

EDBULLETIN

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LEADERSHIP

Dean Anderson Creates New Leadership Positions and Responsibilities



Dean Gregory M. Anderson, PhD

In an effort to enhance the College of Education's effectiveness, in one of his first initiatives Dean Gregory Anderson, PhD, has created new leadership positions and/or responsibilities for three of the college's professors and administrators.

Effective the beginning of January:

- Joseph P. DuCette, PhD, associate dean for academic affairs, will assume a newly created position as associate dean for assessment and evaluation;
- Michael W. Smith, PhD, chair of the Department of Teaching & Learning, will assume DuCette's current position and, in that role, will also be responsible for faculty development;
- James P. Byrnes, PhD, chair of the Department of Psychological, Organizational, & Leadership Studies in Education, will assume a newly created position as the associate dean of research.

"We know that we're good and we want to go from good to great," explains Anderson. "I know that's an overused term, but we know we have all the assets—high-quality faculty, students and staff—to be great. The question is how do we work together more effectively to strategize and innovate with the assets we have?"

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—Dean Gregory Anderson, PhD

To make sure that both undergraduate and graduate students are receiving the best possible preparation and education, Anderson has tasked DuCette with enhancing the college's collection and analysis of pertinent data. This will include tracking students while they are enrolled and then tracking graduates' success in the job market and their career fields, as well as tracking the impact of the college's research efforts. "We're looking to use data to provide a better student experience, including enhancing retention of our students," says Anderson.

For years the college has collected some of this sort of data, such as graduating student and student-teacher surveys. However, DuCette believes that his new role will ensure that the information will be collected, evaluated and utilized more systematically. "For example," says DuCette, "We need to do a better job of keeping track of where our students go after they graduate."

"This kind of data can lead to both substantive discussions and actions, if we determine we're not where we want to be on a certain issue," he adds.

"We also want to do everything we can to help our faculty be successful," says Anderson. Smith will focus on supporting all three classes of faculty: non-tenure track (NTT),

continued on page 2

NEWS UPDATE



(left to right) Joseph P. DuCette, PhD, James P. Byrne, PhD, and Michael W. Smith, PhD, are all assuming new leadership positions.

Anderson, continued from page 1
tenure track and post-tenure professors. Says Smith: “My role will be to work with all of our faculty to support their growth. Our NTTs play a vital role in the college, so supporting them is crucial for our success. And we want to make sure that good people we hire stay with us, so it’s important to work with junior faculty, for example to help them

develop synergies between their research, teaching and service lives. It’s also important to think about tenured professors. Once you get tenure it doesn’t mean you stop needing support.”

With externally funded research expenditures totaling \$9 million last year, the college’s faculty already has a significant

research portfolio. However, both the dean and Byrnes believe that total can be significantly increased. “The goal,” says Byrnes, “is to make the process of obtaining grants and conducting research more efficient and effective, help faculty members overcome whatever obstacles they perceive and to try to create collaboration opportunities among faculty teams.”

Following input from the faculty, in January Anderson will also appoint the successors of Byrnes and Smith as the department chairs.

Additionally, Anderson is working with faculty and Joseph Paris, director of marketing and enrollment management, to ensure that the college’s academic programs—both existing and those under development—meet the demands of the educational marketplace, both to enhance the employment opportunities of graduates and to best address the needs of schools and other employers.

Also, in light of the current struggles of the Philadelphia School District, the college is in the process of writing new grant proposals to further support its partnerships with the school district, including the college’s student and faculty collaborations with public schools in Temple’s North Philadelphia neighborhood.

Articulation Agreements with Community Colleges Expected to Enhance Enrollment

During the past year the College of Education has partnered with four area community colleges to forge articulation agreements that ensure acceptance of all the associate-degree credits of early childhood education majors—thus paving the way for them to graduate in two years with a Temple BS degree.

The articulation agreements with Community College of Philadelphia and Bucks County, Delaware County and Montgomery County community colleges are expected to increase undergraduate enrollment. “These agreements really make us competitive in the Philadelphia region for community college transfers,” says Jason

Bozzone, assistant dean for academic and student affairs.

Temple University has had dual admission, 2+2 agreements in place with these community colleges for some time. However, as Bozzone explained, over the past three years changes mandated by the Pennsylvania Department of Education for the certification of the college’s academic programs, as well as changes in the community colleges’ curricula brought about by their accreditation renewal processes, had created some disconnects for transferring K–4 early childhood education majors.

“With the new articulation agreements in place, however, transferring to Temple is now a seamless process,” says Bozzone. “It’s about access, cost savings and the ability to graduate with a Temple degree within a total of four years—and then sending highly qualified teachers out into the field.”

The college is also negotiating with community colleges in the Lehigh Valley and southern New Jersey for similar early childhood education agreements. By the beginning of the 2014–15 academic year, the college expects to have finalized articulation agreements with all of these institutions in place for middle-grade and secondary education majors as well.

