



Greetings from Our New Editor



Paul LaFollette,
Editor

By Paul LaFollette, Editor

Welcome to the first *Faculty Herald* of the 2014-2015 academic year. I want to take this opportunity to say what a pleasure it is to be your new editor. A part of the pleasure has been the opportunity to work with that group of people who make my life easier, the Editorial Board, and especially the Assistant Editor, Kime Lawson. They make me feel as I used to feel about delivering babies way back when I

was an intern. Someone else does most of the work, and I get the credit. I also want to thank our previous editor, Steve Newman, and all of my other predecessors, for keeping me motivated by setting standards that I can only hope to approach.

You will notice that this issue has several letters to the editor. I hope that you will continue to see the *Herald* as a useful alternative to the Faculty Senate listserv for thoughtful comment, debate, and discussion. ♦

Preserving the Spirits of the Past, Digitally

**VIETNAM FIELD DIGITIZATION PROJECT
SUMMER 2014**

**Temple University Libraries & Center of
Vietnamese Philosophy, Culture and Society
in cooperation with
The General Library of Thừa Thiên Huế**



By Nguyễn Thị Diệu, Associate Professor of History

The past remains very much alive in Huế, the former imperial capital of 19th century Vietnam. Every year, in early July, people all over Huế celebrate the Day of Spirits (*Ngày Cúng Âm Hồn*), which commemorates the thousands of deaths that ensued in the breaching of the Imperial Citadel by French troops (4-5 July 1885) in their conquest of Vietnam. People set up altars outside with offerings of food, incense, paper money, and the chanting of prayers.

This project—three years in the making—is a first in terms of international cooperation between libraries. It involved two countries (the US and Vietnam), three institutions (Temple University Libraries, Temple Center for Vietnamese Philosophy, Culture, and Society, and the Thừa Thiên Huế Li-

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We Are Smarter Than This



Tricia S. Jones,
President of Faculty
Senate

By Tricia S. Jones, President of Faculty Senate

I came to Temple in the fall of 1990 and have experienced a quarter of a century as a faculty member and/or department chair in three different colleges during that time. The past six years, being a member of the Faculty Senate Steering Committee and faculty senate officer, has afforded me a greater sense of the quality and complexity of our university. From all evidence available, it strikes me that Temple University has never had the riches of human and social capital than it has right now. Surely we have a truly great faculty and student body and leaders

who bring a wealth of experience to their positions.

It is exactly this potential excellence that makes our problematic organizational processes and practices even more egregious. From an organizational development and change perspective, we are wasting ourselves and we have no one to blame but ourselves for these shortcomings. It is not that we are failing, but that we are not succeeding in ways we should. Faced with a political environment unfriendly to higher education (to put it mildly), a higher education field overflowing with lesser competitors willing to take

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An Interview with Dean Joseph Lucia

On July 1, 2013, Joseph Lucia came to Temple University as our new Dean of University Libraries. He had spent the previous decade as University Librarian and Director of Falvey Memorial Library at Villanova University. The Temple University press release announcing his appointment said;

As dean of university libraries, Lucia will oversee all of Temple's nine libraries — including those at Temple University Japan and Temple University Rome — as well as Temple University Press. Lucia has been charged by President Theobald with leading a major program of library development, including the construction of a new signature building at Temple's Main Campus that will connect the university with the greater Philadelphia community.

Your editor sat down with Dean Lucia last month to talk about his vision for Temple, and some of his ideas about libraries in the 21st century.

Paul LaFollette (PL): Could you share your thoughts about Temple libraries, and where you think we are going?

Dean Lucia (DL): I've been here fourteen months, and that should be enough time to get a sense of the institution and its culture and challenges. I

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An Interview with Dean Lucia

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will say right away that Temple is at a really exciting time in its institutional evolution. I know that anyone who has watched the higher education world in Philadelphia over the decades has seen Temple go through moments of ascendancy and moments of crisis. My sense is that right now it is an institution which still has challenges, but which is really moving in an exciting direction. There is a sense that Temple, again, has a chance to become, even more than it is already, a world class research university. But it also seems to fulfill its unique place in the city as an entry access institution – an institution that believes in providing education as a channel for social mobility for populations that do not often have easy access.

I came here at a moment when a large number of other deans and a new president had also just arrived, so there is a wave of administrative change. You don't want to oversell that, but it does represent an inflection point. Obviously, one of the things that excited me specifically about this opportunity was the chance to be in on the ground floor of designing and then bringing to reality a new library building. I see this as a challenge to build a 21st Century library, a library that is not directed primarily at storing massive quantities of print material. Obviously there is also a physical storage mission, but it is not the only thing that drives us.

So, that is the broad context which is exciting. I think there is also, in general, a tremendous level of professionalism and commitment to service among the staff here. This is quite a strong staff even though in some ways, I think it is a staff that has been under-resourced historically. My predecessor was very successful in increasing the amount of money the library has to spend on resources, and to a more modest degree, beginning to grow the staff. The 2009 financial crisis and the subsequent hiring freeze caused a pause in the growth of our staff. We are now collectively beginning to recover from this, and we do have the opportunity to grow our staff over the next few years. What I would say, in general, is that there is a confluence of compelling factors that make being a part of the Temple libraries right now a great moment to work towards realizing a rich kind of future for the library.

PL: You have touched on this, but I would like to hear more about the degree to which modern libraries are places that preserve and distribute information as distinct from places that preserve and make available artifacts. And what new services might the 21st Century library have to offer?

“Our hope, on another level, is that when we build a new library, much of the work in that library will be done using new technological means. One thing we are thinking about is a large scale data visualization facility that would be a shared resource for the campus.” Dean Joseph Lucia

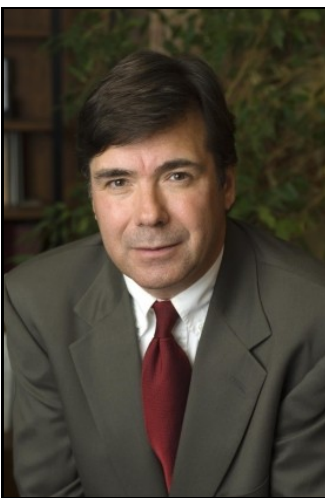
DL: It is hard to do justice to all of the complex ramifications of that question. The transformation of the dissemination of scholarship has been somewhat radical and unrelenting over the last few years. In particular, I am talking about the journal literature rather than books. Books are still largely, though not exclusively, physical media in an academic setting. There are still issues surrounding e-books that seem different from the issues surrounding journals. In particular, in those disciplines where there is very little book-centricity, the library may become simply a licensing conduit for the scholarly literature that you need. We have been happy in that role in many ways.

I think that what has changed is that in the scientific and technical disciplines, the faculty and the advanced researcher have effectively lost the compelling need to come to the library as a physical space. However, there are other constituents who are still using the library, both as a physical space and as a repository of physical collections.

The digital record of scholarship started to take hold around 1995. It was

then that the big publishers began to recognize a set of opportunities to move from print based publishing to electronic publishing. It really was not until the late 1990s that the entire apparatus was in place. So, we recognize that our user base and our constituents' needs are a lot more stratified than they used to be. We need to continue to serve you with the highest quality of contemporary content. We can, through the means we have to license those things. Behind that is another set of issues. That is the economics of publishing. This is never apparent when you as a scholar are at your desktop.

A continuing challenge for librarians is the crisis of affordability. In particular, there are some large scale commercial publishers who continue to hold us



Dean Joseph Lucia, Dean of Temple University Libraries

hostage for enormous amounts of money for the literature that they are able to disseminate, but that is really the work product of the academy. There is a large collection of complicated issues around that. We have been, in some fields, working to come up with non-commercial or quasi-commercial alternatives for publishing. One of the things that is happening is that we recognize that this is a world that will abide and is a valuable way of enhancing productivity for scholars and researchers. That is Pandora's Box – it is open and there is no going back.

But the existing economic system and underlying infrastructure might be susceptible to intervention and change. We see the possibility of libraries working collaboratively and collectively to take on an active role to push back and change those economics. An undertaking on publishing activities might provide an alternative channel. There are tenure and promotions problems surrounding that. But we understand, at least, how the environment works, and think that collectively it may be possible to address those problems.

