



## Editorial

*I want to use this issue's editorial to introduce Professors Carolyn Betensky of the University of Rhode Island, Seth Kahn of West Chester University, and Talia Schaffer of Queens College CUNY. They are founding members of Tenure for the Common Good, an organization devoted to encouraging tenured faculty to use our relatively secure positions to make our workplaces fair for all. Their website can be found at <http://tenureforthecommongood.org/>. A relatively new organization, they are extremely interested in welcoming new members. Their essay, which follows, addresses matters about which I feel strongly. It addresses them, perhaps, more clearly than I have managed in my previous editorials. Please visit their website for more information and ideas. I thank them for giving me permission to share this.*

## A Snapshot of Structural Inequity

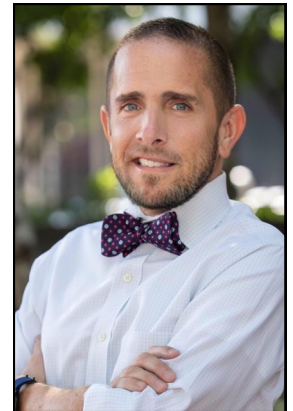
*By Carolyn Betensky, Seth Kahn, and Talia Schaffer, Tenure for the Common Good*

The AAUP just issued its latest analysis of the degradation of labor conditions at American universities and colleges. Across the

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## Temple's New Vice Provost for Admissions

*By Shawn L. Abbott, Vice Provost for Admissions, Financial Aid, and Enrollment Management*



**Shawn L. Abbott**

After nearly a decade of service at New York University, Temple's newly-created Vice Provost for Admissions, Financial Aid, and Enrollment Management position was the first I sincerely considered and it was with great excitement that I joined the Temple community this summer.

My time at NYU was a memorable one. Over the last eight years, I was able to play a role in a number of university milestones. Some of those milestones included delivering the largest applicant pool and the largest first year class in the history of private American higher education, opening two liberal arts colleges in Abu Dhabi and Shanghai, doubling the size of NYU's underrepresented communities of

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## International Students on U.S. Campuses: A Win-Win—For All



**Cornelius B. Pratt**

*By Cornelius B. Pratt, President of the Faculty Senate and Professor in the Klein College of Media and Communication*

As more institutions emphasize the importance of giving students a global experience, bringing students from overseas has been a critical path to internationalization. — Fischer, 2018, para. 7

From the late 1970s to the early 1980s, I was an international student at the University of Minnesota—Twin Cities. I was on the classic F-1 student visa. My decision to do graduate work in the United States was based on recommendations from a goodly number of my professors in my undergraduate college in my birth country. They, too, were once graduate students in prominent, international-student-friendly U.S. universities: Michigan State University, Minnesota—Twin Cities, Syracuse, Indiana University Bloomington, and Wisconsin

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## Temple's Anthropology

*By Dr. Leslie Reeder-Myers, Director, Laboratory and Museum and Assistant Professor, Department of Anthropology*



**Leslie Reeder-Myers**

Next time you are in the lobby of Gladfelter Hall, look around to the southeast corner. You will notice a couple of glass display cases—they might contain a model of a Chinese junk in full sail, a big feather headdress from an Amazonian tribe, or artifacts from local archaeological sites. You might wonder what they are doing there, since few people on campus are aware that they sit next to the Temple University Anthropology Laboratory and Museum (ALAM).

The ALAM is home to anthropological collections from all over the world. House posts and funerary canoes from the Solomon Islands sit alongside pottery from Metepec, Mexico. Temple students create exhibits on the indigenous past of Pennsylvania, textile production in Argentina, and music in Papua New Guinea.

The ALAM has existed on campus since 1964, when it was located

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## Temple's Anthropology Laboratory and Museum

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in College Hall and known simply as the Anthropology Laboratory. It moved to its current location in 1972, when a large space in the lobby level and basement of Gladfelter Hall was designed specifically to hold anthropological collections and a laboratory. The custom storage system has gradually filled over the years with archaeological, ethnographic, and historic material collected by Temple Anthropology faculty or donated by friends of the museum.

The first collection to be accessioned—or formally accepted into the museum—came from a group of Cashinahua people living in villages along the Curanaja River in southeastern Peru, just across the border from Brazil. When linguistic anthropologist Kenneth Kensinger arrived in their village in 1955, members of this small group were negotiating their interactions with other Cashinahua and non-indigenous people coming into the area looking for rubber and timber. Kensinger purchased or was given many items from the villagers, such as spectacular feather headdresses and masks used for important rituals, children's dolls and toys, and wicked looking axes (that were actually used to crack open nuts).

Sixty years later, Temple Anthropology students are examining these



This Cashinahua mask, made of gourd, monkey fur, bird feathers, armadillo scutes, and beeswax, confers the role of a specific spirit on its wearer during ceremonies.



Temple archaeologist James Gifford (1927-1973) sits in the original Anthropology Laboratory in College Hall, reconstructing a pot from his excavations in Central America.

objects in a new light. The Cashinahua artifacts are being carefully preserved in new, custom made acid free boxes. Students in the *Museums and Society* class will develop an exhibit that explores their own perceptions of authenticity and exoticism through the material culture of the Cashinahua.

At the other end of the spectrum, one of the most recent collections to come into the museum was excavated by Temple Anthropology graduate student Mara Katkins in 2006, right here in Philadelphia. She excavated a privy that belonged to the Philadelphia Almshouse, which was located on the 300 block of Cypress Street from 1732-1767. The Almshouse was home to some of Philadelphia's most desperate residents, and also featured in Henry Wadsworth Longfellow's poem, *Evangeline*.

Temple students have been working on cataloging all of the material excavated from the Almshouse privy, including Katkins' excavation in 2006 and an earlier excavation during the 1970s by University of Pennsylvania archaeologist John Cotter. The material forms the basis for an exhibit, *Evangeline: The Story of Colonial Refugees in Philadelphia*, created by undergraduate anthropology student Cara Tercsak and graduate Theater, Film & Media Arts student Amy Blumberg. The exhibit explores the idea that refugees from political, religious, and economic violence have fled to the United States since before the United States existed, and many of them found relief at the Philadelphia Almshouse.

These days, you are likely to find students hard at work in the ALAM any day of the week. Graduate students use the laboratory space to analyze archaeological materials for their dissertation projects—and often come back to write their dissertations away from distractions (thanks to spotty Wi-Fi in the basement). Anthropology graduate student Nydia Pontón Nigaglioni

recently defended her dissertation on consumer identity among enslaved people in Puerto Rico, after many months of hard work in the ALAM basement.

Undergraduate students work with faculty on a variety of projects. The ALAM has particularly strong collections representing the indigenous and historic past of the Mid-Atlantic region, which Temple students and faculty have been studying for decades. Hannah Wolfram, a double major in anthropology and art history, is working with Dr. Leslie Reeder-Myers in the ALAM on the analysis of oyster shell from archaeological sites in Maryland. This research will help explain how the oyster fishery in Chesapeake Bay has changed over the past 1000 years.

The ALAM is also working on creating digital records of their collections that can be accessed from anywhere in the world. During the Fall 2018 semester, Anthropology major Caroline Kirchner has been working with Dr. Patricia Hansell to create 3D images of archaeological materials using photogrammetry and 3D scanning technologies to produce high resolution 3D images. The goal of this project is to digitize an entire archaeological collection from Panama and to place it in a publicly accessible web-based repository. The incorporation of high-resolution 3D scanned artifacts in digital databases will allow users to manipulate, make observations and take measurements similar to handling the actual artifact without having to travel to the source.

If you would like to see the Temple Anthropology exhibits or collections, you can make an appointment by emailing the director, Leslie A. Reeder-Myers, at [anthlab@temple.edu](mailto:anthlab@temple.edu). After some renovations during the fall of 2018, the museum will be open two days each week during the spring semester. Check the website, <http://gamma.library.temple.edu/anthropologylab/>, for more information. ♦



Anthropology students Elysia Petras and Cheyenne Washington creating a custom acid-free box for a palm leaf hat from indigenous groups in Columbia.



## Editorial: Structural Inequity

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academy, from R1 institutions through community colleges, the percentage of faculty who are either on the tenure track or are tenured has decreased to such an extent that (potential) job security, academic freedom, and—frequently—a living wage are perks available to only a minority of us. The expanded use (we say “use” advisedly) of non-tenure-track faculty is at its most egregious at institutions awarding associates degrees, but it is pervasive at the most prestigious research universities in the nation, as well. The average percentage of faculty who were part-time or full-time non-tenure-track instructors was no less than 73% in 2016. These faculty members—defined by different institutions as adjuncts, postdocs, TAs, non-tenure-track faculty, clinical faculty, part-timers, lecturers, instructors, or non-senate colleagues—constitute the overwhelming majority of the academic workforce. Certainly, some institutions are improving their treatment of full-time non-tenure-track faculty, and some faculty prefer to stay off the tenure track; however, neither of these addresses the structural issue: institutions can refuse to commit to their own faculty and refuse to provide minimally decent working conditions.

The consequences of this trend cannot be understated. For the institutions themselves, the differential treatment of the majority of their teaching workforce means a lack of cohesion and a growing sense of resentment among the majority of instructors. Faculty teaching under precarious conditions of employment are often excellent and beloved instructors, but if they must teach on multiple campuses or teach more courses than the tenure-stream minority, their ability to offer individualized attention and mentoring to students is constrained by their lack of time. The fact that they outnumber tenured and tenure-track faculty but are all too often still not considered “real” faculty means that the majority of instructors must endure additional and unquantifiable insults to their professionalism (and frankly, to their humanity).

American universities and colleges have gradually developed a two-tier system of employment that is both short-sighted and mean-spirited; the fact that it has been thirty years in the making doesn't mean it is less of either. We are hurting our institutions on many fronts: we are depriving our students of the fullest attentions of those who literally cannot afford to be present to them beyond the classroom, we are turning a blind eye to social injustice, and we are doing real harm to a great number of our colleagues. And, if you wonder who we is in this paragraph, it is anyone who has benefited from the precarity of another faculty member in the name of your professional advancement; anyone who has balanced the books for your department, college, or campus on the backs of faculty who could least afford to fight back; anyone who accepts the increasingly precarious labor conditions in our profession as given, or normal.