Fulbright Grant Sends Samantha Moffat '13 to Spain



Samantha Moffat, BS '13, during her spring graduation with James Earl Davis, PhD, former interim dean; and in northern Spain during her semester abroad in 2011.

Samantha Moffat, BS '13 (secondary education/Spanish), is currently teaching English in Santander, Spain, as the third College of Education graduate in the past four years to earn a prestigious Fulbright U.S. Student Program grant.

"It feels very good to be a Fulbright grantee, but it also seems strange," the Fleetwood, Pa., resident confided shortly before leaving for Spain's northern coast in late August. "It's not something that I really expected, but I really am inspired."

Besides teaching English, as part of her grant Moffat is also investigating similarities and differences in foreign-language education in the United States and Spain. Her research will culminate in a website that she hopes will become a collaborative platform for English teachers in Spain and Spanish teachers in the United States to share resources and ideas. "I considered giving workshops on what I will have learned, but the website will make it so much more accessible, and allow everyone interested to share their experiences," she says.

Moffat has come a long way, both literally and figuratively, from the eighth grader in Reading, Pa., who chose to study Spanish because she had so many Hispanic classmates. Ever since, she says, she has had great Spanish teachers, including Helen Smith, her first middle-school Spanish teacher, and Elizabeth Mariano Crawford, her Fleetwood High

School Spanish teacher who had Moffat tutor beginner students (and continued to mentor Moffat during college).

"Their encouragement made me realize that I seemed to have a talent for Spanish and helping others learn it," she wrote in her Fulbright application. "I've been teaching in one form or another ever since."

Besides immersing herself in the language and culture during a 2011 semester abroad in Oviedo, Spain, Moffat's Temple Spanish language experiences included serving as: president and vice president of the Temple University Spanish Club; tutor, teacher and mentor for Breakthrough of Greater Philadelphia, an after-school and summer-enrichment program for seventh and eighth graders; and performing various academic field work in primary and secondary schools that culminated in her Spanish II student teaching assignment last spring at the Academy at Palumbo in Philadelphia.

Her Temple influences included: Tamara Sniad, PhD, assistant professor of teaching/instructional, and Elvis Wagner, EdD, associate professor of TESOL; in the College of Liberal Arts' Spanish and Portuguese Department, Patricia Moore-Martinez, PhD, assistant professor, and José Luis Montiel, adjunct professor; and Denise Connerty, director of the Temple Education Abroad and Overseas Campuses office. In

that office, Moffat initially was a volunteer study abroad ambassador and then a part-time, paid study abroad peer advisor. That also is where Moffat first became aware of the Fulbright program and began the months-long application process.

Upon her return next June, Moffat hopes to both continue bolstering her website and teach Spanish in a Philadelphia school. "That," she says, "would be ideal."

Besides her Fulbright grant, at the college's graduation ceremonies last May Moffat was awarded two more graduation awards: the Dr. J. Conrad Seeger Memorial Award and the Loretta M. Kaltz Endowed Award. Moffat's father Ken works for the Dairy Farmers of America and her mother Bridget is the head cook at the Berks Career Technology Center in Oley, Pennsylvania. Speaking on behalf of the parents of all scholarship and award recipients, Mrs. Moffat was understandably proud that Temple had enabled the daughter of a "lunch lady and milkman" to earn a Fulbright and other scholarships.

Summing up her speech, she says, "These scholarships give graduates pride and hope, and an avenue for them to achieve what they want to do in the future."

Alumna-Funded Exchange Brings Iowa and Temple Students Together

It's quite a distance from the peaceful, green corn fields of eastern Iowa to the noisy, gritty streets of North Philadelphia. Nonetheless, four students who last spring participated in month-long exchange program between the College of Education and Indianola, Iowa's Simpson College discovered that—when it comes to educating children—some things are the same.

Simpson's Savannah Ferguson, now a junior history/secondary education/special education major, had never been in the racial minority until she entered Philadelphia charter and public schools. Initially she felt uncomfortable, but then she thought, "No, I'm fine."

"Everyone's people," she concluded. "Everyone's a person. And every student, no matter what city or what country they are from, regardless of their race or gender, is universal. They need and want the same things from us as teachers."

Four years ago Carol Zahn Booth, '47, established the exchange in memory of her father, D. Willard Zahn, BSEd '22, MEd '30, who was the dean of the College of Education (1955–63) and her late husband, E.G. Booth, who chaired the Simpson College Education Department from 1958 to 1988. "One negative in the Iowa environment is the lack of diversity," says Booth, who was quite pleased about how well this year's exchange students bonded together. "Children growing up need to know those who are 'different,' and we all can learn from those whose ways could be foreign to ours."

