

# educator LEGACY



A career from  
**1976 - 2021**

Temple University President Richard Englert left his mark with the university; he served as dean of the College of Education and Human Development before serving as president.

 **Temple University**  
College of Education  
and Human Development

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AND HUMAN DEVELOPMENT  
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**10**    *Ushering in a New Century with a New Name*

The College of Education, one of the nation’s top schools of education and a leader in research and preparing accomplished educators and human service professionals, expanded its name to the College of Education and Human Development.

**14**    *Temple University President Richard Englert has left his mark on the College of Education and Human Development*

During his 45-year career with the university, he has served as a dean of the college. “It’s always been a national leader in education because of its great faculty,” said Englert, who was named to that role in 1986. “I was blessed to be able to come to an outstanding college. I had the opportunity to work with some of the best and that, to me, is everything.”

**18**    *Temple Vice Dean Leading the Way in Workforce Development*

College of Education and Human Development Dean Gregory M. Anderson is pleased to announce that Patience Lehrman, Temple alumna and long-time executive director of two award-winning, grant-funded centers - the Intergenerational Center and the Center for Professional Development in Career and Technical Education, has a new title to add to her amazing list of accomplishments.

**FRONT COVER**

A tribute to the legacy that President Englert built that highlights his journey from the past into the present.

# CEHD GIFTS IN ACTION

Supporting Our Future Educators Today



It has been a tough year for all of us because of the pandemic and that is why I am beyond grateful for your continued generosity and the generosity of other contributors, alumni, and donors that have helped make this fund a reality.

- Julie Liu

I am a 35-year-old undergraduate, working full-time and raising three young children while pursuing my degree from Temple University, and this scholarship means more to me than I can articulate.

- Justin Becker

This scholarship will allow me to complete my last year at Temple University without worrying about if I will have enough money to buy supplies, books, or cover tuition. I can now focus less on expenses and more on developing my abilities

- Klarissa Hudson.

To support our CEHD students go to [giving.temple.edu/givetoedu](https://giving.temple.edu/givetoedu).

# A MESSAGE FROM DEAN GREGORY M. ANDERSON, PhD



## Dear CEHD Friends and Community Members,

It has been quite a year, both in our college and in our country. I am especially struck and moved by the perseverance and resilience of our students, staff and faculty. Over the last 12 months, members of our community have worked tirelessly to support others and we have many collective accomplishments to share.

Starting with our Centers and Institutes, the College of Education and Human Development (CEHD) has continued to support local communities and neighborhoods throughout the pandemic. To highlight just a few examples, under the leadership of Vice Dean of Workforce and Community Development, Dr. Patience Lehrman, the college's Intergenerational Center (IGC) has launched a "weekly smiles" program to combat isolation among older adults by matching college students with elderly residents in Philadelphia and surrounding counties. This important program features a range of activities such as exercise classes, storytelling and even cooking demonstrations. Initiatives such as "weekly smiles" highlight a strategic priority of the college to increasingly serve as a facilitator of learning opportunities for both Temple students and the neighborhoods and families surrounding the university's main campus. By harnessing different funding streams over several years, the IGC as well as the Center for Career and Technical Education have brought over 7 million dollars to support a wide array of community-based and workforce resources to bear while also increasingly supporting student-oriented endeavors to promote real-time and practical learning opportunities.

Under the leadership of Dr. Sally Gould-Taylor, our Institute on Disabilities is working to improve vaccine access for individuals with disabilities. Recently, the Institute has hosted virtual COVID-19 vaccination "town hall" meetings featuring government officials. At the town hall meetings, people with disabilities, their families, and other support professionals can ask questions about the vaccine - how to get one, what to expect and address issues of vaccine hesitancy. In addition, the Institute's assistive technology program, TechOWL, provided hundreds of "vocabulary boards" to vaccination sites in the city of Philadelphia. These boards are used by people who do not communicate with conventional speech. They can also be used by people who do not speak English as a first language. These are just a few examples of ways in which members of our extended CEHD family continue to step up and serve different community stakeholders and constituencies during the COVID-19 crisis.

Notably, while increasingly committing college resources to support others, we have also continued to produce high quality research, scholarship and teaching as evidenced by our national rankings.

The College of Education and Human Development now ranks #39 nationally among Colleges of Education by U.S. News & World Report. We have pushed ahead of the other public institutions in Pennsylvania and we have climbed 24 positions since the 2014 edition. This rise in our rankings reflects excellence among our students, faculty and staff. However, our College does not view excellence as mutually exclusive from a commitment to promote greater access to opportunity and equity. Accordingly, the College recently increased our need based scholarships and in fact have agreed to match donor funded scholarships up to \$4 million dollars to support students with financial need.

Our students, faculty and staff have done excellent work under the most difficult of circumstances this year in which everyday we are reminded of the importance of health and safety. Fittingly, our college has made a significant investment in our physical infrastructure by spearheading a major renovation of facilities to improve the safety and healthfulness of the environment in which our students learn and our important work is done. We are currently modernizing our space to improve the learning and teaching climate for our students, faculty and staff with a focus on accessibility, better ventilation and technology and energy efficiencies. This ongoing project will culminate in the college's first comprehensive facilities upgrade in over half a century.

