



## We Are Faced with Insurmountable Opportunities



**Paul LaFollette,**  
Editor

*"We are faced with insurmountable opportunities." Attributed to Pogo Possum*

What passes for shared governance at Temple University is, in some ways, a far cry from that which is described in the AAUP's 1966 *Statement on Government of Colleges and Universities*. To anybody who was hired at Temple

within the last dozen or so years, shared governance means that on any given matter in which faculty may have some expertise, it is expected that there will be substantial conversation between faculty, administration, and perhaps other interested groups such as students or staff. After "enough" listening, a decision is then made by the President, or the Provost, or some other designee of the Board. This may sound reasonable, even desirable, given that the faculty are usually consulted prior to the making of decisions by those with the legal power to do so. The "usually" in the last sentence is actually a bit worrisome, given various actions performed recently with no opportunity for faculty input even though they clearly impinged on aca-

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## The Wagner Free Institute of Science

North Philadelphia. It's generally not considered a neighborhood with historical heft. Rather, it's that jagged, geographical remnant north of Fairmount, west of Kensington, east of Strawberry Mansion and south of Nicetown. Sprawling, without center, not a clear sense of itself. If North Philadelphia ever had a heart, it might be in the miles of rowhouses and mills built between the Civil War and World War I. But after industrial Philadelphia's bubble burst in the 20<sup>th</sup> century and this section of the city lost its economic footing, that cityscape faltered, became eviscerated, and, increasingly, was ignored. Between 1950 and 2010, sections of North Philadelphia declined in population by as much as 65%, outpacing even Detroit.

There's a persistent perception that North Philadelphia remains as a soulless remnant of Philadelphia's faded Industrial Age, a place with little inherent value, a burden to the city's memory—and its future.

How wrong.

North Philadelphia is rich. It's a place of history, character and authenticity; a living, breathing metaphor of Temple's "Acres of Diamonds." North



**Kenneth Finkel,**  
Distinguished  
Lecturer, American  
Studies

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## Ten Ways Libraries Save Faculty Time



**Steven Bell,**  
Associate University  
Librarian

"I have more free time than I know what to do with" is something I've never heard from a faculty member at any higher education institution. Between teaching, research and service responsibilities, coupled with family and community commitments, faculty are challenged to find sufficient time to accomplish all that is expected of them. It is common to read anecdotal reports from faculty indicating they work in excess of 60 hours per week and experience stressful conditions throughout academic calendars. For those on the tenure track, work over-

load is particularly difficult to manage.

Academic outsiders often scoff at such reports, imagining instead that faculty lead lives free of stress and time pressures. Academic librarians know such stereotypes all too well when we are told how fine it must be to leisurely pass our time reading books. The [Time Allocation Workload Knowledge Study \(TAWKS\) project run by John Ziker](#), chair of the anthropology department at Boise State University, and Matthew Genuchi, a professor of psychology at Boise State, is an effort to obtain accurate data on

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## An Interview with Steve Young, Director of Campus Recreation

*I have always assumed that all of our student organizations were overseen by the Department of Student Activities in the Division of Student Affairs. Recently, I learned that our various sport clubs have a different home, the Department of Campus Recreation. To learn more about this operation, I had the following conversation with Steve Young, Sr. Director of Student Services, Student Affairs: Campus Recreation.*

**Paul LaFollette (PL):** One of the things that I have been trying to do as editor is to bring to the faculty's attention to departments, areas, and services that they may not know much about. Tell me a bit about your department.

**Steve Young (SY):** We are a department in the division of Student Affairs. Student Affairs was spawned back in 1990. At that time Peter Liacouras had an executive cabinet consisting of the Provost, university council, and Patrick Swygert. Every support office or department reported directly to Swygert. Whether it was athletics or a small tiny office, they all reported to him. Peter, in July of 1990, announced the creation of a much larger cabinet. Dr. Valaida Walker was made the vice president for student affairs, which established Student Affairs. At that time, we got moved out of the Athletics Department and into Student Affairs, which was a good thing for us because we

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# An Interview with Steve Young

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were no longer competing directly with varsity athletics for resources.

“We have about 250 to 275 student staff. We are one of the biggest on campus employers of student workers. Student staff development is a large component of our work. That includes hiring and training. We involve them in quite a bit of the daily things we do.”

- Steve Young

During the 1990's, Peter was getting the Apollo built, and during that time, he sent Kent Rayburn, who used to be his planning and design person, and me down to Auburn where Tulane was building a new recreation center. We had a two day visit of their new recreation center, then came back and made a report. That precipitated the decision to put Temple's student rec center into the Apollo project. Peter had the foresight to see that when you have 38,000 students running around, it might be a good idea to give them opportunities that are healthful and productive. The year after we opened the rec center we opened the student pavilion. A student activities task force was established in the mid 1990's with Dick Englert as chair. I was Dick's right hand gopher, and we met with numerous focus groups throughout the university to gather input and then made recommendations to Peter about the rec center and the pavilion, but also talked about doing something about modernizing Pearson-McGonigle. Peter started to move on that report, and we began rapid growth.



**Steve Young, Senior Director of Student Services,  
Student Affairs: Campus Recreation**

**PL:** How has your role changed as Temple has become more and more residential?

**SY:** It comes down to volume. When we opened up the rec center, I remember Peter saying to me “How many people are we serving?” We now had swipe cards, so we could tally the numbers. I said, “We could easily see 500 to 700 a day.” Within three months, we were seeing 1200 to 1300 clients a day. Now it is more complicated still. Not only do we have a boatload of residential students, but the proliferation of the off-but-near campus students has again increased the demand and volume. We now manage seven facilities. We operate eight major programs.

We handle the intramurals which is a common rec sport offering at any institution.

We have sport clubs. These are student organized around a sporting activity. They are student led and student run. In essence they are like having a varsity sport but the resources and support behind them is much less than would be required for intercollegiate athletics. Athletics might have around 185 full time equivalent employees. We are a total of 15 fte's and we cover seven facilities.