Our hope, on another level, is that when we build a new library, much of the work in that library will be done using new technological means. One thing we are thinking

about is a large scale data visualization facility that would be a shared resource for the campus. In a historic era when the library was a resource concentrator for acquiring print materials, we served the community in that way. In the future, when we may be able to provide access to technologies that are not affordable to individual scholars or departments, we serve a different function. This is not just a technology delivery function. Part of what we believe makes the library unique is its connection to and integration with our academic mission. We don't want just to put tools out there, we want to build services and expertise that can facilitate the use of those tools. This can also encourage cross disciplinary and inter-disciplinary endeavors.

We are looking more and more at what we are calling “digital scholarship.” In this building we will be, this year, establishing a center that will have some academic staff. They will initially be working with graduate students in the social sciences and humanities for applying things like text mining, or geo-spatial data, or other kinds of algorithmic techniques to traditional humanistic scholarship. Thus, this will become a site of practice as much as a site of information retrieval.

PL: I understand that the libraries, along with other sources, have provided some support to Dr. Dieu Nguyen in the History Department for the work she has been doing in digitizing fragile documents in Vietnam.

DL: Yes, our Digital Libraries Initiatives Group has worked with her. We actually provided them with modest financial support to acquire some equipment to go over to Vietnam and do that digitization with a camera system that they built to be portable in the jungle climate. This is another example of the way in which, in the digital age, our libraries can be helpful. We have been doing this aggressively with our own special collections content. We are also building digital collections from unique and rare materials to support research and scholarship.

PL: I have accumulated digital data at home over many years. Some is on

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punched cards, some on magnetic tape, and some on various sizes of floppy disks. I no longer have the hardware to access any of those data. Are future scholars, at some point, going to be looking at digitized materials from our age in the same way as earlier scholars had to re-learn to understand things like Linear-B?

DL: That is a really big, wicked problem. It is a problem that I think is only going to be addressed with large scale systemic action. This is not a problem solvable at the level of a single institution. There are some pretty big national initiatives involving research libraries and computer centers and others to think about the challenge of large scale digital preservation – what that means and what it requires. So, I am concerned about this matter, but I also think that there are some pretty good minds and energy going into this. There is a great deal of awareness that this is a problem. There is also the potential that there has been slippage, that there has already been some information loss in some areas. We know that it is not a problem that you can fix by just throwing a switch. We have all been dealing with fossil media for a while. Where do you go if you need floppy disks read? So there are layers of obsolescence that are buried into this environment. One possible solution is to build simulation environments where you can actually have virtual hardware that can access floppies or punched cards.

PL: I wonder also about whether, in the course of converting print media into digital media, we might sometimes fail to see the pertinence of some of the information and thus lose it. For instance, many medical journals place all of the ads at the beginning and end of the journal. These are often discarded when these journals are bound. That makes no difference to the person whose interest in the articles themselves, but might be a loss to someone who wants to look into the history of advertising to physicians.

DL: That's a really interesting question that has come up in multiple different domains over the last decade. You may remember the Nicholson Baker publication on libraries that had been microforming newspapers and then getting rid of the physical papers. They were not always microforming the full content; they were saving only the editorial content. The issue of cultural memory loss over such things as advertising is a real one. I think that since the publication of Nicholson Baker, we have been more aware of the enveloping context. To give the example of physical journals, there has been an ongoing conversation among academic librarians about creating permanent collaborative physical archives, so that we might have at least, say, ten copies of a print artifact that scholars can always go back to and consult, in some manner, what the original was. That is another example of the need for collective solutions. Not every library needs to have a particular artifact, but some library should.

PL: How do you think the new budgetary model will affect the library?

DL: I came here at the same time that RCM was put into place. We are now officially in our first year. I've talked to my colleagues around the country that have established this kind of budget model. Temple is by no means the first place to do this. I do not think that the challenge will be simple sustainability. I think in general, even in this digital word, that most academics, even in digitally-centric disciplines, recognize that they need the library. They are not going to push back too hard against funding.

However, I do think that because the allocation model has big numbers in it, we are going to need to be able to demonstrate value to the colleges and schools in terms of the content we license, the use of facilities, and the instructional and research impact of the things we do. I think our "added value" will have to be convincingly demonstrable. We are going to have to do this qualitatively as well as quantitatively. One of the first things I did when I came here was to create a position for someone to be responsible for assessment and organizational effectiveness. We will have to convincingly answer that broad "value delivered" question.

Then there is a secondary question which is in some ways the more ominous one. If you build an allocations model that funds the library to a certain level, and it includes increases perhaps tied to the rate of tuition increase, that is a fine start. But what if the library's vision and scope have grown and we need to do new things. How do we get more money? The question of how you find additional resources is one that we are going to need to look at creatively. Now, I know that the Provost would say "What if you shrink? How do you give the money back?" But my ambition is not to shrink what we do. It is to be aggressive about creating a library that can do the new things that a growing university like Temple needs to have done.

PL: Thank you for your time, and for sharing your vision and ideas. ♦

Where Have All the Cafes Gone?

By Paul LaFollette, Editor

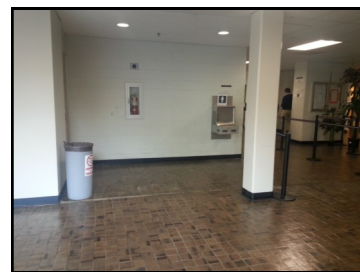
As faculty have been returning to campus, your Editor has received a number of queries about the disappearance of several of the cafes in some of our campus buildings. I approached Richard Rumer, Associate Vice President for Business Services, for some information.

He reported that last spring, as a part of the campus planning process, the administration and Sodexo did a detailed study of the various cafe locations and levels of activity. They included students and faculty in their fact finding process.

The units in Wachman, Anderson, Gladfelter, Ritter, TUCC, Fruit Bar, 1300 CB Moore, and Paley showed particularly low activity. As a result, they decided that they could best serve their clientele by closing these cafes.

This change will be accompanied by increased hours at the remaining locations and by the creation of new cafes in the science building and in the new library when they open. In addition, there are plans for creating a student cop at the location in Ritter.

As a result of the increased hours and the opening of the new cafe in the science building, it was not necessary to reduce the total number of employees involved. ♦



Formerly Location of Café in Anderson Hall, now Intentionally Left Blank

Preserving the Spirits of the Past, Digitally

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brary), and countless scholars and IT specialists who organized, advised, contributed, trained others, and received training. It took place in a region (Central Vietnam) that had borne the brunt of the two Indochinese wars (French and American). It involves royal documents (spirit recognizing decrees, nobility titles, etc.), genealogies, medical treatises, land titles, etc., going back hundreds of years, kept at village and family temples. Made of fragile materials (mulberry paper, silk, etc.), kept in challenging conditions in a climate of high humidity and temperatures, these documents are fast disintegrating, taking with them the memory of an ancient past. As a historian researching the history of Vietnam, I became aware of the enormous potential loss to specialists on Vietnam, to the Vietnamese heritage in general but also to students of other, comparable cultures. There is an urgent need to salvage them through digitization and to make them available for the public in Vietnam, researchers abroad, and the world in general.

The Director of the General Library of Thừa Thiên-Huế, Mr. **Lê Trọng Bình**, requested my help in acquiring digitization equipment and train-

ing that would allow a mobile unit of librarians and IT specialists to visit villages and temples where the documents are kept and to digitize and integrate them directly into the library system, using the latest technology and library science procedures. After working with the Thừa-Thiên-Huế librarians and technicians for several months to develop a promising but feasible proposal, I presented it to the Dean of Temple University Libraries, **Joseph Lucia**. Dean Lucia, himself a specialist in digital humanities, agreed not only to sponsor this pilot project (purchase and shipping of equipment to Vietnam) but also to assemble a team of Temple librarians and digitization specialists to advise the Hán-Nôm scholar and research fellow at Temple's Vietnam Center, Dr. **Ngô Thanh Nhân**. Dr. Nhân would train the Huế staff in the latest digitization technology using TUL-donated equipment (computers, cameras, lighting, software, hard drive storage, etc). In a first-of-its-kind event, a Memorandum of Understanding was signed between the two libraries and between TUL and the Vietnam Center.