The trend toward a contingent instructional workforce has continued through both times of austerity and times of plenty. Decisions to allocate funds for buildings or climbing walls—or for more highly paid administrators—instead of for paying faculty a living wage and providing benefits are just that: they are decisions, and they cannot go unchallenged. Currently, most administrations defend the shift away from tenure as if it were inevitable, offering a shifting series of rationales we are all familiar with: austerity because of budget cuts; the need for “workforce flexibility”; responses to “market demands” (often left unarticulated); and so on. Such economic justifications must be challenged at every turn. Reducing operating costs and responding to managerial preferences (posing as imperatives), cannot justify exploiting your workforce and degrading your institution.

Adjunct and contingent faculty activists have been sounding the warning for years—not only that their conditions are unjust, but that the tenured—even the whole notion of tenure—are more precarious than we think. It is long past time for us to hear that warning and act in solidarity.

Therefore, the members of Tenure for the Common Good are calling on those of us with job security to demand better for all our colleagues. We need to hold our administrations responsible for their decisions to hire contingent and precarious colleagues. We need to make the point loud and clear that the benefits of increasing precarity are not distributed evenly among faculty, students, and administrations; neither are the harms. Not to put too fine a point on it: the people who benefit from

the ongoing casualization of the faculty are few; the people who are harmed most directly—students and faculty (including those of us who are personally secure)—are many.

Tenure for the Common Good organizes tenure-track faculty to fight alongside our contingent and adjunct colleagues. We advocate for local actions at individual institutions, legal actions and unionization. We want to initiate campaigns to shame and put economic pressure on universities who rely on ill-treated contingent faculty. Universities may never go back to a tenure-track norm, but let us imagine the kind of academic future we want—a future where we are all treated with respect and given the basic conditions we all deserve—and work together to make that a reality. We invite our members to join us in the battle to stop the current situation, and instead, to start imagining what kinds of work conditions, safeguards, and opportunities can keep American academia flourishing in the twenty-first century. ♦

### Owl Still Missing



Temple's Alumni Owl, a gift of the class of 1989, has not been seen since sometime in the summer of 2017. Please find and replace him.

While we are at it, let's also try to find the missing statue of the gymnasts that used stand in front of McGonigle Hall. ♦

## Stadium Update

*It appears that there has been no progress in the disagreement between Temple's administration and Temple's neighbors regarding the proposed "multi-purpose structure." The following are two brief statements from neighborhood leaders expressing their opinions about Temple's unwillingness to directly engage with members of the neighborhood.*

Statements collected and transcribed by Dr. Wende Marshall, Adjunct Assistant Professor, Intellectual Heritage

According to Gail Loney, North Central resident and member of Stadium Stompers, Temple has not lived up to its newly issued promise to engage the community:

There has been no contact between Temple and the community. We see Temple at City Council when we are there to protest the Alpha Center or the Stadium. It has all been through city council. They are not talking to us ... They are still talking to developers however. Now they are trying to expand to Girard Avenue, by rezoning for the Labor Union Training Center. But the land that they are trying to rezone, only part is for the training center and it's not clear what else it will be used for. Clearly Temple is still busy trying to expand in new directions. Everything they do in this community is a form of bribery and everything they do is done without consulting the community. What they don't take into consideration is that everything they do affects the community. They think they don't have to engage

us.

According to Jackie Wiggins, North Central resident and member of Stadium Stompers, Temple continues with its base disrespect for the community:

The thing that is bothering me is the arrogance of O'Connor. O'Connor recently said that building the stadium would be the best thing for the community. He said in an interview (<https://temple-news.com/patrick-oconnor-reflects-on-tenure-as-bot-chair/>) that it would add value to our lives because it would create jobs. Is Patrick O'Connor serious? How can he determine what would bring value to our lives without asking the people of North Central. Temple's lack of respect for people from the neighborhood continues to be the problem. O'Connor would never come up with a plan to build anything in his neighborhood without the full participation of his neighbors. Why are we any different? Since we are not at the table, Temple needs to stop planning for Black folks. ♦

## A Few Words from Temple's New Vice Provost for Admissions, Financial Aid, and Enrollment Management

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color, bolstering its standing as home to the largest international student body in America, and making it the #1 private university destination among Latino/a students.

Though I was quite content at NYU, I was and am hungry to be at a place that is even more aspirational and a place even more firmly committed to its mission and commitment to access and affordability. As a first generation, two-time public university graduate, coming to Temple is a return to my roots, so to speak. Since its founding, Temple has been a beacon for the kind of access that opened a world of opportunity to me. I wanted my next step to be at a place as firmly committed to college access as Temple is today.

I believe that Temple is much like NYU in the sense that Temple's stunning collection of schools and colleges serve as the foundation of Temple University. It is also my sense that the various school and college deans, faculty, and staff are craving a stronger enrollment management partner—someone who can not only help work toward enrollment goals, but one who can help strategize about how to best leverage need and merit based financial aid, to help raise additional scholarship dollars, and to more effectively and strategically market their academic programs.

With the above in mind, the teams that now report to me (The Offices of Admissions, Student Financial Services, and the University Registrar, as well as our Military & Veterans Service Center) will embark on an ambitious set of goals that include the following:

1. To ensure that Temple continues to remain in strong fiscal health, we will work collaboratively to enroll 5,050 first year and 2,400-2,450 new transfer students for the Fall 2019 term and an additional 100 first year and 1,000 new transfer students for the Spring 2020 term. This will be accomplished by consulting in advance with each school/college dean to deliver undergraduate schools/colleges with a targeted range of incoming students for each school/college and in some cases, for specific academic programs.
2. We will work to maintain if not improve the academic profile of new first year and transfer students as defined by their academic creden-

tials, most notably their GPA, class rank, and standardized test scores.

3. Recognizing that the number of graduating high school students in Pennsylvania is expected to decline in the next decade, we will focus recruitment and enrollment efforts on strengthening Temple's national and international profile to ensure that we remain attractive to out-of-state and international students.
4. As Philadelphia's only 4-year public university, we will recruit and enroll a more broadly-defined diverse student body with a focus on strengthening admission and financial aid efforts to attract more students from largely underrepresented (at Temple) communities. This will involve greater outreach and focus on students who could bring an enhanced level of ethnic, geographic (national and international), gender, political, religious, socio-economic and other forms of diversity (e.g. first-generation student status, disability status, etc.) to the Temple community.
5. We will work tirelessly to improve the customer service experience across all four units within the Division of Enrollment Management. We will aim to provide the highest level of student and family-centered support that can be *measured* for success. Leveraging existing and new technology and solutions, we will seek to improve interactions and relationships in all forms (e.g. print, digital, phone, and in person) with the intent of improving student satisfaction.

I would be remiss if I did not include a note that much of my interest in coming to Temple is rooted in my burning desire to play a more pivotal role in the renaissance of North Philadelphia. I studied Temple vigorously during my doctoral research in higher education and urban studies. Since then, I've watched Temple's ascension parallel what I'm seeing in North Philadelphia. I very much want to play a role in this renaissance. I am excited to join you here to help our university continue its ascension and solidify Temple and Philadelphia as the premiere destination for prospective students seeking a quintessential urban university experience.

I look forward to working with you! ♦

# International Students on U.S. Campuses: A Win-Win—For All

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sin—Madison. They were esteemed ambassadors of the U.S. higher-education system, teaching and conducting research in a British-style tertiary institution in an emerging economy. They were an impressively unique, self-assured group.

I enrolled in Minnesota as a recipient of two government academic scholarships. I met another international student whose government had also sent her to the same university in hopes that she would return to contribute to developing the health-care infrastructure of her birth country. We got married and had two sons, now surgeons. We held tenured faculty positions at a Research 1 university in the mid-Atlantic region. I stayed in the academy, for the most part; she moved to the U.S. federal government, where she now serves in the National Institutes of Health, in Bethesda, Maryland. I provide, for two reasons, this personal background, the likes of which are, inarguably, legion, even banal, and are standard fare across the United States.

First, to demonstrate the enduring universal appeal (and attraction) of U.S. higher education, which is widely regarded as a model of global excellence. For example, strictly from a research perspective—and based on five academic disciplines and the peace award—seven of the top-10 universities with the most Nobel Prize-winning graduates are in the United States. Additionally, according to one analysis, more than 70% of the world's top-25 universities are in the United States. From the standpoint of pedagogy, U.S. education is rote-learning averse. Students are expected to be active participants in their own educational development, raising questions, challenging orthodoxies, departing from the beaten path, creating knowledge, debunking their own assumptions, thinking broadly and eschewing provincialism, embracing and asserting difference. Then, there is the coveted attribute of profound racial diversity and its positive effects on the college experience—for both students and faculty. There is a paucity of such strengths in the educational systems of emerging economies—and elsewhere. Therefore, even though international students have anxieties about studying in the United States, they still express optimism about studying here primarily because of the unique opportunities it offers: meeting the top people in their disciplines, improving their English-language skills, gaining field experience after graduation, participating in quality educational programs and in experiential learning, and interacting with Americans firsthand (Johnson, 2018). Because interacting firsthand with Americans emerges as a major plus of the students' U.S. experience, having international students in our midst can serve as a conduit for building relationships—and for our taking full advantage of their implications for establishing a more harmonious global community.

Second, to reemphasize an oft-ignored fact: that international students are a resource through and through to the U.S. economy—that is, from their setting foot on U.S. soil to their holding postgraduation employment. Consider: In 2016, international students, 67% of whom received much of their funding from non-U.S. sources, contributed nearly \$40 billion to the U.S. economy, creating or supporting more than 450,000 jobs, according to a report published by NAFSA: Association of International Educators. In 2017, 18,365 international students enrolled in 10 universities in the Philadelphia metropolitan area alone contributed more than \$812 million to the economy, supporting nearly 12,000 jobs. Beyond the bald numerical impact of international students, *Open Doors 2017* concludes that they contribute to “America’s scientific and technical research and bring international perspectives into U.S. classrooms, helping prepare American undergraduates for global careers, and often lead to longer-term business relationships and economic benefits” (“Economic Impact,” 2018, para. 2). Yet, disappointingly, the political landscape today for these students is discomfiting, to say the least.