Every challenge, regardless of how painful, tragic and devastating, is also an opportunity to sincerely reflect, recommit and improve and reminds us every day of our commitment to others and our mission to promote both equity and excellence for under-resourced communities, schools and families. This principled work is not easy and requires sacrifice, vigilance and difficult dialogues to better "practice what we preach." Despite all of the trials and tribulations, I am extremely proud of, and grateful for, the collective work that our college has done and I am genuinely excited to see what the next chapter in our evolution produces as we step forward together.

Please be safe, sound and healthy,

Gregory M. Anderson

# A LETTER FROM THE EDITOR

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**Wow! What a year it has been.** That thought had me recently contemplating time. How long have we been working remotely? When will we return to a more “normal” existence? What day is it? While this issue of *The Educator* won’t answer any of these questions, I believe you will find it will deliver some very interesting perspectives on time and service.

As I approach one year of service to Temple and its community, others on our team are nearing or crossing fifty years of service. President Englert’s service has spanned more than 45 years evolving from Professor to Dean to Provost to President, impacting tens of thousands along the way. Similarly, Dr. Joe DuCette has served on more than a thousand dissertation committees through his fifty years at Temple. And, while the Ritter Complex may not have changed much during that time same period of time, work has begun on a major renovation.

As time moves on, the college does too. Our name has changed to meet the times, moving from the College of Education to the College of Education and Human Development. Our approach to teaching has modified to meet the times, which follows our founder Russell Conwell’s urging in his Acres of Diamonds speech, “know what the world needs first and then invest ourselves to supply that need, and success is almost certain.” The faculty and graduates we are hiring and producing are changing just like the college’s name, as the following stories will highlight.



One thing that hasn’t changed is Temple’s commitment to the community and being educators at heart. The articles focusing on the Career & Technical Education and Intergenerational support within the community, led by Dr. Patience Lehrman, and the Institute on Disabilities, led by Dr. Sally Gould-Taylor are just a few examples of that timeless commitment.

So, while time may be blurring these days, keep in mind another takeaway from the Acres of Diamonds speech that is as true today as it was when originally presented many years ago. “We live in deeds, not years, in feeling, not in figures on a dial; in thoughts, not breaths; we should count time by heart throbs, in the cause of right. He most lives who thinks most.”

Here is to our continued time thinking and feeling as we look to meet the ever changing needs of the community and world through education and human development.

Thank you for being a part of our community and sharing your time with us in this endeavor.

With Gratitude,

A handwritten signature in dark ink that reads "Ed Stoner". The signature is written in a cursive, slightly slanted style.

**Ed Stoner, EdD**

Senior Editor and Assistant Dean of Development & Alumni Relations  
College of Education and Human Development, Temple University

# COLLEGE NEWS

As this year of extraordinary circumstances comes to a close and we look ahead to a brighter academic year, the College of Education and Human Development is taking time to reflect on the accomplishments and milestones that have proven the college's resilience, determination and perseverance in the face of adversity.



## The College of Education and Human Development Ranks Among Nation's Best by U.S. News & World Report

The College of Education and Human Development at Temple University was ranked among the top 40 best graduate schools of education in the country by U.S. News & World Report for the 2022 edition. The College of Education and Human Development (CEHD) ranked No. 39 for the 2022 edition. Temple has risen 24 spots in the Best Graduate Schools of Education ranking since the 2015 edition. The college earned its ranking among more than 250 schools and colleges in the country by exhibiting excellence in a number of measures, including enrollment selectivity, faculty resources, research and assessment scores from other institutions and professionals in the field of education.

## The College of Education and Human Development Launches a New Scholarship Challenge

During the 2020 State of the College address, Dean Anderson, announced the Centennial Scholarship Challenge, an initiative to promote the affordability of undergraduate and graduate degrees in the college.



## Temple University Names Dr. Jason Wingard as Next President

The College of Education and Human Development at Temple University announced the selection of Dr. Jason Wingard, former dean and professor of the School of Professional Studies at Columbia University, as its next president. Following a unanimous vote of confirmation by the Temple Board of Trustees today, Dr. Wingard will become the university's 12th president and will begin serving on July 1.

## Assistant Dean Receives National Award for Excellence in Advising

Assistant Dean of Undergraduate and Graduate Affairs [Janet Distel](#) won both the Mid-Atlantic Region Excellence in Advising - Administrator award and the National Certificate of Merit for Outstanding Advising Administration award from the National Academic Advising Association (NACADA) in Spring 2020.

## Student and Alumni Success stories

[Kyle "The Conductor" Morris, EDU '22](#), is a part-time executive educational leadership doctoral student and a full-time advocate shaping the future for Philadelphia youth.

[Adon Martin](#), a counseling psychology master's student, was awarded the Minority Fellowship Program (MFP) in Services for Transition Age Youth (STAY).

After graduating in May 2019 with a BSEd in secondary education: social studies education, [Masaki Bolte](#) is already making an impact as a social studies teacher in Philadelphia.