With the additional financial support of the Viet-

nam Center, Dr. Nhân and I travelled to Huế to deliver equipment, to coordinate the program overall, and to train Vietnamese librarians and IT specialists. The project lasted two weeks (June 23-July 5, 2014), training half a dozen librarians and IT specialists, conducting several field trips to local temples, clan ritual houses, and private archives, during which we successfully digitized more than one hundred documents. Their contents have been transferred to TUL and the Vietnam Center in order to make them available to researchers and to the general public. [Click here](#) to follow the step-by-step evolution of the pilot project by Dr. Nhân.

An interesting detail: when doing field work in Vietnam, the team has to request permission not only from the local authorities but also from the spirits who have been guarding the documents, the temple, and the village. Hence, prior to the opening of the wooden box containing the royal decrees, elders of the clan organize a solemn ceremony at the clan temple, asking for permission from the ancestral and guardian spirits. ♦



People Observing the Day of Spirits (Ngày Cúng Âm Hồn)



Digital Preservation Workshop in Huế

Community Elders Ceremonially Present Genealogical Scroll, Made of Silk



Facebook and Twitter and Academic Freedom, Oh My!



Paul LaFollette,
Editor

For the 31 years that I have been at Temple, and, I believe at least a dozen or more years prior to that, the first words of our *Faculty Handbook* have taken language derived from the AAUP Statement on Academic Freedom and Tenure. It reads:

All contracts of appointment made by Temple University with the full-time members of its faculty in all schools of collegiate standing shall be subject to the following statement of policy:

I. ACADEMIC FREEDOM

All members of the faculty, whether tenured or not, are entitled to academic freedom as set forth in the 1940 Statement of Principles on Academic Freedom and Tenure, formulated by the Association of American Colleges and the American Association of University Professors, as follows:

“(a) Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

(b) Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

(c) College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.”

It is reassuring to know that faculty, administration, and the Board, working together in the past, felt that this statement was important enough to be made a part of our *Handbook*. It is equally reassuring to note that for decades, new groups with the responsibility of keeping this *Handbook* current have never made any changes in this first section except on rare occasions when the AAUP changed their own wording to keep the language current and inclusive.

Of course, it remains true that there are, and likely will always be, governmental agencies, influential alumni, wealthy donors, commercial interests, and ideologues who believe that the principles outlined above are inconvenient, even dangerous. It is to be expected, then, that from time to time pressure will be brought to bear on institutions to control the writings and utterances of their professors.

Temple has had experience with this. This edition's Wayback Machine, looks at the two times during the Twentieth Century that Temple was on the AAUP's censure list. The first was in response to the suspension and later dismissal of Barrows Dunham, Chair of the Department of Philosophy in the early 1950s. The second followed the retrenchment that resulted in the dismissal of tenured faculty in the early 1980s.

Such pressure continues, though the issues change. When I was in high school, at the close of the post-World War II red scare, loyalty oaths were the issue of the day. Later, we saw pressure on colleges and universities to suppress even peaceful demonstrations supporting civil rights or critical of the Vietnam War. More recently, various political organizations have been attempting to encourage universities to sanction faculty with whom they disagree on such matters as foreign policy. One recent example is the interruption of the hiring process for Steven Salaita at the University of Illinois on the basis of tweets made on Salaita's personal Twitter feed.

The increasing importance of social media such as Facebook, You Tube, and Twitter has tested the demands of paragraph c) from the AAUP's statement quoted above. Because such media have potentially huge readership, many universities have become fearful lest their professors (or students) may say or write things that are not in the best interest of the university. Some are seeking to craft new policies that would limit what faculty members can say even in postings from their home computers as private citizens. Last December, the Kansas Board of Regents added a truly frightening policy on the use of social media. Subsequently, in response to much criticism, it was revised, and some of the worst language removed. It still, however, contains the following:

3. The United States Supreme Court has held that public employers generally have authority to discipline their employees for speech in a number of circumstances, including but not limited to speech that:

*...
iv. subject to the balancing analysis required by the following paragraph, impairs discipline by superiors or harmony among co-workers, has a detrimental impact on close working relationships for which personal loyalty and confidence are necessary, impedes the performance of the speaker's official duties, interferes with the regular operation of the employer, or otherwise adversely affects the employer's ability to efficiently provide services.*

This appears to me to be so vague, as to invite its misuse for the purpose of punishing presumptuous faculty. Under this policy, I would be afraid to document what I felt to be unfair treatment of another faculty member, or to engage in 'whistle blowing.' The whole policy can be found at http://www.kansasregents.org/policy_chapter_ii_f_use_of_social_media.

Other universities as well have been creating policies regulating faculty use of social media. Many of them concentrate on a requirement for civility in discourse. I would hope that eventually Temple will formally recognize the language from the AAUP's 1970 *Interpretive Comments* on the 1940 *Statement* which reads in part:

Paragraph 3 of the section on Academic Freedom in the 1940 Statement should also be interpreted in keeping with the 1964 Committee A Statement on Extramural Utterances, which states inter alia: “The controlling principle is that a faculty member's expression of opinion as a citizen cannot constitute grounds for dismissal unless it clearly demonstrates the faculty member's unfitness for his or her position. Extramural utterances rarely bear upon the faculty member's fitness for the position. Moreover, a final decision should take into account the faculty member's entire record as a teacher and scholar.”

Letters to the Editor

letter to editor:

In your message to faculty regarding the cafe closings in eight buildings, you note that as a result of their studies, Sodexo and Temple have "decided that they could best serve their clientele by closing these cafes." As an occasional user of the cafes I want to say how pleased I am with this decision, which I feel really does serve my needs much better than having an open cafe.

I will not now need to agonize over the limited menu, nor will I have to triage my choices to find the least desirable. I look forward to seeing how long I can go without any snack at all while on campus and feel particularly grateful to all concerned with my needs. I also am considering a plan to leave my body to the Science Building for their research on diet and food deprivation, though I would feel better knowing that their needs were also being met by the removal of the cafe there.

yours,

Miles Orvell, Professor of English and American Studies

Dear Editor:

Complaining seems to be a professor's prerogative. Whether that stems from the fact that academics are supposed to embody critical thought or the collective neurosis that contaminates so much of our breed, you only have to gather two or more Temple faculty together and you are bound to hear them complain about almost anything – the weather, traffic, politicians, university administrators, the lack of toner in the departmental copier, the food in the Diamond club, the removal of conveniently located cafes across campus, and Temple students. Boy oh boy, do we complain about our students.

I saw something less than two weeks into the current semester, however, that pierced my usual dour outlook and reminded me why I am glad to work at Temple University. I think that incident needs to be shared with the rest of the Temple community.

After teaching my final class on Wednesday, September 3, I climbed the steps to Temple's SEPTA train station to catch the 5:56 P.M. train home to Doylestown. When I mounted the station platform, I encountered a 60ish, heavy-set African-American man who was clearly intoxicated. The man was upset because he had dropped a \$5.00 bill on the train tracks, and was thinking of jumping down to retrieve it -- a rash and potentially fatal thing to do during rush hour -- especially in his drunken condition.

I offered the man some money to replace his loss, but he was too proud to accept charity. Nevertheless, I talked to him and thought I had convinced him to stay on the platform. I turned my back on him for a few seconds to see if any trains were approaching from Philadelphia. When I turned around, I was horrified to see the man roll clumsily off the platform and go sprawling on the tracks below. I immediately scuttled down the platform to a callbox to place a 911 call, hoping that Temple's police could warn SEPTA to halt any northbound trains headed for our station until authorities could get that guy off the tracks.

While I was describing the situation, several Temple students took it on themselves to reach down, grab this man by the hands, and pull him to safety shortly before another train pulled into the station. If not for their swift action, that fellow could have been killed. The students also risked their own safety because he was overweight and might have pulled them onto the tracks with him.