Interactions between domestic and international students on U.S. campuses create a campus culture conducive to mutual educational development. During the past academic year, for example, I taught global communication on the three largest continents, by land size: Asia, Africa, North America. The course examined the interface between cultures and business practices within the framework of strategic communication and global ethics. U.S. and international students in the course enriched one another through required classroom discussions that fueled raw, no-holds-barred

arguments; that engendered critical musings; and that prompted vertical-pronoun accounts of intercultural and cross-national encounters. Perspectives were presented with a palpable lack of deference to “safe” ideas and to staked-out positions.

But even with its legendary strengths, U.S. higher education has challenges that call into question some of its fundamental strengths and core values. Some of those challenges are detailed in two recent books, one by Grawe (2018), the other by Caplan (2018).

Grawe, a former associate dean at Carleton College, identifies three such challenges: (a) headwinds that, beginning in 2026, will result in a rapid decline in the native-born, prospective-applicant pool and that will reshape the demographics of U.S. universities, which will increasingly depend on full-paying students in response to shrinking enrollment numbers; (b) changes in interstate migration, with the South and West of the United States indicating an increase in student demand for four-year college, the Northeast, a significant decline; and (c) decreases in research funding at the national level. In contradistinction, tailwinds buffeting Temple are fueling enrollment trends, necessitating growth in the number of its programs, but without a commensurate growth in state funding. On the game-changing threats of declining applicant pools in the United States, nearly all major research universities are launching (or expanding) international marketing campaigns to attract robust international applicant pools, to establish joint-degree programs with overseas institutions, and to develop degree-granting international campuses. Temple, for example, has eight distinct campuses, two of which are international: in Tokyo and Rome. It offers regular study-abroad programs in Dublin, London, and Spain and study-away opportunities worldwide. Cornell University has campuses in Qatar and Singapore; American University, in Washington, D.C., has a campus in Qatar, as does Northwestern University. The point here is that the international arena, as it should be, has always been a recruiting ground for prospective applicants to U.S. higher-education institutions.

Such international recruitment is becoming even more critical as enrollments in 14 state-supported universities in Pennsylvania declined this fall for the eighth consecutive year. Nationwide, enrollments have declined for seven consecutive years. Temple is in a much stronger position in that its “freshman enrollments have crested at just over 5,000 for the last few years,” said Shawn L. Abbott, vice provost for admissions, financial aid, and enrollment management.

Caplan, a professor of economics at George Mason University, bemoans (a) the intellectual apathy of a majority of U.S. students he described as “philistines”—those who cannot be inspired, even by the best teachers; (b) the gap between skills students learn on campuses and those workers use; and (c) the penchant among students for “easy As.” As Caplan notes, “students frequently flee to easier majors” to earn “easy As.” The international student’s experience seems far removed from Caplan’s less-than-sanguine assessment. As a late-1970s international student, I saw the full panoply of academic rigor, high expectations, and cutting-edge analysis, precisely the qualities that motivated me to experience a U.S.-style education. Nearly four decades later, the U.S. academy still has all the hallmarks of those qualities—and more.

In much of Asia, Africa, and South America, a demonstrated association with U.S. higher education is a badge of honor. And, because of the self-selection process of applicants to U.S. colleges and universities, the latter are assured of having, more often than not, the *crème de la crème* in their applicant pools. Among international students in my cohort at Minnesota, the meme was, “I did not travel 10,000 miles to the USA to flunk.” Fact is, particularly for international students from emerging economies, their success translates into community-wide pride—that is, the entire village, as it were, revels in “our daughter’s academic [or professional] accomplishments in the United States.” In that context, then, it behooves universities to rein in any tendency toward diluting admission standards just to ensure a high “customer satisfaction.” That can be accomplished through, among other things, applying more institutional brio to international-student recruitment; using a more individualized recruitment approach (Botelho, 2017); and capitalizing on our strengths as a mecca for intercultural and academic stimulation and exchange.

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# International Students on U.S. Campuses: A Win-Win—For All

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A global strength of the U.S. model is the exposure of students to “the modern workplace” through cooperative programs by which they spend significant time—usually during the summer—to burnish their on-the-job credentials and to iterate their bona fide interest in their academic majors. The drive is not necessarily to accelerate the pace toward graduation; it is to work toward combining academics and workplace know-how in preparation for the challenges of the professional world. Temple acknowledges such a need and, to its credit, encourages a systematic synergy between the classroom and the industry. But more than that, it has the Fly-in-Four programs that encourage international and domestic students to graduate smack on schedule. That in itself is another enduring quality of U.S. colleges and universities that is attractive to international students who choose us to contain costs while getting a world-class education and deepening their scholarly and professional accomplishments that project the heft of their educational experience.

How much do U.S. instructional faculty members learn from their international charges? A lot. Even so, recent national policies seem to dissuade inbound students from heading to the world’s No. 1 destination for international students. The freshman class at Temple in fall 2016 had 335 international students and 145 transfer students, compared with 181 and 128, respectively, in fall 2018—about a 35% decline in total enrollment.

On a personal note, efforts by Temple University to encourage its students to think globally underscore my growing interest to globalize *all* my courses, regardless of the level in which they are being offered. Teaching international students offers limitless opportunities to contribute to one’s global perspectives on what works well in a far-flung classroom and what needs to be tweaked domestically, revamped, or adapted to accommodate realities on the quicksand of educational priorities. It is also an opportunity to expand and to enhance one’s intercultural sensitivities, particularly for faculty members engaged in teaching and research in, say, the humanities and the social sciences. STEM fields, to which international students tend to gravitate, are a haven for international collaboration and understanding. For the student at the receiving end of the instructor-international-student exchanges, such exchanges are a wellspring of information, skills, practices, and experiences from which to choose; for the instructional faculty, they are a bellwether for curricular development and new research directions. I know how much I learn firsthand from my Chinese students in Philadelphia and in China, where I taught two graduate courses in 2018.

In light of globalizing forces increasingly gathering steam, efforts by nations and educational institutions to bridge cultural and political divides and to make the world a place of global reflection and sustained engagement require that students, teachers, and researchers be exposed to opportunities for transcontinental sharing of their expertise and interests. And for

faculty members engaged in international projects in particular, it is an added—and a welcome—opportunity to revisit routine practices when they return to their U.S. campuses. This is one reason the Faculty Senate supports fully the inbound and outbound programs of the Office of International Affairs. An outcome of such synergy is an academy that is increasingly cosmopolitan and culturally more accepting, thus serving as a beachhead to deepening international collaborations and to bridging divides.

In conclusion, a U.S. faculty member who interacts instructionally with international students can benefit from the latter’s global perspectives, can share best international practices in classrooms and laboratories, and can present to students philosophical perspectives and dogmas different from those of other cultures and traditions. In essence, our international students make teaching, research, and community engagement and the institutions in which they occur a collective force for national reengineering, global impact—and change. Inarguably, our international students offer a lasting win-win—for all.

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## Fox School of Business Rankings

*Over the summer, it was discovered that the Fox School of Business Management had knowingly submitted incorrect information to the US News rankings. The following documents are the various messages sent to the university community by the President and the Provost informing us of the steps taken in response to these findings.*

July 9, 2018

Dear Temple community,

Earlier in the year, I informed you that we had engaged the nationally respected law firm Jones Day to conduct a comprehensive review of rankings data and processes within the Fox School of Business. As you may recall, the data originally submitted to U.S. News & World Report for the 2018 rankings were inaccurate regarding the percentage of incoming Fox Online MBA students who provided GMAT scores as part of the enrollment process.

That review is now complete, and it is my duty to report that the Fox School, under the leadership of Dean Moshe Porat, knowingly provided false information to at least one rankings organization about the Online MBA. In addition to the misreporting of the number of students who took the GMAT from 2015 to 2018, the average undergraduate GPA was over-

stated, and there were inaccuracies in the number of offers of admission as well as in the degree of student indebtedness.

It was the dean’s initiative to disband a longstanding committee charged with ensuring the accuracy of rankings data. This absence of checks and balances, together with an undue focus on rankings, enabled such misreporting. While we are committed to determining the nature and extent of possible incorrect data reporting regarding other academic programs at Fox, one thing is clear: This is contrary to the fundamental value of integrity that is at the heart of our academic mission.

Today, Executive Vice President and Provost JoAnne A. Epps and I asked Dean Porat to step down effective immediately as dean. An interim dean will be identified, and we will begin a national search for a permanent dean as soon as possible.

Temple’s values and culture have guided us successfully since 1884.

*Fox continued on page 7*



## Fox School of Business Rankings

*Fox continued from page 6*

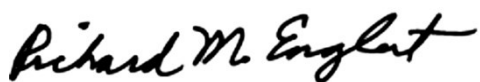
They are guiding me now in today's decision. While I am deeply saddened by these developments, I am confident we are taking the right steps to address this issue. Our message here is simple: What happened at the Fox School cannot be allowed to happen again at Temple.

I remain firm in my belief that our Online MBA program, and the Fox School as a whole, is one of the best in the nation and an excellent choice for students who want an exceptional management education in a vibrant urban environment. Today's action should not detract from the tremendous accomplishments of the school's faculty, staff, students and alumni.

Provost Epps will share additional information on a series of measures, including a new university-wide policy regarding rankings, more robust checks and balances for rankings data collection and reporting, and new data analytics staff. We are also sharing information with our various accrediting bodies, as well as the U.S. Department of Education.

[An FAQ](#) and the findings and recommendations of the Jones Day investigation are all available [here](#).

Sincerely,



Richard M. Englert

July 11, 2018

To the Temple community:

On Monday, President Englert announced [the results of the Jones Day review](#) of the Fox School of Business. As a result of the issues uncovered by this review, it is clear that the university needs to implement new processes to ensure the highest degree of data integrity. Therefore, the university is implementing a variety of measures at Fox, all other schools and colleges, and other university offices that are responsible for data submissions.

### **Fox School of Business initiatives**

First, I want to outline for you the actions that have been initiated by the Fox School of Business to ensure data integrity.