We have a huge group fitness program. This encompasses everything from indoor cycling to zumba and cardio sessions. We offer 85 group fitness sessions per week.

We supervise the general recreation sessions when the rec center is available, including the indoor track, the climbing wall, and the tennis courts. We are open 487 hours weekly for informal, self-directed, drop in activities. That is a significant number of hours that we need to have supervision.

We have about 250 to 275 student staff. We are one of the biggest on campus employers of student workers. Student staff development is a large component of our work. That includes hiring and training. We involve them in quite a bit of the daily things we do. We now have peer trainers, students training students, rather than the full time staff “talking at” them. We have a community service crew. The student staff that works with us can actually get involved in five or six different of becoming engaged with us. These 250 to 275 students are 95% of our interactions with our patrons. We take care of them, and do right by them because they are our bread and butter. If we drop the ball with them, then our job at a desk will become much more difficult.

**PL:** What do your students do in terms of community service?

**SY:** There are about 12 or 16 of them that have signed up. They do three or so events per semester. They have helped with the Broad Street Run, helped with a presentation at the Ronald McDonald house, and worked with Habitat for Humanity. These students, in addition to doing things like serving as intramural referees or monitoring an event can get involved in these other activities and end up with a page or a page and a half of the kind of entries in their resume that employers want to see.

We do a lot of safety training. Our student workers are CPR and first-aid certified. Last year we had the campus safety people come in and do an active shooter scenario. We have worked with them over the past couple years getting active shooter training for our full time staff. This year we brought it to 175 students as well. We got good feedback from the students on this activity.

**PL:** Tell me a bit more about the sport recreation clubs.

**SY:** We have 35 clubs including paintball, snowboarding, equestrian, rugby. Some are highly competitive, others serve more as a basis for social interaction among people who enjoy the same activity, and some, such as the martial arts clubs, are instructional.

Each club designs a constitution. The administrative pieces all get filtered through us. That can include purchasing equipment, arranging trips, and conference affiliations. We have some allocation

money for them, and we keep track of their dues for them. We become their administrative arm.

**PL:** Do you help them with hiring coaches?

**SY:** Coaches are all volunteers. We provide training facilities and safety materials. If we are hosting a rugby match, we arrange for an on site ambulance.

**PL:** What about insurance?

**SY:** It depends. In many of the clubs, if they have a USA affiliation, such as USA Field Hockey, then by that affiliation they must show that they have medical insurance. This past summer, we added more clubs after the elimination of some varsity sports in December. We put together a committee of university personnel which included the head risk manager, several faculty, and a representative of the legal department. We also included some officers of existing sport clubs. That committee made the recommendation that all members of the new clubs would have to have medical insurance.

One of our major responsibilities is overseeing the clubs' travel to meets. Every Friday, each of our sport clubs send a document to me and to my associate director that describes any weekend travel of the club, including the names of participants, emergency contacts, where they will stay, site contacts, and similar information. We may provide a bus. Some groups carpool. We have been fortunate to have had very few major injuries in our clubs.

Another of our major responsibilities is contracting with vendors to provide the preventative maintenance required by our various fitness and other equipment. With modern exercise equipment it is essential that it be tended to by trained, certified professionals.

**PL:** You have a much larger operation here than I ever imagined. Thank you for your time and information. ♦

# New, Easy-to-use Continuing Education System Debuts at Temple

by Jim Duffy, Public Relations and Website Coordinator at Ambler

Temple University has a date with Destiny.

Wednesday, November 5 marked the completion of the first phase of a three-year project to implement a continuing education and non-credit system (DestinyOne). DestinyOne is a web-based application that provides a “one-stop-shopping” experience, including registration and online payment or all of Temple’s continuing education, non-credit programs, and conferences.

“The continuing education landscape at Temple is extremely broad and diverse. We offer a lot of different non-credit programs,” said Nicole Westrick, Senior Manager of Non-Credit Operations and Technical Support, who has been working with departments throughout Temple to implement DestinyOne. “For someone interested in taking a professional development course or participating in corporate training, it can be difficult to navigate the ‘who, what, and where’ of what Temple offers.”

The DestinyOne system, developed by Destiny Solutions and tailored to meet the needs of Temple’s hundreds of non-credit/continuing education opportunities offered through more than 100 different programs in 48 departments.

“Temple has hundreds of non-credit/continuing education courses, seminars, workshops, conferences and training opportunities each year... Non-credit programs have been for the most part decentralized — they were created as a need arose,” said Dr. Vicki Lewis McGarvey, Vice Provost for University College. “We chose DestinyOne because it will allow non-credit programs the maximum amount of control in running their own programs on their own schedules and timelines while standardizing the business operations, such as taking online registrations and payments. Programs will be able to spend less time on administration and more time on running their programs and developing new ones — that’s especially important in Temple’s new decentralized budget environment.”

Phase One of the DestinyOne rolled out full registration and payment implementation for the non-credit/continuing education programs offered by the Office of Non-Credit and Continuing Education (ONCE); the School of Media and Communication (SMCPlus); the Real Estate Institute (REI) at Temple University Center City; Pan-African Studies Community Enrichment Program (PASCEP); the Osher LifeLong Learning Institute (OLLI); Access Temple; Temple’s Intensive English Language Program; and the LifeLong Learning Society offered at Temple Fort Washington.

When fully implemented, the registration system could include Temple’s personal enrichment courses, conferences, online and in-person certificate programs; licensure programs in podiatric medicine, real estate and law; lifelong learning programs; youth programs; corporate training programs offered at businesses and institutions throughout the region; and much more.

The School of Media and Communication’s **SMC Plus** program is using DestinyOne to launch an entirely new set of online non-credit courses, according to Dana Saewitz, Associate Professor, Interim Chair of the Department of Advertising and Co-director of SMC Plus. First up is a six-course, skills-based certificate in **Digital Advertising** in January 2015.