Exchange participants (from left) Robyn Broadnax, Jayde Boyle, Savannah Ferguson and Kelly Bauer in Iowa with Carol Zahn Booth, '47, the creator and financial supporter of the exchange.



Simpson-Temple Exchange Program participants (from left) Kelly Bauer, Jayde Boyle, Savannah Ferguson and Robyn Broadnax enjoying a Phillies baseball game.

"Philadelphia persons need to realize that there is more—much more—in the 'great back of beyond' that is their perception of the Midwestern way of life. As a 'convert' to Iowa from Philadelphia, I remember how I felt."

In addition to Ferguson, this year's participants included Simpson's Jayde Boyle, a 2013 math/secondary education graduate now teaching in western Iowa, and two Temple students: Kelly Bauer, now a sophomore English/secondary education major from Doylestown, Pa., and Robyn Broadnax, now a senior early childhood education major who will earn a master's degree in special education next year.

Besides visiting and helping teach in schools around Indianola—which is near Des Moines—and in Philadelphia, the students sampled a wide range of local culture. In Iowa, they visited Living History Farms, rode horses and tractors, tackled a high-ropes course, slept in a cabin, and ate dinner with Simpson professors. In Philadelphia, they attended a Phillies' game and toured Chinatown, the Italian Market, Independence Hall and the Philadelphia Art Museum.

"I've been blown away by all the different people, languages, dress and the cultures,"

Ferguson said while at Temple. "Not everyone's the same, and that's okay. It's just been really beautiful for me."

That reaction—combined with their visit to Iowa—made the Temple students realize that they had been taking Philadelphia's striking diversity for granted. "You're just so used to it that you don't realize others might not be experiencing that kind of diversity in a different state," says Broadnax. She also noted, however, that with the students in the schools they visited in Philadelphia being overwhelmingly African American and in Iowa overwhelmingly white, both lacked diversity. After Iowa, adds Broadnax, she could envision herself teaching in a small school.

What did the foursome learn from each other? "That we all have a passion for education and that we have really benefited from seeing urban and non-urban education, their similarities and differences," says Bauer. "You can't just teach to one type of student, you have to be able to be flexible, know the differences and know where you stand so you are not teaching from a biased point of view."

NOTES

STUDENT PROFILE:

Admissions Staffer and Doctoral Candidate Niki Mendrinos Proves SATs Aren't Everything



Niki Mendrinos

When Niki Mendrinos, MS higher education leadership '03, higher education leadership EdD candidate '14, considered applying to Pace University, her high school guidance

counselor discouraged her despite her strong grade point average (GPA) because of her supposedly “below average” SAT scores.

Ignoring that advice, Mendrinos was accepted, made dean’s list every semester as an elementary education major, was president of her senior class, won a leadership award from Pace’s College of Education and was commencement speaker.

That disconnect, which also plagued her when she applied for graduate school, is the subject of her doctoral research. Which factors enable students with sub-par standardized test scores to succeed in college? Mendrinos’ study will focus on five students who entered a four-year public institution in the fall of 2009 with high-school GPAs of at least 3.3, but who had scored below 1,000 on the SAT or 21 or lower on the ACT test—and went on to graduate last May with a GPA of at least 3.5.

With a master’s GPA of 3.8 and a doctorate course GPA of 3.87, Mendrinos herself

continues to prove that standardized admissions tests are not foolproof.

Meanwhile, for the past 13 years she also has worked in the Temple University Office of Undergraduate Admissions. As the senior associate director of the Welcome Center, she oversees campus visit programs, open houses and admitted-student days. She also handles admissions publications and marketing, and reviews admission applications.

“What I love the most about my job is meeting prospective students and their families and changing their entire perception about Temple,” says Mendrinos. “Most of our visitors say they didn’t expect to have such a fabulous visit, and that’s always wonderful to hear since we’ve worked very hard to create a welcoming, memorable visit program.

“Temple is a great school. There are a lot of opportunities for students and a strong sense of pride in this institution.”

Grad Tackles Male Writing Achievement Gap

Sam Reed III, MEd '98, a literacy teacher at the Dimmer Beeber Middle School in West Philadelphia, this past August organized three Boys Write Now workshops to help narrow the gender writing-achievement gap.

More than 50 seventh- to 12th-grade boys attended the free workshops, including one hosted by the College of Education. Reed collaborated with the Alliance for Young Artists & Writers, the Philadelphia Writing Project (PWP) and the University of Pennsylvania to spur creative thinking and writing in various genres and media.

“Sometimes boys feel that school doesn’t connect with their lives,” says Reed, a Philadelphia native and former Peace Corps volunteer in Botswana. “They may read magazines and books about cars, for example, but don’t see any connection between

those interests and school. Part of the idea is to connect their interests to learning so they can become more successful, both academically and with their interests.”

