

EDUCATOR

TEMPLE UNIVERSITY COLLEGE OF EDUCATION

SUMMER 2008

Teacher and Student Preparation

LEADERSHIP ■ INNOVATION ■ RELEVANCE

MATH AND SCIENCE INITIATIVES

CONFLICT RESOLUTION

LOCAL AND GLOBAL REACH



College of Education Fall 2008 Events

Thursday, September 25

5:00–6:00 PM

Kiva Auditorium/Ritter Annex
College of Education/Main Campus

"THE JOURNEY FROM EDUCATOR TO ENTREPRENEUR"

After 15 years as an educator, 2008 Gallery of Success Awardee **Naomi Winokur Finkel BS Ed 52**, will tell us the path she followed, often bumpy at times, to create her marketing and copywriting agency, Say It With Words. She was encouraged by mentors, business classes, alliances, and a strong determination to succeed. Founded in 1982, her agency has helped over 400 clients worldwide create their branding and marketing messages.

6:00–7:30 PM

Student Resource Center/Ritter Annex
College of Education/Main Campus

COLLEGE OF EDUCATION GALLERY OF SUCCESS RECEPTION

Join us as we induct the 2007 recipients (see p. 26) into the College of Education's permanent gallery and welcome past recipients of the Gallery of Success award as well as faculty, staff, students, and alumni.

Friday, September 26

9:00 AM–2:30 PM

Student Activities Center, Room 200
13th Street and Montgomery Avenue
\$25 per person includes continental breakfast and lunch

TEMPLE UNIVERSITY BLACK ALUMNI ALLIANCE ECONOMIC DEVELOPMENT SYMPOSIUM

Join fellow alumni as TUBAA hosts its inaugural symposium focusing on wealth management, entrepreneurial skills and wellness. Hear dynamic speakers, network with fellow alumni and learn strategies for better living. Visit the symposium website for more information

11:30 AM–2:00 PM

Mitten Hall, Great Court
1913 North Broad Street
\$25 per person

GALLERY OF SUCCESS AWARDS LUNCHEON

Each year, Temple University honors two distinguished alumni from each college and school in its Gallery of Success, with the goal of inspiring the university community, especially undergraduates, and instilling a sense of pride.

The College of Education is proud to honor the following alumni for 2008: **Naomi Winokur Finkel BS Ed 52**, and **Dr. Diane Nelson Bryen BS Ed '68, MEd '71, PhD '74**

5:30–7:00 PM

Sullivan Hall, Feinstone Lounge
1330 West Berks Street
Complimentary

HOMECOMING OF THE MIND

Election 2008: Race for the White House Historian James Hilty will moderate a panel of Temple faculty experts who will share their varied perspectives on the upcoming presidential election.

Saturday, September 27

Noon–2:00 PM

Lincoln Financial Field, Chrysler Jeep Gate
11th Street and Pattison Avenue
Rain location: Chrysler Premier Club

PRE-GAME TAILGATE AND HOMECOMING FOOTBALL GAME

Enjoy a delicious buffet, live music and family-friendly activities, including visits by Hooter and the Temple cheerleaders. Tailgate includes all-you-can-eat buffet and cash bar.

2:00 PM

Lincoln Financial Field

HOMECOMING FOOTBALL GAME TEMPLE VS. WESTERN MICHIGAN

\$45 per person includes tailgate and premium ticket
\$30 per person includes tailgate and end zone ticket
\$25 per Temple student includes tailgate and premium ticket
\$15 per Temple student includes tailgate and end zone ticket

Game tickets will be distributed on game day at the tailgate. In case of rain, pick up your ticket at the VIP ticket window
Suggested parking: Lot K.

Sunday, September 28

11:00 AM–1:00 PM

Mitten Hall, Great Court
1913 North Broad Street
\$20 per person.

Complimentary parking available in Lot #1, 15th Street, between Norris Street and Montgomery Avenue

CHAMPAGNE BRUNCH

Champagne Brunch with the President Current Temple parents and students are invited to enjoy brunch, jazz music and the opportunity to meet President Ann Weaver Hart in historic Mitten Hall.

Saturday, October 18

8:00 AM–2:30 PM

Mann Music Center/Philadelphia, PA

15TH ANNUAL GREATER PHILADELPHIA CARES DAY VOLUNTEER-A-THON!

Join the Making A Difference Project Team for the 15th Annual Greater Philadelphia Cares Day Volunteer-a-thon! In a single day, volunteers will devote more than 70,000 hours of service to Philadelphia Public Schools. The Making A Difference Project Team will participate in honor of the Dr. Bernard C. Watson Endowed Chair in Urban Education. The College of Education at Temple University established the Dr. Bernard C. Watson Endowed Chair in Urban Education, the first endowed chair in honor of an African American in Temple University's history! For more information on the chair, visit: <http://www.temple.edu/education/alumni/watsonchair.html>

Thursday, November 6

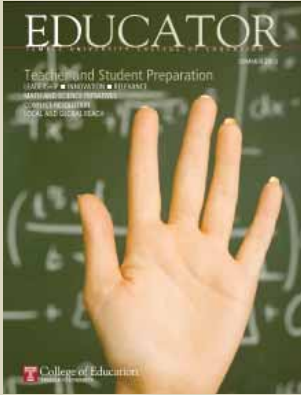
The Pyramid Club, Center City Philadelphia.

YOUNG ALUMNI BUSINESS CARD EXCHANGE

More details to come.

Event Registration

To register for any or all of these events, visit myowlspace.com or contact Tiffany Tavarez, Assistant Director of Alumni Affairs at 215-204-0916 or tiffany@temple.edu for more information.



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TACKLING THE NATION'S MOST SIGNIFICANT EDUCATION CHALLENGES

Since my arrival here I have spoken of the need for the College of Education to position itself to address the most significant problems and challenges in the field of education.

With features focusing on conflict resolution and our initiatives to increase the number of math and science teachers, this issue of *Educator* underscores how successfully we are evolving to meet these challenges. Tackling such challenges creates opportunities to increase our capacity and production in areas where there are clear shortages in the field.

But there are three other factors in our approach that are worth noting:

First, it's clear that our efforts to conduct first-rate program design and development are attracting serious partners within and outside of the university. For example, consider $E=mc^2$, our federally funded five-year, \$3-million program to recruit mid-career and recent retirees in the science and math professions to teach in middle schools. We would not have wanted to launch it if we had not been able to partner with the College of Science and Technology, the

Pennsylvania Department of Education and the Philadelphia, Chester Upland and Harrisburg school districts.

Secondly, for what has long been considered a locally based regional university, it's especially impressive that Temple's College of Education is winning highly competitive national grant competitions, such as the ExxonMobil's National Math and Science Initiative (NMSI). As with $E=mc^2$, our collaboration with the College of Science and Technology was a critical factor in securing the NMSI grant. Our TUteach program was just one of 12 university-based programs to receive NMSI's first grants to recruit math and science education majors from among the university's math and science majors. That puts us in extremely good company with such nationally renowned universities as the University of California at both Berkeley and Irvine, the University of Kansas, the University of Colorado at Boulder, the University of Florida and Florida State University.

Likewise, the Conflict Resolution Education in Teacher Education (CRETE) program headed by Tricia Jones, PhD, professor of adult and organizational development, recently received a rare

three-year grant renewal of more than a half-million dollars from the U.S. Department of Education. This will enable the program to expand to four other universities while adding Wayne State University as a partner.

Finally, our enhanced national prominence is the result of building upon both the impressive expertise of existing faculty such as Jones, and our ambitious recruitment program highlighted both in the last issue of *Educator* and this one.

Toward this end, faculty with national reputations in disability studies and teaching English as a second language have recently joined us. Their arrival is timely as these are two emerging issues that, on a national level, are as equally significant as the math-science teacher shortage and school violence/student conflict resolution issues dissected in this *Educator*.

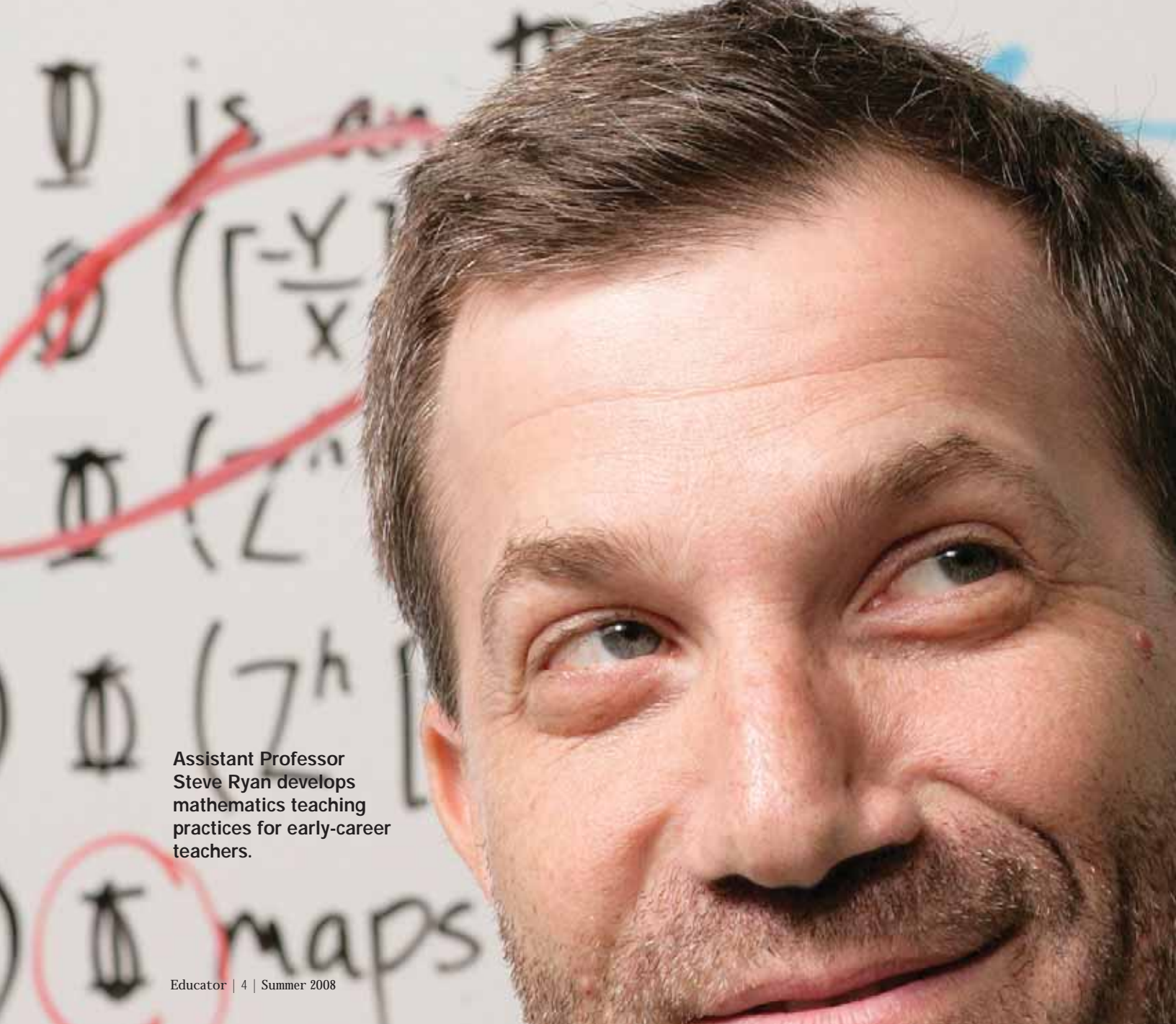
Please join us in this conversation in any way that you can.



C. Kent McGuire, PhD
Dean

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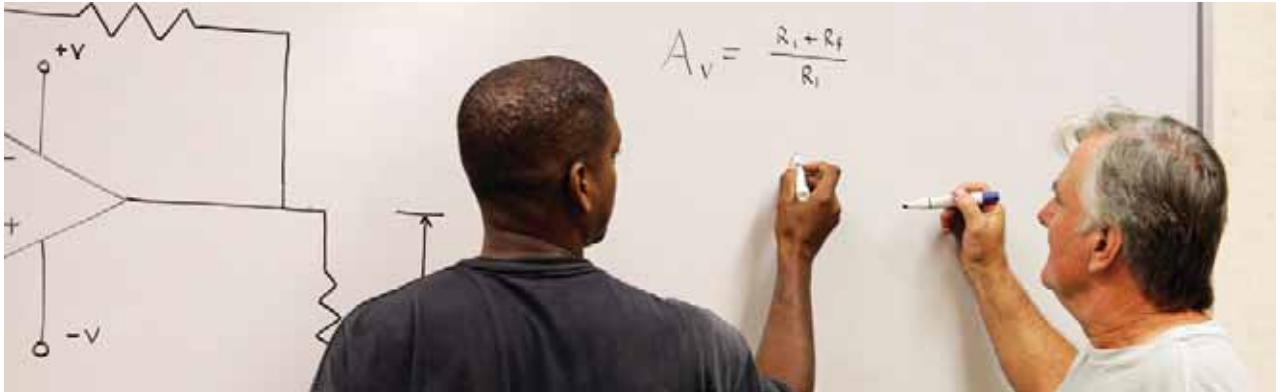


Assistant Professor Steve Ryan develops mathematics teaching practices for early-career teachers.

MATH-SCIENCE INITIATIVES

College Launching Two Major Programs to Address Math-Science Teacher Shortage

When it comes to the teaching of math and science in this country, there clearly is a crisis—both in terms of teacher shortages and the quality of the teachers who are teaching these critical subjects. Partly as a result, U.S. students are lagging far behind much of the world in math and science, and our country's ability to remain an innovative and economic leader is threatened.



According to the National Math and Science Initiative Inc. (NMSI): Only 29 percent of American fourth-grade students, 32 percent of eighth-grade students and 18 percent of 12th-graders performed at or above the proficient level in science.

About 30 percent of high school mathematics students and 60 percent of those enrolled in physical science have teachers who either did not major in the subject in college or are not certified to teach it.

Among low-income students, 70 percent of their middle school mathematics teachers majored in some other subject in college.

To address these deficiencies, the College of Education's Urban Education Collaborative is launching two major programs this summer:

TUteach: Funded by five-year NMSI grant of up to \$2.4 million (underwritten by ExxonMobil), in collaboration with Temple University's College of Science and Technology (CST). This program will recruit science and math majors in CST to—in addition to their BS degree—earn secondary teacher certification in mathematics or science.