“When we began developing these programs, there was no centralized registration or payment system. We were thrilled to learn about the launch of DestinyOne,” Saewitz said. “SMC Plus is an umbrella for various kinds of non-credit offerings. Digital Advertising is really just the beginning. DestinyOne is a key factor in being able to easily develop and provide these types of courses to a broad audience.”

Ease of use for a wide range of students — some of whom may not be familiar with using online services — is integral to the DestinyOne user experience, said Rhonda Geyer, Director of Non-Credit Programs with ONCE.

“From registering for a one-day workshop to a multi-session certificate program, we believe that the new DestinyOne system will make this process much easier for our students,” she said. “Non-credit students will have access to a new Student Portal where they will be able to view the courses they are registered for; view their past courses; order transcripts; make requests and more.”

Students will be able to search courses by name, subject, locations, date or one of eight areas of interest — 50+ Lifelong Learning; Conference and Special Events; Intensive English Language Programs; Personal Enrichment and Community; Professional and Licensure; Professional and Licensure — Health-care; Temple University Employee Training; and Youth and Summer Camps.

Student and instructor portals — which will provide instructors and students a unique set of tools to ensure they can manage their courses and interests — are accessible through **noncredit.temple.edu**.

DestinyOne is an ongoing project “that we hope all Temple departments and programs embrace when developing and promoting continuing education and non-credit offerings,” Westrick said.

“Each department and program remains in charge of its own content and courses — they can add short videos, testimonials, demonstrations and more to supplement their course material. DestinyOne is simply a platform to help them better serve their students and customers,” she said. “This is their opportunity to reach the largest audience and our opportunity to provide the public with a comprehensive way to search, register and pay for non-credit programs at Temple that will substantially enrich their personal and professional lives.”

If you are interested in learning more about how your department can utilize DestinyOne for non-credit, continuing education and conferences, please contact Nicole Westrick at [nmwestrick@temple.edu](mailto:nmwestrick@temple.edu) or by phone at 215-204-2214. ♦



# The Wagner Free Institute of Science

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Philadelphia is where Philadelphia predated Hollywood; where motion picture pioneer Siegmund Lubin produced films. It was the home of the Baker Bowl National League Park, the painter Henry Ossawa Tanner and the Berean Institute. It's where Arthur Hall pioneered African American dance and choreography, where Sister Rosetta Tharpe reinvented popular music. North Philadelphia is the place where the Blue Horizon and the Uptown defined popular culture—and may yet again. And then there's North Philadelphia's industrial heritage, much of which has gone the way of the wrecker's ball. Some remains, awaiting interpretation. Then there's the story of Redlining, the Great Decline, the Riots of 1964, and the rise of hope. It's all part of North Philadelphia's compelling story; Philadelphia's story.

Every once in a rare while sites find their way onto the list of National Historic Landmarks. This rarified status reserved for the best of the best, as defined by the National Park Service. North Philadelphia may someday have a more robust presence. But even now, there's quite a few: Girard College, Laurel Hill Cemetery, St. James-the-Less Episcopal Church; John Coltrane House, The Church of the Advocate, The Baptist Temple (now Temple Performing Arts Center). And there's the Wagner Free Institute of Science, the closest of these treasures to Temple, at 17<sup>th</sup> and Montgomery.

The Wagner used to be one of Philadelphia's best-kept secrets. No more. Over the last decade, its audience has grown significantly—doubling to more than 35,000. Particularly dramatic is the increase of walk-in visitors and requests for tours, especially from college students and faculty, more than three-quarters of whom are from Temple. Of the more than 6,500 Temple students who have visited the Wagner over the past three years, more than 5,000 arrived in conjunction with courses.

In the Fall of 2014, thanks to the Wagner and Temple's Honors Program, I was able to offer the first Temple course, an Honors Program course, based at the Wagner. The students who walked the ten minutes it takes to get from the Bell Tower to the doorbell of the Wagner, week after week, learned from the real things in the real place. They learned what Ruth Ost, Director of Honors, knew: this course, *Museum Studies: Curating Authenticity* would be a “dream match,” a “creative venue for creative teaching.”

Museums tend to keep learners at arm's length, telling visitors what to look at and how to think. Over time, curators have come to prepare, package and choreograph the visitor experience. It's a top-down approach and visitors have come to expect introductory panels. They've come to demand labels mounted next to artifacts. Not so at the Wagner. Visitors ascend the wide wooden staircase to the main gallery and make the unforgettable turn into the vintage 28-foot-high interior. This space, as full, as grand and as authentic as any 19<sup>th</sup>-century space one might encounter anywhere, is lit on sunny days by 24 massive windows, which, in the warmer weather are open, allowing (inviting

in!) what we no longer hear in museums—the sounds of real chirping birds from Nature.

First-time visitors are sometimes frustrated. So much to see; so *little* interpretation. But that's the key, the magic, to the place: there *is* no narrative, no handholding, no suggested path through the gallery. One has to, *and one inevitably does*, find one's *own* path. Not only is this another world—something one realizes immediately—visitors have no choice but to make it *their* world. A world of science, yes, with thousands upon thousands of specimens in more than 100 cases. And why not, in a city built on science, technology, travel, publishing and learning.

These wooden cases with original, wavy glass are a constant reminder of age, as well as the fact that what's inside has been collected, and is valued, for existing. But one doesn't need to be an expert in mineralogy, or botany, or marine biology, or conchology, or mammalogy, or ornithology, or paleontology or entomology to feel at home here. The sheer quantity of what's on view guarantees that even the expert has much to learn. We all do that at the Wagner. That's what gives us a level playing (or learning) field. What Wagner wanted, and what Joseph Leidy, one of the great American scientists of the 19<sup>th</sup> century, installed, is a place where specimens were “securely placed and classified, and where they could be made of use and rendered available in the great cause of the dispersion of useful knowledge...”

