



Anger and Trust



Paul LaFollette,
Editor

*I was angry with my friend;
I told my wrath, my wrath did end.
I was angry with my foe:
I told it not, my wrath did grow.*
William Blake

*The best way to find out if you can trust
somebody is to trust them.*
Ernest Hemingway

The last couple of weeks have been eventful at Temple, and there is much that I could write about. I could rant about the fact that our prescription plan is forcing me to abandon the pharmacist that I have known and trusted for years. I could express “modified rapture” that the Board has decided, at least for the moment, to proceed less hastily in the matter of building a stadium on campus. But I think that it is best to consider, instead, the recent action of the Faculty Senate regarding Bill Cosby and the Board of Trustees, and the effect it is having on our community.

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The Philadelphia Aphasia Community at Temple (PACT)

By *Rena A. Krakow, Associate Professor of Communication Sciences and Disorders, Founding Member of PACT*



Rena A. Krakow,
Associate Professor
of Communication
Sciences and
Disorders

I first learned about aphasia as a young adult when a dear friend of my parents, formerly a college dean of engineering, had a stroke. Subsequently, he was unable to produce any language other than “yes” or “no,” and when he uttered either of those words, he repeated the word again and again as if trying to form a long sentence with the one lexical item. He seemed to understand everything that was said to him, judging by his facial expressions and other limited movements he was able to make, along with the repetitive “yes” or “no.” None of this changed before he passed away, about six years later.

An acquired language disorder, aphasia is more common than Parkinson’s disease, cerebral palsy, or muscular dystrophy, although most people have never heard the word. Aphasia does not alter intelligence and not all who have aphasia are as impaired as my parents’ friend was. The most common cause is stroke, but aphasia can be the result of traumatic brain injury, brain

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Building IDEAL Student Engagement



Carmen Phelps,
Director of Student
Engagement/IDEAL

When I came here to Temple in January of this year to serve in the role of Director of Student Engagement in the Office of Institutional Diversity, Equity, Advocacy and Leadership (IDEAL), responsible for producing multi-cultural and social justice programs as well as for providing advocacy for the university’s diverse student population, I left a position as a tenured Associate Professor teaching courses in Ethnic Literature, Women’s and Gender Studies, Africana Studies, and Law and Social Thought – all courses oriented around social justice ideals. I had also been serving as Director of Graduate Studies in English, a scholar,

and student advocate at various institutions before coming to Temple. As a professor, I was consistently hearing from my students how much they appreciated having meaningful and even oftentimes challenging but provocative discussions about issues of race, ethnicity, class, gender, sexual orientation, religion, etc., and the ways in which aspects of power, privi-

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An Interview with Captain Joe Garcia

I sat down with Captain Joe Garcia, head of Campus Security to discuss the history of Temple Campus Police as well as their training and the programs they currently offer to the community. Captain Garcia specializes in Communication, Training and Development for Temple Police.

Paul LaFollette (PL): I am sure that the Temple community is well aware of the existence of Campus Security, but I am also certain that there are activities that your organization does that we don’t know much about. Let me ask you to start by telling me a bit about how you are organized.

Captain Joe Garcia (JG): Temple University Campus Safety Services began back in 1968. This has always been a progressive department since its inception, almost 50 years ago. We are always enhancing our equipment and the services we provide. We have police officers, security officers, and we have police dispatchers, as well. Within the past three years, we have been able to professionalize our dispatch center. We have approximately 130 police officers, well over 400 security officers, and close to 20 professional dispatchers. This is a 24/7 operation.

We have approximately 60 in-house security officers and AlliedBarton

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An Interview with Captain Joe Garcia

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Security Services has augmented our security force for the past 19 years. AlliedBarton does a good job adapting to the Temple culture and assimilating into Temple.

While our approach to our mission is to be proactive and preventive, we also prepare for emergencies in case we ever have to respond to them. For instance, our police officers and dispatchers go through active shooter training and certifications. We include all of our security officers in our First Aid/CPR certification training.

We are now emphasizing customer service aspects of our mission, trying to build customer loyalty. We want our services to our students to be so good that they will feel comfortable referring other potential students to Temple.

PL: Tell me about the kind of training that your police force has.

JG: Our police officers are trained at the Philadelphia Police Academy; they are certified through the Municipal Police Officers Education & Training Commission. So they are “cops.” This training lasts approximately eight months. Then they come here and we put them through a departmental orientation program. It is one thing to be a police officer but it is even more important that they become university campus police officers. We enhance their training in ways that are pertinent to their work at Temple. Understand that one minute a Temple police officer might be taking down a bad guy. Ten minutes after the officer completes the paper work, that same officer might be called to assist a professor who has locked himself out of his office or building.

We also have canine, which is a complete training program all of its own. Our officers are trained to be crime prevention practitioners. We have other officers who have been trained and serve as dignitary protection officers. When high profile, high risk guests, such as President Obama or Secretary of State Hilary Clinton come here, our dignitary protection officers work closely with the agencies that protect them, the Secret Service, FBI, and so forth.

Our officers are continually receiving professional development training. They go to the State Police to be trained and certified in the use of Tasers and other equipment along with tactical training. We also do first-aid recertification and training. We have recently begun mental health first-aid certification training. Our goal is to get the entire department, including AlliedBarton Security, certified as mental health first-aid providers.

“One of the things that we do is called “Coffee with the Cops.” A lot of students come to these events, but not many faculty. That is a great opportunity for us to interact one-on-one with individuals.”
- Captain Joe Garcia

PL: How does the size of Temple's police force compare to others in the state?

JG: Temple, according to reports, has the largest university campus police department in the state of Pennsylvania.

In addition to our policing activities, we have an incredible community outreach program. We review community complaints. We live in an urban area, so every few months; it feels like an invasion of new neighbors moving into the community. People who have been living here forever sometimes feel a bit uneasy about the transient community arriving. There are about 13,000 students who live at Temple.

There are issues, at times, with too much trash being left after students move out of their apartment or event after a party. Sometimes the music that is played during a party gets a bit too loud. So, we have some folks, in our department, whose main focus is to help with these community-impacting issues. They have teamed up with TSG, student workers, other police officers and even outside agencies that attend community meetings with us and respond to community complaints. As a result, we have done well to improve our relationship with the community.

We work hard to exceed the standard of service for a campus police department. That standard is to provide a “reasonable level” of security. Our goal is always to provide more than that.