One of the man's rescuers was a young woman who did not weigh more than 100 pounds. She was clearly unnerved by the incident and was hyperventilating badly due to the realization that she had just helped whisk someone from the jaws of death. I managed to calm her a bit, but it was clear that she had been deeply traumatized. Nothing could change the fact, however, that she had done the right thing when it counted most, and I hope that realization becomes the main memory she takes from that day.

The person who had caused all this commotion boarded the train to Norris-town that pulled into the station a couple of minutes later and sped out of our lives. My train arrived shortly thereafter, so I never got the names of the Temple students who had behaved so nobly. As a military historian, I know it can only take a second for the heroes in our midst to distinguish themselves from the rest of us ordinary mortals. I saw heroes in action at Temple's

SEPTA Station on September 3, and I will always be proud to teach at their university.

Temple is located in an inner-city neighborhood whose residents often feel that our students do not treat them with sufficient respect. Well, one family that resides in Temple's shadow owes the life of a loved one to the quick thinking and selfless action of several of our students from the Philadelphia suburbs. I think those young people should be remembered for loving a neighbor -- and a stranger at that -- as much as they love themselves. A cynic might say this incident provides additional validation for Charles Darwin's theory of natural selection. As far as I am concerned, it is one reason why I still believe in guardian angels, but now I picture them with a big red Temple "T" on their robes.

Gregory J. W. Urwin, Professor of History

A Plea for Community Based Learning at Temple

I can't keep silent any longer. In 2013, when the University closed the Community Learning Network—our program for service learning at Temple, with over 40 faculty members offering courses and developing curriculum as well as over 1,000 students enrolled in community based learning courses—I decided I would simply follow the well-worn path for faculty working on community projects over the last twenty years. I would pursue my own community based projects, seek my own partnerships, and involve students without the benefit of central administrative support. That individual, isolated approach has been the Temple custom since at least the mid-1990s (with a few exceptional moments of university-wide cooperation) despite the concerted efforts of faculty and students to develop a broader presence in the institution.

We are practically the only college or university in the area without a civic engagement center or a community based learning office. Other schools see the pedagogical value in this approach and the crucial place that civic engagement can have in our university mission. Witness the Netter Center for Community Partnership at Penn, the Lindy Center for Civic Engagement at Drexel, the Civic Engagement Office at Bryn Mawr, the Office of Civic Engagement at Rutgers Camden or Widener, and the Office of Service Learning at Villanova. But perhaps Temple administrators just do not want community engaged scholarship as a recognized entity here.

Yet I can't keep my head down and ignore my university. I'm constantly running into students, staff, alumni, and faculty who are pursuing exciting and meaningful work in North Philadelphia and beyond. I meet people from outside Temple who don't understand why our university missed this or that regional effort to support and celebrate college participation in partnerships that improve the conditions for education, health, environment, housing, and social equality in our city. I cannot explain to them why Temple sits by while Drexel and Penn receive money and attention for their civic engagement projects. When I give talks about my work at universities across the country, I cannot say why Temple has no unifying office to coordinate and encourage people-to-people involvement in the neighborhoods around us.

This is not a complaint about the Temple public relations office, which has always been energetic in publicizing programs. Nor do I fault the community relations office, which has crucial responsibilities unrelated to academics or research activities on campus and off.

I simply call upon the Board, the President and the Provost to re-establish a center for community based learning at Temple. Many students will tell you they chose Temple because of its location in the city, including the surrounding area of North Philadelphia. Many faculty will say the same. Many staff members grew up within blocks of the campus and long to do more in their immediate neighborhoods with the imprimatur of their employer.

These days, intentional partnership between students and neighbors is the mark of a thriving and healthy institution of higher education. Stanford has service learning associated with their Hass Center for Public Service, and Tufts has the Jonathan M. Tisch College of Citizenship and Public Service. Let us speak proudly about the work Temple Owls are already doing every day and join the common effort to make life in Philadelphia more sustaining and satisfying for all.

Eli Goldblatt, Professor of English

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market share and return less to our society, and a deepening suspicion in the public that higher education is literally “not worth it,” it behooves us to challenge our assumptions and reset our course before we have wasted opportunities we cannot reclaim.

As Paul LaFollette mentioned in his editorial in this issue of *the Faculty Herald*, the Faculty Senate has set an agenda for the 2014-2015 year that seeks to help collaboratively create and support infrastructures and orientations that will result in our working smarter for Temple. Ironically, changes that could optimize our work together are relatively easy to implement but take courage and a willingness to dispense with presumptions of enmity, resistance (active or passive), and/or counterproductive opposition. They are changes of attitude as much as, if not more than, behavior. And the responsibility for change is equally borne by faculty and administration.

The following are issues leading the Faculty Senate agenda for this year. Collaborative work has already begun and will be appreciatively noted in this brief overview. However, areas of deep concern will also be mentioned.

Building Better Dispute Resolution Processes

Based on my observations, Temple probably wastes considerable resources on conflicts that are allowed to become dysfunctional and escalatory because we have very few options for constructively addressing them prior to the “nuclear options” that Paul LaFollette mentioned earlier. Temple is seriously lagging compared to the majority of workplaces in the United States and compared to other institutions of higher education in their use of constructive conflict processes and alternative dispute resolution (ADR). For example, in 1996 the Alternative Dispute Resolution Act [ADRA] mandated ADR systems in all federal agencies given ADR’s proven capacity to save money, reduce turnover and poor job performance, and increase effective delivery of mission-driven processes. A significant percentage of private and public sector organizations have these systems in place to a greater degree than we do. These systems “constructively draw conflict to the surface and channel it: these are the sluices and viaducts of effective conflict management” (Costantino & Merchant, 1996, p. xiii).

The need for better conflict management in higher education is clear. Universities in general are prone to poor climate and poor conflict management (Holton, 2008). There’s no data on the exact state of Temple’s conflict profile, but many faculty and administrators can attest that we have room for improvement. And, in general, we know that universities have severe issues with workplace bullying. In fact, Temple asked all faculty to participate in an online seminar on workplace bullying and workplace violence earlier this year to increase awareness of the issues. In a recent study of university employees (Keashly & Neuman, 2009, 2011), 49% of faculty and 53% of staff reported having been bullied, with faculty-faculty bullying at (63.4%), and administrator-faculty bullying at (52.9%). And, when bullying occurs, it tends to be long-standing. McKay et al. (2008) found that 21% of their university faculty sample reported bullying that had persisted for more than five years in duration.

The Faculty Senate has created a Subcommittee on ADR Processes that is charged with examining the best practices in ADR for Higher Education, analyzing existing conflict management and dispute resolution options at Temple, and recommending new structures and processes to strengthen the university’s ability to manage conflicts more effectively. The Senate is targeting the design of an ADR system that will be complementary with existing systems (e.g., TAUP grievance processes, contract mandated rights-based reviews) and provide redress for the broad array of conflicts that impede faculty performance but lie outside of other available mechanisms.

Embracing Shared Governance and Organization Dissent

Of great concern to many faculty, and to the Faculty Senate, is the continuing inability or unwillingness to establish true shared governance at the school or college level. To put it bluntly, we seem to be in an era of eroding support for shared governance and an increasing tendency for administrative fiat. We can see this erosion in treatment of collegial assemblies, decisions for program and/or structural change with little or no input from faculty most affected, and a strong sense of a punitive orientation to faculty dissent.

Let me own my biases. I firmly believe that organizational dissent is an essential process in effective organizations – and is especially valuable when

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Facebook and Twitter and Academic Freedom, Oh My!

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I am not trying to suggest that academic freedom is in trouble at Temple at the moment. But I am suggesting that we be vigilant, and that if we see troubling signs, we speak out.

A right that cannot be defended is not a right. What protection do we as Temple faculty have in the event that there is an attempt to infringe upon someone’s academic freedom? First, as a state related university, we have some protection under the First Amendment, although I understand that recent court decisions may have eroded that protection to a degree. Second, we are protected by the explicit recognition of the importance of academic freedom in our *Faculty Handbook*. Finally, some of us are protected by tenure. This all sounds hopeful, but how are such protections invoked? Our *Faculty Handbook* only specifies procedures to be used in the event Temple desires to dismiss a faculty member for cause. The current TAUP contract has somewhat better language, as it includes procedures for discipline short of dismissal, where “discipline” is defined in the contract to mean, among other things:

written letter of reprimand; ineligibility for sabbaticals and professional development funds; and, suspensions without pay of varying lengths.