As a building, the Wagner has a “body-language” all its own. It speaks of the past, of the outside world in its entirety. It echoes the many individuals who, over time, collected, installed, labelled, conserved and continue to steward this massive, *in-situ* collection. This scale, this *wholeness* makes one visit, or fifteen, unique and unforgettable. Go find another classic cabinet of curiosities, a wunderkammer, and more—one where you feel welcomed into it, free of charge.

William Wagner bought “Elm Grove,” a nine-acre estate just west of the new Monument Cemetery, in 1840. Broad Street was still a road from the city, two miles to the south. “The whole neighborhood was then a pretty piece of country,” wrote Wagner in the 1880s, about the time it was completely built up. Just before the Civil War Wagner had engaged John McArthur, Jr., the architect of City Hall, to design a new home for his decade-old institute, and by then it was evident that the old country roads (the nearest intersection was Turner and Stump Lanes) would soon give way to the city grid. McArthur's new building would oblige.

The Wagner evokes respect, but, even more importantly, as my students learned, it invites engagement. Because the Wagner does not tell a visitor what to think, it's more like a library than a museum. No accident that the word “museum” is found nowhere in the name of the institution. Like the Barnes Foundation, here we have a place for deep looking at and thinking about authentic, original artifacts, a place for reflection, for teaching, but, most of all, for learning. This is where

Wagner and Barnes (who probably never crossed paths: Barnes was 13 years old when Wagner died in 1885) profoundly agree. At that point, Temple College, three blocks to the east and one block to the north, was one year old.

Temple's mission and that of the Wagner are very much cut from the same cloth, in a rising Philadelphia, except that Wagner connects students with artifacts as it facilitates learning. Sure, the Wagner has a lecture hall, a glorious, original, wooden place for teaching and learning the likes of which have, everywhere else, been modernized into oblivion. Its acoustics are resonant; Margaret Mead refused amplification when she visited the city of her birth and guest-lectured in the middle of the 20th century. Mead knew she could be heard in the lecture hall. But what spoke to her was the gallery. “The Museum is an old-fashioned institution” Mead said. “The museum gives you great intellectual independence.”

The Wagner Free Institute of Science welcomes visitors, free of charge, Tuesday through Friday, 11am to 4pm. Visit <http://www.wagnerfreeinstitute.org/> to learn more about programs, special events, and membership. ♦



The Wagner Free Institute of Science

Images Courtesy of Betsy Manning/ Temple University

## We Are Faced with Insurmountable Opportunities



Paul LaFollette,  
Editor

democratic matters. These have included such things as the changes to the calendar and the unilateral decision to change tenure policy, both undertaken without any opportunity for faculty comment.

However, even prior to the recent failures to consult, our model of shared governance has been very different from the sort of governance that the AAUP's document suggests is desirable. This document, jointly authored by the Association of Governing Boards of American Colleges and Universities, the American Council on Education, and the AAUP, recognizes the ultimate authority of the Board of Trustees who, in turn, delegate administrative authority to the President. It suggests strongly, however, that it is in the best interest of the institution for the Board and President to delegate some real authority to the faculty, especially in those areas where faculty have expertise. This document argues that faculty should have "primary responsibility" in decisions involving "curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process." It further states that "Decisions not to reappoint, promotions, the granting of tenure, and dismissal," should be the "primary responsibility of the faculty." This reflects the notion that the faculty are the experts in these areas, that the faculty's "judgment is central to general educational policy," that "scholars in a particular field or activity have the chief competence for judging the work of their colleagues." Finally, this document asserts that such decisions made by faculty should routinely be accepted by the administration, and should be rejected only in "rare instances and for compelling reasons which should be stated in detail."

During my first years at Temple, shared governance came much closer to this ideal. Faculty recommendations about tenure and promotion were generally respected. Findings of the Senate Personnel committee were given serious consideration. Members of various schools and colleges were left to decide for themselves what the bylaws for their collegial assemblies should look like. For a variety of reasons, including the memories of retrenchments and two strikes, there was not a lot of trust between the faculty and the administration, but there was far more mutual respect than there is today.

Somehow, in the early years of the 21<sup>st</sup> century that changed. And it changed without any of the discussion between faculty and administration that passes today for shared governance. Two major events happened at that time. First, the President created policies, adopted by the Board, which demanded, among other things, that deans, the legal department and the President must approve all changes to bylaws. This ended effective faculty authority in some of our schools and colleges. Deans were made solely responsible for charting the courses of their schools, often with little or no faculty consultation. Second, the President began frequently to overturn tenure decisions that had been approved at all previous levels.

At the time, I explained this to myself by supposing that we were simply in the hands of a president who neither liked nor respected faculty. Now, I wonder if perhaps this was an intentional decision to weaken shared governance, thus facilitating the transformation of Temple from the traditional university to the newly popular corporate model of higher education, irrespective of the wishes and wisdom of the faculty.

I am afraid that there is no going back. Too many of the people who remember what faculty governance is really like are gone. Too many of our younger faculty are comfortable with the familiar and have no idea how much better things could be. But perhaps there is some opportunity to get at least a taste of it. If enough of you can be convinced that real faculty voice in the new budgetary process is in our interest, then perhaps we can strengthen our resolve to insist to our deans that the collegial budget committees be formed in the spirit of the recommendations coming out of the Faculty Senate Steering Committee last spring.<sup>1</sup> If you agree, I would urge you to discuss with your colleagues the ways in which you might convince your deans to do this.

I would like to offer one other thought. Several years ago, a dean made the terrible decision to prevent the Senate from conducting business by raising a question about whether we had a quorum. This was clearly simply an attempt to exploit the fact that the size of quorum was not at that time mentioned in our bylaws, and thus was by default 50% of our tenured/tenure track faculty. It was a serious mistake to leave that out of the bylaws, but the fact was that this quorum call was, in my opinion, a bad faith attempt to prevent the passage of an inconvenient motion.