Fox created a new performance analytics unit reporting to Senior Associate Dean Aubrey Kent. The executive director of the new unit is Dr. Barbara Manaka, previously Fox's director of curriculum management, assessment, teaching and learning. As the executive director of performance analytics, Dr. Manaka now has responsibility for rankings (including data assurance, student surveys, and coordination with internal and external ranking entities), AACSB accreditation and academic quality. In this role, Dr. Manaka will continue to work directly with Senior Associate Dean Kent and with Senior Vice Dean Debbie Campbell on completing survey responses using a team approach.

Fox intends that the workflow for the new performance analytics unit entail:

Step 1 – Data Aggregation: The following four elements will be aggregated, collected and organized by Dr. Manaka with the aid of an assistant director.

- Program, graduate and faculty data, and financial services or debt data
- Enrollment and cohort data
- Job data from the Center for Student Professional Development and the placement team
- Other required information not specifically captured above

Step 2 – Data Inspection: Dr. Manaka will verify the accuracy of the data, with input and assistance from relevant program directors and Fox School staff.

Step 3 – Data Verification: Dr. Manaka will review the data with Senior Associate Dean Kent and Senior Vice Dean Campbell.

Step 4 – Data Submission: Following approval by Institutional Research and Assessment (IRA), Dr. Manaka will submit the data and be the liaison with external publications.

Where possible, a copy of the submission will be provided to the dean for post-submission review.

In addition, through IRA, my office will assist the Fox School in developing processes for data compilation, aggregation, inspection, verification and submission processes to ensure reliability and veracity.

As noted in the president's memorandum yesterday, we are looking to appoint an interim dean of the Fox School. I look forward to working with the interim dean to identify structural or leadership changes as needed.

### **School and college initiatives**

In addition to the above, I will require the dean of every school and college and applicable unit heads to submit a report that:

- Describes the data collection, verification and submission process in the school/college/unit, and
- Proposes any process changes going forward. At a minimum, procedures going forward should include:
  - Identification of definitive sources of data;
  - Individuals, by name and title, with responsibility for gathering data;
  - Individuals, by name and title, with responsibility for reviewing and verifying data;
  - The process for ensuring the accuracy of the submitted data;
  - The certification of data accuracy by the dean or applicable unit head;
  - Procedures for maintaining an audit trail of backup data for all submissions; and
  - Procedures for identifying and notifying IRA of anticipated or actual significant changes in rankings.

- Job data from the Center for Student Professional Development and the placement team

- Other required information not specifically captured above

### **University-wide initiatives**

Additionally, working with the university, I will:

- Hire at least two new staff members in IRA to assist the schools and colleges with appropriate data processes and practices. One of these new staff members will be dedicated to working with Fox.
- Work on identifying reliable communication among existing data systems, and pursue the implementation of new systems as appropriate.
- Assist in designing and implementing appropriate policies specific to external data reporting by schools, colleges and applicable units. These policies will include:
  - Temple's commitment to ethics and compliance, including the integrity and accuracy of all the information it maintains and shares;
  - Standards for collecting and verifying all data;
  - Standards for verifying and cross-checking all data;
  - Procedures for submitting all data, including required reviews and approvals;
  - Certification by deans, or applicable unit heads, of integrity and accuracy of all data, both prior to and after submission; and
  - Mechanisms for questioning or raising concerns, directly or anonymously, about the integrity or accuracy of data.
- Assist in designing and implementing training for all employees, and the supervisors of employees, involved in collecting and submitting rankings data to ensure a clear understanding of the importance of integrity, accuracy and accountability.
- Require each school, college and applicable unit to create a data repository for archiving and retaining an auditable backup for all data submitted externally.
- Retain an external auditor for at least 3 years to review all Fox rankings submissions and spot-check those of other schools, colleges and applicable units. Thereafter, I will ensure the inclusion of rankings survey

## Fox School of Business Rankings

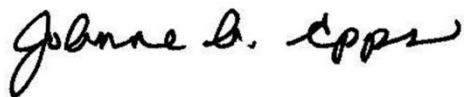
*Fox continued on from 7*

data on the regular internal audit schedule.

The above actions represent a substantial commitment of effort and resources. As an institution, we must continually test our established practices and implement additional measures in the future as appropriate.

Temple is an exceptional university. In a world of ever-expanding data, our challenge is to facilitate the creation, recording and reporting of that data, so we are always confident that we accurately and honestly represent Temple to the outside world.

Sincerely,



JoAnne A. Epps  
Executive Vice President and Provost

July 25, 2018

Dear Temple community,

Today we would like to provide two rankings updates related to U.S. News & World Report.

### **Fox School of Business rankings**

As you know, the university hired the nationally respected law firm Jones Day to review data and processes in the Fox School of Business for rankings survey submissions to U.S. News & World Report. The university shared the [findings and recommendations](#) from that review on July 9 and indicated that one finding of the review was evidence that the Fox School provided U.S. News with erroneous information relating to programs beyond the Online MBA.

The university has been carefully scrutinizing rankings data submissions to identify misreporting for other Fox programs. Although the review is ongoing, we have concluded that misreporting similar to that involving the Online MBA also occurred with respect to the Executive MBA, Global MBA, Part-Time MBA, Master of Science in Human Resource Management and Master of Science in Digital Innovation in Marketing. These programs all had issues related to the reporting of one or more metrics, including the number of new entrants providing GRE/GMAT scores, student indebtedness and applicants' undergraduate GPAs. For the Online Bachelor of Business Administration, misreporting related to student indebtedness was found. As a result, we have reported to U.S. News that we cannot verify data related to these programs, and we are not participating in or submitting business school surveys at this time.

We want all the members of the university community to know that, with respect to the misreporting of information at the Fox School, you had a right to expect this information would be accurate and honest. We deeply regret that this did not happen. We will do more than own this problem. We will fix it. And none of this takes away from the quality education that our Fox School students receive, or from the excellent teaching and research of its faculty.

### **Temple University rankings**

In a related update, U.S. News asked Temple to provide a letter verifying the accuracy of our data submissions for the 2018 and 2019 Best Colleges rankings. The university conducted a painstaking review of the voluminous data contained in these submissions. On July 20, Temple provided U.S. News with the requested letter, in which we verified the accuracy of our submissions for both the 2018 and 2019 rankings. We also made three corrections: one inadvertent transposition and two typographical errors. Additionally, we updated originally reported endowment information to ensure consistency in survey responses. U.S. News also had requested information on additional programs, and that review is underway.

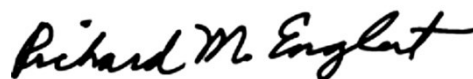
In addition to verifying the data provided to U.S. News, we are also responding to ongoing inquiries from the U.S. Department of Education and the Pennsylvania Attorney General's Office.

### **Our commitment**

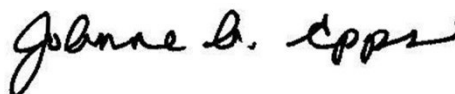
Integrity in the way we conduct and represent ourselves to the world is a fundamental value at Temple. The university is committed to the highest standards of accuracy in its data submissions to rankings organizations and has implemented [rigorous new university-wide procedures](#) to ensure this. As we said earlier this month, Temple is in contact with a number of agencies that have an interest in this matter. We are updating them as new information develops. We continue to diligently pursue the review of rankings data and will share additional updates.

We would also like to take this opportunity to thank the university staff who have been working so diligently in carefully reviewing thousands upon thousands of data elements in the Fox School and university-wide. It is through their tireless efforts that we are able to ensure we report proper information going forward, and can be open and transparent with all of you.

Sincerely,



Richard M. Englert  
President



JoAnne A. Epps  
Executive Vice President and Provost

August 10, 2018

To the Temple community,

Today, we have several updates for you regarding data integrity at Temple University. This update, and all of our information regarding this topic, can be found at Temple's data integrity website: [www.temple.edu/about/data-integrity](http://www.temple.edu/about/data-integrity). In the future, this site will be the primary source for updates regarding past reporting and other developments related to data integrity at Fox and the university.

Since the initial discovery and self-reporting of inaccurate data earlier this year, we have received requests from regulators, accreditors and ranking agencies to supply information about data reported by the Fox School of Business and, in some cases, other areas of the university. We continue to make progress in responding to those requests.

### **U.S. News & World Report**

In July, U.S. News & World Report asked that we verify the most recently submitted data for the university overall, and for programs in several schools and colleges at Temple, including the Fox School of Business. We verified the accuracy of submissions for both the 2018 and 2019 Best Colleges rankings and subsequently responded to U.S. News' inquiry about data specific to the Fox School. The announcement regarding the Fox program data can be found [here](#).

In addition, U.S. News asked Temple to verify data for professional and graduate programs that have most recently submitted survey information, namely the College of Engineering, College of Education, James E. Beasley School of Law and Lewis Katz School of Medicine. That work has been completed and, while errors were found in two of the reports, the errors were few in number and there was no indication of deliberate misreporting. This information has been reported to U.S. News. Additional details can be found in the [FAQ](#) and the [data integrity site](#).

### **Association to Advance Collegiate Schools of Business (AACSB)**

The Fox School of Business has been accredited by the AACSB since 1934. AACSB contacted Temple July 10 asking for details regarding the

*Fox continued on page 9*



## Fox School of Business Rankings

*Fox continued on from 8*

misreporting of data and remediation efforts.

We have been providing regular updates to the AACSB, and this week we formally responded to the July 10 letter, noting that the submission of inaccurate rankings data included multiple programs, as was reported July 25. We also updated the AACSB on our remediation and corrective measures.

The AACSB has moved up its re-accreditation review for the Fox School from Spring 2020 to early 2019. Temple will continue to keep the agency up to date on Fox's compliance with the AACSB's standards.

### Other Ranking and Rating Surveys

We are also in the process of reviewing Fox survey responses to other ranking and rating agencies, including The Princeton Review.

Today we notified The Princeton Review that a review of data submitted to it shows that at least one inaccurate data point reported to U.S. News was also used in reports to The Princeton Review. Please check back with the [FAQ](#) and the data integrity site for updated information regarding those reviews.

### Governmental Agencies

The university continues to keep the U.S. Department of Education updated on our progress in analyzing past Fox School reports and the procedures that are being put into place to ensure greater data integrity. In addition, the university is working with the Pennsylvania Attorney General's office to provide the information that it is seeking.