E=mc² (Educating Middle-grades Teachers for Challenging Contexts): Funded by a five-year, \$3 million U.S. Department of Education grant, this program will train mid-career and early retiree mathematics and science professionals as middle-grade teachers in high-need schools in the Philadelphia,

Chester Upland and Harrisburg school districts. For E=mc² the college is also collaborating with the College of Science and Technology, as well as the Pennsylvania Department of Education.

“These programs are important because they respond directly and immediately to fill the need for more qualified math and science teachers in secondary schools,” says Heidi A. Ramirez, PhD, the director of the college's Urban Education Collaborative, which is spearheading both programs. “There's a significant shortage across the country, particularly in urban areas, and this is exciting because one of our missions is to serve local urban schools and school districts.

“In both cases we are creating entirely new programs at Temple to target new populations—adults already working in professions in these two fields, and students pursuing a major in a content area who haven't thought about teaching. We're providing both of them with an expedited way to pursue a teaching career.”

Shawn Crowder, senior vice president of human resources for the School District of Philadelphia, enthusiastically welcomes both programs.

Of the thousand student teachers the school district hosts each year, the overwhelming majority are elementary education majors, with only about 50 student teachers for math and 25 for chemistry. The greatest critical need

is for middle school math and science teachers. The problem, she says, has been exacerbated by the No Child Left Behind Act, which requires teachers to be certified as highly qualified in math or science—ultimately a good requirement, says Crowder, but one that has decreased the current available candidate pool. At mid-year, the district still had not been able to fill 15 math vacancies and 15 science vacancies, mostly middle school or general science positions. And these numbers are misleading given that many positions are filled earlier by those who lack either teacher preparation or state certification. In other cases, certified teachers are asked to teach classes out of their field of training or expertise.

The situation would be even worse without the district's two alternative teaching programs, Teach for America and the New Teacher Project. The former targets recent college graduates who have majored in a core subject, the latter targets more seasoned candidates with an undergraduate or master's degree in a core subject. “After two years teaching in the school district, candidates in both programs spend 18 to 24 months in an accelerated master's program leading to certification in their core subject area,” adds Crowder.

Nonetheless, every day Crowder is trying to get more qualified teachers into the classrooms: The bottom line: “Higher education just isn't producing enough math and science teachers,” she says.

“ Given the critical shortage forecasted for math and science teachers, we recognize the kind of talent we have among our maturing workforce in engineering, math and the sciences, and we are enabling those people, many of whom have a passion towards teaching, to contribute to their communities as they transition out of their IBM careers,”

—Diane Melley, Director of Corporate Citizenship and Corporate Affairs, IBM, West Chester, Pa.

TUTEACH

Aimed at undergraduate math and science majors, TUteach will offer a bachelor of science degree combined with a secondary teacher certification in mathematics or science — all in four years. “Typically that would take at least five years: four years for an undergrad program in a concentration area and then coming back later on for another year or two to obtain a master’s with teacher certification,” says Ramirez.

Temple is one of 11 universities participating in this National Math and Science Initiative program. Others include the universities of California at both Berkeley and Irvine, Colorado at Boulder, Florida, Kansas, Western Kentucky, Houston and Texas-Dallas, as well as Florida State and Louisiana State universities.

A key to the program are Steps 1 and 2, two one-credit tuition-free courses which will offer early opportunities for authentic classroom experiences, mostly in Temple’s North Philadelphia neighborhood and in established cooperating schools.

“These two courses provide intensive exposure to local schools and classrooms,” say Ramirez. “We want them to be very hands-on to get them excited about working with children and about the available opportunities.”

To attract a more diverse participant pool, the program will be reaching

From white collar criminals to whiteboards

At the age of 50, Ken Vincent’s resume includes an engineering degree from Lehigh University, a four-year stint in the U.S. Air Force, three years as an engineer in a naval research lab, and 21 years as an FBI agent.

He’ll soon be able to add high school physics teacher to his impressive curriculum vitae. Anticipating the FBI’s mandatory retirement age, 57, six years ago Vincent entered Temple’s master of education program and during the spring semester student-taught at Penridge High School in Perkasio, Pa.

“It’s a great opportunity to get involved in teaching youth and to give back a little to society,” says Vincent, who lives near Allentown. “Temple’s program was very flexible, with a lot of evening courses, which allowed the education to fit into my work schedule.”

With the majority of physics teachers at Penridge in their second careers, including his mentor, transitioning into the physics classroom feels natural to Vincent. And he loves it.

“The thing about teaching science is that the material allows us to explore everyday experiences in new and exciting ways,” says Vincent, father of two school children, whose wife is an elementary school teacher. “Science is engaging, and it’s exciting to see the students yearning to learn, then grasping concepts that they once thought were too complex.

“I’d recommend teaching to anyone who enjoys science, enjoys working with teenagers and desires to share experiences with them.”



About 30 percent of high school mathematics students and 60 percent of those enrolled in physical science have teachers who either did not major in the subject in college or are not certified to teach it.



Astrophysics loss is Abington's gain

When Brian Spencer entered a physics PhD program at the University of Pennsylvania two years ago, he envisioned becoming an astrophysics researcher.

But when a geology and physics course he taught as a teaching assistant proved to be more challenging and enjoyable than his actual coursework, the 2006 graduate of The College of William & Mary left Penn and entered Temple's master of education certification pro-

gram for physics, his undergraduate major.

Then last summer he obtained an emergency certification so he could begin teaching physics at his alma mater, Abington (Pa.) High School. "Physics has always come very natural to me," says Spencer, still enrolled in Temple's master's program. "But most people struggle with it, which pushes you further into the subject because you really need to understand the subject a little bit more than people realize in order to be able to teach it."

Although Spencer is now working in one of the state's better paying school districts, he realizes he could earn more as an astrophysicist. "I never was someone who decided what to do in life based on what I might be making," he says. "To me and certainly to the people I teach with, it's worth it. With science education deemed to be in a crisis, I feel I'm contributing more to society."

out to math and science majors in Temple's College of Science and Technology and at the Community College of Philadelphia, in addition to other local community colleges with which the university has established articulation agreements. The goal is to enroll 30 students this fall and continue to grow each year after that.

Additional TUteach features include:

- An array of student benefits and supports, including scholarships for select students and paid internships that offer opportunities for community outreach in education.
- A two-year, post-program professional development and support network.

$E=mc^2$ TRANSITIONING PROGRAM

Funded by the U.S. Department of Education, $E=mc^2$ will train mid-career and early retiree math and science professionals as middle-grade teachers for high-need schools.

"These folks might not have thought about teaching or thought about it and believed it's too difficult for them to work and get a degree," says Ramirez. "But this is an expedited program that takes a little over a year and includes a mix of evening, weekend and summer-



time commitments. Provided they have the flexibility to take some day courses and to spend time in schools, they can keep their current job while participating in the program.”

The streamlined certification process, which includes a \$5,000 tuition subsidy, integrates academic courses with field-based experiences. The seven-course, four-semester curriculum (including two summer semesters) includes: two three-credit courses that link mathematics or science with theories of teaching and content-specific strategies for middle-school students; courses that explore middle school organization, middle-level child development and responding to the needs of individual students; and a capstone course that allows participants to synthesize their learning and experiences.

The accompanying field work involves progressively more participation in classroom teaching. It begins with observation during the first semester, followed

by one-on-one tutoring, small group instruction and occasional whole-class instruction during the second semester and student teaching during the final two semesters.

$E=mc^2$ hopes to enroll 30 recruits during the first year and grow to 50 recruits each year thereafter. To recruit participants, Temple is developing a network of public and private partnerships with business and industry and their member organizations. “Many of our corporate partners see this as an investment in the future and as a way to create a pipeline by having their folks become classroom teachers for the next generation,” says Ramirez.

At Temple, the $E=mc^2$ advisory board includes Diane Melley, director of corporate citizenship and corporate affairs for IBM. Since IBM launched its own program, Transition to Teaching, 18 months ago, 100 IBM employees across the country, including one in

Pennsylvania, have signed up, and hundreds more have expressed interest and/or are still considering it. In California, IBM is also one of several major corporations participating in the similar state-sponsored EnCorps Teacher Initiative, modeled after IBM’s program.

Why would a corporation such as IBM willingly sacrifice some of its best employees?

“IBM is looking at the bigger picture of the economy and of the health of our schools,” says Melley, who also is transitioning IBM employees into public sector and nonprofit positions. “We really believe that if our schools are not healthy and if we don’t have good science and math teachers, the country will suffer. If our schools are healthier, our businesses will be healthier and, therefore, IBM will be healthier.”

CONFLICT RESOLUTION

Giving Students Tools to Resolve Conflicts *Before* Entering the Classroom

When Sarah Haldeman, BS '08, encounters an out-of-control student while substitute teaching at the K–8 Independence Charter School in Center City Philadelphia, she doesn't immediately interact with the student.

"If the student is upset, we're not going to be able to reach a resolution or to make anything better," the January graduate from Ewing Township, N.J., explains. She knows, based on innovative conflict resolution training she received from the College of Education, that the best strategy is to tell the student, "Maybe you need to hang out in another area of the room and when you've calmed down come back and we'll talk about what we should do next."

Likewise Theresa Linn of Philadelphia, a middle-aged part-time special education learning support assistant at Cheltenham High School now student teaching in one of that district's middle schools, is cognizant of how her voice tone and body language — keeping her voice civil, not getting aggressive with hand gestures or by leaning forward — can diffuse situations with agitated students.

And at Erdenheim Elementary School in Montgomery County, Elizabeth Lewis, '07, uses CRETE mediation techniques to enable students to take the lead in resolving problems among themselves.

Did you ever wish that you had been given such an arsenal of tools to minimize and deescalate conflicts between students and between you and your students *before* you ever entered your first classroom?

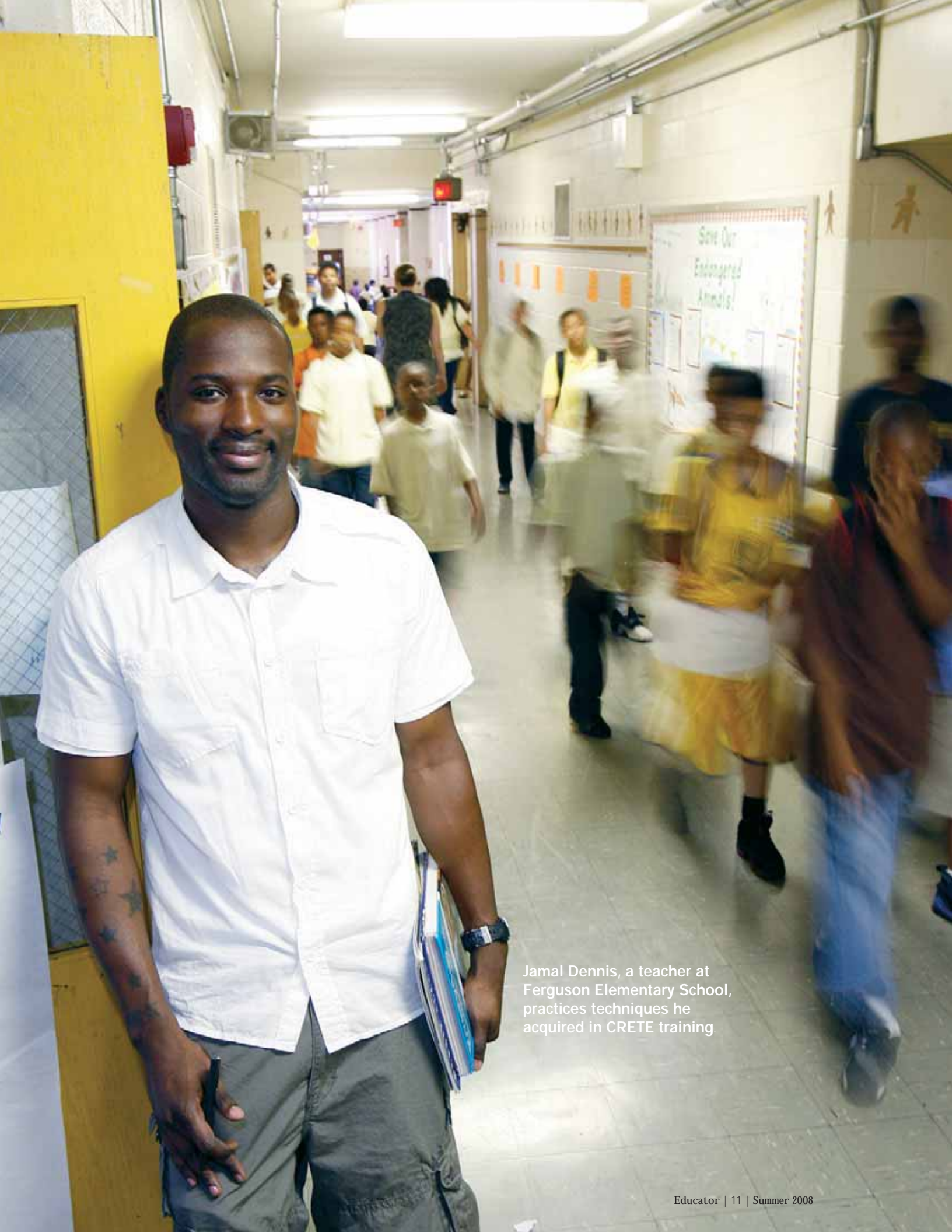
That's the premise of CRETE (Conflict Resolution Education in Teacher Education), the only national pilot project of its kind pioneered by Tricia S. Jones, PhD, professor of psychological studies in education. CRETE, which also offers extensive training on how to integrate conflict resolution into various curricula, has been deemed so successful that it recently received a rare three-year grant renewal worth \$512,000 from the U.S. Department of Education's FIPSE Program (Fund for the Improvement of Postsecondary Education). As the program enters its fourth year, its total funding reaches \$1.25 million.

"For the past 20 years conflict resolution training and programs have been delivered to in-service teachers, but nothing had been happening in terms of preparing pre-service teachers," says Jones, a Temple professor since 1990. "So students come out of the College of Education without this background

and enter teaching situations where they spend much of their time trying to deal with disruptive kids and classroom management challenges instead of getting to teach content."