But for many of our faculty, Temple has no formal procedures for conflict resolution short of Temple instituting dismissal procedures. For an aggrieved faculty member, there are also only nuclear options – union grievance, appeal to the Senate Personnel Committee, or attempt to seek redress from the Vice Provost for Faculty Affairs. And none of these applies to adjunct faculty, as indicated by the first sentence that I extracted from the *Faculty Handbook* above.

So, how can this situation be improved? The Faculty Senate Steering Committee has identified three matters that they will work on this year. They are:

- Working with the administration to find better methods of informal and formal conflict resolution, in keeping with established best practices.
- Working to improve our treatment and use of adjunct faculty. This will include, among other things, recognizing that adjunct faculty are important in very different ways in our various schools and colleges. It will also include identifying best practices with respect to the deployment and treatment of our adjunct faculty.
- Working to find ways to encourage and reward appreciation of, and lively participation in governance at all levels, departmental, collegial, and university levels by all faculty, but especially by those recently tenured.

All three of these activities will contribute to the strength of academic freedom at Temple University, and will improve our quality of life. I encourage you to actively support this work that the Steering Committee has undertaken. Talk to your representative senators and Steering Committee representatives about what is going on and how you can help. Come to Senate meetings and take part in debate. Encourage your colleagues to do the same. Try to find ways to breathe life into your collegial assembly. And if you are tenured, be brave enough to use your tenure in the service of protecting academic freedom, should that become necessary. That is why it you have it. ♦

From the Planning Committee for the Diversity Symposium:
Imagining and Re-imagining Diversity
Tuesday, October 28, 2014



You are cordially invited to **Imagining and Re-imagining Diversity at Temple**, our inaugural symposium on diversity. It will be held Tuesday October 28, 2014 in Alter Hall, MBA Commons, Room 702, 8:00am – 4:30pm.

We have planned an all-day symposium, with interactive *Conversation Stations*, student performances, panels, round-table discussions and much more-- including remarks by Chancellor Richard Englert and the Honorable Mayor Michael Nutter.

The goal of this symposium is to develop clear action plans and implementation strategies for defining diversity at Temple. Also, improving the numbers of and work climate for diverse populations of faculty, students, administrators and staff including, LGBTQ, internationals, persons of color, seniors, person with disabilities, etc.

Please find a detailed schedule for the day attached. There will be interactive areas at the meeting location where throughout the day, members of the Temple community are encouraged to participate with narratives about issues and experiences. **Faculty are encouraged to bring students anytime during the day.** There will be lunch for participants and two drawings for free tablet computers!

It's important to hear from all Temple stakeholders. For more information contact Kimmika Williams-Witherspoon <kwilli01@temple.edu>, Betsy Sweet <bsweet@temple.edu> or Karen M. Turner <ktturner@temple.edu> with any questions.

This event is being co-sponsored by the Faculty Senate, the Senate Committee on the Status of Faculty of Color (FOC), *the Faculty Herald*, the Academic Center on Research in Diversity (ACCORD), Temple Libraries and the Charles L. Blockson Collection, with generous support from the Office of the Provost.

The Planning Committee: *Tricia Jones, Beverly Coleman, Michael Jackson, Scott Gratson, Brooke Walker, Sonja Peterson-Lewis, Kimmika Williams-Witherspoon, Elizabeth I. Sweet, Karen M. Turner, David Organ, Latanya Jenkins, Wilbert Roget, John Street, Rebecca Alpert, Tom Anderson, Tiffenia Archie and Donna Marie Peters*

For a brief history of racial diversity at Temple, see [Faculty Herald \(Volume 44, Number 5\)](#)

For a complete schedule of events, [click here](#).

We Are Smarter Than This

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members have critical contributions to make to the course of planned change. And, I assume that faculty members are at Temple specifically because they have insights about their fields that should be honored and solicited rather than, at best, tolerated or, at worst, disallowed and/or punished. Conversely, faculty responsibility is to dissent in ways that are part of an efficient deliberative process and to support the wisdom of the majority in cases where dissent was afforded but the decision was other than desired. Dissent should not unreasonably delay decision-making, but anticipating such delay does not excuse administrative bypassing of shared governance processes that protect faculty input.

At the heart of this discussion is the issue of trust and respect and whether our current processes are building or destroying those between faculty and administration. Organizational research suggests that we should care a great deal about this dynamic because it impacts organizational effectiveness – our collective bottom lines. Matthew Dull's (2010) research proves that the relationship between trusted leadership and organizational performance is well established. In one study (Merit Systems Protection Board's Merit Principles Survey of 2005), more than 30,000 respondents reported their perceptions of leadership, communication and trust. Among the key findings were:

- *Job satisfaction*, whether respondents say they are *free to exercise voice*, and the *perceived performance* of respondents' organizations all are positively correlated with *trusted leadership*.
- By contrast, *turnover intention and filing of a formal complaint*, were both negatively correlated with *trusted leadership*. Where trust is low that leaders will listen to concerns and act with fairness, respondents are more likely to report that they plan to leave the organization or even that they have taken formal action, pursuing a job-related complaint.
- Most strikingly, *freedom to exercise voice* yielded a 0.89 correlation with *trusted leadership*.

What are indicators that Temple may not be operating at optimal levels in terms of shared governance that insures dissent and open exchanges? If we look at the state of Collegial Assemblies, bylaws, and budget review committees, we note issues in all three areas. In Faculty Senate Steering Committee we have acknowledged that very few of our existing schools or colleges have functional collegial assemblies that are faculty-led and that provide an opportunity for open faculty discussion of issues. Although guidelines for collegial assemblies have been put forward to the President for comments and endorsement, there

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Wayback Machine: Temple's Troubled History with AAUP

By Paul LaFollette, Editor

This edition's Wayback column is not based on articles from earlier editions of *the Herald*, but on other sources. It addresses the question "Why was Temple on the AAUP censure list for 36 of the 50 years between 1950 and 2000?" I am recalling this time because it seems to me that many of our younger faculty may not know these stories, and it is well that they not be forgotten.

In 1953, the House Un-American Activities Committee (HUAC), during the post-war Red Scare, began hearings to investigate charges of Communism in higher education. One of the witnesses called was Barrows Dunham, Chairman of the Philosophy Department at Temple University. According to the New York Times issue of Feb. 28, 1953, "Dunham declined, under terms of the Fifth Amendment to the Constitution, which excuses a witness from giving self-incriminatory evidence, to disclose even his occupation." The Committee argued that this was an illegal use of the Fifth Amendment protective guarantees, and ultimately cited him for contempt of Congress. Temple University President Robert L. Johnson quickly suspended Dunham on March 1. Finally, on September 23, Dunham was dismissed by Temple's Board of Trustees. The Board argued that this was not a matter of academic freedom, because they supported the view of HUAC that this was an illegal use of the Fifth Amendment. In 1956, the AAUP voted to censure Temple University.

In 1955, the Federal District Court disagreed, and acquitted Dunham of the contempt charges. At the time of his dismissal, Dunham released the following statement:

No man was ever dismissed for reasons that did him greater honor. I have stood for the exercise of our common rights under the Constitution, and the Constitution thrives by such exercise. In defending the Constitution all penalties are small.

The administrators and trustees of Temple University have liberated me, but they have put themselves in chains. They have surrendered to the first political adventurer who passed by. I cannot envy them. They administer what is, or was, an educational institution, and they can never be sure when thinking may break out.

As recalled in President Marvin Wachman's book *The Education of a University President*, twenty-seven years later, in 1980, then graduate student Frederick Zimring¹ and concerned faculty requested that Temple consider reaching out to Dunham. Despite the objections of some of the Board members, including Millard Gladfelter, who felt that "Dunham could have avoided the entire matter by being more forthright in his testimony," he was given the title of Professor Emeritus and a small pension. Subsequently, Temple was removed from the AAUP's list of censored universities.