### Moving forward at the Fox School of Business

Interim Dean Ron Anderson, [appointed two weeks ago](#), has committed to transparency and accountability and already has begun taking actions in furtherance of these goals. Dean Anderson has:

- publicly acknowledged the Fox School's past reporting errors and issued apologies to stakeholders;
- restructured key administrative functions (i.e., enrollment management and marketing, finance and human resources);
- examined and adjusted responsibilities of management personnel;
- appointed a business/finance manager and is preparing to appoint a director of human resources;

- met and will continue to meet with various stakeholders, including students, faculty and staff, to address concerns and answer questions; and
- committed to continuing conversations with faculty and staff to establish a positive culture that focuses on outcomes for Fox students.

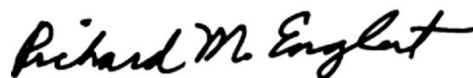
In addition, the university and Dean Anderson have committed to working with an external auditing firm to review all Fox rankings submissions and spot-check those of other schools, colleges and applicable units.

We have been impressed with Dean Anderson's progress in such a short period of time and pledge to him our full support as we all prepare for the start of the academic year.

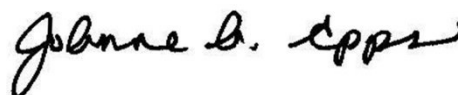
### Conclusion

We want to thank everyone who has been involved in this process. As we have pledged in the past, Temple remains dedicated to being open about our findings in this matter. Once again, we encourage you to use the [Temple data integrity](#) website, which will be your primary source for updates.

Sincerely,



Richard M. Englert  
President



JoAnne A. Epps  
Executive Vice President and Provost ♦

## Representative Faculty Senate Meeting Minutes, January 22, 2018

### Kiva Auditorium

#### Attendance:

Representative Senators and Officers: 38

Ex-Officio: 0

Guests: 9

#### Call to Order:

The meeting called to order 1:49 pm by Cornelius Pratt.

#### Guest: Jodi Levine Laufgraben, Academic Affairs, Assessment & Institutional Research

Report on results of Faculty Survey of Student Engagement (FSSE). See attached PowerPoint.

Survey in collaboration with the Faculty Senate Steering Committee to deepen the conversation as to how students and faculty see engagement in different ways. Has been conducted by the National Survey of Student Engagement of University of Indiana. Built on theories that students who are engaged are more likely to persist and graduate.

Survey conducted every three years to incoming students and seniors. It measures

- What students do
  - What institutions do
  - Institutions effectively channel student energy to right activities
- NSSE is a national survey so we can get comparisons to other universities; compares to our Carnegie classification R1

Over the several years, we have been able to see our students more engaged over the years. We felt students were under reporting collaborative learning.

We believe there is some actionable data and some meaningful conversations to come from this.

FSSE was a tool developed to see to what extent faculty value and offer educational strategies for student engagement. Survey asked faculty

- How often asked about student engagement
- How important is engagement
- How often faculty/student engagement
- How faculty feel students spend time outside classroom

Both instruments are connected to NSSE and FSSE and covered questions in four areas:

- High impact engagement
- Classroom practices
- Cognitive activities
- Perception of institutional support

Faculty version are asked to pick a class and answer the question to self-identify as lower division or upper division

Spring 2017 survey included part time, full time, adjuncts; 36 percent response rate

154 colleges and universities participated.

Four larger concepts that the survey explores:

# Representative Faculty Senate Meeting Minutes, January 22, 2018

*Minutes continued from page 9*

- Academic challenge
- Learning with peers
- Experiences with faculty
- Campus environment

Students and faculty agree most emphasis is placed on experiential learning. Applying theory or being asked to solve problems.

Reflective and interactive learning challenge  
learning new things or different perspective  
least thing done is including diverse or inclusive learning

Not groundbreaking but not a large disconnect.

Students are learning to learn

About 24 percent (faculty are unidentifiable) of the faculty that participated last spring were from STEM.

Quantitative literacy was reported not as important by both faculty and students

To what extent is the work challenging?

Findings:

- Faculty feel there are greater challenges than students actually feel
- Learning with peers
- Group work; both faculty and students say they are engaging across the classroom.

Faculty engagement:

Faculty say they engage with students outside of the classroom.

Students don't think they do as much as faculty believe they are.

Faculty think they are explaining course goals far more than students say they are explained.

Quality of interactions with Administrative areas:

Students rate these interactions higher than what faculty think.

We need more resources on non-academic support.

Certainly as we see things happening with mental health with drugs and alcohol the university knows that we need to do more.

How students spend their time:

Students think they spend more time memorizing information

Upper division faculty think students are spending 7 hours a week studying for class

Seniors say they spend 35 hours/week studying

High impact practices:

Study Abroad, learning communities, service learning, internships, research with faculty, and senior culminating experiences.

44% faculty think this is important.

11% of freshmen

21% senior participate in service learning. (Carnegie Community Engagement classification).

56% of seniors did have an opportunity to participate in study abroad.

Research with faculty:

Some might say that we need to have some opportunity for students to participate in research with faculty.

20% seniors reported research with faculty

Capstone as culminating learning experience:

They would like to see how the 20 percent

Fly in Four should show a change

Temple has to renew its application for Carnegie designation.

Faculty report that they believe students are engaged.

Students report learning and educating themselves on local, regional campus and civic engagement.

Campus environment

Gina and Shana, colleagues,

How can Temple use this data?

Cornelius Pratt (KMC, Pres.): If you could boil down to one talking point, what would that be?

Laufgraben: How students spend their time; or service learning and internships. We are looking at how students spend their time. Are we creating enough high-impact experiences?

Student Satisfaction questionnaire every three years too.

Paul LaFollette (CST, Edtr. of Herald): How are students selected? Do you have the ability to track students from freshman to senior? Is there a way to capture students who are working?

Laufgraben: We select freshmen, seniors, then self-selection. We do have a question about how students spend their time, while they are also snapchatting.

Steve Newman (CLA): In the amount of time that students have to put on how many classes they have and how many hours they are studying.

Colleague: They are being asked to guess about how many hours they are studying.

Laufgraben: They say they are memorizing.

One of the ways to follow up to get people together

The final question is by how students engaged in local engagement is that north Philadelphia, is that tri-state areas, how is that being defined? Is this just nomenclature.

Ken Thurman (COE): This is very important data but it seems very impressionistic... is there any way to look at what's being done in individual classrooms? Are you looking at syllabus...collaborative learning?

Laufgraben: There is nowhere in this data that we have a university benchmark...like we don't have a benchmark that we may need to reach 70 percent. I don't think there is any data here that we have to defend.

Thurman: I'm not asking you to defend but I am interested in how to verify the impression.

Jim Korsh (CST): An article I read about engagement was much broader but that engagement really helped students but there is no correlation between engagement tied to ranking. If we really are to do a better job at this, then we ought to advertise

Laufgraben: The goal is 90-1 percent retention rate. 52 percent should lead to the improvement of ranking.

Jeffery Solow (BCMD): Bingham College, published in the Chronicle of Higher Education

## Approval of minutes:

The minutes of November 16, 2017 were approved as presented.

## Vice President's report:

Abroad in China, Europe and Africa for four months. No formal report.

## President's report:

Sincere appreciation for Michael W. Jackson, as interim Vice President for stepping in and he has now retired. Welcome a new representative, Betsy Barber, School of Sport, Tourism and Hospitality Management.

Ad hoc committee looking at the potential of looking at Deans who support or perhaps not so much support faculty governance so we're looking at how we might measure that.

Some of you have seen the President's message about the new (?)

Wednesday February 21, 2018 President Englert: if you do have questions you can send them to me, Cornelius, or Sue Dickey by the end of next week, February 2, 2018 so he will have time to look at that. Questions?

## Old business:

None

## New business:

Steve Newman (CLA, Pres. TAUP): I would like to introduce a resolution (see attached). I think it was apropos that Jodi Laufgraben was here to talk about student engagement. As you for the record or told of his decision made by the Board for the multi-purpose building to appeal to the city for a planning permit. You have the sense that we the faculty are not being heard. The elected student government ran on a platform opposing the stadium so what you see that the resolution setting out what building the stadium would mean for the faculty, for the students, and the financial solvency.

We resolve:

1. That Board of Trustees reverse the decision

*Minutes continued on page 11*

# Representative Faculty Senate Meeting Minutes, January 22, 2018

*Minutes continued from page 10*

2. We are urging the Board to release the data
  3. A joint faculty and administration committee to investigate
- We worry about the health of the brains of our students and what health to the brains that our students are experiencing.
- We need a 2/3's voice.
- Paul LaFollette (CST): The choices: that we have to defer voting on this until a special meeting; call a special meeting; or agree by two-thirds of the senators present and agree to vote on it now so that we can send it out electronically, which is what we are supposed to do according to the bylaws.
- Guest speaker Reverend Moore (North Phila. Community):  
Thank you. I appreciate your allowing me to come and speak. It is dangerous to give a black preacher a mic but I will try to be judicious in my remarks.
- I have lived in north Philadelphia  
To build a 35, 000-seat stadium makes no walking around sense. It makes no sense, escalating taxes and erosion of quality of life. The data has shown that building a stadium does not make success for 12 games but we have heard that Temple has reached out to St. Joe's and LaSalle universities.
- If they can raise 100 million dollars for a stadium, they can raise money for professors tenured,  
There is a model at University of Pittsburgh where they can use a stadium at (?)  
It makes no walking around sense to close 15<sup>th</sup> street, the only street that goes from north Philadelphia to south Philadelphia.
- LaFollette (CST): I am too ignorant of financial matters to be able to talk about whether this would be good for us but I am speaking about the community; it doesn't make for good neighbors. In addition, for every concussive episode when we watch a football game, we can no longer watch a football game knowing that each injury is a progressive concussive injury that if we could
- Jeffrey Solow, BCMD: Again, I agree with the resolution but if we go forward, would we vote to vote or would we vote to include an electronic vote?
- Newman: I think this is two questions. Do we include the substantive whether the  
When do we do this?  
Would you allow an electronic vote?  
Or we could say; can we have a special meeting for this?  
Or do we want to chew on it?  
How do we then vote on it?
- Sachs (CPH, Pres): If we are to vote today, why would need another meeting to vote?
- LaFollette: There is an expectation that a special meeting is held within a week, it would be where we can advertise the meeting, try to get more people here and we can have a robust discussion and it can't be said that it was rushed and passed by... this
- Solow: That was my question.
- Sachs: Are you envisioning to have the President there to answer questions?
- Newman: It would be good to have the President there if he chooses as a matter of respect...that we honor his presence and he has an opportunity.
- Solow: I move that we call for a special meeting and invite all interested parties within the next week.
- Newman: The president has a very busy schedule so I would be willing to defer it to another week where if he cannot participate another of his designees.