PL: I have been at Temple since 1983. I have watched over the past several years as Temple students have spread out into the neighborhood. When I first came here, I would walk over to the Engineering and Science High School where my son went, or I would walk over to the Wagner Free Institute of Science, and I never saw any Temple students in those areas at all. And now, they are all over that side of Broad Street.

JG: We have extended our patrol to 18th street as a result of the amount of students living on the west side of Broad Street.

I came here in 1988; at that time Temple was a commuter school. During summer months, there was hardly anyone staying on or near campus, except for a few graduate students. During fall and spring semesters we had a few thousand students living on or near campus. It is now approximately 13,000 and the projection is that by 2020 it will reach to about 25,000. We are preparing for that growth now.

PL: It is my impression that you co-ordinate pretty closely with the Philadelphia Police.

JG: We do. We are in constant communication with the Philadelphia Police Department. We work closely with them on the west side of Broad and during special events. Our captain of police operation attends the compstat meetings along with the Philadelphia Police district. We also have a very good relationship with SEPTA Police, the Secret Service and the FBI.

PL: Tell me a little more about the training you offer to the Temple community.

JG: We offer a 2-credit course on rape aggression defense training for women. We also do crime prevention orientations. Probably one of the most important things is to understand the elements of crime and knowing how to reduce or eliminate the opportunity for a crime to exist. We provide that kind of training at orientation each year.

Our community outreach people do tenant/landlord training. This includes such things as students knowing their rights as tenants.

PL: I know that a number of my colleagues feel uncomfortable that they do not really know how to handle certain situations that may arise in a classroom – for instance aggressive students, or how they should respond if a campus wide emergency were to arise while they are teaching or while they are in their offices. Have you considered directing some training towards faculty?

JG: We have. One of the things that we do is called “Coffee with the Cops.” A lot of students come to these events, but not many faculty. That is a great opportunity for us to interact one-on-one with individuals.

PL: When and where do these happen? This is something I have never heard of.

JG: They happen throughout fall and spring semesters. We do them at various locations in the university to make sure that we cover as much of the university as possible. We use twitter and our website to inform the community. We actually have not yet figured out how best to use these communications resources to cover everyone, because everyone seems to have their own preference as it relates to social media and mass communication.

PL: Yes. And I suspect that twitter is much better at attracting the students' attention than the faculty's. If you would like to send me a list of meeting times, I will keep that up to date in the *Faculty Herald*.

JG: Yes, that would be great.

PL: Well, thank you for your time. This will give our readers considerably more insight into the work your people do to serve the university. ♦

Letters to the Editor

At the Faculty Senate meeting on December 4, 2015, the Senate passed the following resolution:

The Temple University Faculty Senate drafted, passed, and proposed to the Temple Board of Trustees, the first Temple University Anti-Sexual Assault Policy in 1992.

Temple was the first U.S. college or university to prohibit sexual or romantic relationships between faculty members and faculty members' students.

Temple's Sexual Harassment and Sexual Assault Policies were strong statements of ethical standards, not just law.

Temple's Sexual Harassment and Sexual Assault Policies were and are applicable to all members of the Temple University community, including Trustees.

The actions of then Temple University Trustee, Cosby, assaulting a then-Temple University employee, Andrea Constand, violated both Temple University's Anti-Sexual Harassment and Anti-Sexual Assault policies.

Temple University Trustee, now Chair of the Temple University Board of Trustees, O'Connor, nevertheless, provided legal representation to Trustee Cosby, was fully aware of the facts of the Constand's case, including the availability of ten other women who experienced similar assaults [now over 30], and tape recorded admissions by Cosby. O'Connor was bound by the Temple University Sexual Harassment and Sexual Assault Policies. He also violated these policies.

THEREFORE, the Temple University Faculty Senate

- 1. Condemns the actions of then-Trustee Cosby and then-Trustee, now Chair, O'Connor:*
- 2. Calls upon President Neil Theobald to include as a majority of a Committee drafting new No Sexual Harassment, No Sexual Assault and No Stalking Policies, nominees of the Temple University Faculty Senate and students.*
- 3. Calls upon President Neil Theobald to adopt and implement the proposal of his own Committee to form a single office to oversee and implement Temple University's Sexual Harassment and Sexual Assault Policies.*
- 4. Calls upon the Board of Trustees to revoke the honorary degree(s) given to Bill Cosby by Temple University.*

In the following letters to the Herald, Professor Marina Angel, who made the original motion, offers some additional comments. Professor Angel recently received the Association of American Law Schools (AALS) Ruth Bader Ginsberg Lifetime Achievement Award for research, service, and teaching. It will be presented at the Section on Women in Legal Education Luncheon during the AALS' Annual Meeting in NYC in January.

A second letter comes from the President of the Faculty Senate, Tricia Jones, and discusses the reaction of the Senate leadership to the proposed motion.

The Faculty Herald welcomes letters to the editor expressing various points of view. The beliefs and opinions expressed in these letters we publish do not necessarily correspond with the beliefs and opinions of the Editor or the Editorial Board.

Bill Cosby: The Gift that Keeps on Giving

By Marina Angel, Professor of Law

Shock of Shocks! My Motion condemning Cosby and O'Connor was made and seconded at the September Representative Senate Meeting. It passed unanimously, with no abstentions, at the December 4 Faculty Senate Meeting. Senate President Tricia Jones kept delaying a final vote all Fall Semester.

At 3 pm on Thursday, December 3, I sent an email to the Senate Officers and the Faculty Senate Steering Committee (FSSC) that the next day, Friday December 4, I would move to suspend the rules and bring up my Motion, which I amended to add a section calling on President Theobald and the Board of Trustees to quickly withdraw Cosby's Honorary Degree.

Another Shock of Shocks! On the evening of Thursday December 3, a few hours after my email to the Senate Officers and the FSSC, the Administration through Temple's General Counsel sent an email to Senate President Tricia Jones that the Temple Anti-Sexual Harassment/Anti-Sexual Assault Policies apply to the entire Temple community, including the Trustees. The Administration and Senate President Tricia Jones had been fighting this fact. At the November Representative Senate Meeting, an Amendment to my Motion, purportedly by the FSSC but clearly drafted by a junior and not very bright member of General Counsel's Office, attempted to gut my Motion, including the part the said the Trustees were bound by Temple's Anti-Sexual Harass-

The Autumn of Our Discontent: Problematic Participation

By Tricia Jones, President, Faculty Senate

This has been a difficult fall for Faculty Senate process and deliberations around the Cosby issue. Hopefully this explanation will clarify how the Senate works and why we have come to where we are on this issue. Revisiting our process on the Cosby issue raises questions about what is problematic.