We did not remain off of the list for long. In 1982, President Wachman came to the Faculty Senate and reported that in order to maintain good financial health, it would be necessary to dismiss some tenured faculty members. The provisions of the union contract relating to retrenchment were invoked, and ultimately 58 letters were sent to faculty members, 52 of them tenured, giving them the required 18 month notice of dismissal for financial exigency. Eighteen months later, four of these 58 were dismissed. The deterioration of relations between the administration and faculty that followed these actions contributed to two strikes, and still casts shadows today.

Arguing that "actions that may be contractually permissible are not by that fact shielded ... from assessment of their consistency with principles of academic freedom and tenure," the AAUP in 1984 once again voted to censure Temple University. This time, we remained censored until 1995 when finally we were removed from the censure list. ♦

¹Zimring was earlier an undergraduate student at Temple. In 1981, he finished his PhD dissertation at Columbia University Teacher's College titled *Academic Freedom and the Cold War: The Dismissal of Barrows Dunham from Temple University, A Case Study*. Following his death in 1984, his family endowed at Temple [the Fred Zimring Prize Fund](#), "Awarded annually to the graduate student in history whose work and personal commitments most closely approximate those of Professor Zimring."

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has been little response. The bylaws that explain and protect shared governance processes are similarly in jeopardy. In our recent Faculty Senate meeting on October 14th, in a panel of past Faculty-Senate Presidents, immediate past-president Mark Rahdert discussed the "black holes" into which collegial by-laws may fall. For those not present, Mark suggested that Black Hole #1 is the "de-fault" bylaws that provide Deans with unlimited power and authority to craft and/or veto all bylaws changes unilaterally without process protecting any faculty input. Black-Hole #2 is the "limbo" in which several colleges' bylaws revisions have fallen while awaiting review and approval from the University Counsel's office. And, although last year the faculty Senate passed a resolution calling for budget review committees with strong faculty involvement – a resolution that was endorsed by President Theobald in an email response to then President Rahdert – the schools and colleges with such budget review committees are definitely in the minority. And, these budget-review committees are a hallmark of an effective RCM process as has been noted several times by President Theobald.

But let me hazard a fourth concern, and that is the extent to which faculty choose not to engage in shared governance and dissent even when that is provided and protected by the institution. Service through shared governance used to be assumed as a central responsibility and duty of all faculty. It's not clear that that continues to be true. Faculty that abrogate responsibility for shared governance create systems where administrators may feel a need to move forward without them rather than sacrifice decisions deemed beneficial to their units. As faculty we need to have difficult conversations among ourselves about our willingness to shoulder the burden of shared governance whether or not external rewards and incentives are forthcoming.

Having shared the concerns, let me mention some of the actions that are being initiated to improve shared governance. The Faculty Senate has convened a Task Force on Shared Governance that is attending first to a serious updating of Faculty Senate committees and a revision of Faculty Senate bylaws. We are in conversation with University Counsel's office about ways to address the "black holes" issues pertaining to bylaws revisions. Perhaps most exciting, we have worked with CFO Ken Kaiser's office to start a series of RCM workshops for in-tact teams from schools and colleges that will help develop RCM competence and prepare faculty for serious involvement in budget review committees.

There are other issues that Faculty Senate is addressing (for example, through a Joint Task Force on Issues of Adjunct Faculty co-sponsored by the Provost's Office and the Faculty Senate). These and other issues will be discussed in future issues of the Faculty Herald.

As a final note, the Faculty Senate welcomes any and all comment from faculty and administration about how we can contribute to more constructive organizational processes at Temple. Let's look seriously at how we can have shared governance and shared responsibility to lead Temple University together. Anything else is less than our university deserves.

The CARE Team



**Rachael Stark,
Associate Dean
of Students**

By Rachael Stark, Associate Dean of Students

Have you ever been teaching a class and wondered why a student was acting out of character? Have you recently noticed that one of your most active participants in class hasn't attended in over three weeks? Have you ever been reading through a written assignment and been concerned about what the student has disclosed to you? Don't feel alone in these situations, please reach out to Temple University's CARE Team for assistance and refer the student for a possible intervention.

The CARE (Crisis Assessment Response and Education) Team at Temple University was founded in 2007.

The mission of the CARE Team is to prevent crisis through early identification, intervention, and intensive case management of chronic, persistent, complex cases involving difficult student behaviors or issues.

Many colleges and universities have formed this type of behavioral intervention, threat assessment, or case management team in response to campus tragedies in the past several years. You may be familiar with the report generated after the shootings at Virginia Tech in which the key internal

Have you ever been teaching a class and wondered why a student was acting out of character? Have you recently noticed that one of your most active participants in class hasn't attended in over three weeks? Have you ever been reading through a written assignment and been concerned about what the student has disclosed to you? Don't feel alone in these situations, please reach out to Temple University's CARE Team for assistance and refer the student for a possible intervention.

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Our Team collects all pertinent information available and identifies strategies to assist the student involved and those impacted by the student (faculty, friends, roommates, family, etc.). Strategies could include advising or faculty involvement, residential staff involvement, counseling, parental involve-

ment, medical withdrawal, police involvement and more.

Temple's CARE Team meets weekly for two hours, but extensive work is done outside of meetings to collect information and enact strategies. Although similar efforts were made before the institution of the CARE Team, the creation of a formal structure allows the Team to serve as a central point for referrals and ensures that the management of student cases is handled consistently with all stakeholders involved.

Issues that the CARE Team assists with include mental health concerns (suicide, depression), substance abuse, aggression, intimidation, threats, harassment, general behavior concerns, academic issues, violence, students who are chronically absent, disability issues, physical health issues, family tragedies and homelessness. While this list is not conclusive, it is worth noting that over 50% of the cases that the CARE Team handles involve a mental health component ranging from a student acting out in class to suicide attempts.

There were 333 referrals made to the CARE Team during the 2013-2014 academic year. This number has risen steadily since the 2007-2008 academic year when data first started being collected. Students typically do NOT know that they have been referred to the Team. The work of the Team is done behind the scenes and the strategies used to help a student are typically carried out by a variety of stakeholders (academic advisors, Tuttleman Counseling Services counselors, the Associate Dean of Students, Campus Safety, Disability Resources and Services staff, and parents).

When a referral is submitted, the information exchanged in return with the referral source is often limited for reasons of confidentiality. The CARE Team does discuss what information can be conveyed back to the referral source and several members of the Team may be a resource depending on the situation.

Departmental representation on the CARE Team includes: Campus Safety, Disability Resources and Services, Dean of Students Office, Faculty, Student Conduct and Community Standards, Student Health Services, Tuttleman Counseling Services, Undergraduate Studies, University Counsel and University Housing and Residential Life. While the staff member representation to the Team may change, these departments will remain consistent.

If you'd like to make a referral to the CARE team or if you'd like to request a CARE Team information session to be presented at your next staff meeting, please contact Dr. Rachael Stark, Associate Dean of Students and CARE Team convener at careteam@temple.edu or by calling (215)204-7188. There are additional resources available on the [CARE Team website](#).

When it doubt, please refer the student to the Team. We would much rather be aware of behavior that may be of a concern than not. We can also consult with you if you would like advice as to how to best handle a situation. Best of luck this semester and we look forward to working with you to ensure the safest and most collegial environment for our students, faculty and staff. ♦

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Representative Faculty Senate Minutes, April 10, 2014

Representative Faculty Senate Meeting April 10, 2014 Minutes

Attendance:

Representative senators and officers: 43
Ex-officios: 0
Faculty, administrators, and guests: 9

Call to Order:

President Rahdert called the meeting to order at 1:51 PM.

Approval of minutes:

The minutes of the March 21 meeting were approved as corrected.

President's Report:

At the last meeting Rahdert reported on the budget resolution that the FSSC adopted. This resolution was transmitted to President Theobald, and we received an immediate response. Theobald said that he would see that this resolution was distributed to all of our deans, that he would have the Provost or his designee meet with each of the deans to endorse the spirit of the resolution, that he will have the deans indicate how they will affirmatively respond to it, and he will make sure that the Provost makes clear to all the deans that the new decanal review process will involve questions as to how the deans have involved faculty in matters of college governance, including budgetary issues.