## **Motion:**

**Schedule a special faculty senate meeting for the resolution that has been presented, ideally in the next week or two weeks depending on the president's schedule and invite all representatives of the faculty—full time, NTT, adjuncts and a representative from Temple Student Government.**

**Motion carries 20**

**No abstentions**

**Motion carries**

## **Adjournment:**

The meeting was adjourned at 3:10 pm

## **Next meeting:**

Special meeting of the Senate, Wednesday, February 21, 2018.

Submitted by,  
Kimmika Williams-Witherspoon  
Senate Secretary

# Representative Faculty Senate Minutes, March 20, 2018

## **Attendance:**

Representative senators and officers: 25

Ex-officio: 1

Faculty, administrators and guests: 8

## **Guests:**

Vice Provost Jodi Levine Laufgraben (1:45 p.m.); Dr. Joe Ducette, Associate Dean, College of Education and Gina Calzaferri, Assessment of Instruction Committee

## **Call to order**

Meeting called to order at 1:50 p.m. in Kiva Auditorium. Meeting called to order by Dr. Sachs. His report followed the presentations by our guests. He mentioned that the minutes from the last (RFS) meeting need to be finalized. He then stated:

- I will ask Paul LaFollette, from the Nominating Committee, to come & give a report about our officers' slate for AY 2018-19:

Paul LaFollette: Vice-president Pratt will explain that this is the slate that comes from the Nominating Committee, but this is not the final slate!

The recommendation of our nominating committee is, for:

President: Cornelius Pratt

Vice-president: Rafael Porrata-Doria

Secretary: Kimmika Williams Witherspoon

## **President's Report, Dr. Michael Sachs**

Deferred in honor of guest speakers. Thank you, all, for coming to the Representative Faculty Senate meeting. Officers' reports will follow after our guests speak.

## **Vice President Cornelius Pratt's Report**

VP's report: We have a number of vacancies on elected committees. I am encouraging all of us to pass on names from our schools and colleges to Senate Coordinator Cheryl Mack by this Thursday, March 22nd so that we can send out the ballot on March 26th. The paper work for writing in names for the Executive Committee for the Senate was distributed a couple of days ago by Cheryl Mack, so please contact the Senate office. You can always write in names for the election process. That's about it.

## **Guest(s): Vice Provost Jodi Levine Laufgraben (1:45 p.m.)**

I'm here to give you all an update on the upcoming accreditation visit and Middle States Report. I was in a student affairs workshop earlier this semester & the facilitator was talking about the need for planning & assessment before the 'Paul Revere person rides through & says accreditation is coming!' I hold the title of Vice-Provost for Academic Affairs

*Minutes Continued in page 12*



## Representative Faculty Senate Minutes, March 20, 2018

& Liaison Officer but also, I have had a major role in making sure the university remains accredited for the past 15 years. I want to tell you a bit about it.

Who is Middle States & why is that important? This is about how they are coming up over the next 2 years. What is reaccreditation?

Middle States is one of six regional accred bodies in the U.S. Their territory includes New York down to Washington, D.C. (including Pennsylvania & Delaware), Maryland, Virginia & Puerto Rico. Temple University is one of about 500 institutions they serve. We have never been under any probation, follow-up or warning. We were last affirmed in 2015. Temple University has been fully accredited for the last 5 cycles & our goal to remain fully accredited.

Their focus is on institutional accountability. I know that many of you come from disciplines with specialized programmatic accreditation, so there are many here who do understand the purpose & value of accreditation. There are 42 such programs at Temple University.

Middle States stipulates that we have to actually confer degrees & graduate people! There are 15 regulations that would be much more onerous. Then there are 7 standards.

Something new this time: There are expanded compliance reports in 8 areas. These have to do with Title IV funds. An example is loan default. The Feds (House of Representatives) audit Middle States. They want to know whether Middle States is making sure that all its institutions are in compliance with federal regulations.

When we underwent our last reaccreditation visit in 2009-10, we had to meet 14 standards. Middle States decided that this was 'too many.' These parameters are now combined into 7 standards. Ethics & integrity are important. That's standard # 2. There was an issue at Penn State University several years ago, with a question about whether policies were properly followed. They are concerned with admission through graduation support of students. Standard #5 is critical, and that is assessment of learning.

Standard #VI is about assessing everything else. Now all administrative & support services are doing annual reports as well.

Standard # VII is about whether we have the proper structures to accomplish our mission.

Middle States has the view that these 7 standards should apply to all areas of operation within the context of Temple University's mission. Also, the main focus is on the student learning experience. The teaching mission of the university, etc.

I am here for you today as a resource, so please ask me any questions. How are we organizing for MS?

First is the design of the self-study document. That is due this April. One of our Middle States people will be here to obtain that document.

The Executive Committee has two chairs. I am one & Rollo Dillworth, from Boyer, is the faculty chair.

We used to have to produce an evidence room with lots of documents. We used the entire lobby area as our document library. Now it's an online evidence inventory. The Executive Committee working with us includes the Computer Services people who will help us compile the online documents.

The Compliance Committee, Host Committee, (Facilities Management, Computer Services & Aramark) will help us produce the 4-day site visit. Feb or March of 2020 is projected. There are Faculty participants on the Steering committee. With the exception of the Ethics & Integrity Committee, all have an administrator and a faculty member. Next year is considered to be 'the self-study year.' Fall 2018, to early 2019, we will start compiling reports & working on the document.

In the fall of 2019, a draft of the document will be made public to the university community. I get that out to Cheryl Mack to be distributed on the listserv. This includes a timeline and a list of membership on the various committees. The decision from Middle States will be revealed in or around July 2020. It would be possible to move it back to July 2019, but that is all in deciding when is best time to host a visit.

It's a process of 'show & tell.' They want to know what's changed in the past 5 years. What do we hope to get from the Middle States visit?

The Steering Committee selected outcomes (see slide) & agreed upon 4. We want to be:

Reaccredited

Inclusive.

Evidence based.

Recommendations.

As for determining institutional priorities, there are 3 – 5 that are evaluated through re-accreditation.

How can you get involved? Assessment of student learning is a good way to demonstrate our competence, for example the appropriate allocation of resources to enhance student learning & programs. This plays a huge part in our success. Finding our best examples to show case within the self-study. There are areas where we have incompletes.

Another opportunity for participating is serving on the Planning Commission. There are open meetings with students, faculty, staff and administration to come & comment on Temple University's compliance with the standards.

In the Fall 2019 or 2020, please come help with the preparations for the visit! Are there any questions?

Paul LaFollette (CST): I find this curious. It looks like the evaluations that Middle States has are decided by Middle States.

VP JL: It's a peer evaluation, so I need to lead up to your question with the premise that the visitors are trained. Middle States is a member institution. Temple University's President Englert had a vote on those standards. They do have (the 7 standards) to be approved and voted in. The main foci are in the areas of planning, assessment & resource allocation.

Paul LaFollette (CST): A moderate focus in the 1990s was on technology availability. Then it moved to assessment. When is that coming to an end?

VP JL: I think that this has stabilized. The focus in the 2009-2010 visit indicated continuous improvement. We're seeing subtle shifts in what's happening with public funding for higher education, so fiscal wellness is what you're seeing scrutinized in those visits. (Especially the PASCHE schools.)

Paul LaFollette (CST): How similar are Middle States' criteria to those of the other accrediting bodies on the map?

VP JL: Very similar.

Paul LaFollette (CST): Good to know.

Betsy Barber (STHM): The meetings that were set up all conflicted with my schedule. Will there be more set up?

VP JL: We're looking at others including electronic opportunities to participate. We do want to say that because it's the first time we've ever extended to Temple University-Rome & Temple University-Japan; also Temple University Ambler & Temple University Harrisburg. Stay tuned when we have to reschedule based on tomorrow's snow forecast.

My real name is Jodi, but if you want to refer to me as Paul Revere in the next 2 years, that's fine!

**Guest(s): Dr. Joe Ducette, Associate Dean, College of Ed & Chair, Gina Calzaferrri, Assessment of Instruction Committee**

Professor Ducette reporting: We're here to report on a report. Here to talk about a newly re-named committee, the Assessment of Instruction (AOI) Committee. It was formerly called the Student Feedback Forms (SFF) Committee. Gina's going to stay seated but she can come up if she wants.

This is my 50th year at TU. I'm entering my 100th semester. I expect a very large party in May to celebrate! Since it started in the 1990s, I've been on this committee & was asked to chair it this year. Want to make this informal, because we are at the beginning of all of this. My intent would be to come back at least a couple of times (to the Faculty Senate) to discuss. The CATE committee was formed 15 years ago by Temple University President Adamany. His intent was that we were going to use or buy one of the nationally existing forms. We looked into doing so, but it was prohibitively expensive, so we made up our own. The forms were originally called CATEs. They were given on paper. Some information

# Representative Faculty Senate Minutes, March 20, 2018

*Minutes continued from page 12*

was provided about rank, ordering, etc. About 10 years ago, CATES were reformed. Now, there are 11 Likert scale style questions on that form with possibilities for three open-ended questions at the back & all instructors get the same form.

Some evidence of problems has accumulated. The idea of changing the name of the SFF Committee to the AOI Committee is so that it is more aligned with the purpose. We had some meetings this year, with not a lot of attendance. This committee has always included faculty & some administrators. The committee has always included membership from the Center for Advancement of Teaching (CAT), the graduate dean, the Vice-Provost for Faculty Affairs & faculty from various colleges in the university.

