



The Ethics of Encephalopathic Roulette



Paul LaFollette, Editor

"Who would guess what it cost to move two buttons one inch on the war map here in front of the newspaper office where the freckle-faced young man is laughing to us?"
Carl Sandburg "Buttons"

Football is an inherently dangerous game. Indeed, the history of the game is largely a history of evolving rules and technological advances intended to mitigate the danger

while preserving the essential violence of the games which appeals to fans and sells tickets. Unfortunately, the rest of the history shows that again and again, the changes made may reduce the particular kinds of injuries they are intended to reduce, but at the cost of unintended increases in other, sometimes worse damage.

In 1921, Elmer Berry wrote *The Forward Pass in Football*. It included the statement, "Internal injuries often developed and an unwarranted large number of deaths occurred." The forward pass was developed to decrease the number of such injuries by spreading the players more widely across the

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Show Us The Numbers

By Mark Rahdert, Professor of Law



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I confess that I like college football. When I was a kid in the Midwest, it was always a huge treat when my father took me to one of our local university's football games. I loved the pageantry, the color, the marching band, and the excitement when our team did well. As I grew up I always imagined that college football was an integral part of the college experience.

But that was back in the days (I won't confess how long ago) when, except in a few major venues, college football was not the big business it is today. It cost a lot less to field a good team in most conferences; conference play itself was regional; and a decent stadium could be built for a few million dollars.

Fast forward to today when college football teams have become the pre-professional minor leagues for the NFL, head coaches are paid salaries in the millions, conferences have to have national scope to attract decent TV audiences, and stadiums – even relatively small ones – cost in the hundreds of millions of dollars. Is college football still the integral part of the college experience that I imagined it was as a kid? And even so, is it worth today's massively greater price tag? More particularly to our situation, is that a price

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The Art of the Seminar



Rickie Sanders, Professor, Geography and Urban Studies

By Rickie Sanders, Professor of Geography and Urban Studies

Most of the courses I teach are seminars. They are often fractious and unsettling. They have twists and turns and sometimes get off track. Sometimes learning from seminars requires that students *unlearn* other ways of thinking and other knowledge they are familiar with – lecture, note taking, listening quietly. Unlearning is always difficult and does not happen easily.

The seminar, like the lecture is a form of academic instruction. It brings together small (er) groups for inquiry and discussion, focusing on a particular subject, in which everyone present is expected to actively participate. It is based on asking and answering questions to stimulate engaged thinking and to illuminate ideas. It often involves an exchange in which one point of view is questioned; another is contradicted; and still

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An Interview with Chaplain Renee McKenzie

Dr. McKenzie received her Master's and Doctoral degrees from Temple University. I met with her to hear her thoughts about the neighborhood community's opinions regarding the prospect of Temple's building a football stadium in North Philadelphia.

Paul LaFollette (PL): What are your thoughts about the prospect a football stadium in this neighborhood?

Renee McKenzie (RM): I am both an alum and a community leader. For me, the greatest insult is the lack of regard that I see coming from Temple's administration to the community. It's ok to want to have a stadium. I can understand that, from an institutional perspective. But I think that you also need to acknowledge where you place Temple's stadium matters, and that it is going to have some impact on people. For me it's just common decency to engage in conversation with the people in your neighborhood. Those kinds of conversations should have been taking place before any thoughts about a stadium arose.

My sense is that from the time that President Theobald arrived, he has not engaged the community in any kind of conversation. When he first came, he

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An Interview with Chaplain Renee McKenzie

Interview with McKenzie continued from page 1

had a five or a seven point plan. He presented it to the Philadelphia Alumni Chapter. It was all internal to Temple University. There was nothing about community engagement. There was no recognition that Temple exists in the heart of North Philadelphia, a community with its own rich cultural heritage. When I asked him about that in a question and answer session, he responded that he is not surrounded by people who have that as a concern and so this was not a part of his awareness. But then later, I have not seen any recognition on his part that he needs to have that kind of engagement. I just think that all of these little insults have led up to this final point of community exasperation which is now being expressed in reaction to this stadium.

We have students living in our community. I know that not all students housing is under the control of Temple University, but it is being done for Temple University, so there should be some kind of responsibility. These frustrations all seem to have come together at this point around the stadium, so the community finally found its voice around this. I don't think that they are going to lose it.

We don't know what the outcome is going to be about this stadium, but we do know that there are going to be parking issues. Even if the University says "We have 10,000 parking spaces," that is not going to accommodate a 35,000 seat stadium. The truth is, a lot of the fans are going to want to park on the streets, they are not going to want to pay for parking. We just know that's how people are. That will have an impact beyond the immediate radius of that 15th and Norris location.

We are already dealing with trash, and some of the students already disrespect or disregard the fact that they live in a residential community – that they are not just surrounded by their frat brothers and sisters. You have to live a particular way if you are living in a residential community. So, there are already trash issues. There are noise issues.

I know that part of the selling plan for the University is the argument that there will be retail shops as a part of the stadium complex. Will these involve living wage jobs? Will this really employ the community in a significant way? For me, there are just too many questions still. We want to know that we are having an honest conversation, and it is wrong to have brought the community to the table after the fact.

"I have never seen people on the west side of Broad Street, in this area, to be so incensed. The residents are up in arms, because they just don't know." Rev. Renee McKenzie

PL: Well, of course, that is exactly how the faculty feel as well – that it is wrong to bring the faculty to the table after the decisions have been made. Actually, we are still waiting to be invited to the table. But I think it is perhaps even worse not to have engaged the community earlier. One thing that I worry about is that I have seen the behavior of some, not all, of our students as they leave the Linc after a game. It is not something that I would want in my neighborhood.

RM: They can be rowdy. I don't know if you have seen the video *We Live Here*. It was done by some students, and it talks about Temple and North Philadelphia. They showed one clip of some Temple students who were trying to tip over one of the university buses. Rowdiness is what students do sometimes. But there needs to be some sensitivity to that sort of thing, an awareness of where they are.

The other thing is that for me, this is not good news for Temple students' educational dollars. It doesn't make sense to me that Temple will be able to pay for this year after year. It is not as if Temple has had a stellar football program for years and years. That is not the tradition of this University, and

even if it was, will a 35,000 seat stadium pay for itself? I don't know. I don't see this as being a good idea, but we don't have all the facts.

PL: And it is unfortunate that we don't have all the facts because, as you said before, they could have been talking with the community and with the faculty and with other stakeholders before moving so far along with the process. I really do believe that this is a decision that has already been made and is now simply being sold.

RM: I have never seen people on the west side of Broad Street, in this area, be so incensed. The residents are up in arms, because they just don't know. And Temple has not proved itself to be trustworthy. And that is the saddest part. That is the part that hurts me as an alum.

I have yet been able to get in to talk with President Theobald. I have called his office. I have emailed him. Even after he made a statement at the alumni meeting that his door was always open to alumni, I contacted him and he basically said that this offer wasn't meant for me. I hope that this is a reflection of the fact that I am already here on campus as Chaplain to Temple, so maybe there is nothing he needs to tell me. I love this university, so I find all of this very disturbing.