In focusing primarily on pre-service teacher training, CRETE addresses urban education's dual crises of teacher attrition and unsafe learning environments. Due to such environments, says Jones, "We have a national epidemic of about one-third of new teachers leaving the profession within five years, and it's even worse in urban schools, where the turnover rate is 50 percent higher.

"After most of them take five years to get their degree and certification, more than half of them will teach in urban schools for just three years and leave the profession, never to return. It takes them twice as long to get the degree as they use the degree."



Jamal Dennis, a teacher at Ferguson Elementary School, practices techniques he acquired in CRETE training.

Also funded by the George S. Gund and JAMS foundations, CRETE is a collaboration between Temple and a growing list of colleges and universities that includes Cleveland State University, Wayne State University, Goucher College, the University of Maryland-Baltimore County, Sheppard-Pratt Institute and the University of Akron. Government and evaluation team partners include the Ohio Commission for Dispute Resolution and Conflict Management, West Chester University,

Ohio State University and the Global Issues Resource Center. Although the primary focus of the program is on training pre-service teachers in conflict resolution, some training is also provided to in-service teachers—including teachers in Temple’s partnership schools in the university’s North Philadelphia neighborhood.

“When we do training for in-service teachers who will become mentors for their peers, they say ‘I can’t believe I

went this long without knowing this,’” says Lynnette Mawhinney, PhD ’07, who was a CRETE trainer at Temple. She is now an assistant professor at Lincoln University, where she is introducing the concept into several courses. CRETE is rapidly spreading elsewhere as well. Jones and her colleagues are training education majors and public school teachers in Baltimore. At the University of Akron, CRETE is being used to train both student teachers and the cooperating teachers hosting them. This fall

Bullying Victims Significantly More Truant and Delinquent

Despite the fact that bullying remains a serious problem among American youth of all ages, the overwhelming amount of research has focused on elementary and middle school children—not high schoolers.

As a result, even though bullying occurred at least weekly in 21 percent of American high schools during the 2003–04 school year (compared to 24 percent of elementary schools and 42 percent of middle schools), very little is known about the effects of bullying on the truancy or non-violent delinquency of students who are bullied in high school.

Billie Gastic, PhD, an assistant professor of urban education in the Department of Educational Leadership and Policy Studies since 2005, recently quantified those effects in a forthcoming paper in *Educational Review’s* special issue on *Truancy, Disaffection, Anti-Social Behaviour and the Governance of Children*. Analyzing data from the Educational Longitudinal Study of 2002—a nationally representative sample of 10th graders—Gastic describes the range of bullying’s negative effects on high school victims.

“Victims of bullying,” she concluded, “are at a 23 percent greater risk than non-victims of regularly being late to school and at a 21 percent increased risk of cutting classes frequently.” They are also nearly 50 percent more likely to excessively get in trouble or be absent than non-victims.

In addition, significantly higher percentages of victims had been issued in-school (16 percent vs. 12 percent) or out-of-school suspensions (13 percent vs. 9 percent) and they were also more than twice as likely as non-victims to have transferred schools for disciplinary reasons.

Before earning her doctorate at Stanford University, Gastic spent a year-and-a-half as an ESL teacher and then a math

teacher in New York City public schools. But Gastic, who earned her undergraduate degree at Yale University and her master’s at Harvard University before teaching, had long been familiar with school violence.

“I went to New York City public schools,” says Gastic, a native of the Astoria section of Queens, “and many of my closest

friends were in gangs or affected by gang violence. There was always the fear of someone getting hurt or worse. A few of them spent time in jail. These experiences shaped me from a very young age and inform the work that I do today.”

She believes that in urban school districts such as Philadelphia, the issue of violence in the school is embedded in access and equity issues—school finances, high quality teachers and infrastructure—and achievement gaps. “At the intersection of that gap is the safety issue,” she says. “You can’t successfully address one without the other.”

And while school shootings rightfully garner a lot of attention, she says “insidious, daily forms of violence—having your backpack stolen, getting pushed into a locker or seeing a fight after school—get overlooked too easily.

“We assume that’s just how things have always been and will always be in certain schools, but it doesn’t have to be that way. My work is motivated by a desire to challenge such assumptions and the compromises we too often make when it comes to safety of students.”



Billie Gastic, PhD

a Cleveland State advocate will move to George Mason University, where he hopes to introduce CRETE to both the university and the nearby Washington, D.C., schools.

One reason teachers are leaving the profession is that they feel they cannot create a constructive learning environment or help students do the same against a background of disrespect, misbehavior and social aggression from students. But, asserts Jones, if teachers are taught conflict resolution education and can impart these skills and knowledge to their students, they can help students create a safe, caring and constructive community that enhances the teachers' ability to teach and students' ability to learn.

Several studies already have demonstrated that conflict resolution education (CRE) programs create a positive classroom climate, enhance academic learning and encourage supportive and nurturing relationships between teachers and students. "We now have solid data on the link between CRE and academic achievement," says Jones. "When students are more self-aware, more emotionally connected and better able to create safe learning environments, they can focus on academics and achieve success in a supportive environment."

A survey of pre-service CRETE students underscores the program's effectiveness (see sidebar, page 15). "I think it's effective primarily because it develops research-proven skill sets that help teachers not only deal effectively with their own conflicts with students but also in teaching students how to deal effectively with conflicts between themselves," Jones says.

Thanks to a growing focus on teaching content — and the fact that many education professors themselves don't have such skills — classroom management and conflict resolution courses nationwide have been eliminated from many licensure programs, according to Kristien Marquez-Zenkov, PhD, the associate professor of literacy education at Cleveland State University.

"But this may be one of the most important things we can do," he says,



Transformative Mediation is Transforming Mediation

More than a decade ago Joseph P. Folger, PhD, professor of adult and organizational development, and a colleague developed a new mediation model called transformative mediation.

It doesn't necessarily result in parties involved in a dispute reaching common ground, the goal of traditional mediation. "But if you don't get to 'yes,'" says Folger, "you reach a human connection that allows people to live with difference and interact in ways that are less destructive and violent."

When people are in conflict, he explains, they are highly self-absorbed and feel disempowered; when they then interact with each other, conflict escalates. To temper such conflict, transformative mediation supports shifts to greater empowerment and from self-absorption to openness, responsiveness and willingness to understand the other person's point of view. In other words, transformative mediation works because it allows parties to better understand themselves and each other, and to make clear decisions about issues that divide them.

"We adopted this approach because mediation practice was becoming more and more like the adjudicative processes, such as civil trials, settlement conferences and arbitration, it was supposed to replace," says Folger, "Mediators were becoming highly directive and judgmental and more focused on what they thought was important to settle rather than on what the parties wanted to talk about."

Research indicates that parties using transformative mediation settle or reach closure with their issues approximately 60 percent to 65 percent of the time. The method has been adopted by the U.S. Postal Service, the Transportation Security Administration, schools in Ohio and Maine, and private industry.

The Institute for the Study of Conflict Transformation, which Folger co-founded with his colleague, Robert A. Baruch Bush, JD, a Hofstra University law professor, is developing a transformative intervention model to address ethnic conflict in such hot spots as the Balkans, Sudan and even Iraq. (The institute is a consortium of four universities: Temple, Hofstra, James Madison University and the University of North Dakota.)

Transformative mediation has been implemented in divorce and family mediation, employee and workplace disputes, as well as in court-referred cases in civil and small claim disputes, neighbor conflicts and multi-party/public policy disputes. It also has been adopted as the primary approach by community and court-based mediation programs, private practitioners, and public and private organizations.

After more than 3,000 external mediators in the U.S.P.S.'s REDRESS (Resolve Employment Disputes Reach Equitable Solutions Swiftly) program received transformative mediation training in 1998-99, the leader of the program coined the phrase "upstream effects."

"They wanted a program that didn't just settle issues but that would have an influence on the way people interacted in future conflicts and learned how to deal with different conflicts in their lives as a result of going through the mediation experience," says Folger, "and research shows that has occurred."



“because it definitely helps teachers resolve things in a safer, more effective manner and lets them focus on content more quickly.”

Also, stresses Marquez-Zenkov, who will teach at George Mason University this fall, “A lot of people think CRETE is just for when two students are squaring off. But the opposite is true: it’s most effective in building a foundation in a classroom or school so that when an initial conflict arises, people pay attention to it in a constructive way.”

CRETE is being infused within the College of Education in two ways:

1. Extensive training in four-day weekend workshops, for both pre-service and in-service teachers.

“I use CRETE concepts every single day talking with my students and helping them to interact with one another,” says 2007 graduate Lewis, now a special education teacher at Erdenheim Elementary School. “Teaching them how to communicate both verbally and nonverbally, to listen and to respond to conflict are tools my students will need and use the rest of their lives.”

2. Embedded within pre-service College of Education courses.

After participating in two years of conflict resolution education, 11 Temple faculty members and 25 Cleveland State

professors have woven CRETE elements into their pre-service coursework in six program licensure areas. For example, students of Cynthia Belliveau, PhD, an adult and organizational development instructor who teaches a CRE course at both the Ambler and Main campuses, augment their classwork by working with students at the Joseph C. Ferguson Elementary School, a Temple partnership school in North Philadelphia.

One of her students, Jennifer Butler, a senior whose husband is serving in the Navy in Iraq, addressed anger management with an exercise program at the school—by organizing a humorous “mummy” relay race in which students wrapped each other like mummies in toilet paper while the song “Monster Mash” played.

CRETE training includes hard copy and web-based protocols, as well as curricular and evaluation materials. For example Lewis, a Quakertown resident, builds camaraderie, teamwork and empathy among her Erdenheim students with games she gleaned from CRETE materials such as minefield, in which students lead blindfolded peers through a field scattered with pieces of crumpled-up paper “mines.”

This material also is a font of information, says Erin Howley, a senior who took Belliveau’s class, for writing lesson

plans that incorporate conflict resolution education into state-mandated curricula. Says Jones, “We have more than 600 pages of exercises and activities that have been developed by and used by teachers to teach about conflict resolution concepts in a variety of disciplines including language arts, social studies, health, math and science.”

In addition to pre-service teacher training, 150 Philadelphia School District teachers from eight schools have received CRETE training.

“It’s sort of a grassroots approach in the sense that it helps classroom teachers and students establish routines and procedures together so that they are working on issues together instead of against each other,” says David E. Baugh, principal of Dr. Tanner G. Duckrey School, another partnership school at 15th and Diamond streets. He also likes the fact that, unlike many conflict resolution programs that involve a top-down dictum from a central office, CRETE supports teachers from the ground up.

One cohort of Baugh’s teachers have undergone training, and some of them—like trainees at other schools—have become so enthused about CRETE that they have received additional training to become CRETE mentors for other teachers at the school. Baugh hopes to have another teacher cohort trained this spring and is investigating setting up a CRETE summer institute for his teaching staff.

“The people who have become trainers seem to have real nice classrooms and have the whole conflict resolution thing in pretty good shape,” he says. “By and large, it has been huge in changing the atmosphere of our school.”

“I use CRETE concepts every single day talking with my students and helping them to interact with one another ... Teaching them how to communicate both verbally and nonverbally, to listen and to respond to conflict are tools my students will need and use the rest of their lives.”

—Elizabeth Lewis, '07, Special Education Teacher, Erdenheim Elementary School

CRETE'S Impact

CRETE effectively prepares teachers to manage their classrooms

The effectiveness of CRETE was assessed during the 2006-07 CRETE trainings by comparing pre-test and post-test questionnaire data from more than 700 pre-service education majors at Temple and Cleveland State universities.

The pre-test was administered prior to a semester of practicum observation or student teaching. The students were divided into three groups: those who underwent four or five days of CRETE training during that semester; those who had CRETE information infused into their coursework during that semester; and those who were not exposed to CRETE information then. At the end of their semesters, all 700 were surveyed again.

The results indicated that, compared to the control group, pre-service students who had either received CRETE training or experienced it as part of their coursework equally benefited in terms of:

- Significantly increasing their confidence in their ability to manage conflicts: between students; between themselves and students; with parents; with colleagues and peers; and in their ability to enact a variety of conflict skills including collaborative problem-solving, negotiation, facilitation and mediation.
- Believing that teaching would be significantly less difficult for them than they had assumed before the CRETE training, while at the post-test those not exposed to CRETE felt teaching would be significantly more difficult for them than they had previously assumed.

Preparation for Teaching Specific Conflict-Related Content:

The CRETE training significantly increased participants' perceptions that they are ready to teach the following conflict-related content and skills to their students:

- Problem-solving techniques
- Identifying when conflict between students is escalating and needs intervention
- Understanding how students' needs trigger conflict
- Critical thinking skills
- Critical communication skills necessary for constructive conflict management (active listening, interest-based negotiation, perspective-taking)
- Understanding the dynamics of conflict
- Encouraging students to handle their own conflicts effectively
- Conversely, control group pre-service teachers afterwards felt less able to teach these content and skill areas than they previously had thought.
- Significantly increased their perceptions that they are prepared and willing to employ the following classroom management approaches to create more constructive learning environments:
 - Having classroom meetings as a method to address classroom management issues
 - Having students help set and enforce the rules
 - Teaching conflict management strategies
 - Using cooperative learning approaches

Bring CRETE into your classroom. An increasing amount of CRETE material is available for your review and use at the www.creducation.org web site.



Lee M. Yoder

Our Man in Cairo

“What about Egypt?” a New York educational consultant, Rollin Baldwin, asked Lee M. Yoder, EdD '79, MEd '66, eight years ago when they met in Washington, D.C.

“I don't know, what about Egypt?” replied a puzzled Yoder.

A Mennonite and Pennsylvania German speaker from Belleville, Pa. (south of State College), Yoder had spent nearly four decades as a suburban Philadelphia social studies teacher and high school principal, and a university and college professor and administrator in Virginia. He had majored in history as an undergrad at Eastern Mennonite University in Harrisonburg, Va., but he had never been to Egypt and knew little about it.

Yet what Baldwin told him intrigued Yoder. An Egyptian family that ran a series of private schools was seeking a superintendent to open an American-style school in Cairo. So Yoder flew to Egypt for a week in March 2000.