Let me begin with the most basic reminder of what the Faculty Senate is and what it is not. The Faculty Senate is the elected body of full-time faculty that engages in shared governance processes for all faculty in all colleges and schools at Temple University. Our charge is to work with the administration to set matters of academic policy and practice insuring that the faculty have voice in decisions that affect them. Each school or college elects a small number of their full-time faculty to serve as senators and that group comprises the Representative Faculty Senate which meets monthly in Representative Faculty Senate meetings where only the senators can bring motions to the floor or vote on motions on the floor. Once a semester we also hold a University Full Faculty Senate meeting where all fulltime faculty are invited to participate and where motions are voted on by all fulltime faculty present. The Faculty Senate Steering Committee (FSSC) consists of the Senate Officers (President, Vice-President, Secretary, Past-President) and an elected representative from each school or college. FSSC meets 2-3 times a month, oversees faculty senate committees and elections, identifies issues for atten-

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ment/Anti-Sexual Assault Policies.

I was told years ago by several activist faculty members that Temple monitors faculty activists' emails. It may come as a shock to most Faculty that Temple has a legal right to do so when Temple supplies our email accounts and our work computers. It is less clear that Temple has the right to monitor emails on a non-Temple, personal email account even if it is on a Temple computer. Given the timing of General Counsel's email admission, it is now clear to me that Temple does monitor some email accounts. It is also clear that "they" (the powers that be now at Temple) are prepared to withdraw Cosby's Honorary Doctorate and to have O'Connor resign from Temple's Board of Trustees – probably on a slow news day during Winter Break.

President Peter Liacouras told me "back in the day" that Cosby gave Temple \$50,000 but a lot of good free publicity. Cosby gave his wife's alma mater in Atlanta, Spelman College, \$25 million.

Temple has garnished a great deal of positive publicity locally and nationally from its winning football and other teams. All that good publicity will go down the drain when then-Trustee Cosby is indicted in January 2016 and later tried for his 2005 felony sexual assault committed against then-Temple staff member and Manager of Temple's Women's Basketball Team, Andrea Constand.

The press has reported for some months that the Montgomery County District Attorney's Office has been quietly gathering evidence and interviewing witnesses against Cosby. Cosby, just as quietly, has been checking out local criminal defense attorneys. The election is now over; the current Montgomery County First Assistant District Attorney, Kevin Steele, has been elected District Attorney. Steele's TV election ads focused on Cosby and portrayed Steele as an advocate for victims. We can soon expect an indictment of Bill Cosby because the Statute of Limitations on his felony sexual assault of Andrea Constand runs out sometime in January 2016. The post-indictment publicity will be fierce and the later trial publicity will be even worse. There are now over 50 women available to testify in a criminal prosecution to similar conduct by Cosby. The only other potential criminal case against Cosby within a Statute of Limitation is that of a California woman who was fifteen when he assaulted her.

Temple University's Board of Trustees must act quickly to disassociate Temple University from Cosby by revoking Cosby's Temple University Honorary Doctorate and by having his lawyer, the Chair of Temple University's Board of Trustees, Patrick O'Connor of Cozen O'Connor, step down.

When Andrea Constand's charges against Cosby, who was then a member of Temple University's Board of Trustees, became public in 2005, Temple did not even investigate. Temple University's Anti-Sexual Harassment/Sexual Assault Policy, whose pertinent provisions were in effect then and now, cover the actions of Temple Trustees, both Cosby and O'Connor. Cosby admitted under oath at a deposition where he was represented by O'Connor that he doped Andrea Constand and other women with Quaaludes and that he engaged in "digital vaginal manipulation" while Constand was unconscious. Then Trustee, now Chair O'Connor was aware of all the facts since he chose to represent Cosby, the abuser, not Constand, the victim.

O'Connor continues to represent Cosby to this day. On Thursday December 4, the local and national press reported O'Connor filed an appeal to "reseat" Cosby's damning deposition. The facts in the deposition have been widely reported, so the attempt to "reseat" is an attempt to make the deposition unavailable at Cosby's upcoming Montgomery County criminal trial, the California criminal trial, and all the civil cases against him by women he defamed. The appeal will fail on legal ground. The federal judge who ordered the unsealing this past summer is highly respected and does not get reversed on appeal.

Let me get two legal issues out of the way. One, Cosby's sworn testimony at the deposition is admissible at his trial. It is "an admission against interest," like a confession to the police, only it is stronger, because his words were spoken after an oath had been administered and his lawyer, Patrick O'Connor, was present. It is no longer merely al-

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tion, and interacts with guests from administration to discuss current issues of faculty concern.

Temple University has faculty unions (TAUP and the union for College of Law) and Faculty Senate, but these are different entities and serve different purposes. Perhaps the most consistent error I hear in conversation with faculty and administration is the assumption that TAUP and Faculty Senate are one and the same. That is not the case. Faculty unions exist to negotiate contracts that define the terms and conditions of employment for faculty. Faculty Senate exists to help set academic policy and protect faculty voice in all decisions that impact their teaching, research and service and the quality of faculty life. Obviously TAUP and Faculty Senate may share interests on an issue, but they can also be in opposition on issues. Relatively few institutions of higher education have both a faculty union and a faculty senate – and having both raises confusion and concern about who speaks for faculty on what issues. At Temple, the overlap between Faculty Senate membership and TAUP membership was probably much stronger in the 1990s than it is now. FSSC works to maintain contact with TAUP leadership about their work without engaging them in FSSC or Senate decision-making.

So let's come to the issue of the moment – the motions on Cosby and O'Connor in the context of the sexual assault policy – and review what happened and why. At the beginning of the semester Professor Marina Angel (faculty senator from the College of Law) sent a memo and set of motions through the faculty senate listserv and introduced those motions on the floor of the senate at the September 9th meeting. Any faculty senator can introduce a motion to the Representative Faculty Senate and that motion is then discussed and voted upon at the next available Representative Faculty Senate meeting. The following are the motions Prof. Angel put forth on 9/9.