PL: Well, for a number of reasons, I also have very warm feelings for this university, but I feel as if it is now going off in directions that are very different from what I found when I first came here, and it is happening without any real discussion.

RM: I have not been here as long as you, but I find the current situation very unfortunate. I've been at the Church of the Advocate for four years, and one of the things I hoped to do was to help the Advocate play the role as a bridge between Temple and the community. Historically, that is what this church has been. This is a place where people gather, and I would like to see this as a place that can bring people together. It happens on the level of faculty. It happens on the level of student and community engagement. But the administrative piece, which sets the tone for everything else, it feels like we are either fighting against it, or working with it, but we are not talking to it.

PL: I want to thank you for meeting with me, and for your thoughts. As I had explained to you, I am devoting much of our issue to the stadium, and it would not be complete without some thoughtful comments from our neighbors. ♦



Rev. McKenzie speaks to protestors of the new stadium gathered outside Sullivan Hall. Photo by Brianna Spause, The Temple News



The Ethics of Encephalopathic Roulette

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field. But Yale coach Walter Camp argued that players running down field would be exposed to greater danger from higher speed collisions, a prediction which subsequent statistics bore out. In addition, with the ability to stop the clock that the forward pass provided, the total number of minutes per game in which players were actively interacting increased, with a concomitant increase in the chance of injury.

Similarly, with the development of effective plastic helmets, the number of fractured skulls decreased, but the number of concussions increased, as did the number of orthopedic neck injuries as the players learned to use their helmeted heads as spears.

This dance has continued now for over 100 years -- change the rules, change the equipment, change the technique, prevent some injuries, encourage others as an unintended consequence. Lather, rinse, repeat.

We now find ourselves at a point where we are no longer commonly seeing deaths from serious fractures (skull, pelvis, femur) or from blunt abdominal or thoracic trauma. This is at least partly because of the changes in rules and technological advances, though it is also true that we have vastly more effective means of diagnosing and treating acute traumatic injuries than we had in 1905. But we are now faced, instead, with the *sequelae* of repeated head trauma, and one of those consequences chronic traumatic encephalopathy (CTE) can be devastating.

For a time, we were told that this disease is a result of concussions, and that it can be mitigated by

- increased awareness of the importance of controlling the players return to active participation following a concussive event and
- new rules and safer tackling techniques (Heads Up)

Unfortunately, more recent research seems to indicate that the development of CTE is less related to the number of concussive incidents than it is to the total number of sub-concussive contacts over a players lifetime. If this be true, it means that we know of no effective method for preventing or even minimizing the probability of long term neurological damage. The nature of football is such that it is impossible to avoid all head contacts, and since there is no way at the moment to tell which contacts are damaging and which are not, we have no way of assessing a players current level of exposure or deciding when he needs to retire from play altogether.

Neuro-pathologist Ann McKee, a respected expert in Alzheimer's disease and repetitive brain injury was asked in an interview with Susan Lampert Smith whether she believes that the current emphasis on concussions will prevent CTE, she responded

No. Despite our emphasis on concussion and managing concussion, it's probably not concussions that are giving rise to this disease. In fact, all our studies indicate that the number of concussions does not correlate with the severity of the CTE. It's the amount of exposure, the number of years playing sports. We know football players get 1,000 to 1,500 sub-concussive hits per season, even in high school — that's tens of thousands of hits if they play 10 years. The sub-concussive injury, the asymptomatic injury, is probably very important in developing this disease. CTE has only been found in individuals who sustained repetitive, cumulative traumas.

This means that it is unlikely that our best attempts to protect our student football players are effective. We know too little about how many sub-concussive episodes are dangerous nor what other factors may pre-dispose a player to be more sensitive to those events.

In other words, we are effectively using our student athletes as experimental subjects, trying to apply protective strategies which may or not be effective. Do they give informed consent? Should not some sort of disinterested Institutional Review Board evaluate this process? Should not somebody be looking at the risk/benefit ratio? How can this be ethical?

For myself, I find this state of affairs deeply disturbing. Operating in ignorance, we are encouraging our student athletes to engage in what may be a game of encephalopathic roulette. We may be paying those on football scholarship to expose themselves to risks that I would not expose myself or my children to.

Before we engage in a discussion of whether we should build a stadium, Temple needs to have a serious discussion as to whether we dare enable our students to enter at all into this game of roulette. I suspect that neither our administration nor our board have any interest in pursuing such ethical questions, but we the faculty aspire to be scholars, and as scholars we must embrace the highest ethical standards. I would call upon the Faculty Senate to begin a discussion of these questions at its earliest convenience. For myself, at the very least I do not plan to attend any more football matches anywhere. ♦



Sigmund Lubin's Lubinville

By Paul LaFollette, Editor

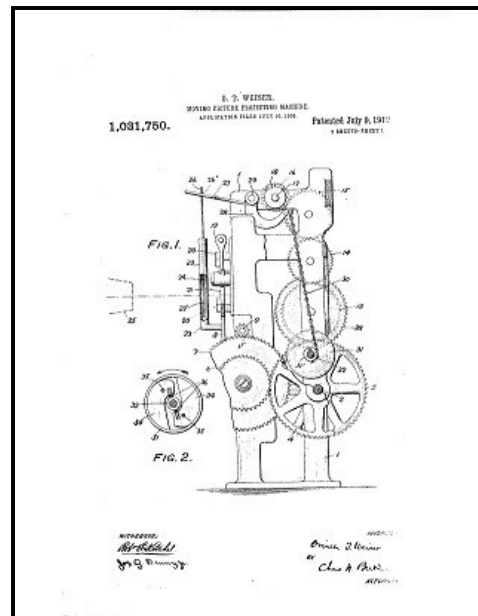
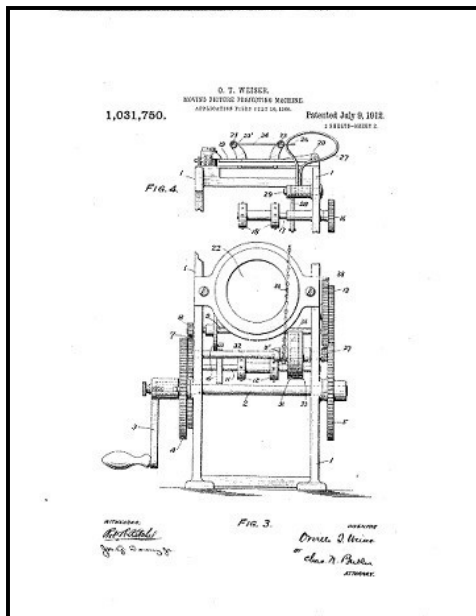
This issue's "interesting places near Temple" features a building which no longer exists.