After meeting the owners—a father and his eight daughters—Yoder spoke to prospective parents, answering questions about what an American school would be like. “I was talking off the top of my head based on my experiences in secondary education teaching in the Philadelphia area, and relying on my master’s and doctoral work at Temple,” recalls Yoder, who between 1963 and 1975 had been first a social studies teacher and then the principal of Christopher Dock High School in Lansdale, Pa. “I simply talked about the critical thinking, investigation, problem-solving approach to how we do education.”

Satisfying both the school’s owners and parents, Yoder—who also had served, most recently, as vice president and associate professor of education at Eastern Mennonite University, as well as dean for academic affairs and professor of education at Bridgewater (Va.) College—returned home to Harrisonburg, Va., with a signed contract.

That fall, with a total of 20 9th and 10th graders, the Narmer American College (NAC) opened on the grounds of the related Maadi Narmer National School. His eyes were quickly opened to a significant educational divide. He was teaching both English and world geography that first year, and in one of the latter classes he and his students were discussing the Palestine-Israeli issue. He asked one sophomore, Mohamed Sinbawy, his opinion.

“What, you want me to say what I think?” Sinbawy responded in disbelief.

“Yes, Mohamed, what are your own views?” Yoder wondered.

“No one ever asked me that before!”

Yoder was stunned. In response, he developed what he has dubbed a “Different Way of Learning.” “What makes our approach appealing is that the Egyptian national system is based on memorizing for a big test at the end of their schooling, very similar to a British system also in place in Egypt,” he says. “So it doesn’t matter if a stu-



Yoder in his office.

dent goes to school, it doesn’t matter what the teacher says, they just have to pass a test at the end.

“In some schools,” he adds, “they buy and sell grades, which I refuse to do. In the U.S. we do it the old-fashioned way. They earn it.

“This is a much friendlier environment in which, for the first time, students take the initiative to establish a relationship with their teachers. Likewise, in the national schools parents don’t even talk to their children’s teachers.”

The family of Gihan El Rashidy, the sister who is the managing director of the school, operates four other schools with a total student body of 5,000. Part of the Egyptian national education system, these are English-language national schools that offer English, science and math classes in English, rather than Arabic.

For Narmer American College, however, she says, “I wanted to offer Egyptian students an opportunity to be critical thinkers, to be creative and to develop their skills through a wide range of activities.” That, she says, isn’t possible under the Egyptian national system based on memorization, with a textbook-driven curriculum mandated by the Egyptian Ministry of Education

that offers no time for extracurricular activities.

Throughout his high school years at NAC, Mohamed Sinbawy, repeatedly heard Yoder speak of Narmer’s “Different Way of Learning.” But it didn’t become clear to Sinbawy how truly different it was until he entered Cairo’s Modern Sciences and Arts University with students from different backgrounds, schools and educational systems.

“I realized,” he wrote back to NAC, “how I finished tasks assigned to me without struggle, more than most people. I knew what kind of information I needed at each certain stage, and how and where to search and collect it to achieve my very goals because learning in NAC is not just about academic syllabus, nor about stuffing data in one’s brain.

“Instead,” wrote Sinbawy, who graduated last year with a computer graphics degree and is hoping to do postgraduate work in the U.S., “it teaches you skills and builds confident personalities; young people who know exactly what they can do and where they would find opportunities.”

Dina Gohar, an NAC classmate who majored in mass communications at

“I’ve had to draw on everything I have ever done in order to create this school and Temple is a part of that... Some of my professors shaped me for what I am, and some of their quotations continue to ring in my ears.” —Lee M. Yoder

the same university agrees: “Our teachers were focusing mainly on how to use our minds, imagination and creativity to gain more knowledge in every field rather than memorizing,” wrote Gohar, who also graduated last year and is running “I Do,” a wedding- and event-planning business, with her sister. “The school prepared and introduced us to the bigger world in a very different way which made us know how to communicate with people and can always introduce our new ideas to whoever we want in the right way with CONFIDENCE.”

“He is an incredibly active, energetic person who loves to create new things and see what he created grow in front of his eyes.”

The approach has proven to be a big draw for the parents, upper middle class professionals—lawyers, doctors, business executives, contractors and oil executives—who are willing to pay \$7,000 a year for high school tuition (\$4,000 to \$5,000 per year for primary grades).

Growing rapidly, the school now boasts 500 pre-kindergarten-12 students.

Serbia, Sudan, Sweden, Switzerland, Syria, Turkey and the United Arab Emirates.

The faculty of 50 also has an international flavor. The majority are certified U.S. teachers who, in addition to Pennsylvanians, hail from as far south as Virginia, South Carolina, Mississippi and Texas, and as far west as Washington state.

Besides Yoder’s wife, LaVerne, a kindergarten teacher who is also the school’s early childhood leader, the staff includes the youngest of their three children, Lawson, who moved to Cairo from Brazil with his Brazilian-born wife and two-year-old daughter, to serve as an assistant high school principal.

“In the states we would never all work in the same school, but the Egyptians think it’s a wonderful idea,” says Yoder. “It’s a very unique experience.”

The remainder of the staff is from Egypt, Canada, Guatemala, Austria, Poland and Cyprus. Yoder’s recruiting pitch? “Many of them are just fascinated by the idea of Egypt and this part of the world,” he says. “Some of them don’t want to come because they think it’s not safe, but this is safer than New York City any day.”

Another lure for teachers, parents and students is the sparkling first-of-its-kind Egyptian campus constructed under Yoder’s watchful eye. It is the equivalent, he says, of an \$85 million U.S. school. It is located in New Cairo City, a major new development area east of Cairo City that is part of the 17-million population metropolitan area. It is unique, according to Yoder, because the entire school is contained in one three-story building. Encompassing nearly a quarter-million square feet, it has a capacity of 1,500 students.



The gleaming campus features a 475-seat air-conditioned auditorium.

Credit Yoder with this winning educational concept, says Gihan: “He is the only one who made this vision and my dreams a reality. He started the American school from scratch, and without him the school would never be where it is now in terms of its success.

Eighty-one percent of the students are Egyptian. Others, including dual nationals, hail from the U.S., Algeria, Australia, Austria, the United Kingdom, Canada, Norway, The Netherlands, France, Germany, Hungary, Iraq, Italy, Jordan, Kuwait, Lebanon, Malaysia, Palestine, Philippines, Saudi Arabia,



The Narmer American College Middle School Choir accompanied by Patricia Roskens, an elementary music teacher from North Carolina.

Opened in August 2006, the school's state-of-the-art facilities include 56 classrooms, music and art rooms, science and information technology laboratories, 24-hour internet access, a library, a 475-seat air-conditioned auditorium, a health clinic and a swimming pool, indoor sports court, gymnasium, a dance studio and an outdoor athletic field.

Yoder has been a jack-of-all-trades, from helping Gihan name the school to designing the school logo, signage and transcripts, developing the curriculum and policies and procedures, recruiting faculty, chairing the school accreditation efforts, participating in meetings with architects to thrash out the new school building's design and even helping select the school furniture imported from the U.S.

"I've had to draw on everything I have ever done in order to create this school and Temple is a part of that," says Yoder. "Some of my professors shaped me for what I am, and some of their quotations continue to ring in my ears." Among the most influential were members of his doctoral committee, Morton Alpren, EdD, Leon Ovsiew, EdD and John Mickelson, EdD. Alpren, who supervised Yoder's doctoral work, taught a K-12 curriculum course that proved to be the springboard for Yoder's doctoral program in curriculum theory and development.

At NAC, the curriculum Yoder developed uses the Virginia Standards of Learning with local adaptations, such as modern Middle Eastern history curiously not covered by Egyptian national schools. Field trips? Imagine a cruise down the Nile from the temples of Luxor to Aswan.

Indeed, Yoder is overwhelmed by the sense of history — as well as the kindness of the Egyptian people. "We like it here," he says. "The Egyptian people are so outgoing and friendly in the shops and neighborhood."

But he is regularly reminded that he is not in Kansas — or Virginia — any more. "I need to check my 'western reasoning' against the local culture," he explains. Since Egyptians have a different sense of time, he says, it takes longer to get anything accomplished. Planning isn't a priority, so a lot of things are done at the last minute. With a poor infrastructure, it's hard to get across town or quickly send a message, so satellite mobile phones are de rigueur.

Aware of such cultural differences, Yoder and his staff are extremely sensitive to religious and political issues. Each August, for two-and-a-half weeks before the school opens, Yoder conducts a faculty orientation. The message: "As North Americans, we are guests in this

culture. Therefore, we promote understanding and not ridicule or making fun of the ways of doing things." They do not halt classes for the daily calls to prayer, but do seek to understand the five pillars of Islam.

Last August, during the faculty orientation, Yoder stood at the front of the school's conference room and said, "Today we stand together, Muslim and Christian, to develop this new American school in this land of the ancients, this cradle of world civilization." He then joined hands with Gihan, who was standing beside him, and invited all the faculty to join hands with them" — like brothers Isaac and Ishmael standing side by side at the burial of their father Abraham in Hebron, in nearby Palestine.

"I never did such a thing in a U.S. school, but here it was a cultural adaptation to promote the big picture of our school's mission," he says.

Based on his experience, Yoder has concluded that, "The way the U.S. entered Iraq was not a good model because we did so without regard for its culture and history. Democracy cannot be shipped into the country."

At the time of the U.S. invasion in 2003, Yoder's school was still located on the campus of one of the family's national schools. That school had a march protesting the war and the U.S. Next door, Yoder's Narmer American College held an assembly to discuss the situation, and used its classes, including social studies, to introduce program content on peace and global understanding.

"Very different approaches," says Yoder.

OUR STUDENT SPEAKS



January 2008 Commencement address excerpt

Ghadah Hasan: Love of teaching reaffirmed

“I didn’t always want to be a teacher. When I first started college, I was a science major and actually thought about pursuing a career in pharmacy. I’ve always loved kids but never really looked into it as something I would want to do for the rest of my life. During my second year of college, I happened to take a part-time job teaching children. After spending a couple of months working with the children, I discovered how deep my love for teaching and working with kids really was. I remember looking at the faces of the students and seeing their eyes’ looking up at me with full trust and expectation. There has definitely been a mixture of good and bad times. My student teaching experience was so much more promising than I could have ever imagined. I know this because it was really hard saying bye to my kids. I was literally in tears. I became so attached to them that I found it really hard to imagine my mornings without them.”

“One of the most important things I have learned in student teaching is that at the end of your semester, one of two things happen. Either your love for teaching is re-affirmed, or you realize that teaching is not for you, which is not unusual at all because not everyone is made to be a teacher. For me, I’ve realized and have become more sure that being an educator is what satisfies my soul and mind. I know this is what I want to do and really feel like it is my destiny.

“We live today in an environment rich with cultural diversity. All children come to school with a strong individual identity and the teacher must in turn accept and respect these identities. It is essential that the children maintain their own identity and recognize the importance of learning about and valuing the identities and cultures of the other children in their classroom. By demonstrating an appreciation for and recognizing the children’s

identities, teachers help establish a bond among the students as well as between the teacher and the student. For this reason, an essential ingredient of education is to value and praise diverse identities, to regard all children and their families with dignity and respect.

“Today most of us look very similar. We all have our black gowns, our hats and our tassels. Despite these similarities, each one of us maintains unique individual differences that make us who we are. I believe that each one of us is precious and has something valuable to contribute to humanity.”

Now fifth-grade teacher,
Hon. Luis Munoz-Marin
Elementary School, North Philadelphia

**Message from Valerie Gay
Director of Development
and Alumni Affairs**



I hear constantly from alumni about how they've been inspired by stories in *Educator* to get involved in our community by volunteering to help students or contributing to the College of Education. As the director of development, I am grateful for every dollar you contribute.

But it's not just a one-way street. We want to give back to you, our alumni, as well. I urge you to view the college as a continuing resource. Interested in volunteering? We can make that happen through our Making a Difference Project. Interested in networking with other educators? We can facilitate and support those kinds of relationships through a large database we maintain for your use.

Meanwhile, the exciting intellectual activity that is captivating our campus isn't limited to our faculty and students. Our alumni are also making tremendous contributions to the field—contributions we'd like to know more about from you.

In addition, our ability to connect with you has been greatly enhanced with the hiring of Tiffany Tavarez as assistant director of alumni affairs. Her presence is just one reason we are now prepared to publish *Educator* twice instead of once a year, which will allow us to inform you even better regarding what's going on at the college.

So call me at 215.204.4649 or write to me at valerie.gay@temple.edu. Tell us what you're doing, what you'd like to see in *Educator* and how we can be more responsive to you and your needs. I also urge you to check out our web site, temple.edu/education and myowlspace.com for information about upcoming events, job postings and tools that can help you reconnect with other alumni.

And thank you for what you do every day in continuing the strong tradition of Temple University's College of Education.

**Office of Development
and Alumni Affairs
Here to Serve You.**

Valerie V. Gay, CFP
Director of Development and Alumni Affairs



Tiffany Tavarez
Assistant Director
of Alumni Affairs



Pamela Mickles
Secretary

Letters to the Editor:



"I really enjoyed the College of Education mailing that I received. I thought that the layout and overall look were very nice. I would have liked to have seen more about alumni rather than faculty. Also, it would be nice to see a big feature about an alum. I appreciated how you broke down the different funds that you could give to for different areas as well. All in all, a very nice piece, much better than anything I have gotten from my other alma maters."

Claire A. Tillman,
MEd '06, MBA

Thanks for sending *Educator*, fall 2007. I am glad to know Dr. Joseph Rosenfeld (School Psychology) is doing fine. He was the chair of my dissertation committee and is an excellent human being.

Cordially,
Liliana García, PhD '85

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to the Educator:**

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TESOL Program Establishes Award in Honor of Remarkable Doctoral Graduate

The College of Education's Teaching English to Speakers of Other Languages (TESOL) program is establishing the Subarna Banerjee Excellence Award to honor a truly remarkable recent doctoral graduate.

After earning her bachelor's and master's degrees in her native India—during which she endured her first bout with breast cancer—Subarna Banerjee, EdD, arrived at Temple in 1999 to enter the TESOL program. Throughout her years in the program, between 1999 and 2007, her cancer returned twice. But she never let it slow her down, or even let many colleagues, friends and acquaintances know that she was undergoing treatment.

In September 2007 Banerjee defended her dissertation and accepted a prestigious postdoctoral position at the University of Pennsylvania. Unfortunately, her condition continued to worsen and in late winter she returned to her home in Behrampur, India, outside of Calcutta.