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leged that he sexually assaulted Andrea Constand. He admitted under oath that he did.

Two, no lawyer is obligated to take any client who walks in the lawyer's door. A lawyer can decline to take a case for any reason, including that the person can't afford the lawyer's fees. That is not an issue with Cosby; he could afford to hire any lawyer that he wanted. O'Connor chose to represent Cosby, his fellow Temple Trustee abuser, against Andrea Constand, then the Temple staff member victim. This was a clear conflict of interest for O'Connor under the Temple Ethic/Conflict of Interest Policy for Trustees. O'Connor continues to represent Cosby when it is clear that his upcoming trial of a then-Temple Trustee of a then-Temple staff member will drag Temple's name through the mud.

Over fifteen colleges and universities have revoked Honorary Doctorates they awarded to Cosby, including Brown, Fordham, and Tufts. Pennsylvania schools that have revoked his Honorary Doctorates include Drexel, Franklin and Marshall, Haverford, and Lehigh. Other Pennsylvania schools currently reviewing the issue of revocation include Carnegie Mellon, Gettysburg, and the University of Pittsburgh. Haverford College involved students, faculty, staff, administrators, alums, and its Board of Managers in its discussions. Such open and inclusive discussion and decision making does not occur at Temple.

Respected *Inquirer* investigative reporter, Chris Mondics, wrote months ago, "much of the resulting damage to Temple, the lurid headlines and the tarnishing of its image, can be traced to the [Temple University] board's inaction." To quote someone, I don't remember who, "You ain't seen nothing yet." It is only going to get worse as the Montgomery County indictment comes down and a long involved criminal trial of Cosby, a Temple alum and then-trustee, for the felonious sexual assault of Andrea Constand, a then-Temple staff member, unfolds.

Temple should cut its losses now by revoking Cosby's Honorary Doctorate with a strong statement as to the impropriety of his conduct, and it should remove O'Connor from its Board of Trustees. ♦

A musing on *Thinking about Teaching - Further thoughts on class participation*, by Rickie Sanders (in Herald 46:1)

I enjoyed reading your article about student participation in the Faculty Herald. You welcomed responses and I would like to share an approach to assessing participation that I have found successful. In Dance, participation has probably always been an essential assessment category, as dance requires embodied presence in class. In the Dance Gen Ed course "Embodying Pluralism" and several dance major courses (including pedagogy and theory courses), I have explored creating participation rubrics with the students. Students understand criteria for quality participation and when they collectively contribute to rubric construction, accountability for participation, in my experience, rises.

I often start the rubric making session by quoting from Robert Pirsig's (1974) **Zen and the Art of Motorcycle Maintenance**: "What is good, Phaedrus, and what is not good? Need we ask anyone to tell us these things?"

Karen Bond, Associate Professor
Department of Dance

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Policies.

The posting of these motions and the accompanying memo on the Faculty Senate listserv was one instance of problematic participation. Without going into too much minutiae – the listserv that Professor Angel accessed was supposed to have been closed down years ago when the FSSC made the decision to limit postings to faculty senate officers and staff only. The purpose of the listserv is to disseminate faculty senate business rather than to serve as a discussion board or blog. Our motivation was not to silence any faculty member but to have some control over the kind of content that came out under the faculty senate umbrella. A faculty member or senator can post on the Senate listserv after review of the content by faculty senate officers. Frankly, Professor Angel's memo is an example of why we believe there is merit in the current system of review and approval of postings. I believe that the memo and motions were confused and conflated and contained language that was overly aggressive and potentially defamatory. Whether Faculty Senate should provide an open listserv is an issue we can discuss, but in this case, that access did not exist and Professor Angel's unseen and unedited motions should not have come out under the Faculty Senate heading without review and discussion.

Between the September 9th meeting and the November 16th Representative Senate meeting the FSSC discussed these motions at almost every meeting and often at length. Our discussion focused on trying to find information that clarified aspects of the motions. Some of the clarifications sought included the following:

Are Board of Trustees members considered members of the Temple community and thus covered by the Sexual Harassment and Sexual Assault policies?

We revisited the 1992 policy as well as the new August 2015 policy for clarification and found none. We reviewed minutes of the Board of Trustees meeting in 1992 when the initial policy was approved and found none. We reached out to University Counsel and received a response on December 3rd that the members of the Board are covered by those policies.

What internal review process was used by the Board of Trustees to allow Trustee O'Connor to act as representation for Trustee Cosby during the 2005 Constand case? We were not able to find or access reports or documentation about what happened other than a general statement that an internal review had been conducted and no reason was found to restrict this act. We interviewed members of the law faculty to get a sense of how legal practices approached potential conflicts of interest. But in the end we concluded that we would not find definitive records of the 2005 Board internal review discussions or process. In the absence of evidence to the contrary we were uncomfortable asserting that wrongdoing could be assumed to have happened.

Was faculty senate involved in selecting faculty who sat on the committee that revised the Sexual Assault policy? We knew that in the spring of 2015 the Provost had asked FSSC to nominate several faculty for possible participation on this committee and that three faculty were selected to serve. Thus, we knew that what one motion requested had already been completed.

Based on our review, on November 10th the FSSC wrote and passed amendments to the original motions. Those amendments were distributed via the faculty senate listserv immediately after in the announcement of the upcoming Representative Senate meeting on November 16th. In that announcement I stated clearly our level of concern with the motions and that we would be voting on the amendments at the meeting.

In the November 16th meeting we introduced the amendments. There was discussion on the amendments and there was a call for a secret ballot. The result of the secret ballot vote was 14 in favor of the amendments, 16 opposed, and 1 abstaining (please note that only the representative senators vote in these meetings). Unfortunately, some senators had come in during the voting process and were not able to vote before the count was concluded and announced. Having failed, the amendments were removed and the focus returned to discussion of the main motions from Prof. Angel. However, when we turned to discuss those original motions Professor Angel indicated she didn't want them discussed at that point and there was a motion to table that was passed without opposition.

At the December 1st FSSC meeting the FSSC voted their preference that the discussion and vote of the motions be delayed to the January senate meeting rather than the December meeting. The main motivation for waiting was the hope

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As everybody knows, on Friday, December 4, the following motion was passed.

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The passage of the motion has developed serious tension and disagreement between various segments of our faculty, and between the Senate leadership and the Board.