In 1841, Siegmund Lubszynski was born in what is modern day Poland. He graduated from Heidelberg University with a degree in ophthalmology. In 1876 he came to the United States, and by 1882 he had changed his name to Sigmund Lubin and settled in Philadelphia. Here, he established a business which produced optical products. He soon became interested in the developing technology of motion pictures. He and his firm created a number of patents related to this industry, some of which can be seen [here](#). He was, for a time, an agent for Thomas Edison. By 1897 he was creating his own films. In 1910, he created Lubinville, which was, at the time, the largest movie production studio in the United States. Located at Indiana Avenue between 19th and 20th Streets, just West of North Philadelphia Station, it would be an easy walk from Temple's Health Sciences campus if there were anything left to see there. In this location, he made hundreds, perhaps thousands of movies before he moved his studio outside the city in 1912. Several important actors, including Oliver Hardy, began their careers in Lubinville.

By 1916, Lubin's business was in serious difficulty. World War I cost him most of his distribution of films to Europe. An explosion in one of his film vaults destroyed all of his negatives, as the nitrate based film was essentially the same material as gun cotton and thus highly flammable. In addition, he was most comfortable producing one reel films. This was a length suitable for news, comedies, and re-creations of boxing matches. By this time, however, the public was more interested in longer dramas, and he began to lose his market. He went bankrupt, and returned to his first business as an optometrist. He died in 1923. However, for a time, one of the busiest motion production studios in the world was a short walk from the Temple University School of Medicine. ♦



Sigmund Lubin



Kinetoscope and Projector patents by Sigmund Lubin

Show Us the Numbers

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tag that we at Temple can afford?

At Temple, we have a President and a Board of Trustees who have essentially answered those questions (with apologies to Barack Obama) with a resounding “Yes We Can!” (I know they have officially authorized only a “feasibility study,” but I think we can all see past that fig leaf.) The inevitability of that conclusion probably should have been apparent to any reasonably observant member of our community in the period since the canceling of several other intercollegiate sports a couple of years ago. Anyone who has driven or walked through the portion of the campus that lies west of Broad Street has witnessed lots of preparation for that eventuality. It became official this month when the Board voted to go forward with the stadium project that will be built over there, on the relatively few remaining acres of the Main Campus that until now have remained available for potential future expansion or development.

Like many other faculty members, I was disappointed that this decision was taken without any real attempt by the University administration or the Board to involve faculty members in the formative stages of the decisional process. To the extent we’ve had any input at all, it has been symbolic at best, coming long after the decision had been functionally (though not formally) made. I suspect we weren’t asked to be involved because the University didn’t want to hear what we might have to say, for fear that at least some of it might have been critical. Many faculty members are skeptical of the value of football at an urban university like Temple, and many of us are concerned that a large investment in football will deplete precious and scarce resources that might be better invested in upgrading our academic programs or facilities.

Had I been asked about the stadium, I would have worried a lot about how we were going to pay for it given our historically limited endowment, our declining support from the Commonwealth, and our historically high tuition for a public urban university. I would have asked whether spending our money on a new stadium really made the best sense for the University’s future. My chief concern, though, would have been the *opportunity cost* of a long-term investment in big-time football. If we spend our money on that, what other investments – for example, in new academic facilities or programs, or in new faculty lines, or in potentially world-changing research – will be curtailed or foreclosed by the decision? I have a sinking sense that no one has taken a hard and realistic look at what those opportunity costs might actually be.

Well, the decision is the Board’s to make, and they have made it. As I understand it, they have made the decision in part on the strength of assurances by the administration that the stadium can be built with no additional cost to students beyond what we pay now to use Lincoln Financial Field. Forgive me for saying so, but that sounds a little overly optimistic to me. From what I understand, that sort of claim has been made elsewhere in the run-up to a new stadium, only to be disproven by actual experience after the stadium was built.

So I for one would appreciate it if the administration and the Board would show us the numbers. In particular, at a minimum I would like to know what assumptions are being made about how much the stadium will cost to build; the cost of operating the stadium after it is built; the revenue that it is expected to bring in (and where that revenue will come from); the sources, amounts and timing of expected financial contributions from donors; the cost of debt service on any credit that is used to build the stadium and how that will be paid; what will happen in the future if expected financial support and revenues don’t materialize; the future costs of running the football program itself; and how those will be budgeted. I’d also love to know whether the calculus includes any kind of cushion in case construction costs exceed expectations, and what other costs (such as expansion and upgrades to University parking, or improvements to access streets for the parking) will be contemplated to make the stadium accessible. And I’d love to know whether these calculations are based on actual experience at other universities, and if so which ones.

Part of what drew people to the football games that I attended as a kid was the fact that college football was literally the only game in town, so that if people wanted to experience the color, pageantry and excitement of the game, they pretty much had to buy tickets to the college’s home games. For that reason (and because the university had a perennially good team that was regularly competitive in its conference), the stadium was usually packed for even run-of-the-mill home games. But here in Philadelphia, college football will always be second fiddle. The Eagles dominate this turf. And even at the college level, Temple will hardly be the only game in town.

President Theobald came to Temple with a promise of greater financial transparency at the University, and with responsibility-based budgeting he has taken some steps in that direction – although the practice has fallen pretty far short of the theory, in my opinion. But I think it is only fair to students, faculty, staff, and the community for the administration and Board to give us some *real* financial transparency about the stadium. As I often say to my students on their papers and exams, don’t just give us your conclusions; *show us how you got there*, so we can make our own judgments about whether those conclusions really make sense. Persuade us that the decision you made is sound. Anything less and I will remain where I am now – unpersuaded, skeptical, worried about unanticipated consequences, and disappointed to have been excluded from any sort of meaningful dialogue about what could be a massive financial mistake with long term opportunity costs that students, faculty, and maybe even the Board itself will eventually come to regret. ♦

Mini-Wayback: The Last Time the Faculty Senate Discussed Football

By Paul LaFollette, Editor

In keeping with the theme of most of this issue of the *Herald*, I would like to go back 25 years to May 1991. First, a little background. Between 1983 and 1989, Temple’s football team had only two winning seasons. In one of those, 1986, Temple’s six wins were ultimately forfeited when it was discovered that there was an ineligible player on the roster. In 1991, Temple joined the Big East Conference. Since this was in the midst of a year in which the state had cut 6.4 million dollars from Temple’s funding, the Faculty Senate viewed this decision negatively. Most believed, rightly it turned out, that this would be a conference in which we could not compete and that Temple football would become an even bigger money sink than it had been during the 1980’s. In addition, the 1990 faculty strike was fresh in everybody’s mind.

It was in this atmosphere that on May 17, 1991, the Faculty Senate voted 73-5 to ask the administration to begin the orderly elimination of intercollegiate football unless it could diminish the program’s recurring deficits. The major argument in favor of the motion was that academics should take precedence over football.

In 1988, the Board of Trustees created a plan to cut the football deficit over a five year period, a plan which, during the intervening years, had never met its targets. Lynn Miller, chair of the Political Science Department, argued on this basis that “the money that is being lost today is considerably beyond what the trustees said was an appropriate amount to lose,” and that subsidizing football was “an extremely serious matter” given the current budgetary problems.

Mark Haller of the History Department said that “We have the most irresponsible football policy in the country. If we are going to have more money for the library, we have got to have substantial cuts in intercollegiate sports.”