"Beautiful, poised and elegant, Subarna has been a stellar student, easily the most accomplished student in the program," says Aneta Pavlenko, PhD, associate professor and director of the Curriculum, Instruction and Technology in Education Department's TESOL program.

With a background in comparative literature and fluent in Bengali, as a TESOL doctoral student Banerjee authored a book chapter, an essay, several book reviews, and made numerous presentations at national and international conferences. Her accomplishments were recognized by the TESOL organization that awarded her the prestigious Albert H. Marckwardt TESOL award.



Subarna Banerjee, EdD

Throughout draining chemotherapy treatments and disabling pain, Banerjee never missed a day of school, of work or of writing. When faculty members asked her to take it easy, she refused to do so, never asking for an academic break and never slowing down her data collection or conference travel. "She is, for all of us, students and faculty alike, a source of inspiration and a model of incredible personal courage and commitment to the field," adds Pavlenko.

"When I met her I had no idea she was battling cancer," says Tina Hu, a TESOL doctoral student who, at Pavlenko's suggestion, was mentored by Banerjee when Hu arrived at Temple in 2006. "I learned a lot from her. She's very determined in carrying out her goals and also very insightful regarding a lot of academic issues."

Besides teaching TESOL courses, Banerjee also taught first-year writing courses for the English Department, as does Srimati Mukherjee, a lecturer.

"Being a new immigrant, as I was 21 years ago, is itself quite a tough adjustment," says Mukherjee. "Every day you have to battle loneliness, and on top of that she pretty much was alone going to her chemotherapy and radiation treatments and coming home alone.

Yet what stands out for me is her tremendous courage in going forward and not wanting to see herself as marked in any way, as well as her unfailing zest for life. She remained very upbeat and positive. Sometimes soon after she underwent chemotherapy we would have long, wonderful conversations and she would cheer me up!"

Eli C. Goldblatt, PhD, associate professor, English Department, directs the first-year writing program and also sat on Banerjee's

dissertation committee. "As soon as you met her you recognized how intelligent she was," he says. "She has this incredible light in her eyes and a tremendous sense of compassion. She was a real leader among people who taught English as a second language in our program. Many people would agree with calling her a dear soul."

In recognition of her tremendous courage in the face of adversity and of her commitment and dedication to the fields of TESOL and second language writing, the TESOL program is establishing a Subarna Banerjee Excellence Award to be awarded annually to a graduate student in Temple's TESOL program for the best research paper or dissertation. A committee composed of TESOL faculty and doctoral students will determine the award winner.

Award organizers want to raise at least \$10,000 from graduate students, alumni, faculty and colleagues in the field of TESOL. To contribute, please send a check, payable to the College of Education (with SUBARNA BANERJEE in the memo portion) to:

College of Education
Office of Development & Alumni Affairs
RA 223, 1301 Cecil B. Moore Ave
Philadelphia, PA 19122

Or to make a secure donation online, go to: myowlspace.com. Be sure to put SUBARNA BANERJEE in the memo/notes section.

Editor's note: We are saddened to report Subarna's passing on July 20, 2008. Our thoughts are with her family, friends and colleagues.

CENTER FOR FRONTIER SCIENCES

Center for Frontier Sciences Celebrating 20th Year

Founded in 1987 by Richard Fox, current member and former chair of Temple University's Board of Trustees, the College of Education's Center for Frontier Sciences has been celebrating its 20th anniversary.

The College of Education center is a place where researchers on the cutting edge of health, technology and scientific discovery can share and examine ideas critically, test hypotheses and have their ideas discussed by their peers.

As a neutral clearing house for these ideas, the center has a lot to be proud of, says Nancy Kolenda, the center's director: "We've brought together internationally known scientists to discuss things that could become major breakthroughs. We're an incubator that encourages communication and global networking. We don't take a position on any ideas. We just provide an open forum for scientists to discuss them."

Some of those ideas—such as acupuncture and homeopathic medicine—have since gone on to benefit people the world over.

During the past two decades the center has hosted 14 international conferences and more than 80 lectures. It publishes a peer-reviewed journal, *Frontier Perspectives*, and has a formal relationship with Springer Publishing Company, a noted publisher of science books. As part of the company's Frontier Series, the center has published "Quo Vadis Quantum Mechanics?" a book that includes several Nobel Prize laureates among its authors and looks at the future of quantum physics.

"I think what it's done is amazing," Fox said. "Twenty years ago, it was an organization that networked with isolated scientists. Now we attract some of the top scientists, including Nobel laureates. [The center] has assisted scientists with the opportunity to present their unique ideas that have resulted in significant scientific breakthroughs that have materially helped people."

MAKING A DIFFERENCE

College of Education is MAD about Making a Difference

The College of Education's Making A Difference Project is an educational philanthropic initiative whose purpose is to encourage and enhance a culture of philanthropy throughout the College of Education's community. Through the MAD Project, we are answering the call from alumni and students to provide meaningful connections to the college and the communities it serves. In addition to receiving monetary donations for college-related community activities, MAD provides opportunities for volunteer service in

educational and other community settings.

For example, MAD sponsored a number of volunteer activities throughout the 2007–2008 academic year. In honor of the Dr. Bernard C. Watson Chair in Urban Education, Watson Works (W2) was the program's first volunteer project. The first W2 event took place on Saturday, November 17. The College of Education's Office of Development and Alumni Affairs, in partnership with the Office of Community Relations & Temple Volunteers, hosted a breakfast for 22 student and alumni volunteers. After hearing from Dr. Watson about the importance of incorporating community service into every college education, the group cleaned up neighborhood lots and volunteered their services at a local church.

The second event coincided with the first university-wide participation in Philadelphia's 13th Annual Martin Luther King Day of Service. (www.mlksdayofservice.org) Approximately 50 volunteers prepared

and served food to more than 300 homeless persons at Chosen 300 ministries.

The last event of the year occurred on Saturday, April 5, when the College of Education, Partnership Schools and Greater Philadelphia Cares collaborated to support Mayor Nutter's ongoing "Love Where You Live" anti-litter campaign. The campaign aims to recruit thousands of Philadelphians to help clean major sections of our city; to raise awareness about litter prevention; and to instill neighborhood pride and civic responsibility in residents in an effort to keep our city clean each and every day.

More than 100 volunteers helped clean up neighborhoods surrounding Duckrey Elementary School as part of the nation's largest single day, citywide cleanup event (www.phillycleanup.com).

If you are interested in participating in volunteer efforts or have any ideas and suggestions, please contact Tiffany Tavarez, assistant director of alumni affairs, at 215-204-0916 or tiffany@temple.edu.



INSTITUTE ON DISABILITIES

Bryen Retiring as Head of Institute on Disabilities

Diane Nelson Bryen, MEd '71, PhD '73, is retiring as the executive director of the College of Education's Institute on Disabilities, a position she has held since 1992. She will be succeeded by David Mitchell, PhD, an internationally renowned disabilities scholar from the University of Illinois at Chicago.

During Bryen's tenure, the institute conducted groundbreaking work in such fields as people with disabilities and the criminal justice system, and spread its influence internationally.

"We were one of the first centers in the country to address the problem of people with disabilities and the criminal justice system," says Bryen, a Great Teacher awardee and professor of special education in curriculum, instruction and technology in education. "We conducted research to gauge the scope of the problem and we developed curriculum for training people within both the disability and criminal justice systems on how to increase equal access and due process for both victims and alleged offenders."



Diane Bryen, the outgoing executive director of the Institute on Disabilities with David T. Mitchell, the new director of the center.

Bryen notes that people with disabilities are four to 10 times more likely to be crime victims, but they do not report crimes very often because they either think they will not be believed (which is sometimes the case) or because their ability to communicate is so compromised that people assume they are incompetent. The institute also is collaborating with universities and institutes in Israel, South Africa, Australia and India to conduct joint research, exchange experts and students, and change the way professionals dealing with the world's 600 million people with disabilities are trained.

In addition, the institute has been:

- designated Pennsylvania's University Center for Excellence in Disabilities;
- the Commonwealth of Pennsylvania's lead agency in implementing the federal assistive technology act; and
- developing a transcript-valid certificate in disability studies currently being reviewed by Temple University.

Says Bryen of the certification program: "Rather than viewing disabilities as medical phenomena, as broken people who need to be fixed and if they can't be fixed to throw them away and segregate them, we want disability studies to look at someone as part of the diversity of humans in the same way we look at women's studies and African-American studies."

URBAN EDUCATION
COLLABORATIVE

Temple Hosting Pennsylvania Governor's School for Urban Teaching

The College of Education's Urban Education Collaborative this summer will launch the Pennsylvania Governor's School for Urban Teaching. One of 12 such governor's schools statewide, each focusing on a different topic, the school involves a five-week residential immersion program.

"It will combine college prep coursework with learning what the experience of teaching in an urban environment involves," says Marilyn Murphy, deputy director of the Urban Education Collaborative and director of communications for the Center on Innovation and Improvement. "They will work with some students in a local elementary school's summer program and also be exposed to urban cultural activities."

In keeping with other initiatives featured in this issue of *Educator*, the school is designed to attract, encourage, motivate and prepare talented high school students, particularly those from under-represented backgrounds and communities—to higher education and careers in urban teaching.

The primary focus is on attracting students from the Philadelphia School District, but up to 60 students from across the state who have just completed their junior years will be accepted into the program.

Expenses for housing, meals and materials are covered; students will also receive a \$150 weekly stipend.

HONORS AND AWARDS

Roesser Receives Founder's Day Certificate of Honor

The Temple University Alumni Association's Founder's Day Certificate of Honor for a graduate of the College of Education this year was bestowed upon George W.

Roesser, *EdD '97* for his outstanding dedication to developing world-class educators.

Roesser is the director of Lehigh University's Urban Leadership Development Program, a nationally recognized initiative that trains teachers for leadership positions in urban schools.

Prior to his position at Lehigh, Roesser spent 32 years as a teacher, counselor and principal in the School District of

Philadelphia. During this time, he successfully led four different in-crisis schools, resulting in significant program and environmental improvements. While he was principal of Conwell Middle Magnet School, an institution with an 80 percent poverty rate, his students attained achievement levels that rivaled their suburban counterparts.

Roesser also has contributed to the development of other educators, serving as a mentor to other principals in the district and organizing training for administrators through the Philadelphia Education Fund. As a mentor and adjunct professor,

and through his directorship at Lehigh, Roesser has impacted more than 200 of the region's school administrators.



Reflecting on his work, Roesser expressed gratitude and admiration for the heroic actions of those with whom he has worked. He accepted the certificate of honor in recognition of David Horowitz, Novella Keith and Saul B. Grossman, three distinguished educators at Temple who have profoundly influenced his career.

2007 Gallery of Success Honors Daggett, Dorfman

Each year, Temple University honors 2 distinguished alumni from each college and school in its Gallery of Success, with the goal of inspiring the university community, especially undergraduates, and instilling a sense of pride.

The 2007 Gallery of Success College of Education honorees are Willard R. Daggett, *EdD '74* and Shelly Dorfman, *BSEd '75, EdM '82, Psychology of Reading*.



Willard R. Daggett, EdD '74
Daggett is president of the International Center for Leadership in Education in Rexford, N.Y. He is recognized worldwide for his proven ability to move education systems towards more rigorous and relevant skills and knowledge for all students. He has assisted a number of states and hundreds of school districts with their

school improvement initiatives.

Before founding the International Center for Leadership in Education in 1991, Daggett was a teacher and administrator at the secondary and postsecondary levels and a director with the New York State Education Department. He is the creator of the Application Model and Rigor/Relevance Framework—a practical planning and instructional tool for determining the relevance of curriculum and assessment to real-world situations.

Daggett and his wife, Bonnie, have five children, two of whom are disabled. The Daggetts are strong supporters of Wildwood Programs, which serves the needs of people who, like their daughter Audrey, have either neurological impairments, learning disabilities or autism.



Shelly Dorfman, BSEd '75, EdM '82, Psychology

Dorfman is the founder and executive director of the Institute for the Arts in Education, a Philadelphia-based non-profit organization which since 1990 has served more than 250,000 students and 2,000 teachers from every grade and subject area. The Institute's distinctive program uses learning in and

through the arts—including live performances and exhibitions in dance, music, theater and visual arts—as a springboard to academic achievement, providing high-quality educational experiences in literacy, math, social studies and science. Before founding the institute, Shelly taught in the Lower Merion School District as a reading specialist and as an elementary school teacher. She has also worked at Comcast Cablevision as community coordinator for Lower Merion, hosting a community events program featuring educational, cultural, community and athletic events. She has three children, Randi, Cindy and Elliott, and eight grandchildren. She attended Temple University for 17 years to earn her undergraduate degree while raising her family.

FACULTY NOTES

Curriculum, Instruction and Technology in Education (CITE)

Saul Axelrod, PhD, professor of special education, was elected a fellow of the Association for Behavior Analysis in the summer of 2007.

David E. Kanter, PhD, assistant professor, Biology Department, presented an invited talk, "Project-based Science Curricula Impact Minority Students' Achievement, Attitudes, and Plans Via Teacher Knowledge and Practice," at the Educational Testing Service in Princeton, N.J.

Diane Jass Ketelhut, EdD, assistant professor of science education, gave an invited presentation, "Alternative Assessments of Students' Understanding of Inquiry" via a multi-user virtual environment for the research seminar at the University of Aberdeen (Scotland) School of Education on October 31.

Ketelhut, with Brian Nelson, Arizona State University, presented a poster, "Exploring Embedded Guidance and Self-efficacy in Educational Multi-user Virtual Environments" at the Computer Supported Collaborative Learning Conference in July at Rutgers University.

Ketelhut also gave an invited paper presentation with Chris Dede, Harvard University, on Alternative Assessments of Students' Understanding of Scientific Inquiry via a Multi-User Virtual Environment at the Distributed Learning and Collaboration (DLAC-II) Symposium in Singapore in June 2007.

Stephen Krulik, PhD, professor emeritus of mathematics education, is still active. In addition to teaching at Temple as an adjunct professor, he is an author on the 2009 Elementary Mathematics series from Macmillan-McGraw Hill. He is also co-author of the forthcoming book *Problem Solving: Efficient and Elegant Solutions—2nd Edition* (secondary) and the forthcoming *Problem Solving: Efficient and Elegant Solutions* (elementary). He also spoke at the annual meeting of the National Council of Teachers of Mathematics in Salt Lake City, Utah, this April.