We are contemplating:

1. One of my research interests is in this area. The recommended version of SFFs is something we kind of, but don't exactly have: a small # of core items. The University of Illinois has 2 forms – teaching & course. Then, stuff about Gen Ed & other things can be incorporated into the form. Not many faculty add their own questions.
2. We want to make changes to the form so that individual items can be incorporated right into the form.
3. Another thing we're looking at: currently, there are 11 items. That is more than recommended in the literature. We're looking seriously at that & reducing number of core items to 5 – 7 items. The idea is that there would be a smaller number of core items, but a larger pool of items that could be chosen by a department. That is the model recommended in the literature. It's our intent to go to that way. One of my intents this summer, & I've asked the university for access to it, is looking at the psychometric properties of the items. That will help us decide which of the 11 we want to keep. Then, we can make some recommendations for reducing the items down to what we want to keep.
4. The way the data are currently recorded from previously, until now, includes comparisons, where everyone is compared to the overall level of the university & their college. My personal opinion is that for the High-Medium-Low (HML) values, I do not like how it's done & how it's used in some places. If we do replace the HML, how? It's something we DO need to look at. Also, we must open the committee about for discussion about how teaching is evaluated. There are Formative & Summative kinds of evaluation. Also, we must ascertain how the university Tenure & Promotion committees are using the data.

If we make changes, we can be ready for the first summer session of 2019 if we get the form worked out. We would start with the summer sessions so that if things don't work out well, we can at least correct it.

I'm hoping for a much larger committee now & a much more effective faculty evaluation process. Are there any questions?

Vic Lombardi (COE): Thanks Joe & to the committee for working on this. Can you elaborate a bit more about predictive validity? My follow up question is about how the data are used. Would the committee consider providing guidelines about how the data are used?

Prof. Ducette: I think that would be exactly what the charges of the committee would be. The colleges, T & P committees, etc. It is the case that what we would always hope that the SFFs are really about what the student learns. The gold standard for determining this is multi-section courses with common final exams. This is related to some assessment of a form of learning. I know already that the very first question on the form is a very bad question: "I came very well prepared for class." About 50% of the students do not know what that question even means. There are questions about inter-rater reliability from psychometric data like that.

There is something about 2 particular questions about 'the instructor taught this course well' & 'I learned what I needed to from this course' that need re-evaluation.

Also, we're currently running at about a 60% response rate. We would never go back [to paper & pencil assessment.] With a lower number of core items, we could improve this. If there are questions that you would like to have, that could help. We are dangerously close to lower than 50% for

some response rates in some places. Those are the things that are of most concern.

Justin Gibbs, Sociology: There is currently bias in terms of race & gender, as well as the appointment status of the faculty member. Those who don't seem to fare as well include part-time faculty, Contingent faculty and Tenure Track Assistant Professors. These forms are used for reappointment.

Professor Ducette: Some groups have a lot more at stake than others. I don't know how other colleges do it. In the College of Education, we try not to revert back only to numbers. That's one of my problems with the HML system. It is too easy to look only at L's. I hope people don't do that. I hope that there are other things that you do to assess teaching. Get to know your adjuncts. What simpler systems we need to incorporate, we need to discuss. People do worry about gender, race & other stuff and it's in the literature. I've done this for 30 years & longer. I used to be a stronger believer in SFFs than I currently am. Flow of the literature on this is currently more against than for. I suppose anything is on the table, but I assume that Middle States requires SOME form of assessment of instruction. My expectation is that by summer session of 2018, we'll have an easier version with assessment for laboratory items & other modifications.

Kimmika Williams Witherspoon (TFMA): With regard to the contingent faculty & everyone, too often it is used for retention, promotion etc. The problem is that faculty have no way of responding to these. With regard to race & gender, those metrics are used to eliminate diversity. I'm wondering if there is a way to create a faculty response to these before they go into the record. There are those who have pizza parties before the students fill these out & then the students don't fill them out anyway!

Professor Ducette: The literature is supportive of the fact that you get fewer comments online, but if you get them, they're quite nuanced & usually more positive.

Gina Calzaferrri (AOI Committee): If faculty can talk about context of a course right in the form, we reduce the number...

Kimmika Williams Witherspoon (TFMA): I'm talking specifically about once the information is compiled about responding to negative commentary. A teacher friend of mine was let go based on these forms, and was widely considered to be a valuable asset to our faculty. Could this be part of the conversation?

Professor Ducette: Yes.

Paul LaFollette (CST): One of the promises made to us was that CATES would never be used as personnel matters. That lasted about 30 seconds. I wonder if your committee would consider that these could not be used for hiring decisions!

Professor Ducette: There are universities where the faculty contract refuses to let student evaluations be used for promotion & tenure. The politics of that is interesting to think about. Anything is on the table at this time.

There might be some issues about that too, but that's clearly not where the intent is. So as I say, if I'm invited back, I will give periodic presentations about where we are, and I will come & get them.

## Old Business

None.

## New Business

None.

## Adjournment

Adjourned at 3:00 p.m. Thank you all for coming. Good luck with the snow!

Respectfully submitted,

Sue Dickey

Sue Dickey, PhD, RN, Associate Professor & Faculty Senate Secretary,  
2016-18

Next meeting: Representative Faculty Senate, date TBA, September 2018

*Minutes continued on page 14*

# Representative Faculty Senate Meeting Minutes, September 17, 2018

Minutes continued from page 13

## Kiva Auditorium

### Attendance:

Representative Senators and Officers: 45

Ex-Officio: 0

Guests: 19

### Call to Order:

The meeting was called to order at 1:47

Faculty Senate President Cornelius Pratt, presiding

### Approval of Minutes:

Minutes from meeting January 22 approved without amendment. Minutes from March 20, 2018 approved without amendment.

It was reported that Provost Epps was called to an emergency meeting by the President but that she will be here on October 16, 2018.

### President's Report: Cornelius B. Pratt

In the President's report, CP talked about: Four things based on initial meeting from FSSC September 4, 2018

1) Observers in our classroom

Student Athlete Resource Center - the second phase of a pilot project using the Canvas platform.

Although new to Temple, this is not a new program. It is being used nationwide to monitor student athletes and improve student success.

What is this program all about?

The athletic department advisors are using this new feature on the Canvas Platform to promote success and to keep up with student progress by monitoring assignments and faculty feedback.

This effort encourages athletes to do the best that they can with advisors acting as observers to classroom content and assignments on Canvas to view and access student progress.

The program is designed specifically to promote student success.

Pilot-tested second summer session 2018 and now, they are in the second phase of testing the efficacy of the observer feature.

Since summer II, the pilot process has been tweaked, revised, and updated.

Being more communicative with faculty prior to turning on the observer function was one of the improvements that came directly out of feedback from faculty following the implication of the observer function and the initial summer testing.

Some of the Key problems that Pratt outlined

Pre and post communication ensuring that faculty can opt in or out of the program

- Observers on Canvas cannot view certain documents
- Observers cannot view or act on certain conditions

Some of the items that they can view:

- Syllabi
- Test grades
- Progress comments in assignments

Rubrics

Conference pages

Content pages that have information on them

Test grades

Paper grades

Cannot view:

Grades for quizzes (?)

But they can only view the work of the individual student

Cannot view:

Discussion board comments

Classroom chat features

Comments on other students' work

Likewise, they cannot request a change of grade

A course roster

This is an early intervention program

By the way, student athletes are usually monitored by universities nationwide

Call for comments/questions

Steve Newman (CLA/Pres., TAUP): Glad that this was brought to the union as well. Happy that they are consulting with faculty but we would hope that they consult us *before* these initiatives are piloted.

Q: Student group work: If the observers have access to those content materials, it raises issues of confidentiality. How is the observer feature functioning in that respect?

Q: Quaiser Abdullah (COE): Can we forward this question to Justin Miller to get a final answer about this issue on the group work function of Canvas because that is a very important one?

CP reports that each instructor can customize the links on their web pages.

This way, faculty can limit what the observers can see.

We hope that as the program progresses, that faculty will be kept abreast of changes/outcomes.

There were questions raised about intellectual property.

Questions about intellectual property were addressed.

If a professor creates a rubric, video, or assignments, who owns it?

2) Freedom of speech.

What falls under Freedom of speech?

Is student work or comments guarded by Freedom of speech?

For Faculty:

Faculty tend not to be vocal and the Provost suggests that tenured faculty who have some kind of safety net can express more of their viewpoints. This is a risky business and sometimes faculty that express their opinion receive blow back or retaliation.

CP reported that groups like Faculty Senate and TAUP must try to engage the administration with an understanding about why faculty governance and participation has been so low in recent years.

Integrity:

In light of recent events, faculty have been asking about transparency.

Transparency is an issue on campus. Who makes the decisions on *how* decisions and policies are made?

3) Child Care Symposium October 24, 2018, 3:30 p.m., room 217, Howard Gittis Student Center.

Open to all staff, administrators, students, faculty to encourage a responsive childcare program.

4) Survey to resolve some Academic freedom and faculty governance issues. In collaboration with TAUP

Steve Newman talked about the upcoming joint Faculty Senate and TAUP survey on Faculty Governance.

We are hoping to release the survey on Faculty Governance the Week of September 17<sup>th</sup>.

It has 35 questions.

There was some discussion on the definition of faculty governance.

What is the role of Faculty Senate versus what should be the role of Faculty Senate?

Questions around faculty governance is (or should be) really the work of Faculty Senate.

The union and the senate are two separate institutions.

Everything from Dean's reviews to being involved in committee work is faculty governance and falls under the purview of Faculty Senate.

General question:

Do you have a collegial assembly that is actually functional and meaningful and that listens to you?

And of course conversations with Administrators...

There needs to be space for faculty and librarians where they can speak amongst themselves

Report on the State of Faculty Governance.

Watch your emails.

### Vice President's report: Rafael Porrata-Doria:

Listed are current committee vacancies:

Budget Review Committee - 1

Minutes continued on page 14



## Representative Faculty Senate Meeting Minutes, September 17, 2018

*Minutes continued from page 14*

Educational Programs and Policies Committee (EPPC) - 1

Faculty Herald Advisory Committee - 1

Lectures and Forums Committee - 5

Library Committee - 2

Research Programs and Policies Committee (RPPC) - 1

Faculty Senate Committees vacancies have been very easy this year because of Cornelius' efforts as vice president last year. We have very few vacancies compared to the beginning of other years.

For those individuals interested in serving on a faculty senate committee, please send a statement of interest and bio link to [Rafael.porrata-doria@temple.edu](mailto:Rafael.porrata-doria@temple.edu) and copy [senate@temple.edu](mailto:senate@temple.edu) )

Senate Website:

We are at the point of updating our website from last year and we have people working on helping with a new website.