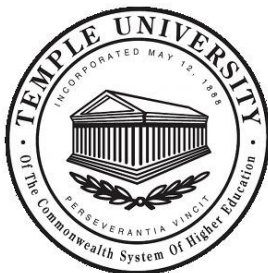
We are publishing a letter from Professor Marina Angel (LAW) who introduced the motion at the September meeting of the Representative Senate. We are also publishing a letter from Professor Tricia Jones, President of the University Senate. These two letters display rather different points of view. We hope that by juxtaposing these two statements, we will give you the opportunity to develop for yourself an understanding of what has transpired.

It is my personal belief that as the Cosby situation unfolded, especially after the sealed transcripts were made available, it became highly desirable that our faculty make a statement condemning the kind of behavior of which Mr. Cosby has been accused. Otherwise, we would be open to the appearance of condoning such behavior. One may certainly argue as to whether the wording of this motion was the best way of making that statement, but not, I think, about the need for some sort of statement.

However, for many years Temple has been simmering with distrust, and that distrust falls along several different axes. There is distrust between the faculty and the administration, between the faculty and the board, between the tenured/tenure-track faculty and the non-tenure track faculty, between the research active faculty and the teaching faculty, between the young and the old, the unionized and the non-unionized. Much of the time, this tension simmers, largely un-noticed, but it has been there for a long time.

This recent action of the Senate has resurrected and intensified much of this tension. While the matter of Cosby's alleged actions is an important matter, it is going to play out in whatever manner it does. What we need to be thinking about at this time is the question, "How did our community become so fragmented, and what are we going to do about it?" Answering that question is not about fact finding. It is not about finding blame. I can find plenty of unpraiseworthy activities on the part of each of us. It is, instead, about finding ways to relieve this fragmentation.

I don't know how we rebuild our community, but I am pretty sure that it begins with two things -- a willingness of all of the groups mentioned above to communicate with one another openly, and a willingness to speculatively attempt to trust one another. I am not sanguine about our ability to do this. I do not know who, at this point, has enough widespread trust to provide effective leadership in bringing us back together. But if we want to be as healthy as our potential greatness demands, we must find a way to heal our damaged community. ♦



Building IDEAL Student Engagement

Phelps continued from page 1

lege, and oppression informs our collective thinking about such issues. It was my accumulated experiences in as well as outside of the classroom that compelled me to seek a position wherein I believed I would have the capacity to impact the experiences of students campus-wide rather than only those whom were taking my courses. When I learned of this particular opportunity at Temple, I was excited by the prospect of doing so at an institution designated and perceived as the “diversity university,” and as such, I assumed that this, more than any other institution where I’d served as a professor, administrator, scholar, and student advocate would be far more progressive and advanced in terms of where it was in realizing inclusion, equity, and social justice ideals for the benefit of its campus community. However, the more conversations I had with students, and the more they shared with me about their experiences, observations, concerns, etc., the more I realized how much work needed to be done in these areas. The concepts for the series “Owl Talk Tuesdays” – a student-only discussion that takes place every third Tuesday of the month from 5-6pm, and which focuses on current or headlining events that inspire conversations about issues of race, ethnicity, gender, sexual orientation, religion, dis/ability, and citizenship, for instance – was a program I conceived in collaboration with an advisory coalition of students with which I work, and for the purpose of building community across “difference” among students, which is an essential component to advancing diversity ideals and social justice for all identities and communities on campus. The student advisory coalition is composed of individuals representing various backgrounds and interests and whom are extremely dedicated to advancing diversity ideals on campus. The feedback we’ve been receiving from students in response to the Owl Talks has been incredibly positive. Not only have students suggested we host them more frequently, but they’ve also requested that there be more time dedicated to such discussions. I’ve also worked with the coalition to produce cultural heritage month programs, including programs in honor of Latino/a, LGBTQIA+, and Indigenous/First Nation Heritage Month. In addition, we’ve hosted programs focusing on the subject of “Microaggressions;” “Challenges Facing LGBTQIA+ Communities (Since the Same-Sex Marriage Ruling);” “Stories of Latino/a Experiences;” “Immigration Policies on Latino/a Communities;” Transgender Competency and Awareness;” “Voices of Justice: Members of Native Communities Speak at TU,” and a multicultural roundtable discussion focusing on “Religion, Identity, and Social justice.” I’ve also hosted town hall meetings for various affinity groups, including LGBTQIA+ identified students, students with disabilities, Jewish-identified, and Asian/Asian-Pacific Islander students. Additionally, there’s an upcoming town hall for first generation college students after the Fall Break. All of the town halls are open forums for students to share their experiences and concerns with me as students identifying as members of these particular communities. Most of them take place in The Burrow – spaces dedicated to multicultural and social justice programming as well as community-building across “difference” in the Office of IDEAL. Last Spring, I also coordinated town halls for black, Latino/a, and women-identified communities, and several trans-identified students granted me the privilege of meeting with them one-on-one so that I could learn more about their particular needs and possible challenges on campus. All of the data I acquire from town halls as well as other information-gathering processes is being used for the purpose of generating a report about campus climate relative diversity ideals and the experiences of all students - particularly those representing historically underserved and/or underrepresented populations.

In order to fulfill the responsibilities of my position, upon arriving to campus, my first goal was to establish relationships with as many student leaders as possible and to engage the populations for whom they advocate - particularly members of underrepresented and/or underserved student groups, including students of color, LGBTQIA+ identities, socio/economically disadvantaged groups, women, students with disabilities, and those represented various faith-based communities. I knew that meeting all such students in order to gain a greater sense of their experiences on campus, their interests, concerns, etc., would be necessary in my goal to be an effective, student-centered, service and social-justice oriented advocate and program administrator with deep, demonstrated investments in diversity, equity, and inclusion ideals. As I learned more about their experiences on campus, it was clear to

me that many of them were quite hesitant about sharing such information with me, and there were questions about my intentions to support them as an administrator represented the Office of Institutional Diversity, Equity, Advocacy and Leadership (IDEAL) as well as Temple University in general. It took many of them a while to get comfortable sharing their narratives with me and trusting me with their personal stories. I think my willingness to share defining aspects of my own personal story with them, including the fact that I was born and raised in a single-parent home in Ferguson, MO, that I identify as a bisexual black woman, and am a first generation college student, who continues to confront discrimination, prejudice, and exclusion because of who I am and what I represent gives them a sense of my values and approach to my work on campus. Advocacy in the interest of social justice isn’t simply what I do – it’s who I am.