Kristie Jones Newton, PhD, assistant professor of mathematics education, and **Diane Jass Ketelhut**, EdD presented a poster, "Inquiring into Inquiry: Using the CSSM Model with Doctoral Students in a Joint Mathematics and Science

Education Course," at the National Conference on Doctoral Programs in Mathematics Education in Kansas City on September 23–26.

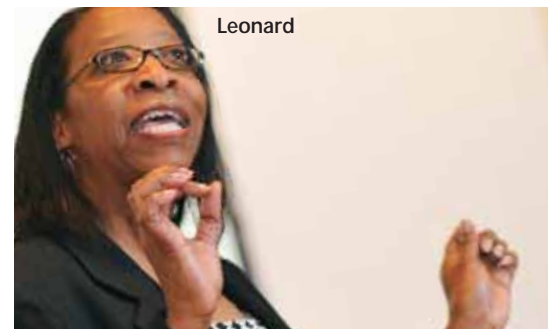
Jacqueline Leonard, PhD, associate professor of mathematics education, was appointed to Strengthening the Infrastructure for Research and Education, a subgroup of the university's Academic Strategic Planning Committee.

Leonard was nominated to serve as president-elect for the Benjamin Banneker Association for 2008 at the Benjamin Banneker Leadership Summit, An Agenda for Impact, in Atlanta, Ga., November 8–9, 2007. The purpose of the summit was to inform national, state and district-level policy and organization regarding school mathematics, and to inform and frame research agendas.

Leonard's book, *Culturally Specific Pedagogy in the Mathematics Classroom: Strategies for Teachers and Students*, was published in New York and London by Routledge.



Kanter



Leonard

Aneta Pavlenko, PhD, associate professor, TESOL Program, organized lectures in partnership with the Center for International Business Education and Research (CIBER) for Temple community. Most recently included Dr. Fabienne Doucet on Language, Identity Status, and the Authenticity Question among Haitian Immigrant Youth.

Pavlenko delivered an invited lecture, "Cross-linguistic influence as a window into the bilingual mind," at the University of Heidelberg, Germany.

Christine A. Woysner, EdD, associate professor of elementary education/K-12 social studies, was

re-elected to the board of the Pennsylvania Council for the Social Studies.

Woysner presented her paper, "I Esteem It a Favor to Myself and My Race': Homemakers' Clubs in the American South, 1912–1919," at the History of Education Society's annual meeting in Cleveland, Ohio, on October 27. Woysner also took two dozen undergraduate and graduate students to the Pennsylvania Council for the Social Studies annual meeting in Valley Forge on October 12. Temple graduate Jill Beccaris was on the program.

College of Education Shines at AERA Annual Meeting

Fifty-one professors and students from the College of Education presented papers, poster sessions and participated in invited sessions and symposiums at the American Educational Research Association's annual 2008 meeting in New York City.

Presenters at the meeting, whose theme was "Research on Schools, Neighborhoods and Communities: Toward Civic Responsibility, included:

Faculty

Jerome S. Allender, PhD
Arie Cohen
Jennifer G. Cromley, PhD
James Earl Davis, PhD
Joseph P. Ducette, PhD
Patricia A. L. Ehrensals, EdD
Frank H. Farley, PhD
Billie Gastic, PhD
Tiffany Gilles
Steven Jay Gross, EdD
Smita Guha, PhD
Marc Lamont Hill, PhD
Renee Hobbs, EdD
Erin McNamara Horvat, PhD
Vivian W. Ikpa, PhD
Susan Ann Jansen Varnum, PhD
Tricia S. Jones, PhD

Yasuko Kanno, PhD
David E. Kanter, PhD
Diane Jass Ketelhut, EdD
Jacqueline Leonard, PhD
Kristie Jones Newton, PhD
Michelle Chaplin Partlow, PhD
Lynne M. Roberts
Steve P. Ryan
Joan P. Shapiro, EdD
Kathleen M. Shaw, PhD
Glenn E. Snelbecker, PhD
Judith C. Stull, PhD
Gretchen E. L. Suess, PhD
Jill Swavely, EdD
Jacqueline Tanaka, PhD
Leonard Waks, EdD, PhD
Christine Woysner, EdD

Graduate Students

Rebekah Joy Buchanan
Martha Kate Callahan
Juliet Dileo
Julie A. Eastburn
Joan Foley
Fatima Hafiz, PhD
Decoteau J. Irby
Dominique E. Johnson
Kimberly Lechasseur
Ulana A. Luciw
Adjua Ngeena Kembah McNeil
Elena G. Nitecki
Darcy A. Russoto
Melissa Rowe
Lindsey E. Snyder



Jennifer Cromley

Educational Leadership and Policy Studies (ELPS)

Michelle Chaplin Partlow, PhD, clinical assistant professor, led a workshop at the University Council of Educational Administrators on Nov. 18. She and her co-presenter, Dr. Ellen Bueschell from Miami University, presented strategies and methods to successfully use the cases in the *Journal of Cases in Educational Leadership* in classes. The presentation was entitled, "Using Case Studies in Classes."

Billie Gastic, PhD, assistant professor of urban education, has been named a 2008 Faculty Fellow by the American Association of Hispanics in Higher Education.

Vivian Ikpa, PhD, associate professor of educational administration, co-authored two papers with **Dean C. Kent McGuire**. These papers were presented in November at the annual conference of the National Academy of Educational Research in Hutchinson Island, Fla. The first paper, "Economic Rationalism and the Achievement Gap," examined how the rise of free market economic policies driven by corporate interests, impact decision-making relevant to K-12 school governance and student performance. The second paper, "Global Education Reform Initiatives and the Academic Gap," explored selected international reform initiatives within the context of changing political economies and how these changes impact student achievement. Ikpa also chaired a symposium on economic and educational development in Iran.

Marc Lamont Hill, PhD, assistant professor of urban education and his co-author, Lalitha Vasudevan, had their book, *Media, Learning, and*



Catherine Fiorello

Sites of Possibility, published in both hardback and paperback in December. (Peter Lang Publishing). In November, Hill published a chapter entitled, "Toward a Pedagogy of the Popular: Bourdieu, Hip-Hop, and Out-of-School Literacies" in the book *Bourdieu and Literacy Education* edited by Alan Luke and James Albright. His commentary, "Should hip hop artists produce material that is socially uplifting to African Americans?" was published on June 15, 2007 in the *Congressional Quarterly*.

Over the past 12 months, Hill has appeared on more than 100 national television programs including 20/20, Anderson Cooper, The O'Reilly Factor, Hannity & Colmes, Paula Zahn and Star Jones. He is a regular contributor to Fox News, CNN and Court TV.

In August, Hill was invited to give expert testimony regarding the "Stop Snitching" movement before the House Judiciary Subcommittee.

Hill also gave the following keynote addresses: "Snitching, Neoliberalism and the Politics of the Drug War," International Drug Policy Reform Policy Conference; "From Slavery To Hip-Hop," Federal Bureau of Investigation (Newark Division) Black History Celebration, February 2007; "Promoting Excellence and Change among the Hip-Hop Generation," Pennsylvania Conference on Juvenile Justice; "Fighting Back Against Youth Violence, Congreso de Latinos Unidos; "Challenging the Culture of Violence in Public Schools," Brookdale Community College; "Hip-Hop Culture and the Politics of Diversity," Delaware County Community College; "Justice or 'Just Us'? Hip Hop and the Criminal (in) Justice System," Lincoln University; "Leading, Learning, and Loving the Hip-Hop Generation," School District of Philadelphia Principals Conference; and "Pushing Back Against Media



Marc Lamont Hill

Representations," University of Maryland Eastern Shore.

Hill also was an invited panelist to discuss: "The Future of Black Leadership in America," 2007 University of Pennsylvania Martin Luther King Day Celebration; "Hip-Hop and Masculinity," Swarthmore College; "Representing Urban Schools in Film: Freedom Writers," West Chester University; "The Cultural Politics of the N-Word," N.Y.U. Law School Legal Implications of the N-Word Conference; and "Urban Schooling and the Threat of Neo-liberalism," Princeton University State of Black Men in American Conference.

In addition, he also lectured on "Teaching For, To, and About Diversity in the 21st Century University" at Delaware County Community College and presented a paper, "Forming a Storytelling Community within Hip-Hop Lit" Paper Presented at the 2007 annual meeting of the American Educational Research Association's in Chicago.

Joan Shapiro, EdD, professor of educational administration, and **Steve Gross**, EdD, associate professor of educational administration, co-chaired a symposium entitled "Solving or Resolving Authentic Educational Ethical Dilemmas" at the 12th Annual Values and Leadership Conference sponsored by the University Council of Educational Administration on September 28.

Steve Gross, EdD, professor of educational administration delivered a keynote address entitled "Using

Turbulence Theory as a Metaphor in a Volatile World" at the 12th Annual Values and Leadership Conference at Pennsylvania State University, State College, Pa., on September 28. His work on Turbulence Theory, the New DEEL (Democratic Ethical Educational Leadership) and initiating and sustaining deep educational innovation were also topics of keynotes and lectures during his trip to Australia last summer.

Shapiro and Gross co-authored a new book, *Ethical Educational Leadership in Turbulent Times: (Re)Solving Moral Dilemmas*. The book focuses on ethical decision-making using two frameworks, the Multiple Ethical Paradigms of the ethics of justice, care, critique and the profession, and Turbulence Theory. The book is published by Erlbaum which is now part of the Taylor & Francis Group.

Thomas Stapleford, EdD, clinical assistant professor and director of Graduate Education Program at College of Education, Temple University, Harrisburg Campus, presented an invited paper to the Minnesota Association of Colleges of Teacher Education October 11-12. The paper, "Virtual Field Experiences and Technology-Mediated Pre-service Teacher Education," will be published in the journal of the proceedings later this year.

Psychological Studies in Education (PSE)

Jean Boyer, PhD, clinical assistant professor, was re-appointed president of the Trainers Group of the Association of School Psychologists of Pennsylvania



Jean Boyer

King Prajadipok Institute. To launch a countrywide initiative in conflict resolution education, she conducted two two-day trainings for administrators and head teachers from 80 schools representing all of Thailand's five provinces.

She also was an invited to speak at the Global Studies Summer Institute for the Institute for World Affairs at the University of Wisconsin-Milwaukee in July. Her presentation addressed "Peace and conflict education: Global to local connections in teaching and learning."

Jones and recent graduate **Lynette Mawhinney**, PhD, conducted a two-day training on conflict resolution education for teachers and administrators in the District of Columbia public schools last July. The following month Jones gave a presentation on "Conflict Resolution Education and Character Education" at the U.S. Department of Education's Office of Safe and Drug-Free Schools National Conference in Washington, D.C.

In October Jones and Ross Brinkert (PSU-Abington) gave a presentation on "Conflict Coaching: Developing the Conflict Management Spectrum" at the First Annual Dispute Resolution "Works in Progress" Conference at the Marquette University Law School in Milwaukee, Wis. That month she also gave the keynote address to the National Student Peace Alliance conference at Brandeis University.

In November Jones presented two papers and led a short course on teaching conflict resolution at the

for 2007–2008. She has also completed a three-day training course in crisis prevention, preparation and response, and is now serving on the Pennsylvania state crisis training team for the Association of School Psychologists of Pennsylvania.

Boyer gave presentations at the Arcadia University Annual Inclusion Institute; the 17th Annual Symposium for Learning Consultants at Rowan University, "Making Informed Decisions from DIBELS Data—The Next Step;" the Millville, N.J., Board of Education staff development day; and she spoke to the Association of School Psychologists of Pennsylvania.

James E. Connell, Jr., PhD, assistant professor School Psychology Program, has been invited to serve as part of a team to develop an online "Response to Intervention" training module, which will be made available to members of the National Association of School Psychologists, the American Federation of Teachers and the National Educational Association.

Jennifer Cromley, PhD, was named to the editorial board of the *Journal of Educational Psychology*.

Frank Farley, PhD, L.H. Carnell Professor, has been elected a fellow of the Eastern Psychological Association and a charter fellow of the American Educational Research Association. During 2007 he was elected president

of two divisions of the American Psychological Association which he has previously served as president and head of six of its divisions.

In October he gave an invited address on his theory of heroism to the New York Academy of Sciences in New York City. Gordon Brown, the new British prime minister, incorporated aspects of Farley's work on heroism in his 2007 book, *Courage*. In September he was invited to preside over the official memorial and tribute at Columbia University for the one of the world's best-known psychotherapists, Albert Ellis, a Columbia PhD.

Catherine A. Fiorello, PhD, associate professor and coordinator of School Psychology Program, was recently awarded a \$20,000 materials grant from the Woodcock-Munoz Foundation to support instruction in neuropsychological assessment.

Joe Folger, PhD, professor of adult and organizational development, delivered a keynote address at the Congreso Mundial de Mediación in Valparaiso, Chile. He also conducted a pre-conference workshop on transformative mediation for mediators in Santiago, Chile.

Folger's book, *The Promise of Mediation 2nd edition* (Robert Baruch Bush & Joseph P. Folger, Jossey Bass, 2005) has been published in Russian.

Tricia S. Jones, PhD, professor of adult and organizational development, serves on the American Bar Association Dispute Resolution Section's "Words Work" initiative, which is developing conflict and life-skills education programs for young adolescents. In July she conducted training in the Words Work curriculum for national organizations involved in the pilot study being evaluated by ABADR.

Jones traveled to Bangkok and Khon Kaen, Thailand, September 29–October 7 to present a keynote address on "Conflict Resolution Education: A World of Possibilities" at a conference for educators sponsored by the Ministry of Education and the



Tricia S. Jones

National Communication Association conference in Chicago.

Finally, Tricia Jones, and Ross Brinkert PhD, have published their book, *Conflict Coaching: Conflict Management Strategies and Skills for the Individual*, (Sage, 2008).

Joseph Rosenfeld, PhD, professor of school psychology, was presented



Joseph Rosenfeld

with the 2007 Ethics Educators Award for Outstanding Contributions to Ethics Education for Psychologists in Pennsylvania on October 19 in Harrisburg, Pa.