In response, we quickly amended our bylaws to reduce quorum to a reasonable size, and also to allow for electronic balloting in some cases. The following year, we completely re-worked our constitution and bylaws. At that time, I believe that we made a mistake. In our previous constitution, deans and certain vice-presidents were declared to be *ex officio* members of the Senate. It is likely that when the constitution was first approved, the writers thought that this meant "non-voting," but it does not mean that. The committee which prepared the first draft of the new constitution did some research about what other comparable universities did with respect to membership in their Faculty Senates. We found wide variation, but the most common model was to allow administrators with "retreat tenure lines" to be members of their senates. This was what we recommended and wrote in the draft version.

In what I thought was a mistake then, and still believe to be a mistake, the faculty chose instead to remove all administrators from Senate membership except for the President and Provost. This has had the effect of raising higher the wall of distrust, and I would like to suggest that we consider revisiting this decision.

It is, I believe, time to take some unilateral steps to defuse the distrust. This would be a healthy step in that direction. I would suggest that administrators with retreat lines be given non-voting membership in the University Senate with the further understanding that they may serve on only those standing committees for which our bylaws specify their membership. It would be a show of respect which, as far as I can see, does not harm us in any way and may actually facilitate finding common understanding. Our meetings are already open to non-members from the academic community, and many associate deans attend them regularly. I expect this to be a contentious suggestion. Responses sent to the editor will be considered for publication, informally immediately and formally in the next issue. ♦

<sup>1</sup> Resolved, that the Faculty Senate Steering Committee, in response to a resolution from the Faculty Senate Budget Review Committee, approves and will transmit to President Theobald, and urge him to endorse, the following practices for budget advisory committees of the schools and colleges:

Each school and college shall have a Budget Advisory Committee, at least some of whose members should be elected, which should receive full and detailed information about the school/college budget, and should meet regularly with the Dean and other responsible members of the administration to address budgetary matters. Matters within the committee's purview should include, but not be limited to, tuition revenue, other program-based sources of revenue, external funding, expenditures for scholarships, assistantships, and other forms of student financial support, expenditures for various academic departments and programs, expenditures for student services, library and technology expenses, special projects, other administrative expenses, capital expenses, investments in new programs, the impact of the university budget system on school/college finance, financial trends affecting the financial well-being of the school/college, and the capacity of the school/college's financial team to support short and long term fiscal planning. The committee should report regularly to the school/college collegial assembly regarding financial issues affecting the school/college.

# Ten Ways Libraries Save Faculty Time

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how faculty spend their time. TAWKS is the system for data collection on faculty activity. A representative group of faculty tracked their daily activities over an academic calendar year. What the data show is that faculty are doing much more than just teaching or research, and are finding it difficult to accomplish all that is required of them in the course of a routine work week.

Though the sample size is small, faculty participants reported working 61 hours per week – more than 50 percent over the traditional 40-hour work week. They worked 10 hours per day Monday to Friday and about that much on Saturday and Sunday combined. Perhaps surprisingly, full professors reported working slightly longer hours both during the week and on weekends than associate and assistant professors, as well as chairs. The bulk of that time, about 40% was dedicated to teaching activity. Less than 20% of weekly time went to research. Meetings, answering e-mail and writing reports take up additional time. What TAWKS has yet to offer are strategies faculty can use to make the most efficient use of the time they have. That's where Temple Libraries can help.

The Temple University Libraries offer resources and services that faculty may use to save time on research, course preparation and help to get better results with student research assignments. Here are ten ways that faculty can take advantage to start recapturing valuable time every week.

**Partner with a Librarian on Research Assignments:** It's a generally accepted principle that good research using high quality resources leads to better writing. It takes extra time to grade and correct poorly researched and written papers. [Project Information Literacy's](#) examination of 191 research assignments found many could benefit from additional guidelines, such as providing the name of a librarian subject specialist, directing students to more specific resources and links to library research guides. Let a librarian assist you to review some techniques for designing an assignment that gets better research and writing results.

**Research Support Saves Time:** Need help tracking down that elusive article? Want to know what's been written on your research topic? Want to know the most highly cited articles on that topic? There's no end to the type of research questions with which [Temple Libraries subject specialists](#) can provide fast assistance. If your research requires rare or archival materials, contact the [Special Collections Research Center](#) in advance to request assistance with your project and have primary research materials waiting for you when you arrive.

**Measure the Impact of Your Research:** Whether it's for tenure documentation or simply to assess the value of your research, let a librarian guide you to [perform a citation count of your articles and identify the impact factor](#) of the journals in which you publish. Librarians can also help you identify journals that may be good candidates for your next research paper. Knowing the best databases to use for this or any other application helps to eliminate the time wasted exploring potential options.

**Learn Some New Apps:** Do you use [Pocket](#) for on-the-fly article capture for later reading? How about Evernote for capturing, storing and sharing content. Use these and other apps to update methods for reading, capturing, sharing and more. The right apps are time savers and Temple librarians can help you find the best apps for your phone or tablet and provide assistance in how to use it.

**Be More Efficient at "Keeping Up":** Who has enough time to keep up with their discipline, the latest in pedagogical research, blogs, news and everything else? Librarians are experts at using RSS feed readers like [Feedly](#), [Browzine](#) and current awareness alerts that can help faculty customize and streamline their keeping up regimen. Whether it's setting up an alert for journal table of contents or search topics, a librarian can show you how it's done.

**Get Help Finding Alternate Learning Material:** More [faculty are looking for ways](#) to substitute their existing commercial textbooks with learning materials that are free to students. Whether it's open educational resources or licensed library content, many faculty report difficulty in finding quality

resources. Librarians are familiar with sites such as [MERLOT](#) and [Open Textbook Library](#) and can help faculty save time when it comes to finding great resources for alternate textbook content.

**Request a Custom Course Guide:** Pointing students to the best research tools requires a solid list of resources and support, but it takes time to compile. Temple librarians can [create a custom research guide](#) for any course, and save you the time it would take to create. Every guide features that librarian's contact information and an online chat widget to facilitate easy access to help. We currently feature 238 course-specific guides. Let us create one for your course.