Following the vote, Jack Freeman, Temple’s vice president, argued that football gives Temple name recognition and helps recruitment, saying “The fact is that the sports-minded public often pays more attention to what the football team does than what our academic programs do. That’s not something we like very much, but it’s a fact of life.” ♦

The Art of the Seminar

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another is supported – sometimes all by the same individual!

A lecture, on the other hand, is an oral presentation intended to present information about a particular subject. Lectures convey foundational information – historical facts, background, theories and/or equations. Usually the lecturer stands in front of the room and recites information relevant to the lecture's content, e.g. Sermon on the Mount.

With the move to larger classes, the lecture is the most common teaching method in most colleges and universities. Most academic awards go to faculty who “lecture well”. When done well, the lecture is indeed captivating and highly stimulating -- *not to mention cheap and efficient*. Accordingly, it has received the most attention from those concerned with improvement of teaching.

Rarely does the seminar get such attention. And while there is certainly something to be said for being able to capture the attention of a group of 40 or more students, neglecting the seminar (which is in my view, a considerably more difficult teaching practice/method, is a serious omission.

The seminar is a collective project, where meaning is made *in situ*. Everybody owes it to each other to be prepared and participate. In this way, it is the quintessential exercise in democracy. By putting students at the center of the project, they learn that it is better for them to claim ownership of some body of knowledge than just to have it dictated to them. They begin to ask questions that can only be answered collectively – some questions can't be answered at all; but the answer is secondary. Learning to ask the question is primary.

Drawing on the ideas of Bourdieu (habitus) and Merleau-Ponty (embodiment) and the models of learning they imply, education is an existential exercise that moves an individual from one state of being to another. It is a process of acquiring a new identity and a new way of existing in the world. In the seminar, students are not just taught how to think critically; they become critical thinkers.

This transformation can be accomplished in two ways—both depend on faculty. The first requires faculty to *be* what they want their students to become – seriously asking questions of the text under review and genuinely challenging authority of the writer's guiding assumptions (with conviction and sincerity). The right question can (and probably should be) be a disruptive agent that opens a portal and removes the veil of complacency. Who benefits? So what? What is assumed? What does it lead us to do? The second requires that the faculty person be able to control the pace and direction of the class and guide students at their pace thru the maze of ideas-opening the dialogue, guiding the dialogue, and closing the dialogue.

Over time students move from the simple and absolute; to relativism and complexity; from concreteness to abstractness; and from external to internal regulation of behavior. An important goal is to prepare students for participation in a democratic society where the ability to ask a question, lead a discussion, present an idea, work toward solving problems, and speak respectfully and knowledgeably are essential skills. In the almost 90 hours of class time faculty have with students, they pick up valuable habits—ranging from a healthy impatience with authority (may be called critical thinking) to active listening.

Perhaps the neglect of the seminar stems from the perception that it is not truly an academic exercise (it does not impart FACTS); but rather is merely a carefully contrived effort to erode ideas/ideals students hold dear. In addition, teaching a seminar is often seen as ‘an easy assignment’-- only a few students (<30) most of whom are advanced (and most do the readings).

While all of this is possible, it is more likely that the neglect of the seminar results from the fact that teaching a seminar is an art, not a science. It involves emotions and values and I would argue that it requires you to throw your heart into it, think on your feet (when students haven't done the readings), respond with passion, have your ideas challenged, and be willing entertain alternative, self-serving, contradictory perspectives, and perhaps even revise your thinking.

A successful seminar introduces students to content, keeps faculty abreast of the newest ideas in the field, and pushes students to the point where they can challenge ideas (those in the texts and those of the faculty). It all begins with selecting material – abstract, open to multiple meanings/interpretations and can challenge students' logic/thinking. The text ought to be appropriate for the participants' current level of intellectual and social development and

should be complex and difficult to summarize. Beyond this, the faculty person must resist the temptation to talk/impart knowledge and instead only ask questions that make students aware of what they know AND what they don't know; a delicate balancing act. The aim is to get the student to realize that if s/he searches long enough and diligently enough “truth is in their own power to find.”

A question I often use to open the discussion is . . . “In 50 words or less, what is this piece about?” As the reading progresses and we have moved away from the author's main point, I ask students “how did we get here?” “Why do you say that?”, “Could you explain further?;” “Is this always the case?”, “Why do you think that this assumption holds here?” “Is there reason to doubt this evidence?” “Is there a counter argument?”, “Can/did anyone see this another way?” Sometimes I even ask, “Why do you think that I asked that question?”, “Why was that question important?”

I also ask students to read passages out loud. This directs our attention to the same text and puts us all on the same page. Reading the text out loud creates a level playing field – ensuring that the tone and focus in the classroom remains consistent and true to the topic at hand. Sometimes-but not often-we define new words. Like reading out loud, this puts us all on the same page and ensures that we are all talking about the same thing.

The goal of the seminar is to have participants (students and faculty) work together to construct meaning and arrive at an answer; not for one student or one group to “win an argument.”

As Einstein put it: “If I had an hour to solve a problem and my life depended on it, I would use the first 55 minutes determining the proper question to ask, for once I know the proper question, I could solve the problem in less than five minutes.”

Further reading:

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University Faculty Senate Minutes, September 9, 2015

University Faculty Senate Meeting
Wednesday, September 9, 2015 – 1:45 PM
MBA Commons, 702 Alter Hall
Videoconference: HSC, 343 MERB – AMBLER, ALC201

Attendance:

Representative senators and officers: 47
 Ex-officios: 1
 Faculty, Administrators and guests: 34
 WebEx: 99

Call to Order:

President Jones called the meeting to order at 1:55 p.m.

Motion to approve the agenda:

Motion approved.

Approval of March 18, 2015 Minutes

The minutes from March 18, 2015 were approved unanimously.

President's Report

Introduction of Senate Officers and FSSC - Senate Officers and FSSC members were introduced. Congratulations were given to Deborah Howe, elected as VP of Faculty Senate last spring and recently appointed as Interim President of the Oregon College of Oriental Medicine. Following the Senate By-laws, the elected Senate Secretary, Adam Davey, became Senate Vice President for the 2015-2016 year and Michael Sachs was appointed as Faculty Senate Secretary by the Faculty Senate Steering Committee.

Fox School of Business was thanked for their hospitality. A reminder was offered about President Theobald's State of the University address hosted by the Faculty Senate in the Faculty Senate meeting, October 8th from 1:45-3:00 p.m. in Feinstone Lounge.

A brief update was provided on CA and workload side letter. Volunteers are being solicited for a committee to address these issues.

Vice President's Report

An update on elections was provided. The process for UTPAC elections in the Fall was noted.

Dialogue with Dai: Guest Provost Hai-Lung Dai

A) Freshman class update – for the 5th year, Pennsylvania High Schools have generated fewer High School graduates (reduction of 25,000). Institutions are facing declining enrollment. Despite this, there has been an increase in our applications (9%) – a record number of applications. The class of 2019 has approximately 4900 freshman, a record – it is noteworthy that we have a lower than 60% admission rate (55%). Our average SAT scores are 32 points higher than last year.