Erin Rotheram-Fuller, PhD, assistant professor of school psychology, has a chapter published in the book entitled *The Clinical Manual for the Treatment of Autism*. The title of the chapter is "Peer Relationships of Children with Autism: Challenges and Interventions."

Mel Silberman, PhD, professor of adult and organizational development, was awarded The Lifetime Achievement Award by the North American Association of Simulation and Gaming at its annual conference in Atlanta. Mel's latest book, *The Best of Active Training*, was recently published by Pfeiffer, a Wiley imprint.

centers and research

Center for Professional Development in Career and Technical Education (CTE)

Gloria Heberley, EdD, Governor's Institute site director of CTE, and Dr. Chester Wichowski, associate director of CTE, presented a session November 6 at the Conference on Integrated Learning at Pennsylvania State University in State College, Pa. She spoke on the Temple University Reading Project emphasizing docu-

mented student gains in career and technical education schools that implemented the strategies. The reading project is the basis of the annual Governor's Institute Integrating PA Standards for Reading, Writing, Speaking and Listening into Career & Technical Education Programs (July 14–18, 2008). Documented student gains include a 12 percent gain on



Erin Rotheram-Fuller

11th grade PSSA Reading Test scores and an 8–20 percent increase in scores on teacher-made tests.

Chester Wichowski, PhD, chaired the statewide Pennsylvania Program of Studies Committee which developed a template to structure the articulation of secondary and post-secondary career and technical education in Pennsylvania. This template combines elements of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 and Pennsylvania Education Statutes, Chapters 4 and 339. The Perkins Legislation will provide approximately \$55 million each year, for the next five years, in federal funds to Pennsylvania to supplement career and technical education programs.

Wichowski also served as a member of the Pennsylvania state committee that developed the five-year plan for the administration of the Carl D. Perkins Career and Technical Education Improvement Act of 2006. Once approved at the federal level, the state plan will become effective sometime this spring.

Institute on Disabilities (IOD)

Diane Nelson Bryen, PhD, executive director of the Institute on Disabilities, gave a poster presentation at the 2007 Coleman Institute Conference: The State of the World & The State

of the Science in Cognitive Disability and Technology, Coleman Institute for Cognitive Disabilities, University of Colorado System, October 24–26.

While in Colorado, Bryen participated in a technology transfer forum with Nokia and RIM (Blackberry) about improving accessibility and usability of cell phones and PDAs for people with cognitive disabilities.

She also presented "Advancing Cognitive Technologies Through Collaboration" at the Rehabilitation Engineering Research Center on Advancing Cognitive Technologies.

not a job or an employment opportunity, but a calling." In her acceptance speech Bryen acknowledged the talented and passionate staff of Temple University's Institute on Disabilities and College of Education as integral to her success as the institute's executive director. Read the complete story on the AUCD web site: http://www.aucd.org/template/news.cfm?news_id=1846&id=17.

Celia Feinstein, associate director of training and technical assistance at the Institute on Disabilities, presented two papers at the recent statewide confer-



Heidi A. Ramirez

Bryen also gave a poster presentation on the state of the world of technology and people with cognitive disabilities at the annual meeting of the Association of University Centers on Disabilities (AUCD) held in Washington, D.C. in mid-November.

Bryen, along with Professor Erna Alant of South Africa and Professor Lyle Lloyd, Purdue University, also presented: "International Research and Training Partnerships: Benefits and Challenges."

Bryen was also awarded the Distinguished Achievement Award by the association. The award is given to "individuals or organizations making distinguished lifetime contributions to people with developmental disabilities and their families through research, education and service." A colleague said: "For Diane, to join the movement of serving people with disabilities was

ence of the Pennsylvania Association of Resources for People with Mental Retardation and People with Autism, in Lancaster, Pa. The presentations were: "Independent Monitoring for Quality-IM4Q—A New Way of Looking at Quality of Life," with the coordinator of the institute's western office, Guy Caruso; and "Provider Profiles—How to Evaluate Providers."

Amy S. Goldman, associate director of the Institute on Disabilities, presented an augmentative communication session at the 16th Annual Brighter Futures conference sponsored last November by the Philadelphia Mental Retardation Services. Goldman's co-presenter was Kathleen Curcio, an Augmentative and Alternative Communication (AAC) user and graduate of the Institute's ACES—

Augmentative Communication and Empowerment Support program.

Beverly L. Frantz, coordinator of criminal justice initiative at the Institute on Disabilities, presented the keynote address—"The Prevalence and Nature of Violence, Abuse, and Neglect over the Lifespan"—at the New Jersey Statewide Summit on Violence and Abuse in the Developmental Disabilities Community on December 4 in Mercer, N.J.

Jenn Seale, coordinator of augmentative communication services at the Institute on Disabilities, took part in the first Quality of Life Technology Summit which brought marketing, engineering and healthcare professionals together to begin an open dialogue about "universal design." The first of its kind in Pennsylvania, the meeting was sponsored by the Quality of Life Technology

(QoLT), a National Science Foundation Engineering Research Center (ERC), a partnership between Carnegie Mellon University and University of Pittsburgh. The meeting encouraged cooperative efforts between healthcare professionals, manufacturers, marketers and inventors (engineers) to address the issues.

Seale gave a poster session presentation, "Quantitative Differences in Interactions with People with Aphasia across Three Types of Speech Generating Device Displays," at November's American Speech-Language-Hearing Association (ASHA) annual convention in Boston. The study, conducted by Seale and her collaborators, Dr. Kathryn L. Garrett, Duquesne University, and Laura C. Figley, Visual Scene Displays—a growing trend in AAC, just released by Dave Beukelman on Dynavox, compared the displays' effect on interactions for

people with aphasia and communication partners with what is called a traditional grid display.

Mary Segal, PhD, research scientist for the Research and Evaluation Core at the Institute on Disabilities, was elected secretary of the Council on Research and Evaluation of the AUCD last November at the association's annual meeting in Washington, D.C.

Segal also presented at two poster sessions at the meeting: "Satisfaction Reported by Pennsylvania's Medical Assistance Program Enrollees With and Without Disabilities" with Drs. Guy Caruso and Diane Nelson Bryen; and "A Fitness Intervention for Persons with Intellectual Disabilities" with Brad Kleinfelder, Jeffrey Cooper and Spring Chenoa, PhD. Segal research scientist at the Institute on Disabilities, presented "A Fitness Intervention for Persons

with Developmental Disabilities" in a panel discussion at the 2007 National Prevention and Health Promotion Summit in Washington, D.C., on November 28. The summit was sponsored by the U.S. Department of Health and Human Services' Office of Disease Prevention and Health Promotion and the Centers for Disease Control and Prevention.

Urban Education Collaborative (UEC)

Heidi A. Ramirez, PhD, director of the Urban Education Collaborative, was nominated by Gov. Ed Rendell and unanimously confirmed by the state Senate in March to serve as a member of the Philadelphia School Reform Commission. She will be the first Latina to serve on the five-person board that oversees the 172,000 district.

AMBI ION

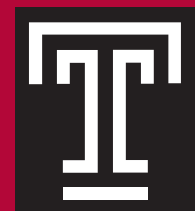
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THE 125TH ANNIVERSARY
CAMPAIGN FOR TEMPLE

Lutz Bolsters African American Library Collection

Temple University Libraries, Charles L. Blockson Afro-American Collection recently received a generous gift of books on education, culture and the arts in Africa by Jack Lutz, BA '50, EdM '53, EdD '66, a distinguished alumnus of the College of Education. The Blockson Collection is one of the nation's foremost research centers on the study of the culture and people of Africa and its diaspora. The collection holds materials with a special emphasis on the experiences of African Americans in Philadelphia and the Delaware Valley region. It is located in Sullivan Hall on the university's Main Campus and was donated to the university in 1984 by Charles L. Blockson, a renowned historian.

Lutz has traveled the world through initiatives and programs that brought a quality education to all. Lutz spent most of his time in Africa, and from that experience he gained a passion for its culture. He also began collecting books and materials that help tell the history and story of those he met overseas. These books and materials have since been donated to the Charles L. Blockson Afro-American Collection at Temple University Libraries. Here are excerpts of a broad conversation between Lutz and Nicole Restaino of Temple University Libraries:

Nicole Restaino: How has your training at Temple's College of Education impacted your life? You've traveled all over the world to bring education to those in need. How did your time at Temple prepare you for this?

Jack Lutz: Temple's College of Education, along with the Boy Scouts and my time at Northeast High School, are some of the major influences in my life. My years at Temple imbued in me a sense of service, and I knew that is what I wanted to do for the rest of my life.

I received so much sagely wisdom from so many of the professors at Temple over the years. The tutelage I received while earning my BA, MA and doctorate were truly inspirational.

NR: What struck you about your time in Africa? Do you have any stories or anecdotes about a favorite place or experience?

JL: As much as I served Africa, Africa served me 10 times over.

I was a professor at Glassboro College (now Rowan University) and was offered an opportunity to join the United Nations Educational, Scientific and Cultural Organization

(UNESCO) as an education advisor. I spent over 24 years in Africa in this position, developing teacher's colleges. During my time in Africa, I met my wife, Dr. Paz Lutz. A Fulbright scholar and doctor of education herself, she served many years in Africa as well.

While I was in the village of Abraka, Nigeria, developing teacher-training programs for UNESCO, I realized that only two universities in Nigeria offered masters in education. Both universities were quite a ways from Abraka, so I proposed the idea of starting a program at the University of Benin, which was much closer. I presented the idea to the government of Bendel State and the university. We all concurred that starting a graduate teaching program was a step in the right direction. And that is when I got Temple on board.

I further proposed that Temple professors come teach in Abraka, and the new graduate program would be a joint venture between the University of Benin and Temple University. Shortly thereafter, the dean of the College of Education at that time, Paul Eberman, along with late Temple University President Marvin Wachman, came to Abraka, Nigeria, to implement the cooperative program with financial help from UNESCO.

This arrangement existed for six years, I am proud to say, and graduates were awarded a dual diploma from Temple and the University of Benin. Outstanding master candidates in the program were offered an opportunity to study for their doctorate at Temple's campus in Philadelphia. I believe that many top educators in Nigeria have their doctorate from Temple, in fact.

Another important part of my time overseas was my participation in communal life and the rites of passage of the diverse nations I lived in. I spent most of my time in Nigeria and Sierra Leone. I also lived in the Republic of Malawi, Uganda, Ethiopia and Swaziland. In Nigeria I was named Chief Dr. Jack Lutz, the Ehele of Abraka; Ehele being a Uhroba word for an "old warrior, not afraid to stand up and fight." The cultural practices I was welcomed into have made such an impact in my life. In fact, my wife and I were wedded by a female Muslim magistrate (that's quite unique!), a Catholic priest and a justice of the peace while living in Sierra Leone. The warmth and diversity we experienced overseas was extraordinary. When

we came back to Philadelphia after our wedding, we were also blessed in front of the Torah at a synagogue by a prominent Philadelphia rabbi. (We touched all the bases!)

NR: What was your impetus to begin collecting books and objects while in Africa?

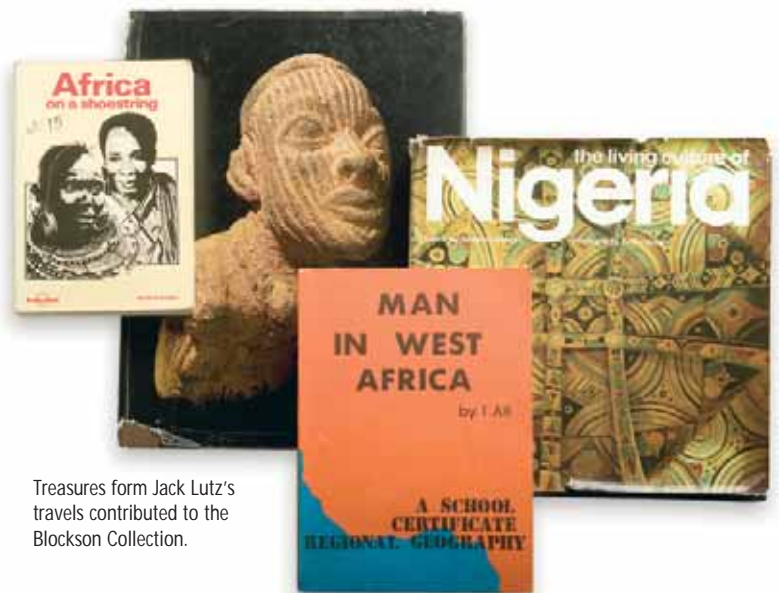
JL: I began to amass materials related to curriculum and education in the countries in which I worked. My doctoral area of specialization was curriculum development and I helped to rework curriculum strategies in Nigeria, and documented that process. My interests later expanded and I started exploring materials on art and culture of local communities.

NR: How did you find out about the Blockson Collection? Why did you see this as a fitting home for your outstanding collections?

JL: I knew collection founder Mr. Charles L. Blockson from Norristown, Pa., years back, and that is how I first learned about the collection and its mission. My ultimate respect for Mr. Blockson and the collection's goals to preserve African, African American and African Caribbean culture, led me to make my donation to the Charles L. Blockson Afro-American Collection at Temple University Libraries. I'm proud to know, as a Temple grad, that the university prioritizes this amazing collection, which is one of the best around on African and African American life. I'm also proud that I could contribute to its mission with my donation.

NR: How can the Temple community benefit from your gift? Are there any specific ways in which College of Education students might utilize the materials now housed at the Blockson Collection?

JL: The materials I donated to the Charles L. Blockson Afro-American Collection are good research tools for the Temple community as a whole. These materials will be of particular use to students in the College of Education, specifically in the areas of comparative educational and cultural studies. Graduate students can use these primary sources for doctoral- and master-level research, while undergraduate classes can have a directed experience with the materials; they can be closely tied to a course syllabus at the undergraduate level. Courses in many areas, such as Africana studies, American studies, international studies and regional/area disciplines will



Treasures from Jack Lutz's travels contributed to the Blockson Collection.

also benefit from the materials. Several of the books, which are on African arts and crafts, should be useful to students in the Tyler School of Art, as well as students of art history and anthropology.

NR: Thank you so much, Dr. Lutz. Temple University Libraries and the Temple community are certainly thrilled by your contribution to the Charles L. Blockson Afro-American Collection. I can't wait to see the materials myself, in the collection's wonderful new home in Sullivan Hall. Thanks again.