Rahdert congratulated all the winners of the recent Senate elections, and to thank everybody who agreed to be a candidate. Some unfilled positions remain, and Rahdert also thanks all those who will step forward and help populate our committees.

Thanks were also extended to Joan Shapiro and the nominating committee and to Vice President Jones for her work in supervising the committee elections, and special thanks to our coordinator Cheryl Mack.

Voter turnout this year was significantly greater than in some previous years, due in part to the work done by the FSSC representatives encouraging their colleagues to vote.

We are still looking for faculty volunteers for the Owl on the Hill day. If you want to be involved in that, contact Rahdert or Ken Lawrence.

The FSSC has recently met with Karen Clark, Vice President for Strategic Planning. She outlined a new campaign which will be significantly oriented towards showcasing our faculty and what they contribute to the university. We met with Diane Maleson and discussed promotion and tenure procedures, long term contracts for NTT faculty, and the distribution of teaching duties between TT, NTT, and adjunct faculty and graduate students.

Ken Kaiser will make a presentation about the budget at our May meeting.

We had planned on having a presentation at the May meeting about the new library, but that planning process has not gone far enough at this point, so we will re-schedule that report for the fall.

We are in the process of organizing a special meeting in early may to hear a report from the Smith Group which will outline the draft of the Strategic Plan.

Again in May we will honor faculty who are retiring this year.

Vice President's Report:

Jones reported the results of the committee elections.

EPPC
William Miller (ENGR)

Personnel Committee
Mark Rahdert (LAW)

RPPC
Mahmut Safak (TUSM)
Timothy McDonald (TYL)

Honors Oversight
Erik Cordes (CST)
Paul Swann (TFMA)

UTPAC
Rebecca Alpert (CLA)
Therese Dolan (TYL)
Tricia Jones (EDUC)

Next Joan Shapiro reported on the election of officers.

President
Tricia Jones (EDUC)

Vice President
Charles Jungreis (TUSM)

Secretary
Deborah Howe (SED)

She noted that those elected represent three different campuses.

Resolutions re. Promotion and Tenure Procedures

Presented by Tricia Jones. These resolutions came from the FSSC ad hoc Committee for the Tenure and Promotion Processes, consisting of: Tricia Jones(chair), Li Bai, James Korsh, and Paul LaFollette. The resolutions were approved by the FSSC on April 8, 2014.

In forming these recommendations, we were guided by two principles. The first is full transparency about the process and expectations for those who are coming up for tenure or promotion. The second principle is early feedback at each stage in the process.

Recommendation 1:

That the Senate be informed, in writing, of exactly what changes have been made to the 2011 Presidential Guidelines document and receive written clarification that these guidelines are still in effect. That an explanation be made to the Senate as to whatever amendments have been made, and the process, if any, by which faculty were consulted in the making of these amendments. That the current guidelines be immediately posted on Temple's web page where those guidelines are readily available to all faculty. That the current guidelines developed by schools and colleges be placed on Temple's website so that all interested parties, particularly the pre-tenured faculty of our various schools and colleges, can easily find them.

Rahdert explained that as this, and the next two recommendations have been endorsed by the FSSC, that the Representative Senate may take action on them. He proposed that we discuss and vote on them one by one.

Art Hochner (FSBM): Have the guidelines been taken down from the web site?

Answer: We were unable to find them where they used to be. We also found some schools and colleges whose guidelines were not posted.

The motion was approved by a voice vote.

Recommendation 2:

Representative Faculty Senate Minutes, April 10, 2014

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That the President and Provost shall convene a joint committee composed of leadership from the Faculty Senate and the administration, and jointly chaired by representatives of the Faculty Senate and the administration. That this committee would be tasked with evaluating recent amendments, taking into account the considerable diversity among our schools and colleges and their various programs, and recommending any additional changes that seem appropriate.

There was no debate.
The motion carried by a voice vote.

Recommendation 3:

That under exceptional circumstances where a decision by the President or Provost reverses a unanimous, positive recommendation from the departmental/college and dean's levels, the President and Provost should follow the spirit of the TAUP contract by providing written explanation, at least to the candidate, of the compelling circumstances occasioning this decision. That the written explanation shall be made available to the Faculty Senate Personnel Committee in the event that an appeal on the case is taken to that committee.

Art Hochner (FSBM) proposed an amendment to strike the word "unanimous" and replace it with "uniform."

The motion was seconded.
The reason is that the word unanimous could imply that the votes taken by departmental and collegial committees had to be unanimous.

Dieter Forster (CST): Why should this requirement not also apply to deans who recommend contrary to departmental and college committee votes?

Answer: The contract already requires this of deans.

The amendment was approved by voice vote.

The amended motion was approved by a voice vote.

Rahdert stated that we anticipate having continuing conversations with the Provost's office about these matters. If you have other ideas or concerns, please convey them to President Rahdert or to your FSSC representative.

Old Business

None

New Business:

Dieter Forster (CST): About fifteen years ago, there was an ad hoc committee formed to consider what part the Ambler Campus should play at Temple. It is time to do that again, to have the Senate and the Provost look at the role that Ambler should play.

Rahdert commented that the master planning process has first concentrated on Main Campus, Center City, and the Health Sciences Center. Ambler will be evaluated by them later, and Rahdert agrees that this is a timely suggestion.

Deborah Howe: She has been told that Ambler is not being considered at the moment of in the master planning process. If it has not been addressed within the next few months, she would support the formation of such a committee.

Adjournment:

The meeting adjourned at 2:30 PM

Paul S. LaFollette, Jr
Secretary.

Representative Faculty Senate Minutes, September 8, 2014

Attendance:

Representative senators and officers: 58
Ex-officios: 1
Faculty, administrators, and guests: 12

Call to Order:

President Jones called the meeting to order at 1:51 p.m.

Approval of Minutes:

The minutes of the April 10, 2014 meeting were approved.

President's Report:

President Jones announced a number of new initiatives and events.
The Fall Presidential Address will occur on Tuesday, October 14, 2014 (Note location: MBA Commons, Room 702, Alter Hall, 1:15-3:00)

Webex links will now be provided for streaming meetings.

On October 28, there will be a Diversity Symposium (Imagining and Reimagining Diversity, 8-5, MBA Commons, Alter Hall, 7024), with outcomes fed into the agenda for the Council of Deans/Faculty Senate Steering Committee retreat

The Faculty Service Awards and Stauffer Award Brunch is scheduled for, November 12, 11:00-1:30 (MBA Commons, Room 702 Alter Hall). College nominees are sought.

On December 5, there will be a joint Council of Deans/Faculty Senate Steering Committee Retreat in Morgan Hall, 301D, from 9:00-1:00.

Part of the Faculty Senate's Strategic Agenda will address treatment of Ad-

adjunct Faculty at Temple as part of a joint task force of Provost's Office and Faculty Senate to examine issues of concern to adjunct faculty. This event will be co-chaired by faculty senate and provost's office and will include faculty representation from all faculty levels and across schools and colleges. Basic charges of the task force will include: Defining variety of adjunct faculty across university and gathering information on adjunct faculty issues from focus groups. This information will be used to refine the process and to focus timelines for accomplishment.

A Faculty Senate Task Force on non-contractual and non-AA/EEO faculty conflict (Alternative Dispute Resolution, ADR) has been convened. This task force includes 4 members of the FSSC and two college ombudspersons. Its initial charge includes: mapping existing dispute resolution processes for Faculty, examining best practice systems at other HEIs with faculty unions, and exploring best practice models for faculty ombuds (International Ombuds Association). Recommendations for action will be provided by the end of 2014-2015.

Faculty Team Development in RCM workshops
CFO Ken Kaiser and Faculty Senate will deepen faculty competence with respect to RCM and best practices on budget review committees. Initial plans are to include 4 sessions with 4-5 teams in each session. Teams would include FSSC representative from that college, 1-2 members of current school/college budget review committee, and 1-2 possible budget review committee members for the future. It is expected that meetings will be scheduled for November. Faculty input will be sought on how best to engage with this practice.