B) Transfer students – There were 2700 three years ago; this year 2400 (reflects decreased enrollment in community colleges across the state). There is sometimes a challenge with different evaluation of which courses transfer between community colleges and our evaluation. Efforts to fix this are underway.

C) Graduate students – the need to make decisions in a shorter period of time was noted. Master's enrollment reflects a 30% increase over last year.

D) There is a 1.2% increase in overall enrollment, nearly 2% over 2 years.

E) There is active recruitment of faculty. We have hired 58 new Tenured/Tenure track faculty this past year. Provost Dai noted the high quality faculty hired. From the list of 100 most influential papers in the history of science, Temple has 5 authors/coauthors of these papers on our faculty. Our U.S. News and World Reports ranking went from 121 to 115 this year. We should go up faster. We have improved our quantitative aspects (graduation rate, etc.), but the 'beauty contest' part did not improve (actually went down a bit). We need to publicize our accomplishments with our colleagues at other institutions. We should nominate students for fellowships, and nominate our colleagues for professional merit awards (fellowships, etc.).

F) Provost Dai emphasized we are an educational institution, not a commercial enterprise. We need to improve our quality and reputation, get more

resources, and be more effective in teaching our students.

G) Mary Conran (Fox) asked how many of the 58 new hires were replacements? Provost Dai thought about half were but indicated that specific information in response to this question would be forthcoming.

H) Marina Angel (LAW) – noted that a written report must be provided ahead of time and presentation limited to 15 minutes. She raised a question about disseminating the new sexual harassment policy by President Theobald when individuals were not on campus. She suggested that the Faculty Senate and administrators need to know their limits. Provost Dai replied that the new policy involved a very long process over many years. There were state and federal requests for information. We had procedures for dealing with student misconduct. Statistics suggest approximately 20% of students may be sexually assaulted during their time in college (for Temple this would be 3,000 students). Provost Dai explained and an initial communication from the Department of Education indicated that Temple University should consider addressing its policies in the areas of sexual assault. President Theobald requested we look at our policies and practices. The Provost indicated we can't apply the same standards as a court of law in our processes. We needed a policy or we could lose up to 10% of our operating budget if found out of compliance with the DOE mandate. A committee chaired by Laura Siminoff, Dean of the College of Public Health, developed the new policy after six months of deliberation. The Committee included three faculty members (some nominated by the Faculty Senate), students and administrators. The report was sent to the President in late spring, he studied the report, included substantial discussion among senior staff members and legal counsel, and then released the report/recommendations. One change in the new policy is that there will no longer be a three member panel to review complaints, but we will hire a former federal judge to deal with the process. Discussion ensued between Professor Angel and Provost Dai on aspects of the process and the outcome.

I) President Jones noted that she had contacted President Theobald to discuss the Sexual Assault policy issued on August 1st. She noted that since the policy was issued in summer and we have just begun fall semester that FSSC has not had time to thoroughly discuss the policy, although that is on the FSSC agenda. She also indicated that President Theobald was willing to meet with her and others to discuss concerns about the policy that might arise from FSSC and/or Senate discussion. President Jones also indicated that the Faculty Senate Steering Committee would be discussing issues raised by Professor Angel but requested that Professor Angel hold further comment or action until the end of the meeting since changing the approved agenda would require a 2/3rd vote. Professor Angel agreed to wait until later in the meeting.

J) Provost Dai noted that more than 67% of NTT faculty have multiple year contracts. He acknowledged that he wants that percentage to be higher but that we have made progress.

New Business

Endorsement of the Tuition Benefits Recommendation

All members received a report from the Senate a week before the meeting. President Jones commended the committee members for their excellent work and reported that the report had already been submitted to the Director of HR, Sharon Boyle.

It was moved that the Faculty Senate endorse the recommendations in the report.

Art Hochner (Fox) moved approval of the motion, seconded. Approved unanimously.

President Jones noted a report on the Child-Care Benefit Committee would be forthcoming and thanked Prof. Casey Breslin and her committee for their ongoing efforts.

Old Business

President Jones reported on UTPAC updates and changes – (please see the President's Report PPT slides on Senate website for a summary of the Faculty Senate recommendations for UTPACs constitution and process made in Spring 2015).

Kevin Delaney, Vice Provost for Faculty Affairs (VPFA), reported on status of UTPAC. He discussed the structure of the process. Candidates can indicate preference for review by committee A, B, or C. That preference will be

University Faculty Senate Minutes, September 9, 2015

Minutes continued from page 7

sent to the candidate's chair and Dean for confirmation or contest. If there are disagreements about appropriate UTPAC for review in a particular case the final decision will be the Provost's.

VPFA Delaney indicated that the next step is for the Faculty Senate to elect members, and the Provost to appoint his members.

VPFA Delaney agreed with the Senate's suggestion that each UTPAC should have a Faculty Chair or Co-Chair and that these positions should be elected by the committee.

Hochner (FSBM) asked about individuals serving on committees that did not reflect their disciplines. Kevin Delaney said the Provost will likely appoint folks with disciplinary expertise, but this is not a rule.

Joel Sheffield (CST) asked whether candidates will have a sense of who is on a particular committee before selecting. The VPFA indicated that this is not the case this year but should be in subsequent years.

President Jones asked whether the Law School will go through UTPAC C. Currently the contract specifies that two members of that committee must come from the Law School. Kevin Delaney said it was still important to have two law school representatives on the committee and that Dean Joanne Epps of the Law School had indicated that applicants from the Law School with support at all lower levels would go to the Council of Deans and applicants with dissenting opinions would go through UTPAC C.

Hochner (FSBM) noted the importance of Temple issuing Tenure and Promotion guidelines for University and Colleges specifically. Kevin Delaney said this was in process.

President Jones discussed consistency with other policies. She reminded the Senate that last spring the Senate passed a resolution asking President Theobald to convene a task force to update the 2011 Presidential Guidelines on Tenure and Promotion Processes. She reported that although that action had not been taken, the FSSC was interested in resending that resolution and hoped the President would respond positively. VPFA Delaney noted that that work, as well revision of the Faculty Handbook, would be good ideas so we can make sure all relevant policies on T&P are in agreement.

President Jones reiterated the need for Kevin Delaney to keep us informed of process and thanked him for his collaboration.

Additional New business

Marina Angel (Law) explained that she had distributed a memo and a draft motion (see attached) to senators through the Senate Discussion listserv prior to the Senate meeting and had brought hard copies of same to this meeting. She indicated that she wanted to have the motion considered, but it would not be decided at this meeting. She moved that her draft motion be discussed at an upcoming Faculty Senate meeting. President Jones asked for clarification on the motion to make sure that the motion was not on approving the draft motion included in Professor Angel's memo but was a motion to bring the draft motion to consideration of an upcoming Faculty Senate meeting. Professor Angel confirmed this clarification.

The motion was clarified and was approved almost unanimously (approximately 30 yes, 0 no, 2 abstain). President Jones indicated that she would add discussion of the draft motion to the FSSC agenda as well.

Art Hochner (FSBM) asked for clarification on Tenure and Promotion guidelines. He noted discussion in negotiations on procedures as well as standards. He noted the importance of clarification on what one needs to do in order to become tenured?