Michele Masucci, Vice President for Research:

Reminded faculty who raised issues of intellectual property with regard to Canvas course room content and the like. As Research Programs and Policies falls within her portfolio, these questions can be addressed to her office. Right now, her office is looking into limited submission policies and other facades of course creation and content as work for hire.

This issue provoked a robust discussion.

It has provoked a need for a more formal process. I would also suggest sending questions and concerns to [Research.feature@temple.edu](mailto:Research.feature@temple.edu) (I'm not sure whether this is what Michele meant ???)

Or <https://www.youtube.com/watch?reload=9&v=luwFwE3tKZQ>

Masucci also talked about the upcoming October 15, 2018 Research Credibility and Data Conference. The conference will address issues on the public communication of research.

Last comment:

Masucci further told the group as her last comment regarding Intellectual property; I hope you will loop in my office as we are the office that oversees this issue.

That concluded the Vice president's report and discussion of committees.

### **New Business:**

Any concerns, issues or suggestions? We are open to suggestions.

Please remember the Child Care Symposium October 24, 2018.

Please remember to fill out the Survey on Academic Freedom and Shared Governance.

Provost JoAnne Epps will be here October 16, 2018.

### **Old Business:**

None.

### **Motion to adjourn:**

The meeting was adjourned at 2:29 p.m.

Respectfully submitted,

Kimmika Williams-Witherspoon

Secretary ♦

## Faculty Senate Budget Review Committee Report

The current members of the Committee are:

Betsy Barber, STHM, 1-6294, [betsy.barber@temple.edu](mailto:betsy.barber@temple.edu), '20

Barry Berger, PHARM, 267-468-8565, [barry.berger@temple.edu](mailto:barry.berger@temple.edu), '19

Jane Evans, ART, 8-9738, [jane.evans@temple.edu](mailto:jane.evans@temple.edu), '20

James Korsh, CST (FSSC Rep), 1-8199, [korsh@temple.edu](mailto:korsh@temple.edu), '20

Catherine Panzarella, CLA, 1-7324, [panzarella@temple.edu](mailto:panzarella@temple.edu), '19

Rafael Porrata-Doria, LAW, 1-7694, [porrata1@temple.edu](mailto:porrata1@temple.edu), '19

Bruce Rader, FSBM, 1-5231, [brader@temple.edu](mailto:brader@temple.edu), '19

Kenneth Thurman, COE, 1-6018, [kenneth.thurman@temple.edu](mailto:kenneth.thurman@temple.edu), '19

Nancy Turner, Libr., 1-3260, [nancy.turner@temple.edu](mailto:nancy.turner@temple.edu), '20

During this academic year, the Committee continued to be involved in coordination with CFO Ken Kaiser, his staff and other senior administrators in connection with the new budgeting system that is being implemented by the University.

The new budgeting system includes a process in which two faculty members participate in the budget conferences held between the Provost, CFO and the colleges and administrative revenue centers. Our feedback from our participation in these meetings last year resulted in changes to the process and reporting documentation. These conferences took place during the spring, and two members of the Committee participated as faculty representatives in all of these budget conferences.

We also met several times with CFO Ken Kaiser and his staff to discuss next year's university budget.

Respectfully submitted.

Rafael A. Porrata-Doria, Jr., Chair

## Research Programs and Policies Committee 2017-18 Report

1. Current committee membership list including changes in membership during the 2017-2018 academic year.

Research Programs and Policies Committee 2017-18

Chair: Prasun Datta

Members

Elected Members:

1. Prasun Datta, (Chr.) LKSM, 2-4938, [prasun.datta@temple.edu](mailto:prasun.datta@temple.edu), '18
2. Sergio Franco, CLA, 1-8285, [fevette@temple.edu](mailto:fevette@temple.edu), '20
3. Beata Kosmider, LKSM, 2-9084, [beata.kosmider@temple.edu](mailto:beata.kosmider@temple.edu), '20
4. Joseph Picone, ENGR, 1-4841, [picone@temple.edu](mailto:picone@temple.edu), '18\*\*

Appointed Members:

1. Marsha Crawford, SSW, 1-3760, [marsha.crawford@temple.edu](mailto:marsha.crawford@temple.edu), '18
  2. Levent Dumenci, CPH, [ldumenci@temple.edu](mailto:ldumenci@temple.edu),
  3. Barbara Hoffman, LKSM, 2-6902, [hoffman@temple.edu](mailto:hoffman@temple.edu), '18\*\*
  4. Parsaoran Hutapea, ENGR, 1-7805, [parsaoran.hutapea@temple.edu](mailto:parsaoran.hutapea@temple.edu), '21\*\*
  5. Will Jordan, COE, 1-6677, [will.jordan@temple.edu](mailto:will.jordan@temple.edu), '21\*\*
  6. Judith Stull, COE [judith.stull@temple.edu](mailto:judith.stull@temple.edu), '21\*\*
2. Structural changes to the committee (e.g., creation of new subcommittees).  
None
  3. Number and frequency of meetings.  
Two meetings were held.  
The first meeting was held on Tuesday, December 12, 2017, from 3:00-4:00 pm in the conference room of the Office of the Vice President of Research Administration, Conwell Hall.  
The second meeting was held on Wednesday, March 28, 2018 at 2:00 pm in the conference room of the Office of the Vice President of Research Administration, Conwell Hall. The meeting was attended by all the RPPC members and Prof. Michelle Masucci.
  4. Issues addressed by the committee.  
The members of the committee discussed the current role of the committee as defined by Faculty Senate. The members decided that a letter needs to be drafted addressed to Prof. Michael Sachs and Prof. Michelle Masucci to formally delineate the role for the Research Pro-

*Reports continued on page 16*

## Senate Committee Reports

Reports continued from page 14

- grams and Policies Committee (RPPC).
5. Decisions or actions taken on issues.
    - A. Prof. Joseph Picone took the lead to draft a letter on behalf of the committee. In brief, the committee decided that we need to make some structural changes in the way the RPPC operates. We specifically proposed that the RPPC follow a process as defined below:
      1. The RPPC will poll faculty at the beginning of the fall and spring semesters for a list of concerns regarding the research enterprise.
      2. The RPPC will analyze the results and identify a small number of issues to be addressed (typically three to five). We will publish this list to remain transparent about our activities.
      3. The RPPC will meet with various stakeholders and constituents, research the issues, develop recommendations and present these to faculty and university administration.
      4. The RPPC will collaborate with the Office of Research and other appropriate organizations to identify solutions and monitor their implementation.
      5. The RPPC will report to faculty once per semester on the status of these issues.
      6. The letter was approved by all the members and was sent to Prof. Michael Sachs and Prof. Michelle Masucci for their comments and approval.

At the meeting on March 28, 2018, Prof. Masucci did not agree to sign the letter and was ok with the idea that the RPPC poll faculty at the beginning of the fall and spring semesters for a list of concerns regarding the research enterprise.

Prof. Michael Sachs did not the meeting, however, did approve the letter that was addressed to him by an email after the initial meeting on March 28, 2018.

Actions to be taken:

1. Dr. Judith Stull, COE has taken the lead to draft a poll for a list of concerns regarding the research enterprise.
2. To convene a committee meeting early next semester (mid-September), that will be faculty only, no administration so that the committee can create an agenda for the year.
6. Name/contact info of chair for 2017-2018 academic year. A committee chair should be elected before the end of the academic year.

Prasun K. Datta, Chair, RPPC

[dattapk@temple.edu](mailto:dattapk@temple.edu), Tel: 215-707-4938 ♦

## Senate Meeting Schedule

### Fall 2016:

Wednesday, November 14, 1:45-3:15 pm

Representative Faculty Senate

Walk Auditorium

1<sup>st</sup> Floor Ritter Hall

1301 Cecil B. Moore Ave

HSC MERB342

Ambler: LC301

Thursday, December 13, 1:45-3:15 pm

University Faculty Senate

Walk Auditorium

1<sup>st</sup> Floor Ritter Hall

1301 Cecil B. Moore Ave

HSC MERB342

Ambler: LC301

### Spring 2018:

Monday, January 28, 1:45-3:15 pm

Representative Faculty Senate

Kiva Auditorium

Ritter Hall Annex, 1<sup>st</sup> Floor

1301 Cecil B. Moore Ave

HSC MERB342

Ambler: LC301

Tuesday, February 26, 1:45-3:15 pm

Representative Faculty Senate

Kiva Auditorium

Ritter Hall Annex, 1<sup>st</sup> Floor

1301 Cecil B. Moore Ave

HSC MERB342

Ambler: LC301

Wednesday, March 20, 1:45-3:15 pm

Representative Faculty Senate

Kiva Auditorium

Ritter Hall Annex, 1<sup>st</sup> Floor

1301 Cecil B. Moore Ave

HSC MERB342

Ambler: LC301

Thursday, April 18, 1:45-3:15 pm

University Faculty Senate

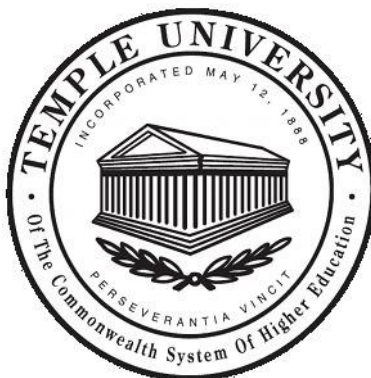
Kiva Auditorium

Ritter Hall Annex, 1<sup>st</sup> Floor

1301 Cecil B. Moore Ave

HSC MERB342

Ambler: LC301 ♦



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 Kimmika Williams-Witherspoon, Secretary, School of Theater, Film and Media Arts  
 Michael Sachs, Past-President, College of Public Health  
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 Sharyn O'Mara, Tyler School of Art  
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 Mark Rahdert, Beasley School of Law  
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 Jeffrey Solow, Boyer College of Music and Dance  
 Kimberley Williams, College of Liberal Arts  
 Cheryl Mack, Faculty Senate



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

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

*Letters to the editor should be emailed to Paul LaFollette at [paul.lafollette@temple.edu](mailto:paul.lafollette@temple.edu).*



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