Reed also was inspired by the dearth of male students who enter the prestigious national Scholastic Art & Writing awards competition—both at his school and throughout the city (Scholastic also provided startup funding for Reed’s project). His workshops included instruction by experts and interactive group activities that focused on comics and drawing, storytelling (including videos) and video game design. Among the youths’ follow-up survey responses:

“Thought it would be a way to help my brother. Ended up being a nice day out.”

“Amazed I loved it so much. I would love to do it again.”

Reed plans on conducting similar workshops at his school and, with PWP’s assistance, may serve as an advisor for workshops offered elsewhere throughout the city.

Sam Reed III, MEd '98 (right), with one of his Boys Write Now workshop participants.



ALUMNI NEWS

Message from Your Alumni President

Greetings Alumni:

The College Alumni Association is joining the College of Education in celebrating the school's 95th anniversary for preparing teachers, counselors, school administrators and other education majors. I also would like to extend a warm welcome to Gregory M. Anderson, PhD, our new dean of the College of Education.

As president of the alumni association, I continue to be excited about events that build and foster closer relationships between alumni and Temple's undergraduate students—one of our association's main goals. On August 23rd, we participated in Temple's Convocation by supporting and encouraging our new freshmen. The following week, we handed out healthy snacks in the Shimada Resource Center to help students get off to a good start and to let them know that we support their efforts.

More recently, several weeks ago a number of our alumni and I participated in the Temple University Alumni Association's inaugural Global Day of Service.

Next semester we look forward to providing our alumni with even more opportunities to experience enriching learning opportunities, meet each other and enjoy reconnecting with people who share a common vision. For the latest news on the college and information regarding all events, please visit our website at education.temple.edu. For starters, consider returning to campus next April for Alumni Weekend, or one of the events celebrating the college's 95th anniversary. Either way, I look forward to meeting you.

For more information about how you can get involved with the College of Education Alumni Association, please contact Maggie Esteves, the college's development associate, at 215-204-6079 or maggie.esteves@temple.edu.

Regards,



Michael Podolsky
President,
College of Education Alumni Association



College of Education Alumni Association Board President Michael Podolsky, MEd '92, and Diana Taylor, BS '77, welcome senior Alice Mills with a snack at the beginning of the fall semester.



Why I Give

"Temple helped me transform and develop into who I am and who I want to be. I'm really Temple Made. After I earned a BA degree in political science and religion from the College of Liberal Arts in 2003, I earned an MS in adult and organizational development from the College of Education in 2007, and hope to earn my PhD in educational psychology next year.

"Meanwhile, I'm a full-time employee in the university's Computer and Information Services Department and an adjunct professor in both the College of Education and the College of Science and Technology.

"This is also an institution that can help others develop into change agents. That's why, with the support of relatives, last year I established a scholarship for education students who volunteer at a Muslim school or mosque and participate in interfaith or religious work of conflict resolution trainings. Prior to this, we established two annual book award scholarships in the College of Education for non-traditional undergraduate and graduate learners in the Adult & Organizational Development program.

"I believe the person who has \$5 shouldn't die with \$5 in his pocket, he should die with \$2.50. Giving is a very important thing, regardless of what you have."

—Quaiser Abdullah, CLA '03, EDU '07

EVENTS

Calendar of Upcoming Events:

- **Martin Luther King Day of Service**—
Friday, Jan. 17, 2014
- **College of Education 95th Anniversary Gala**—
March 13, 2014
- **American Educational Research Association
Reception**—April 4, 2014
- **Alumni Weekend**—April 25–27, 2014

For event details as they become available, please visit education.temple.edu.



At a late August convocation in the college's Walk Auditorium, new students received their "Education Temple Made" T-shirts and were welcomed by Dean Gregory M. Anderson, PhD.



Ritter Hall at its official opening on October 17, 1965.

Celebrating 95 Years of Providing Access to Excellence for All

Join in the celebration of the College of Education's 95th anniversary by sending pictures of your time at the college to alumni.ed@temple.edu or to: Maggie Esteves, 1301 Cecil B. Moore Ave., Philadelphia, PA 19122. (If you mail a photo, please send a copy, not an original; such photos cannot be returned.)

Also, feel free to attach a brief story or memory along with your photo. The photos will be highlighted all year long on our social media pages, on our website and during the cornerstone 95th Anniversary Gala on March 13, 2014.

You may follow the anniversary celebration through Twitter @Temple_COE, on Facebook at facebook.com/temple.educate, or at education.temple.edu.

We look forward to hearing from you!



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**Celebrating 95 Years
 of Providing Access
 to Excellence for All.**

Save the Date for our Gala
 Anniversary Celebration,
 March 13, 2014 6:00-10:00 p.m.
Special Guest:
*Urban Education Scholar
 & Advocate, Dr. Pedro Noguera*



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