Jane Evans (Tyler) asked how many faculty were given tenure this year? Hochner didn't have a number. Kevin Delaney said the vast majority of individuals received tenure. Evans asked if all those turned down for tenure were from the Humanities? No specifics were available. President Jones indicated it would be helpful to have detailed numbers.

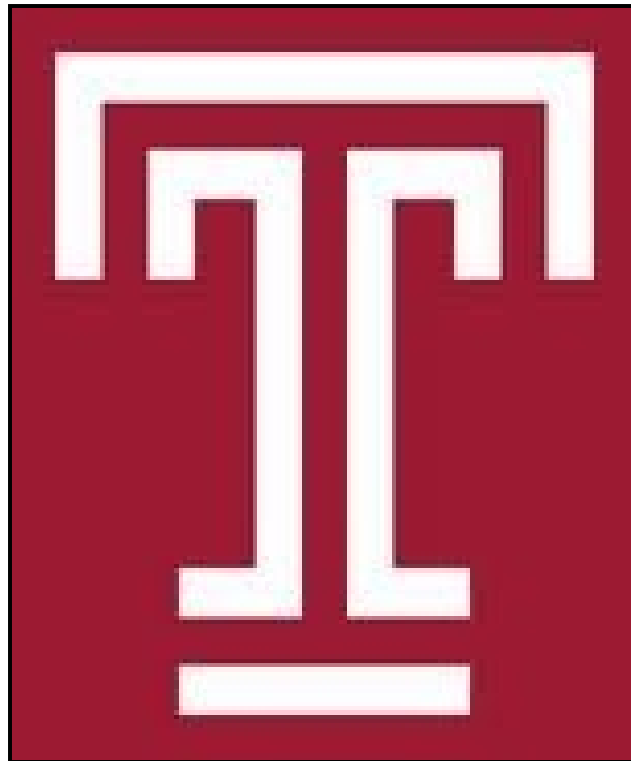
Melissa Gilbert (CLA) said it would be helpful to have numbers of faculty by gender, ethnicity, etc. President Jones indicated that the Senate was going to continue to request data on breakdown of faculty by gender, ethnicity, race, rank, and unit (school/college). She indicated that Senate has asked for these

data for some time and would continue to get these data and make the data available to faculty.

Adjournment

The meeting was adjourned at 3:07 p.m.

Michael Sachs
Secretary



Representative Faculty Senate Minutes, November 16, 2015

Representative Faculty Senate Meeting

Monday, November 16, 2015 – 1:45 PM

Kiva Auditorium

Videoconference: HSC and AMBLER, WebEx

Call to Order

President Jones called the meeting to order at 1:53 p.m. Kudos to Cheryl Mack and Michael Fields for getting WebEx operating for this meeting.

Motion to approve the agenda.

Motion approved.

Approval of September 9, 2015 Minutes

The minutes from September 9, 2015 were approved unanimously, as amended.

President's Report

Announcements

Faculty Senate Awards brunch, November 17, hosted by Fox School of Business. Thanks to Michael Jackson and Cheryl Mack for their great work on this wonderful event. Thanks to members of TAUP and Temple Administration (Sharon Boyle, Art Hochner, Michael Sitler, Steve Newman, and Pro-vost Dai) for their cooperation on the Questions and Responses concerning adjunct representation

LGBTQ ad hoc committee (Scott Gratson)

Reviewed charge of committee. Fill need on campus for a faculty committee/group to address these issues (numerous student groups already exist). Includes needs of librarians as well

Committee on Faculty Disability Resources (Ken Thurman) and Council for Diverse Communities (Eli Goldblatt)

Reviewed charge of committee

Child Care Committee Report (Casey Breslin)

Reviewed charge of committee. Possibility asked about including neighbors in the facility. Possibility that College of Education is working on a plan that would include neighbors. Possibility that FS could support both recommendations. Question about potential cost – information not available.

Vice-President's Report

CATA

Joseph Picone was appointed to the Committee on the Appointment of Trustees and Administrators.

Committee on the Status of Women

Leora Eisenstadt, Elizabeth Matthew, Heather Murphy (CPH), Bernie Newman (CPH)

Educational Programs and Policies Committee

Mehran Hossaini-Zadeh was appointed to the Educational Programs and Policies Committee.

Handbook

Felix Udoeyo was appointed to the Standing Committee on the Continuous Revision of the Faculty Handbook.

Lectures and Forums

Timothy Patterson (EDUC) was appointed to the Lectures and Forums Committee.

Library Committee

Carol Brandt (EDUC), Sarah Cordes, Adil Khan were appointed to the Library Committee.

Personnel Committee

Ken Thurman (EDUC) was appointed to the Personnel Committee.

Research Programs and Policies Committee

Marsha Zibalese Crawford (CPH), Levent Dumenci (CPH), Parsaoran Hutaepa, Will Jordan (COE), Judith Stull (EDUC) were appointed to the Research Programs and Policies Committee.

Student Awards Selection Committee

Rick Ridall (STHM) was appointed to the Student Awards Selection Committee

Currently, only 3 senate committees still have vacancies (below).

Committee on Administrative and Trustee Appointments (3)

Committee on the Status of Women (3)

Lectures and Forums Committee (4)

Plus new committees

Old Business

FSSC Omnibus Motion on Professor Angel's Motion. Background on discussion/development of motion reviewed by President Jones. Motion brought forward for discussion and vote by FS. This amendment is to Angel's original motion.

Angel suggested amendments are contrary to her motion – she does not accept the amendments to her motion. Angel indicated use of the term omnibus is used by Philadelphia Criminal Courts – not used in Roberts Rules of Order. Angel discussed specific use of language as too legalistic or inappropriate to use in a committee motion.

Angel and Jones discussed Roberts Rules of Order. Angel wanted FSSC motion to be ruled as improper and a vote taken on Angel's motion. Angel recommended voting against FS motion and taking the FS motion up as a separate motion.

Angel called for a secret ballot. 14 Yes, 16 No, 1 abstain. FS motion failed.

Angel motion tabled (she indicated she wished to get additional feedback from faculty on her motion). Seconded. Passed almost unanimously (one no vote).

Recommended that Angel review, as proposed,

Michael Jackson (STHM) - Stadiums don't pay for themselves. 75-135 million dollars to build. Infrastructure changes needed. Debt service continually running. Fundraising – money already there for stadium (individuals who won't donate to other things). Will revenue be generated – probably not. Issues with neighborhood/community. Need input from city. Main thoroughfare (15th Street) potentially to be closed.

Anticipating economics, employment, subcontracting Liacouras Center, outsource stadium as well? Major research group wants stadium for research site for concussions, learning lab for facilities/operations, athletic training. University development office has been involved with occasional telephone calls concerning a potential stadium for 25 years.

Driving word is EGO – ego to be competitive. Philadelphia has much competition in town. Construction on William Penn has already started for athletics. Question about collaboration with University of Pennsylvania – Franklin Field used for Penn and also for recreational activities. Not feasible. PPL stadium also not feasible.