One of my future goals includes reaching out to faculty who might be interested in serving as part of an advisory group whose perspectives and feedback would be used to inform programs promoting diversity and social justice ideals (ensuring that all students have the necessary resources - including academic, social, and cultural support - to reach their maximum potential on campus, and that we’re fostering an environment that speaks to this ideal), and which would be meant to contribute to overall student development. Such efforts would complement the learning process that takes place in their classes and enrich their development beyond such spaces. I’m hoping to get an encouraging response from faculty, and many of them have already contributed to our programs. Relationship-building with faculty, administrators, and students is a critical component to my work, as working to realize intersecting diversity, inclusion, equity, and social justice ideals are themselves collective and inclusive processes, and I’m excited to continue this work in the Spring of 2016. ♦

Temple Adjuncts Vote to Unionize

By Kime Lawson, Assistant Editor

On November 25, 2015 a simple majority of Temple adjuncts voted successfully to join TAUP, according to the tally counted by the Pennsylvania Labor Relations Board (PRLB). After final PRLB certification, 1400 Temple adjuncts will join full-time faculty as part of TAUP’s bargaining unit, making it the largest college adjunct unionization in the past two years. Admission of adjuncts will double the number of unionized faculty at Temple University.

This election caps nearly four decades of various efforts by Temple adjuncts to organize. According to the [Philadelphia Inquirer](#), Temple administrators who previously opposed the current unionization effort appear poised to accept the vote and to include adjunct faculty in the bargaining unit at the next negotiations. The results are good news to most adjuncts, who often work at multiple institutions to earn a living wage. ♦



The Philadelphia Aphasia Community at Temple (PACT)

Krakow continued from page 1

tumor, or progressive neurological disease. The extent and location of damage in the brain typically determines the nature of the language impairment as well as the degree. Some adults with aphasia have difficulty putting together a sentence (e.g., finding the words, producing the words) but understand what is said to them. Others seem to speak fluently (with good prosody) but the words don't make sense or they are not real words.

Some people recover at least some of their language function not long after the precipitating event. Common wisdom has held that six months is the limiting timeframe for improvement. In contrast, mounting evidence shows that individuals with "chronic aphasia" can improve even years after the incident. Promoting such improvement is a central aim of the newly established Philadelphia Aphasia Community at Temple (PACT).

Temple has long provided diagnostic and therapeutic activities for those with aphasia (through the Temple University Speech-Language-Hearing Center) and our faculty have engaged in research designed to further the understanding of chronic aphasia and the efficacy of different treatment approaches (Eleanor Saffron Center for Cognitive Neuroscience). Building on those foundations, the recruitment of new faculty, new collaborators within Temple, and a growing need for services for adults with aphasia, we have established PACT to serve as a center of aphasia education, research, support and treatment.

In addition to comprehensive diagnostic and therapeutic services for adults with aphasia using innovative research-based practices, PACT provides adults with opportunities to engage in language-enhancing activities of a social nature. The latter are designed to help mitigate the social isolation and fear of interaction that commonly accompany aphasia. These activities also emphasize the interests, ideas, and talents that the adults have despite their challenges. Such activities include an art group, in which adults with aphasia collaborate with each other and with students in Communication Sciences and Disorders (CSD) to create art for a monthly calendar each year. Communication in this group is through art and conversation. The calendars are also used to fundraise for PACT.

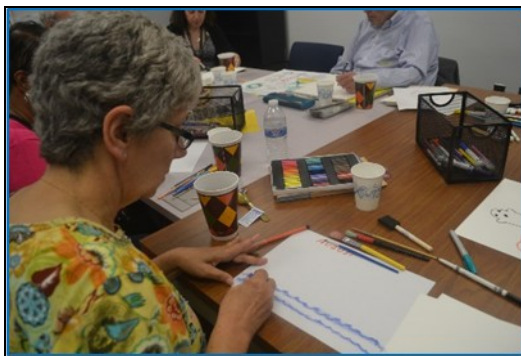


Figure 1

Some of the adults participate in a choral group in collaboration with students from Music Therapy and CSD, culminating in a performance at the end of the academic year. Music also provides a vehicle for communication and some of our adults are quite musically talented. Moreover, it is sometimes easier to sing than to talk for individuals with aphasia.



Figure 2

Under the direction of and accompanied by faculty and students from Temple's Recreation Therapy program, another adult group goes on outings in the community, attending sports games, movies, concerts, etc. These outings help the adults learn ways of communicating so that they can get to and from the destinations safely and enjoy the time there with others.

At PACT, we also work on written language, which often takes a back seat to spoken language when adults with aphasia are treated because their spoken language needs are so pressing and written language is considered to be more difficult to treat. Importantly, though, whereas spoken language is of a fleeting nature, written language is durable and lends itself to interventions that are not possible if you can't capture, examine, and edit the language produced. Taking advantage of that durability, we pair one CSD student with each participating adult with aphasia in our program called *Finding the Words: Authors with Aphasia*. In each pairing, the student guides the adult as that adult builds sentences by coming up with one or more words at a time and then adding to them,

Krakow continued on page 9

The Philadelphia Aphasia Community at Temple (PACT)

Krakow continued from page 7

editing them and then creating and editing the paragraphs and pages of text that emerge. Text is also supplemented with artwork or photographs if appropriate. At the end of the program (one semester duration) there is a bound and printed work for each participating adult that tells a story, or teaches a lesson, or recounts the experience of having a stroke and its aftermath, or describes a favorite hobby or people. These written works express those thoughts, feelings, ideas that have been stuck inside of the adults with aphasia for too long. Often the authors can't believe they were able to produce the work and they can't wait to share it with others.

My name is JH. I was in a car accident, and I had a brain injury. I was right-handed. Now I am left-handed. I have trouble talking, but I like to draw because it makes me happy. I enjoy listening to all kinds of music, spending time with my friends and family, and playing games. I am working on painting a new pair of sneakers now.