Future Faculty Leaders Luncheons

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Representative Faculty Senate Minutes, September 8, 2014

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A series of informal lunches with new faculty and librarians interested in shared governance will be hosted. Suggestions for faculty to invite are welcomed.

Communication Technology Outreach and Upgrades

Webex access to senate meetings will now be available in order to allow faculty members to sign in to WebEx during senate meetings. Webex moderators will report chat function questions to the body. There is a need for moderators for this process.

There will now be an increased range of listservs that will now distribute information and announcements to all faculty. On 8/26, the FSSC passed a motion to expand access to listserv and Faculty Herald to all faculty including administrators with faculty appointments.

Additional changes and upgrades include: expansion of the faculty senate website, development of a Faculty Senate Blackboard site, links on the Faculty tab of TUPortal, and a Faculty Senate Steering Committee Communication Technology committee. Work to strengthen connections across Temple campuses has also begun.

President Jones expressed appreciation to Temple's administration for their overtures to include senate participation. There has been increasing and sustained effort from university leadership to get input from Faculty Senate. Faculty Senate Officers and Faculty Herald Editor are invited to the Council of Deans meetings in July to discuss the Temple Option, and the Faculty Senate President is now invited to provide a regular short presentation board of trustees meetings.

Vice President's Report:

A report from Vice President Howe was circulated, which outlined updates on activities of several committees including:

- University Tenure and Promotion Advisory Committee
- Budget Review Committee
- General Education Executive Committee
- Faculty Non-Voting Advisory Members of Committees of the Board of Trustees
- University Sabbatical Committee

Provost:

Provost Dai addressed a number of issues and solicited and responded to questions.

Student Enrollment

Corresponding to the continuing decline in high school graduates in PA, freshmen and transfers numbers declined from 2700 to 2550. In response, the intake of freshman was increased, and the university ended up with 4500 incoming Temple freshmen. Notably, out of state enrollment is up, particularly international students (by 490). Enrollment in doctoral programs is holding steady, and master's program enrollment is up slightly.

The Provost discussed the new "Temple Option" program (not to submit test scores), Fly in Four (sign-up rate was 84% of freshman), Faculty development (57 Tenured or TT faculty of 90 searches this past year), continuing practice of increasing the number of NTT faculty on multi-year contracts (with target of at least 60%). He reported that most colleges are meeting this benchmark. Student Career Services is being completely renovated. The Teaching and Learning Center is considering how to reorganize university's teaching, helping faculty with teaching, students with learning, and on-line education. His office will continue to monitor benefits and problems associated with RCM (study abroad, as an example of a challenging program). President Theobald has appointed a Committee on sexual assault to ensure that these problems are averted. A report from the company hired to prepare a campus master plan is expected to circulate later this year.

The Provost invited questions:

Gregory Urwin (CLA): Faculty were asked to complete a number of trainings over the summer that pertain to workplace issues including reporting require-

ments – a repeated theme is that if you see something you should report it, perhaps even to the extent of whistleblowing. It ends by suggesting that there can be negative consequences for making a false report. How would such a decision be made, who would make such a decision, what protections will be in place for someone engaging in whistleblowing activity?

Provost Dai advised following existing procedures: if it is a faculty issue, you go to faculty affairs, dean, or provost; if it is a student issue, go to the student conduct office. Everything is confidential after the initial report. Nothing will be made known until an investigation is very well along. With regard to students, there are very clear guidelines, resulting in a quasi-legal process with the possibility for criminal charges. Nationwide, ~40 male students are suing institutions for allegedly false claims. Temple wishes to proceed carefully and avoid lawsuits.

Jeffrey Solow (Boyer): Recommended proposing on-line trainings for students on what constitutes plagiarism.

Provost Dai reported that last year in faculty senate and provost retreat, this issue was considered and prompted a discussion of whether to purchase software to detect plagiarized text. The Provost emphasized that it is important to educate students on boundaries, and possibility of implementing honor code. This is being considered in office of undergraduate education.

Mary Conran (Fox): Many students and faculty depend on TLC, and there is considerable concern that this valuable resource be retained, enlarged.

Provost Dai indicated that the intention is to enlarge the TLC rather than contract it. The question is whether and which functions to combine into a single entity.

Joseph Shwarz (CLA): As composition of faculty between TT and NTT has changed, there should be a dialogue about career tracks in order to move away from short-term contracts.

The Provost responded that Temple has fewer resources per student than other institutions such as Penn, Pitt, and PSU. In light of this, a strategy is required; the current strategy is to improve quality within physical boundaries in order to improve reputation and attract better students. This year, more than 1000 students qualified for grants, but only 500 could be awarded. His office is aiming to have 2/3 of NTT faculty on multi-year contracts. This will take several years to achieve.

Karen Turner (SMC): Have there been conversations/goals to look at faculty who have gone through tenure process? What are the mentoring/best practices for mid-career (associate) professors?

The Provost questioned whether, having demonstrated excellent teaching plus independent research and been promoted to associate professor, faculty have demonstrated a certain level of maturity. The Provost reported that he is happy to hear whether there should be a formal mechanism or whether it should be left to the discretion of the college.

Art Hochner (Fox, TAUP): Echoing Schwartz's comment, NTTs were 16% of full time faculty 15 years ago; now they are 44%. Multi-year contracts are important, but their role (professional development) is imperative.

The Provost responded that fair treatment for all faculty is a principle of Temple. Fifteen years ago, TU's student population was about half of what it is today; state support was 1/3 then and is 11% today.

Discussion:

President Jones opened the floor for general discussion around several topics.

1. Suggestions for October 14th shared governance session

Mary Conway (Fox): Many schools have their processes in an attempt to be nimble or agile. A lot of that can be moderated with transparency and democratic where possible.

Art Hochner (Fox): It is important that faculty representatives be chosen by the faculty and not by deans.

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James Korsh (CST): There are two components to faculty governance: 1) faculty must be willing and able to participate; 2) their participation should be facilitated by the administration.

2. Suggestions for RCM faculty team development process

Stephanie Knopp (Tyler): As department chair, she expressed concern that chairs are now front-line for RCM discussions. Will responsibility be balanced with power/control/resources/clear directive about how to use best judgment?

3. Suggestions for Shared governance tasks

Jeffrey Solow (Boyer): What has happened to by-laws submitted for vetting in 2011?

Jim Korsh (CST): How is RCM going to work within each college?

President Jones responded that she will find out what is happening, what are best practices, and feed this information back to faculty and COD. She reported that President Theobald supported involvement of faculty to be involved in all aspects of RCM.

Paul LaFollette (CST): Need to disseminate word about value of shared faculty governance to others. How can service be taken more seriously and people made to feel more accountable even in the absence of merit.

Old Business:

None.

New Business:

None.

Adjournment:

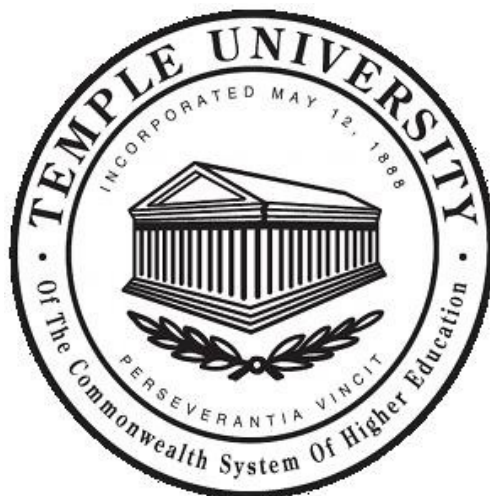
The meeting adjourned at 3:14 p.m.

Adam Davey
Secretary



The Faculty Herald remains dedicated to promoting a dialogue with and among the faculty of Temple University and invites readers to write the editor in response to anything in this or a previous issue, or on other topics of interest and import to Temple Faculty. New letters sent to the editor will be published to a prominent place on the Herald's website (www.temple.edu/herald) within one or two weeks of the editor receiving them and will be included in the next issue of the Herald.

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



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For an archive of Faculty Senate Minutes, go to:

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

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