preface any discussions or media displays with a disclosure (you will be showing material that may be triggering), prediction (that material will be triggering for some members), and a two-fold acknowledgement (first, when triggered, an individual may feel experience a shift in emotional state, and b) that individuals who experience trauma (siblings or neighborhood is safe.

Voice and Choice:

- Establish group norms at the start of each semester for each class; do not assume group norms will cross over classes, even if some of the students are the same in multiple classrooms.
- In virtual spaces, give student the choice to decide if they wish to turn their cameras on.
- Create opportunities for students to choose how they demonstrate knowledge or be contacted to participate.
- Offer choices to students concerning assignments: "you can complete this assignment as a written paper of 2500 words – OR- you can submit a flipgrid with at least 4000 words."
- Maintain equity by placing standards such as number of expected key points, clarity on key points, number of references, and mechanics of English prose.

Peer Support

- Initiate conversations which allow for normalization of individual and collective values, differences, and concerns
- Create opportunities for small group work related to the curriculum
- Encourage students to have non-academic peer groups to stabilize connections within the program not specifically related to academic demands

Trustworthiness and Transparency

- Establish a pattern of predictable personal and group "check ins"
- Show unconditional positive support for students, directly to students, and in conversations with colleagues about students
- Provide as much clarity on assignments
- If changing assignments, provide a full explanation to ensure students understand rationale for changes

Culture, Race, Historical

- Recognize some students and co-workers will have greater vulnerability to emotional triggers within and external to the course which may impact her
- Actively acknowledge and discuss when current events trigger emotions related to systemic oppression, heath disparity, and intergenerational trauma. These will impact classroom energy, we cannot pretend they are not happening regardless the content of our course.
- Mutuality and Collaboration
- Seek volunteers within the course roster who will work with you as liasons to all students in the class concerning content, pace, and experience with class. Be open minded to feedback.
- Work together to identify solutions to course related problems.

Developing a trauma-conscious classroom begins with a commitment of recognition that the impacts of trauma are an invisible presence in your education space. However, while trauma can be devastating, it is important to remember to promote a balance of attunement to trauma experiences while also encouraging opportunity for and identification of resilience sprouting. The American Psychological Association defines resilience as "the process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress." (American Psychological Association. n.d.).

Successful trauma-informed class-

rooms infuse resilience strategies, recognize student diversity, and should guide refinement of strategies (Chung et al, 2017). Resilience has been found in the flexibility of staff, faculty, and students with the pivot to fulltime online learning: with lesson plans overhauled for a virtual space and new technology platform skills obtained. Resilience has been evidenced in establishment of new relationships as well as new (at home) hobbies. Educators can promote student resilience within any classroom environment with active self and group reflection discussions or assignments, celebration of "missed successes" with warm compassion based "social autopsy", growing together with the discovery of what went wrong, and strategies to avoid repeating challenging situations (Hartley, 2013).

Faculty Well-Being Matters

Trauma informed thinking and promotion of resilience are not just about the students in the classroom. To truly do justice to creating a trauma conscious educational space, it is imperative to recognize that none of this resilience is possible if the educator's own personal needs and well-being are not considered. As individuals and, collectively as a group, faculty should be supported in prioritizing personal mental health and physical well-being. During times of acute trauma or chronic toxic stress, care for the educator is the responsibility of both the individuals as well as layers of institutional administration. At the individual level, educators must prioritize their own sleep, eating, activity level to best be able to stabilize themselves. Furthermore, educators need to increase their ability to hear their own body signals of stress and respond to those needs, as educator regulation is vital to readiness for relationships with students who have experienced trauma (Luthar & Mendes, 2020). At the institution level, improved educator resilience amidst stress occurs with assurance of necessary available resources (technology support, administrative support, supplies) and with supportive discussions with awareness that workload demands may be challenging when an individual experiences chronic stress (Dias-Ferreira et al, 2009).

Aside from personal trauma or chronic stress, institutions will want to recognize vulnerability for compassion fatigue or secondary traumatic stress for staff working with traumatized individuals (Raimondi, 2019). Institutions will also demonstrate trauma-informed thinking promoting employee health and well being through implementation of trauma-informed strategies such as peer support through virtual happy hours or leisure interest group discussions or by creating wellness spaces (virtual mindfulness, yoga, or dance events) (Kangas-Dick & O'Shaughnessy, 2020).

In sum, creating trauma-informed education spaces supports individuals across the community who are responding to trauma. Supporting all members across the community increases the likelihood of resilience, stability, and even thriving in the face of trauma. You can start today: identify one strategy from this article that you could apply to your work space, try it, and talk to your colleagues about the impact. And soon, the seeds of trauma-informed education are planted with the hopes of a full forest of trauma informed education stakeholders soon to emerge.

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