Question – what are the chances can really do the stadium for \$100 million. A 35,000 seat stadium could cost \$90 million. No open discussion yet within Board of Trustees facilities committee. Not officially discussed at Board of Trustees yet. Will FSSC get our own luxury suite for our use?

Faculty Senate Listserv question

Angel suggested FSSC closed listserv to discussion of her motion. This was noted as incorrect – the listserv was closed several years ago.

Call to Adjourn 3:17

Unanimously approved.

Representative Faculty Senate Minutes, January 25, 2016

Representative Faculty Senate Meeting
Monday, January 25, 2016 – 1:45 PM
Kornberg School of Dentistry
Lecture Room B

Call to Order

President Jones called the meeting to order at 1:47 p.m. President Jones lauded the performance of the Denver Broncos on Sunday. President Jones thanked Dean Amid Ismail for his generous hosting of the Faculty Senate for our meeting at the Dental School (founded in 1863) as well as for lunch provided by the Dental School. Dean Ismail welcomed us and noted some of the fine characteristics of the Dental School. Information provided by President Jones on use of WebEx, which we are planning on using for every meeting.

Approval of Agenda

Agenda approved unanimously.

Approval of November 16, 2015 Minutes

The minutes from November 16, 2015 were approved unanimously (with one abstention).

President's Report

Budget Review Conferences
 Thanks to Ken Kaiser and Katie D'Angelo for their support in providing access to faculty to participate in Budget Review conferences.
 Faculty Athletics Representative (Jeremy Jordan)
 Stadium Discussion – Jordan got feedback on the stadium issue.
 Board of Trustees meeting last week where this may have been discussed, but no reports to date on this matter.
 Mentoring program – in development.
 Conversations with Vice Provost for Faculty Affairs Kevin Delaney.

3 UTPACS now operating

Met to discuss common procedures and protocols
 Somewhat uneven distribution of cases (19, 19, 6)
 Difficult timelines for review (with rebuttal provisions)
 Discussed faculty chairs
 Tenure on review processes still difficult
 Council of Deans review process for Medical Faculty under review
 Merit
 Significant reduction in merit pool; fewer units to distribute
 Changes in percentage allocated under contract
 Chair's salaries and merit pools removed

Sabbaticals

Generally same amount allocated as last year
 Updates on Adjunct Contract Negotiation
 General Recognition that this Negotiation Affects Broader University
 Faculty Senate Q&A in Fall 2015 Uncovered Considerable Sentiment of Fulltime Faculty Concern
 Faculty Senate Steering Committee has approved processes to provide full-time faculty voice
 Discussion blog (on this and other issues) to be opened on Faculty Senate website
 Q&A process (as in Fall 2015) to be continued with monthly summaries of information and questions distributed to all interested parties
 Re-activation of Bargaining Units Liaison Committee (Vice President Davey will discuss in more detail)
 Regular meetings with Temple Leadership and TAUP Leadership
 February 26th Faculty Senate meeting will concentrate on discussion of concerns and requests

We can maintain a position of neutrality on adjunct issues and foster communication. Faculty Senate will start a discussion blog on this and other issues. The blog will have some basic guidelines but will not be moderated. Questions can be posed and anyone (such as Administration and/or TAUP) can respond. Emphasis is on open channels of communication that are neu-

tral from the Faculty Senate's perspective.

Vice-President's Report

Committee Appointments
 Committee on the Status of Women
 Erinn Tucker and Angela Bricker were appointed to the Committee on the Status of Women.
 Committee on Faculty Disability Concerns
 Kenneth Thurman, Michael Sachs, Susan Bertolino, Jeromy Sivek, Richard Pomerantz, and Debra Blair were appointed to the Committee on Faculty Disability Concerns. Chairs will be elected at the first meeting which will be called by Kenneth Thurman.

Committee on LGBTQ Concerns

Scott Gratson, Hiram Aldarondo, Jeromy Sivek, Carmelo Galati, Jeffrey Boles, Richard Pomerantz, Robert Betticker, Michelle Scarpulla, Jeremy Jordan, Michael Sheridan, and Dorothy Stringer were appointed to the Committee on LGBTQ Concerns. A Chair will be elected at the first meeting which will be called by Scott Gratson.

GEEC

Laura Pendergast was appointed to the General Education Executive Committee to replace Catherine Schifter, who recently retired.

Call for Participation

The Faculty Senate Steering Committee has activated the Bargaining Units Liaison Committee in order to consider the implications of incorporating adjunct faculty into TAUP. Three representatives from the full time faculty are needed. Interested faculty should send a brief paragraph of interest and curriculum vitae to senate2@temple.edu.

Lou Natali will represent the School of Law, Jie Yang will represent Dentistry, Raghbir Athwal will represent the School of Medicine, and Joseph Schwartz, Jeff Solow, and Robert Pred will represent TAUP.

Elections

Faculty Senate election season is just around the corner and will include President, Vice-President, and Secretary. Additionally, we will fill 3 vacancies on the Educational Programs and Policies Committee, 2 vacancies on the Personnel Committee, 3 vacancies on the University Honors Oversight Committee, and 4 vacancies on the University Tenure and Promotion Advisory Committee. These include 1 vacancy for Committee A (Humanities and Arts), 2 vacancies for Committee B (Sciences, Life Sciences, and Engineering), and 1 vacancy for Committee C (Social Sciences, Business, and Law). Marsha Zibalese-Crawford has agreed to chair the nominating committee, but we seek two additional members. Interested faculty should send a brief paragraph of interest and curriculum vitae to senate2@temple.edu.

Jones noted wonderful increase in service from HSC on various committees. She expressed appreciation for this level of service.

Provost Hai Lung Dai

Provost noted leadership of Dean Ismail in vastly improving education, research, and services of Dental School. Provost Dai will become a new patient at the Dental Clinic. Provost noted challenge of continuing to get new facilities on our campuses.

Enrollment – largest portion of income still comes from tuition (60%) of non-health system income of University. Current class largest in our history - 4900 freshman (4500 entered in 2014) – 10% ahead. SAT scores 32 point increase from 2014. Across country 2% decline in enrollment' we have slight enrollment increase and applications up 40% over past few years. This year another 12% increase. Last year only admitted 55% of applicants, even though saw 10% increase in enrollment. Penn State is at 50% admission rate and we may hit 50% this year.

State of PA – second largest proportion of revenue – 12% - potential increase \$140 to \$147 million in projected budget, but still stalemate at present. Temporary reduction measures may be needed if impasse is not resolved between Governor and Senate/House.

Representative Faculty Senate Minutes, January 26, 2016

Minutes continued from page 10

Ranking of research universities in U.S. – Carnegie classification. First undergraduate institution – most popular course on campus. If give a good group is highest – RI, second is RII. Temple was in RII for past few decades. This fall confirmed we have moved into RI because of our productive faculty. We are now a Tier I institution – only 5 in PA – Penn, Penn State, Pitt, Carnegie Mellon.

QS Science – citation of science researchers. Webmetrics – take Google metrics numbers and compiles metrics for influential universities, ranking of top 2000 universities in the world. Harvard, Chicago, Stanford, ... Temple is 29, Penn State is 25, followed by Ohio State, Illinois, Chapel Hill, Pittsburgh, Penn, etc.