**Manage Your Books Online:** As much as we love for faculty to come to our libraries there isn't always time for it. You can track and renew your books online, as well as keep lists of books you want to borrow, through our online catalog system. Start with this button found on our library web home page:

[Renew My Books](#)

**Speed Up Your Course Reserves:** Managing your [course reserve content](#) is faster and easier because we integrated our system into Blackboard. You can manage your own reserves from anywhere or ask our Reserve Unit to compile your materials, scan content or whatever is needed to get your reserves course ready. You'll be saving your own time and the time of your students by simplifying their access to e-reserves.

**Use Answers@Temple Libraries:** Sometimes you just want the answer to your question – fast. You can reach Temple Libraries by [phone](#), [e-mail](#), [text message](#) or [instant live chat](#). You can also help yourself with our extensive knowledge base we call [Answers@TempleLibraries](#). By compiling previous questions we've amassed a great source of instant help that will speed along your day.

These ten time-saving library services and resources are just the tip of the ways Temple Libraries can help faculty find more time for their research and teaching. Why spend time trying to figure out a tricky copyright question when a library subject specialist can explore the issue and offer guidance. Our journal article delivery service uses e-mail to ship you articles found in our stack collections. When our new Digital Scholarship Center opens in 2015 faculty will have access to tools, technology and expertise that will get their digital scholarship projects up and running fast.

Tomorrow will bring even more Temple Library time-saving techniques. We are already in the early stages of planning new services to support data management planning and the archiving of research data. Along with helping our Temple students succeed and graduate, finding ways to support faculty teaching and research is of paramount importance to the work of Temple Libraries. We know how busy faculty are so we pay attention to finding new ways to save them time on task. There's one more time saving time saving tip. Set up a meeting with your department's librarian subject specialist to learn about these ten strategies and much more. It's a small investment of your time that will ultimately yield many hours of saved when you know how to take maximum advantage of all the ways Temple Libraries can save you time. ♦

# Representative Faculty Senate Minutes, October 14, 2014

MBA Commons, 702 Alter Hall

## Attendance:

Representative senators and officers: 38 (approximate)  
Ex-officio: 2  
Faculty, administrators, and guests: 29 (approximate)

### 1. Call to order:

President Jones called the meeting to order at 1:20 p.m.

### 2. Approval of Minutes:

The minutes from the September 8, 2014 faculty senate meeting were approved as amended.

### 3. President's Report:

Diversity Symposium, Alter 702 – MBA Commons, October 28, 2014, 8:30am-4:00pm

### 4. Vice President's Report:

Updated on faculty senate committee status. Representatives still needed for Budget Review Committee.

### 5. Guest: President Theobald's State of the University Address

### 6. Question and Answer session with President Theobald

### 7. Panel discussion on shared governance by past presidents of Faculty Senate

a. Mark Rahdert (Collegial assembly by-law black holes: 1) falling into the default by-laws, 2) changes to structure of existing schools, 3) new schools)

b. Joan Shapiro (Recognizing service throughout the lifespan; ways to involve retired faculty in the process of university service; the Senior Scholars' Program; decentralized components within colleges and schools to serve as mentors, grant writers, and fund-raisers; centralized: meet once or twice annually with president/provost; colloquium series)

c. Paul LaFollette (historical and current role of collegial assemblies and college by-laws)

d. Trish Jones (RCM and faculty involvement)

### 8. Old business

There was no new business.

### 9. New Business:

There was no old business.

### 10. Adjournment

The meeting was adjourned at 3:12p.m.

Adam Davey  
Secretary

# Representative Faculty Senate Minutes, November 5, 2014

Kiva Auditorium

### 1. Call to Order:

Vice President How called the meeting to order at 1:54 p.m.

### 2. Approval of Minutes:

The minutes of the October 14, 2014 meeting were approved as amended.

### 3. President's Report: There was no President's Report.

### 4. Vice President's Report:

Four new appointments to CATA were approved. These included Jin Jun Luo (SOM), Timothy Patterson (COE), Laurie Friedman (CPH), and Robert Raffa (Pharmacy).

Kenneth Kusmer was approved for appointment to the University Tenure and Promotion Advisory Committee.

### 5. Guests:

Elizabeth Sweet, Kimmika Williams-Witherspoon, and Karen Turner provided a report on the fall Diversity Symposium held on October 28, 2014, followed by discussion and recommendations for next steps. The event was very well attended and drew more than 800 Temple students, staff, and faculty, along with members of the community. Additionally, multiple Trustees and Chancellor Englert participated in the Symposium. The morning's Speak Out session generated more than 3000 written responses to a series of five questions addressing diversity issues at Temple University, which will require some time to review in depth. The event featured a Proclamation from Mayor Nutter, who spoke with the group. Joyce Wilkerson and Kenneth Lawrence spoke about university relationships with the community. One recommendation that was identified as a next step was for a "Presidential Blue Ribbon Committee" to help identify ways of ensuring that Temple's diversity can grow and thrive. Concrete suggestions toward this aim include joining the National Center for Faculty Diversity and Development, creating a Provost's Diversity Pool, conducting a Climate Study, institutionalizing Annual Events around diversity at Temple, "Game Spaces" to bring people together, talks in resident halls and other "safe spaces," along with opportunities for Student and Community Activities.

Following the presentation, the floor was opened for discussion.

Cheryl Mack (Faculty Senate Office): Are there plans to repeat this event, perhaps on an annual basis, and to include greater community involvement and participation?

Art Hochner (Fox and TAUP): Dr. Hochner expressed interest in having talks with the committee about TAUP's involvement in a subsequent event.

Jane Evans (Tyler): Are there plans to move forward with a two-pronged approach to redressing decreases in diversity at Temple, specifically by working with faculty and with students?

Karen Turner noted the importance of including all stakeholders in a Presidential Committee.

Stephanie Knopp (Tyler): Professor Knopp underscored the need to continue/repeat this process and the importance of a comprehensive report from the first Symposium to ensure that the full scope of diversity-related activities across a very large campus can be fully conveyed.