To finish off our conversation, what are you and Paz doing now?

JL: We continue to be deeply involved with service and education overseas. Most recently, our endeavors have taken us to Eastern Europe, where we served in the Peace Corps, which we joined in 1997, when I was 75 years old. We spent four years in Poland, working in a small town by the name of Nowy Sacz (about 100 miles southeast of Krakow), teaching English and instructional methods. Now we live in New Jersey, and are still involved with Temple's College of Education. I hope that Paz and I inspire others to teach and live a life of service.

ALUMNI NOTES

The 1940s

Elaine Mae Samans, *BSEd '46*, will be recognized for her work in education in the 2008–2009 27th edition of *Who's Who of American Women*. She currently lives in Broomall, Pa.

Warren Conrad, *BSEd '48, MEd '49*, co-conducted the annual alumni reunion luncheon for gym team “survivors” along with Fred Turoff, *CST '69, CHP '91*, in August. There were 23 alumni in attendance at the luncheon in the Diamond Club at Mitten Hall, including two 94-year olds, Art Colley, *BSEd '36*, from Downingtown, Pa., and Philip Schneider, *BSEd '36*, from Alexandria, Va. Also in attendance were George Szypula, *BSEd '43*, and his wife, June, *BSEd '49*, who drove from their home in East Lansing, Mich.

The 1950s

Ron Vellner, *BSEd '52, MEd '60*, a retired teacher living in Chalfont, Pa., was inducted into the National Purple Heart Hall of Honor, which pays tribute to combat-wounded veterans of all wars. The museum is located at the New Windsor Cantonment State Historic Site in Vails Gate, N.Y.

The 1960s

Linda Morrison Spear, *BSEd '64*, an author who began her writing career as a local journalist and later began ghost writing for doctors, has published her first book fiction, *I Know You by Heart*. The book explores the twists and turns of life's journey, including first love. Her next two books are a book on the subject of anesthesia and another fiction work called *Will's Promise*, a true love story.

The 1970s

Robert J. Gerardi, *MEd '70*, a former superintendent of schools, was an adjunct professor at his alma mater, Rowan University, last year. He supervised student teachers.

Jeffrey A. Margolis, *BSEd '70*, was elected to Rowan University Wall of Fame for Advisors. He is an academic advisor and a member of the adjunct faculty at Rowan University's College of Education in Glassboro, N.J.

David Hill, *EdD '72*, is currently dean of education, health and human services at State University of New York Plattsburgh. Prior to SUNY Plattsburgh, Dr. Hill worked at

She currently works as a labor relations representative for the Fairfax County Federation of Teachers.

Faye Tiger Conquest, *BSEd '73, MEd '75*, is a high school guidance counselor at the Renaissance Academy, an Edison charter school in Phoenixville, Pa. As of late February the school's senior class of 36 students had been offered approximately \$1.2 million in college scholarships.

Sister M. Severina Caron, *MEd '75*, a retired parochial school teacher from the order of St. Francis in Minnesota, enjoyed a brief trip to Bogota, Columbia, where she visited schools started there by the Franciscan Community 40 years ago. She lives in Rochester, Minn.

Frederick E. Wilson, Jr., *MEd '75*, vice president for Education Affiliates, Inc. in Baltimore, was appointed to a three-year term on the Pennsylvania State Board of Private Licensed School by Pennsylvania's Secretary of Education. He lives in Huntingdon Valley, Pa.

Marianne Gideon, *MEd '76, PhD '79*, an educator and site visitor, retired from the Accreditation Council for Graduate Medical Education after 27 years and 3,500 site visits in virtually all specialties and subspecialties. Following her retirement, she joined Partners in Medical Education, Inc., a consulting firm in Irwin, Pa., that provides hands-on advice and education to graduate medical education professionals in the areas of GME operation and management, ACGME accreditation and professional development.

Nancy J. McGinley, *BS '76, MEd '81, EdD '90*, has been appointed superintendent of the Charleston County School District in Charleston, S.C. She was most recently chief executive officer of the Philadelphia Education Fund, one of the largest education funds in the country.

Rosita M. Brennan, *BSEd '77, MEd '96*, of Life Saver Productions in Abington, Pa., presented a workshop, with Marianne Waller and Sandy Choukroun, at the 16th Annual Family Reunion Conference in March 2007. The workshop, titled “Saving Stories: How to Make Your Family Reunion Last a Lifetime,” demonstrated the use of three different media—books, posters and video—to record memories.

Robin Hornstein, *BSEd '78, MEd '83, PhD '96*, is the executive director of the Interim House program at Hornstein, Platt & Associates, an



Joan Frederica Benditt, BSEd '68, retires

Joan Frederica Benditt, *BSEd '68*, retired in March 2007 after an educational career that spanned 39 years. She taught in Warminster, Abington, Norristown and Omaha, Neb., as well as in Israel, where she founded an after-school ESL program for 9th and 10th graders while teaching emotionally disturbed children at the Beersheva high school in 1975–76. Most recently she had volunteered at Montessori schools in Bala Cynwyd and Jenkintown; volunteered in an after-school homework program at Gotwals Elementary School in Norristown, where she

also taught; and was providing private, independent tutoring through Professional Tutors of America Inc.

Ruth K. Horwitz, Esq., *BSEd '57, MEd '61, EdD '73*, and her husband, Alan J. Horwitz, were recently honored as Grandparents of the Year by the Politz Hebrew Academy, where several of their grandchildren attend.

McKinley Lennox, *BSEd '58, MEd '67*, a retired Abington (Pa.) elementary school principal, spoke last December in support of the Abington Township Police Department's candidacy for international re-accreditation before the Commission on Accreditation of Law Enforcement Agencies.

Keene State College, New Hampshire for 19 years as special education faculty, education department chair and as dean of professional and graduate studies. He also has worked at Ohio State University, Binghamton University and Allegheny College.

Sherry L. Horowitz, *BSEd '72*, an attorney whose office is located in Bala Cynwyd, Pa., was appointed trustee of the Golden Slipper Club & Charities, a nonprofit organization that supports senior citizens and children.

Gloria (Garvin) Rubin, *BSEd '72*, is on leave from the Fairfax County, Va., school system, where she had been working as a counselor.

all-woman psychotherapy practice in Center City Philadelphia. She specializes in eating disorders.

Marianne S. Canning, *MSEd '79*, retired executive director of the Lehigh County Bar Association was honored by the association with the Liberty Award on Law Day in recognition of her achievements. Canning, who is not a lawyer, led the association for nearly 22 years.

Roseann B. Termini, *MEd '79, JD '85*, has published the completely revised and expanded third edition book *Life Sciences Law: Federal Regulation of Drugs, Biologics, Medical Devices, Foods and Dietary Supplements* and a companion compact disc.

Elisabeth (Ochs) Shorstein, *MEd '79*, was recently named director of social services at Jewish Family & Community Services in Jacksonville, Fla. Her job duties include counseling, hospice social work and coordinating a volunteer visitation program.

The 1980s

William F. Yarwood, *EdD '88*, Audubon, Pa., retired from the Tredyffrin/Easttown School District in June 2003 where he was dean of studies at Conestoga High School for 10 years. He is now guidance services administrator at Moorestown (N.J.) High School.

The 1990s

Winnie J. Peterson, *EdD '93*, associate professor in the Department of Mathematics at Kutztown (Pa.) University, teaches mathematics content to pre-service elementary teachers and graduate mathematics education courses to in-service teachers. She is involved with the Pennsylvania High School Coaching Initiative that models literacy strategies in the mathematics classroom. She recently co-authored an article with Jane Murphy Wilburne, *EdD '97*, in the October 2007 issue of the *NCTM Mathematics Teacher* entitled, "Using a Before-During-After (BDA) Model to Plan Effective Secondary Mathematics Lessons." Peterson is president-elect of the Pennsylvania Council of Teachers of Mathematics (PCTM) and currently sponsors a NCTM student affiliate at Kutztown University. She is married to Tom Peterson, *BSEd '70*, who teaches physics at the Franklin Learning Center, a Philadelphia public high school.

Michael Richman, *MEd '93*, a veteran sports journalist who has followed the Redskins passionately for many years, has published

The Redskins Encyclopedia, a history of the Washington Redskins published by Temple University Press.

Michael Noble, *BSEd '96*, and his wife, Ilisa, have relocated their family and DJ entertainment business to Cherry Hill, N.J., and have revamped their company name and image from FMA (Funtastic Musical Adventures) Entertainment to It Takes Two Entertainment. A new custom brochure with DVD is available. Visit www.ittakes2ent.com.

Dr. Veirdre Ridgley-Jackson, *MEd '96*, is the executive director and founder of New Life Child & Family Development Center, a Christian daycare center for children of the Norristown Area School District. She was recognized by the *Philadelphia Business Journal* as a recipient of the 40 Under 40 Award. Under her guidance, the center expanded to include several out-of-school programs supporting nearly 300 children and their families.

Jane Murphy Wilburne, *EdD '97*, co-authored an article with Winnie J. Petersen, *EdD '93* in the October 2007 issue of the *NCTM Mathematics Teacher* (see note for Peterson).

Caroline Weinert-Krall, *MEd '98*, recently received her national counselor certification and licensed professional counselor designation in Pennsylvania in 2006/2007. She has been married for 10 years and has three children. She currently works part-time as a wraparound therapist in public school systems in central Pennsylvania.

The 2000s

Rosemary Traore, *PhD '02*, is currently an assistant professor in urban education at the University of North Carolina at Charlotte and is responsible for the urban education strand of a curriculum and instruction doctoral program. Her book, co-authored by Temple faculty, Robert J. Lukens, *This Isn't the America I Thought I'd Find: African Students in the Urban U.S. High School*, was published by the University Press of America (www.univpress.com).

Diane Honor, *BSEd '04*, is now a 4th-grade teacher at Overbrook Educational Center in West Philadelphia. She boasts that she gets to work with the best and most dynamic group of kids she's ever met. She's never been happier and feels extremely lucky to be in such a positive environment.

Michael Johnson, *BSEd '04*, recently was became a 6th-grade teacher at West Oak Lane Charter School in Philadelphia and loves every moment of it. He will also have the opportunity to transfer and work at Abington School District, an opportunity he may take advantage of at the end of the year.

Charles A. Morris, *BSEd '06*, an offensive lineman and former starter for the Owls, appeared in the film, *The Game Plan*, starring Dwayne "The Rock" Johnson, which opened nationwide in September. A native of West Chester, Pa., he is an eight-year veteran of the Arena Football League, playing five seasons with the Arizona Rattlers, the 2002 Arena Bowl champions, and the last three seasons with the Nashville Kats.

Todd Williams, *MEd '94, PhD '01*, president of Philadelphia Biblical

Todd J. Williams, *MEd '94, PhD '01*, was formally installed as Philadelphia Biblical University's fifth president in February 2008 at the university's Mason Activity Center. He also holds his B.S. from the Langhorne, Pa.-based university, making him the first alumnus to serve as president. He rose through the ranks to associate dean of undergraduate education and then was appointed vice president and academic dean of undergraduate studies. After serving four years as headmaster and CEO of Trinity Christian School in Fairfax, Va., Williams returned

to serve as the university's senior vice president and provost. In this role, he helped lead the faculty and board of trustees through a two-year review that led to the development of a new core curriculum and community life statement. Williams was also instrumental in the establishment of the Center for University Studies and the appointment of its first faculty scholar, Prof. Nancy Pearcey.



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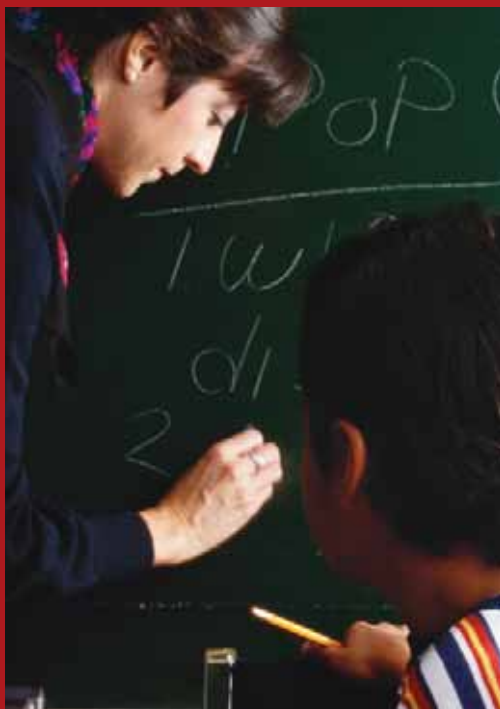
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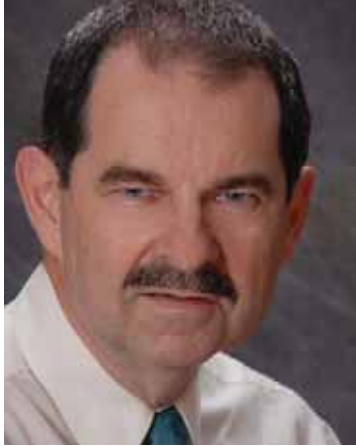


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Why I Give

First is my desire to give something back to Temple University. The school gave me a full undergraduate scholarship. Without that I may not have gone to college. In addition, I was hired as an undergraduate to be a lab instructor, which helped pay for some of those bologna sandwiches that kept my roommates and me alive.

My annual giving was moderate until near retirement, when I found that I had enough resources to do more. This included the matching grant program from Medtronic Inc., my employer for 30 years. Final credit is due to Ron Costello, former member of the Development Office, who ventured out here to the Midwest and then brought all the ingredients together to make it happen. Without his personal contact and friendship the scholarship probably would not have been created.

I noted that American universities are turning out excellent scientists, but not enough of them. Young people are not motivated to follow science as a career. Reflecting that my own interest in science was encouraged by my teachers from sixth grade on, I decided that my donations would be most effective if aimed at improving the quantity and quality of science teachers.

As a personal example I think about my Temple classmate Dan Hanlon, who taught high school physics in suburban Philadelphia. His love of math and physics and his enthusiasm for teaching motivated many of his students to go on to become physics majors. And this was during the decades when interest in science was waning throughout American high schools. So, at a personal level, I think of the Kenneth Brennen Scholarship which I fund as a tribute to the career of my friend Dan.

—Kenneth Brennen, PhD, BA '62, MA '66, College of Science and Technology



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