Second year of RCM – at year's end we will start formal review of how RCM is working. Major concerns are whether schools/colleges are working purely to get more revenue (and unhealthy competition) and has administration of University been efficient enough to merit tax being paid. Is original distribution of state funds equitable? All this will come under scrutiny.

We have become more efficient and enrolled more students. Initial rapid improvement but eventually have natural saturation. We have done things and rapidly improved on S curve and now, where can we continue to prove?

Student financial aid – gradually increased portion of tuition 15% to financial aid to 17.5% today and go to 18.5% this coming year. This increase is necessary because of high tuition. General approach is to charge more and then give back to needy students. Others charge more and give back more (such as Drexel at 50%). For state universities, most are higher than 20% (even approaching 30%) – 20-30% is industry standard for public universities. We now have merit scholarships in the honors program. We have 600 students coming into our honors program (SAT scores of 1395 – Ivy League standards). We give out 500 student grants to needy students as part of Fly in Four. Now at 71% graduation in six years (national average is 50%).

Retention rate for freshman is more than 90%. These are all positive signs. We need to prepare students to function in a technology driven, global society. Provost noted dismantling of DuPont, just south of here (in Delaware). Merge with Dow Chemical, will be broken into 3 companies. The 2000 Ph. D.s fired by DuPont will be hired by China. New company will have minimal research. There is a continued erosion of jobs here. Our responsibility is to educate our students so they can function in the future. We need to maintain prosperity in this country.

We will take a look at GenEd. Only 17% of GenEd courses are taught by TT faculty, 40% by NTT faculty, and 43% by adjunct faculty. Provost asked for feedback whether this is troubling. We need to put our best teachers up front (like Carl Sagan). Students taking GenEd courses are not serious. They feel they are just fulfilling a requirement, and courses are often not challenging enough. Mentality/attitude is such. GenEd is 25% of our teaching. What is box we need to construct for students coming in and then send out into the world. The world is changing – foreign universities are coming – U.S. complete dominance is no longer.

All things (adjunct issues, etc.) will require our participation- discuss how improve faculty participation in these discussions.

Comments/questions:

Ann Dickey (Nursing) – freshman daughter – one FT and 4 adjuncts. Concern as to their connection with higher education.

STHM – Dr. Tucker – incoming freshmen are products of NCLB, so prepared for tests, and now challenged to deal with college work. Different perspective of what is considered measurable.

Art Hochner (FSBM) – what is proportion of TT/NTT faculty. FT – NTT one part is instructional. Instructional NTT versus TT faculty. Should get Kevin Delaney to give numbers – approximately 2500 faculty, with 900 plus TT, 1600 NTT research versus instruction 50/50.

Ella Walker (Pharmacy) – incoming coursework and adjuncts. Freshmen always dislike courses they are required to take. She has a freshman son at Temple. Didn't like courses not in his major. Still see intro courses as steps towards more interesting courses (where more FT faculty are generally found). Do we want adjuncts teaching senior courses or want them teaching GenEd courses (on way in or way out). Provost – goal is have courses that are meaningful to students. All students, including science students, flocked to single professor (Temple grad) from religion and morality at Provost's

course, people will go. If professor puts out a well structured course with good content – that's what we need. Best courses with best teachers would be ideal. 500-600 students listening to this master.

Adjunct prof in CST- Student performance with adjunct professors – some schools higher, some lower performance with adjuncts. Adjuncts who are supported (same resources as FT faculty) had higher student performance. Provost agreed.

Jim Korsh (CST) – whatever ratio of TT/NTT has different meaning from 10-15 years ago. TT faculty teach 2-3 courses – now 1-2 per semester.

Dean's Review situation – this year three Deans scheduled to go under review. Third year of reviews. These three Deans have been close to 20 years of service. All agreed to finite service and will not continue too much longer. Therefore, no 'real' review. Will be transition of longer serving Deans to new Deans. Two Dean searches – CLA and Tyler School of Art.

President Jones comments – interviews for Chief Information Officer are ongoing – Senate officers invited to meet with all 4 candidates. Talk about if faculty point of view about technology use, etc. Affects course delivery, GenEd, etc.

Observation – fundamental disconnect between incentive structures for research and teaching. Helpful to consider in making decisions on adjunct faculty and other issues.

Old Business

Ongoing conversation about SFFs. President Jones will be meeting with SFF committee this week. Perhaps structure doesn't fit as well with teacher/scholar model currently in place. Course scheduling (new course structures, such as 7 week classes or other schedules) – have challenges getting SFFs done in a timely fashion. Can we move towards other models of evaluation of teaching effectiveness – a more robust evaluation package.

Involvement of college assemblies - still very important. Example of assembly role in review of budget review process. Link into larger budget review process. General sense is many colleges have these committees but are not really participating in budget review process.

Jeff Solow (BCMD) – movement across U.S. looking at college as glorified trade school. Making GenEd courses taught by superstar teachers will be important in helping students buy into education. And in Boyer, Budget Review Committee not as effective as could be.

New Business

Heidi Ojha (CPH) – question for President Jones - what are other institutions doing other than straight SFFs. Schools/colleges are not as receptive to more time intensive ways to evaluate teaching. Will report back with help of Peter Jones on other options. Peer evaluations (rigorous), different kinds of review of instructional materials, (one school had external reviewers rate teaching portfolios). Different ways to move to alternative teaching models (co-teaching). Other kinds of student feedback – write a serious essay about what learned and how/why applied material. Put evaluations in effect earlier in the process. How evaluate on-line courses?

Jeff Solow (BCMD) – Collegial Assemblies as subsets of Faculty Senate. Status of College Bylaws – some schools Collegial Assembly run by Dean, others run by elected faculty representative. Do we have data on set-up in each school? Would be helpful to find out. President Jones - we will get information.

Call to Adjourn

3:12 unanimously approved.

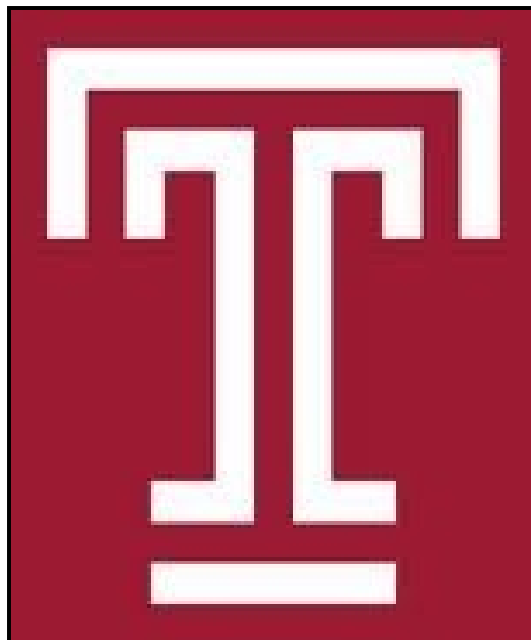
Respectfully submitted,
Michael Sachs
Secretary

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