Kimmika Williams-Witherspoon noted the support of the Faculty Senate in this process, including its presence on the agenda for the December Council of Deans meeting.

Joseph Schwartz (CLA): Professor Schwartz underscored the importance of

## Representative Faculty Senate Minutes, November 5, 2014

*Minutes continued from page 7*

having much more detailed data from the administration regarding diversity issues at Temple University, and that this data should include information about, for example, rank, tenure track status, and full or part time status for faculty, and better data on the student body including socioeconomic status, proportion of first-generation college students, Pell grant recipients, and so forth.

Kimberly Williams (CLA): Dr. Williams expressed her willingness to build links with the community and her students regarding diversity.

Temple University's Campus Master Plan

Mark Rahdert (Law): Past President Rahdert notes that the Faculty Senate Steering Committee expects to meet with James Creedon, Senior Vice President for Construction, Facilities, and Operations, regarding the campus master plan, and so the FSSC needs to hear back questions and concerns about the plan so that they can be discussed in that forum.

Paul Toth (CLA): While commending the technological advances proposed for the new library, there is also some concern about the potential for "low tech" kinds of assistance provided by librarians. For example open consultation spaces without a lot of specialization or automated stacks that cannot be browsed in the usual fashion might undermine opportunities for student learning as well as the role of librarians as partners in the research process.

Robert Kauffman (CLA): In several buildings where classroom renovations are planned, particularly within CLA, no parallel renovations to faculty space are planned and this is a potential source of concern.

Joseph Schwartz (CLA): If we are to be a great research institution, it is imperative that the humanities and liberal arts be valued and preserved, consistent with our peer and aspirational institutions. Much of the space occupied by these departments is substandard, plans for improvements and upgrades are not clear and when present may distance faculty offices from teaching spaces, thus making it more difficult for students to interact with faculty outside of class settings.

Jane Evans (Tyler): Having access to high quality teaching space, and should not be an afterthought. Likewise, while open spaces are visually appealing, they are not always useful for thoughtful research and when there is need for more private interaction.

Kimmika Williams-Witherspoon (SCT): Tearing down Barton Hall removes studio space for teaching students. Where on campus will theater be located? We need to ensure that the art are represented and supported on campus.

Cynthia Folio (Boyer): Dean Lucia is very receptive to input and suggestions and should be engaged by faculty in the discussions around library facilities.

**Old Business:** There was no old business.

### **New Business:**

Art Hochner (Fox, TAUP): The new contract has implications for the faculty senate. Three side letters were agreed to. Two directly involve the faculty senate: tuition benefits (e.g., possible tuition exchange programs), and child care (e.g., on site day care). A third addresses collegial assemblies and workload to formulate college-level workload, release time, services, class sizes, etc.

Mary Conran (Fox): A reminder that Global Temple will be Wednesday, November 12, starting at 9 in the Student Center.

**Adjournment:** The meeting was adjourned at 3:01 p.m.

Adam Davey, Secretary

## University Faculty Senate Minutes, May 7, 2014

### **Attendance:**

Representative senators and officers: 45

Ex-officios: 1

Faculty, administrators, and guests: 19

### **Call to Order:**

The meeting was called to order by President Rahdert at 1:51 PM.

### **Approval of Minutes:**

The December 6, 2013 minutes were approved.

### **President's Report – Mark Rahdert:**

Rahdert distributed a summary of the actions of the Senate and the FSSC during the past year. He encouraged us to share this information with our colleagues.

The work of the Senate is a group effort, but Rahdert offered special recognition of the following:

Vice President Tricia Jones who has done a magnificent job of staffing and working with the various standing committees of the Senate.

Paul LaFollette, secretary, who has prepared the minutes for the various Senate meetings and also the weekly meetings of the FSSC.

Senate coordinator Cheryl Mack who really helps us run smoothly. Without her it would not be possible to operate.

The members of the FSSC who devote two hours every week.

He also expressed his thanks to President Theobald, Provost Dai, the various members of the Provost's staff, and the Chairman of the Board Patrick O'Conner, all of whom have shown, over the last year, a tremendous level of support for all that we do as the Faculty Senate.

Shared governance at Temple faces many challenges. Some of these challenges can be overcome by direct action. Others may be channeled into productive discussions. A few may have accumulated such force that they cannot be conquered but only managed. In this kind of environment, preserving shared governance takes dedication, hard work, wisdom, and perseverance. Rahdert has tried this year to do his part, with the hopes some small success, to strengthen shared governance. He is extremely confident that next year we will have the kind of leadership under President-elect Jones that will lead to further strengthening of shared governance.

### **Vice President's Report – Tricia Jones:**

It is a pleasure and honor to be able to watch the kind of work that President Rahdert has done. You may also know that Mark is a musician. We would like to present to him a token of gratitude for everything that he has done over the past year for the Senate. We hope that he enjoys this opportunity for music and relaxation and that he remembers us fondly as he experiences it.

We have had an enormous response from the faculty in willingness to support the Senate. Eighteen percent of full-time faculty serve on Senate committees. That is a lot of time and effort that all of us are giving as faculty. Our committees have representation from all campuses, all schools and colleges, and all faculty rank levels. We have had a wonderful response from the Medical School from faculty serving on committees. We have increased the size and scope of the International Studies Committee. We have been consulted at every turn by the administration with respect to matters not covered by our standing committees. Counting the faculty who serve on non-senate committees, we have nearly 25% of our faculty doing committee work at the University level.

### **Recognition of Retiring Faculty:**

This year we honor the following faculty members who are retiring:

Richard Bernstein, Dept. of Economics, CLA

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# Representative Faculty Senate Minutes, September 8, 2014

*Minutes continued from page 8*

Judith Goode, Dept. of Anthropology, CLA  
Earl Henderson, Dept. Of Microbiology & Immunology, MED  
Boris Iglewicz, Dept. of Statistics, FSBM  
Patricio Silvo, Dept. of Medicine, MED  
Richard Stewart, Dept. of Anthropology, CLA  
Kenneth Mangan, Dept. of Medicine, MED

We are grateful for all of your years of service to this institution. We hope that your years ahead are full of enjoyment, and that you look back at your time at Temple with fondness.