Figure 3a



Figure 3b

In the preceding, I have tried to convey a taste of the kinds of activities we provide through PACT for those with chronic aphasia. In addition to the goals of PACT for adults with aphasia and for faculty research, PACT is a place for students to learn about aphasia. They learn from the faculty and they learn from the adults with aphasia. The adults feel it is important for them to convey to the students what life is like with aphasia. Students see the adults' struggles in social situations and they also see the talents and strengths that remain in spite of aphasia. Both undergraduate and graduate students from a number of Temple departments participate in PACT. Some participate in service learning, some in clinical education, and some in research. With the recent appointment of our new faculty member, Dr. Gayle DeDe as PACT Director, we are confident that PACT will continue to grow and thrive! For more information about aphasia or PACT, contact Gayle DeDe at gayle.dede@temple.edu or (215) 204-2453. ♦

*The other founding members of PACT are Francine Kohen, Beth Levine, and Nadine Martin.

Figure Captions

1. Participants in the Art Group working on calendar pages.
2. Participants in the Chorus performing at our end-of-semester celebration.
- 3a. Information about the creator and author of a catalog showing his artwork, and 3b one of the illustrations in the catalog. This individual was formerly right-handed and, no longer able to use his right hand, he creates his art (like that shown on these sneakers) with his left hand.



Letters to the Editor

Jones continued from page 5

that we would get requested information from University Counsel about policy coverage of Board members and indications on whether legal action would be taken against Cosby. I communicated that decision to Marina Angel after the FSSC meeting and the expectation that, without additional information, her motions would be brought back to the floor on January 25th. Her response was that she would move to Suspend the Rules at the December meeting so her motions could be voted on. And, on December 3rd I received an email from University Counsel Michael Gebhart clarifying that the Sexual Assault and Sexual Harassment policies applied to Board of Trustees members.

Thus, the motions came off the table at the December 4th meeting and were debated and voted upon. In the course of the debate, a fourth point was added:

4. Calls upon the Board of Trustees to revoke the honorary degree(s) given to Bill Cosby by Temple University.

In the beginning of that meeting I explained the process and how we came to this point of deliberation. It is important to note that the December meeting was a University Senate meeting which meant faculty other than senators could vote on the motions. It is also worth noting that several faculty were attending the meeting on WebEx and voting privileges are not possible unless someone is in the room. So those participants were not able to vote on the motions. An amendment was added to the original motions that called for a withdrawal of Cosby's honorary degree. That amendment passed by voice vote unanimously. And then a voice vote on the main motions resulted in a unanimous vote for the motions.

Hindsight is always 20-20 and even more so when a decision is followed by more contentious events. Technically, there was nothing in the procedure that was "wrong" – that failed to follow our bylaws, guidelines or parliamentary procedure. But, there was not enough in the process that was "right" and as Faculty Senate President I have to take responsibility for that. I could have done more to let people know the motions would be coming up for vote, to encourage all interested to attend the session so they could vote, and could have asked other FSSC members to request a secret ballot vote that may have changed the outcome.

As my earlier email this week has already explained, the most problematic aspect of participation was the unauthorized distribution and misrepresentation of this December 4th vote in the media.

Many of you have seen the media coverage in the *Philadelphia Inquirer* and *USA Today* (among other outlets) about passage of motions at the 12/4/2015 University Senate meeting concerning the Cosby situation and the role of Chairman of the Board of Trustees Patrick J. O'Connor. The media coverage is troubling and damaging.

The Faculty Senate had no part in taking the story to the media and was not consulted by the individuals who chose to take this unilateral action.

At least two individuals decided that their agendas to chastise Chairman O'Connor for representation of Bill Cosby were more important than the potential damage to Temple's reputation and to the impact that has on the rest of the faculty, staff and administration. In so doing, they have damaged trust between the faculty and administration. They have impeded the ability of the faculty to engage the Board of Trustees and Temple Leadership on the range of issues of concern to us. We are collateral damage in their war on O'Connor.

The Faculty Senate is dedicated to providing processes of shared governance for faculty to raise issues, express their opinions, make decisions. The Faculty Senate is not TAUP. Whatever your opinion of the Cosby/O'Connor situation, you have your right to it and the Faculty Senate respects and protects that. But we all have a responsibility to Temple University to consider how our discourse affects others and to respect their right not to be blindsided or embarrassed. And as educators we have the responsibility to provide accurate information rather than manipulate content for political ends.

Making things worse, the *Inquirer* coverage was inaccurate and misleading. Very unfortunately, as happens with sensational stories, it is much harder to get correct information out after the more salacious reporting has happened. And as this story has spun forward from the *Inquirer* coverage, the mistakes and misrepresentations are repeated. Here are some of the inaccuracies that we must be honest about – not only with ourselves but in our interaction with external audiences.

The vote on 12/4 was not a representative vote of Temple Faculty. It is misleading if not unethical to suggest that this vote definitively "speaks for" the majority of Temple faculty. While Temple faculty may or may not agree with the sentiments of the final vote in favor of Marina Angel's motions – we simply can't say from the less than 40 faculty members involved (far fewer than the 100 suggested in the story). Much more information is needed before we can draw that conclusion or say with any certainty where "the Temple faculty" stand.

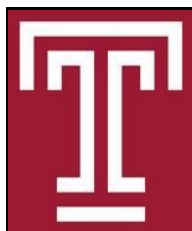
The motions did not ask for a formal vote of "no confidence" in Chair O'Connor or for his removal from his position as Chairman of the Board of Trustees. In fact, those topics and that language was never a part of the initial motions or the arguments on the floor about those motions or discussions about these motions since their introduction to the Senate on 9/9. There was a motion that passed on 12/4 to "condemn" Cosby and Chairman O'Connor, but to what extent and with what impact was never clarified.

The motions were not embraced by the Faculty Senate. Since the introduction of the motions by Marina Angel on 9/9/2015 the Faculty Senate Steering Committee has had very serious concerns about the motions and tried to amend the motions. A copy of those amendments were distributed to the faculty prior to the November 16th Faculty Senate meeting and are attached again for your review. At the 11/16 meeting those amendments failed by a very close vote of 14-16-1. The rationale for the FSSC amendments should be reviewed again, even in light of their rejection. The Steering Committee felt that these motions are seriously flawed.

Some may argue that last week's media coverage was "speaking truth to power." But if you did not have your voice protected in how your university was presented to the world then what happened could also be seen as a very vocal minority speaking "their truth to enhance their power." It is not acceptable when faculty voice is eclipsed by the unelected, unselected few posing as spokespeople for the rest.

If you have specific questions about the process that occurred that are not answered in this *Faculty Herald* article please let me know. I will promise to answer them as fully as I can with the information I have.

-Tricia Jones, President, Faculty Senate



Representative Faculty Senate Minutes, April 16, 2015

Representative Senate Meeting

April 16, 2015 – 1:45 pm

Kiva Auditorium

Videoconference: HSC, 343 MERB – AMBLER, ALC201

Minutes

Attendance:

Representative senators and officers: 36

Ex-officios: 0

Faculty, administrators and guests: 21

Call to Order: President Jones called the meeting to order at 1:54 p.m.

Approval of Minutes: The minutes from December 4, 2014 were approved.

President's Report: Retirements. The contributions of retiring faculty from Temple University were acknowledged. Those in attendance were recognized by name. UTPAC, VPFA Delaney and the Provost continue to discuss the implementation of the three UTPAC committees. The urgency of disseminating this information by the end of the semester was reinforced. Task Force on Tenure and Promotion. Last year, the faculty senate passed a resolution asking that President Theobald reconstitute and recharge the task force on tenure and promotion. Given all of the current changes in this area, this request has been sent to President Theobald again.

Vice President's Report: Committee Appointments. Jose Pereiro-Otero and Jacqueline Volkman Wise were unanimously approved for appointment to the Library Committee. Srimati Mukherjee was unanimously approved for appointment to the Faculty of Color Committee.

Report on Faculty Senate Elections: President Jones, Vice President Howe, and Secretary Davey will serve for second terms in office.

Total ballot votes: 166

Officers:

President: Tricia S. Jones (Education): 146

Vice President: Deborah Howe (Environmental Design): 145

Secretary: Adam Davey (Public Health): 147

Elected Committees:

EPPC Deborah Stull (Science and Technology): 152

RPPC Joseph Picone (Engineering): 146

Prasun Datta (Medicine): 137

Guest: Michele Masucci, Vice Provost for Research: Vice Provost for Research Masucci provided an overview of the research enterprise at Temple University with an emphasis on key metrics and current trends. Awards to Temple University are approximately 20% above last year's figures, even excluding Fox Chase Cancer Center. Research expenditures and license revenues are also up significantly. Temple has finally cracked the top 100 research universities for the first time. Key challenges include information flow and dissemination of major successes across the campus and beyond. A number of recent research accomplishments were highlighted such as a recent award from the Department of energy and several program project grants. Vice Provost Masucci also reported on several areas of research development. Strategic directions include improvement of research support services, integrating applied and basic programs, developing team science, expanding strategic partnerships, engagement with the public policy agenda, and working closely with avenues for research dissemination. Resources are available to support technology commercialization opportunities such as through marketing, development and contracting.

Q. Steven Newman (CLA): What is the timeline for hearing about the Provost's Arts and Humanities Awards?

A. There are two programs. One is the targeted funding for matching dollars (e.g., bioinformatics). We are attempting to fund everything on the targeted side. \$1.5M of requests were made for \$250k of funds. The volume of requests has produced a bottleneck, but notices will definitely be made by the end of the academic year.

Q. James Korsh (CST): Do we know the excess revenue that comes from research compared with expenditures?

A. This needs to be considered in different ways. One is the overhead many awards bring. The other side is with investment and infrastructure. The university considers this to be a value proposition in order to achieve the desired research profile. Once the investment is in place, the expectation is that it will bring, support, and sustain new research opportunities.

Q. Joseph Schwartz (CLA): How can faculty interested in research help?

A. If you have an interest in, for example, serving as a reviewer, please make yourself known. There are very many opportunities and needs relating to the research infrastructure and we are always looking to bring new people into that process.

Q. Joseph Schwartz (CLA): What does your office deal with specifically related to CLA?

A. CLA is the most complicated college, almost like a university in microcosm. Every single department has numerous different funding sources,

Minutes continued on page 12

Representative Faculty Senate Minutes, April 16, 2015

Minutes continued from page 11

without much commonality of culture. Foundation funding that does not provide much in terms of indirect costs is a second challenge.

Q. Elizabeth Groff (CLA): Is there a mechanism to find out what other awards other investigators might have?

A. We have a database of all awards, but the agency database (e.g., NSF) is actually the easiest way to find out.

Old Business: There was no old business.

New Business:

Tuition Benefits Committee. Steve Newman reported on expansions to the tuition benefits program. A survey is currently under development. Research is being done on various models and specific agreements in current use. The committee hopes to report back by the beginning of next academic year.

Child Care Committee. Art Hochner reported on the first meeting of the child care committee. They are also devising a survey for distribution to other institutions to learn more about current practices. There is discussion of including other employees and students in the conversation. There was a comment that the University of Pennsylvania provides a number of options for childcare such as care during weather closures, etc.

Dieter Forster (CST) spoke out strongly against the perceived need for demonstrating child abuse clearances in order to teach his undergraduate students, many of whom are minors. Jeffrey Solow (BCMD) questioned whether this was a general requirement or only for those involved in activities with minors on campus. Susan Dickey (CPH) indicated that Nursing has implemented annual requirements in this regard, and that these clearances have been extended to students. President Jones indicated that she will request clarification from the administration on specific policies, requirements, and protocols. Jeffrey Solow indicated that a Temple-specific policy has affected faculty who teach non-Temple students in their studios on campus; this practice is no longer permitted, and this has affected "trial lessons". Melissa Gilbert (CST) requested clarification on the policy since she has not been informed of any requirements to obtain these clearances globally.

Adjournment: The meeting was adjourned at 3:16 p.m.

Adam Davey, Secretary



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 Kime Lawson, Assistant Editor, College of Liberal Arts
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 Paul LaFollette, Editor, *Faculty Herald*



For an archive of Faculty Senate Minutes, go to:

<http://www.temple.edu/senate/minutes.htm>

Audio Recordings of these and other Senate Meetings may be found at:

<http://www.temple.edu/senate/Apreso/FacultySenateApresoRecordings.htm>

The Faculty Herald *tries to address the concerns and interests of all of our faculty, including tenured, tenure track, and all of the various kinds of non-tenure track and adjunct faculty employed by our various schools and colleges. If you are a faculty member, we would value your contribution to the Herald either by means of a letter to the editor, or the submission of an article for publication. Requests that the author's name be withheld will be considered on a case by case basis.*

Letters to the editor should be emailed to Paul LaFollette at paul.lafollette@temple.edu.



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