## Recognition of New Officers:

Tricia Jones, President  
Chip Jungreis, Vice-President  
Deborah Howe, Secretary

## Dialog with Dai:

Provost Dai began his remarks by expressing his appreciation of the two Senate President's he has worked with, Shapiro and Rahdert. Also thanks Steve Newman for his work on the *Faculty Herald*.

Enrollment – 2014 fall. Last year we had nearly 4400 freshmen with the highest SAT scores on record. This year we went to a new application process. We managed to recruit a class as good as last year with more than 4500 freshmen.

NTT multi-year contracts: Last year the deans and the Provost agreed that we would strive for multi-year contracts for 50% of the teaching NTTs in each college. This year, we raised this to 60%. Every college has now made the 50% mark and by next year each college will exceed the 60% mark.

Total research spending is \$225,000,000.00. For the first time in decades, Temple University will be ranked in the top 100 universities in NSF ranking.

The Senate recently passed several resolutions relative to P&T proceedings. The President and Provost will provide a formal reply, but the Provost wants now to assure us that there have been no procedural changes from the previous procedures except for the change in the number of recommendation letters from five to eight.

## Questions:

Hochner (FSBM) – Two questions. The first is about NTT's. I applaud the push for multi-year appointments. Are there criteria for determining which NTT's get multi-year contracts and for how many years?

A: That is a matter for discussion between the individual deans and department chairs. May depend on rank and experience.

Q: To what degree is the big jump in research dollars attributable to the acquisition of Fox-Chase?

A: Comparing the data from 2012-2013, we had an increase of about \$90,000,000.00. Half of that is attributable to Fox-Chase. 25% is increased research activity at main campus and the medical center. The last 25% resulted from a change in our accounting practices to bring them into accord with the practices of other universities. In the past, we were not including such things as start-up funds and unrealized indirect cost recovery.

Marina Angel (LAW)

Q: The money allocated to RPPC is \$60,000. This has not increased over the past ten years. You seemed to believe, the last time we discussed this, that the money was distributed only on main campus. We continue to get many applications from health sciences and other campuses. The current amount is inadequate. Do you plan to increase it?

A: I would encourage you to limit grants from RPPC to the humanities and the arts, and social science. It is very hard in these areas for faculty to find external funding. The Provost's office will be directly investing in targeted

interdisciplinary research areas such as materials science.

At this point the Provost took the opportunity to announce that a joint paper between him and Joel Sheffield has just been accepted as the cover paper for a very important journal in chemical physics.

Q: We were promised a while back, transparency in the amount of seed money for all units, and we have never received it.

A: We have not done any seed grants for the past several years. You will see a call for proposals across the university with at least two investigators from two departments.

Q: Will the Senate be choosing the faculty members to sit on the committee to review these proposals?

A: Yes.

Q: You have said several times that the only change in P&T procedures is the number of required letters of recommendation. Actually, the major change was the injection of the Provost into the process. I think most of us believed that the Provost would be guided by the same principles required of the President. Has that now been established?

A: I don't quite understand the question. My understanding of my role is that based on the materials presented to me, I make a recommendation to the President. So I read all the information, I take note of all the votes, and I make my recommendations.

Q: Do you apply the same standards that the President is required to apply?

A: I don't know. Are there a set of standards written down somewhere?

Q: For the President there is.

A: Guidelines. There are guidelines. The same as the guidelines we send to reviewers.

Q: I am not talking about the reviewers. I am talking about your decisions.

A: We all value impact and scholarship as demonstrated by the reviewers.

Karen Turner (SMC): A comment and a question.

The comment is, I want to thank you and your staff for providing the diversity data that we have been asking for. I do want now to request that we also get information by rank and by track.

Q: Evaluators for T&P. Are there guidelines that address at what point the letters are considered?

A: Right now this is a college by college process. We have a general expectation that for promotion, should be full professors. For tenure, should be leaders in their fields. In CST we ask that brief information about the proposed reviewers be forwarded to the dean and then the dean will approve or disapprove them. They should also be independent of the candidate. Up to 3 can be recommended by the candidate.

Q: Sometimes the appropriate evaluators may be people who may not be affiliated with universities.

A: I have studied this, and discovered that in all fields there are sufficient academic experts in the field.

Q: Once you receive the evaluations and the portfolio, is it assumed that they be reviewed together, or is it that the letters are evaluated first, or the portfolios first?

A: Usually I look at the candidate as a whole, at the same time.

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# University Faculty Senate Minutes, May 7, 2014

Minutes continued from page 9

Stephanie Knopp (TYLER)

Q: I wanted to elaborate on the comments made by Karen. On the issue of professional schools, and this affects music, dance, theater, we need to recognize that there are amazing practitioners of the field who are regular teachers. They teach and the college level at premier schools, but they are not necessarily tenured. These may be schools that do not offer tenure. They may only teach one course per year. It may be the capstone course in a program. I would like to argue that a small subset of the people who write these letters be permitted to write these letters. These can be the best quality people.

A: I know the challenge. There is still a distinction between someone who excels in the art but does not hold a tenured position. I generally believe that letters should come from tenured practitioners who understand how to evaluate people for academic positions. But, if a dean or department chair were to recommend a particular person for a particular reason, we would be willing to listen.

#### Ken Kaiser – CFO:

Kaiser thanked Mark for his help in developing the RCM processes. His report is well summarized by the power point slides he handed out and which are included as Appendix I of these minutes.

#### Jim Creedon – Campus Master Plan:

Again, Creedon's presentation is well summarized by the summary handouts provided and which form Appendix II of these minutes.

**Old Business:** None

**New Business:** None

**Adjournment:** The meeting was adjourned at 3:24 PM

Paul S. LaFollette, Jr.  
Secretary



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