[Donovan Forrest, EDU '20](#), Secondary Education student and founder of the non-profit DonCARES of Philadelphia, Inc, helps Philadelphia youth achieve their dreams through education, mentorship and service.

## Sally Gould-Taylor, EDU '16, Appointed Executive Director of the Institute on Disabilities

By Dawn Angelique Roberts

Sally Gould-Taylor, EDU '16, has been appointed as Executive Director of the Institute on Disabilities in the College of Education and Human Development. She will also serve as an Associate Professor of Research in the Department of Teaching and Learning.



Gould-Taylor began as the Interim Executive Director of the Institute in March 2020 after initially serving as both the Institute's Associate Director and the Director of Research and Evaluation.

As Interim Executive Director, Gould-Taylor managed the institute during the COVID-19 crisis, securing more than a million dollars in new grant funding.

During her interim role, she created and strengthened new partnerships.

"Gould-Taylor's work with IOD is paving the way forward for the college to 'practice what we preach' in the areas of human development that dovetail with the fine work of our faculty who are preparing future teachers, educational leaders, counselors and clinicians," said Anderson.

Gould-Taylor has worked on both qualitative and quantitative research projects in diverse fields of human services, disability and education. Additionally, she has taught at Temple University in the College of Education and Human Development, College of Liberal Arts, and in the Temple University Jamaica Abroad Program.

"I am looking forward to continuing to work with the Institute's dedicated staff, and our University and community partners, to sustain and expand the work we have accomplished over the past four decades," said Gould-Taylor. "With the support of the College of Education and Human Development, the Institute will build on our shared vision where all people are respected and lead self-determined lives" added Gould-Taylor.

The Institute on Disabilities recent projects ranging from research, to evaluation, to community-based trainings include: Project PLAAY-Inclusive which aims to deconstruct racism and ableism in the school-to-prison pipeline; Transition Discoveries, a five-year qualitative project which helped inform a new, youth-driven, definition of secondary transition success; and a mixed methods Comprehensive Statewide Needs Assessment evaluation project for the PA Office of Vocational Rehabilitation that aims to understand the state of employment supports for people with disabilities across the commonwealth. Their newest

partners include the PA Department of Aging, Pew Center for Arts and Heritage, Digital Literacy Alliance, and Philly Counts 2020 Action Fund.

The Institute on Disabilities is one of the numerous University Centers for Excellence in Developmental Disabilities Education, Research and Service funded by the Administration on Developmental Disabilities, U.S. Department of Health and Human Services.

Established in 1974, the Institute has mirrored the changes in the field of developmental disabilities, evolving into a model of self-determination and individualized support in the community.

During its early history, the Institute provided extensive technical assistance and training to professionals in the field and later became nationally recognized for advocacy and research efforts centered on the closure of the Pennhurst Center. In the 1980s, the Institute began developing and evaluating support models for Pennsylvanians with disabilities and their families.

Located within the College of Education and Human Development at Temple University, the Institute is a vibrant, diverse organization with a large and diverse staff, which includes students and is considered a national frontrunner in leadership development, assistive technology, disability studies, justice for people with disabilities, policy analysis and inclusive education.

"My role as executive director is to echo and support the voices of the experts that we have at the Institute already," said Gould-Taylor. "In addition, it's my job to lift them up and sustain them as partners and leaders in the community and their various fields."

Much of the Institute's success in reaching the community and their constituents can be attributed to their close partnerships with statewide advocacy and self-advocacy groups, centers for independent living, Pennsylvania's Developmental Disabilities Council, The Disability Rights Network of Pennsylvania, state government, specialized and generic service providers, the criminal justice system, and universities throughout Pennsylvania.

The scope of work and dedication to their constituents continues to grow, touching more people with disabilities, families, communities, students, educators, employers and policy makers. With dozens of sponsored projects, IOD has an impact on people's lives throughout Pennsylvania, nationally and internationally.

*To learn more about the Institute on Disabilities, visit its website.*



# COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

## WELCOMES NEW FACULTY

By Jessica Nicolao

The College of Education and Human Development welcomes six new faculty to the college and celebrates the new roles of three faculty for the 2020-21 academic year. With research interests ranging from program evaluation, to adolescent social-emotional wellbeing, to the effectiveness of co-teaching during student teaching, these faculty will take the College of Education and Human Development community to new horizons. Read more about them below.



**Casey Crass**

*Clinical Assistant Professor, Teaching and Learning*

**Academic Background:** I have a BS in elementary education from Towson University, a MA in administration from Loyola University, Maryland and a PhD in educational leadership with a concentration on K-12 schooling from Temple University.

### **How do you define a successful teacher?**

A successful teacher creates a safe space for all students to be themselves, demonstrates care and compassion through actions and motivates students by facilitating a love of learning and a desire to be a lifelong learner.

### **What can students expect to learn from you?**

Students can expect to learn the value and importance of self-reflection, support in connecting theory and practice and that growth is continual.

### **What inspires you about education today?**

There is so much to learn! I'm inspired by the innovative ways educators have adapted to virtual teaching. I find myself learning something new during every classroom visit and/or conversation with teachers. It's all about flexibility! This is new for all of us, so honest communication, understanding and flexibility are key. We're all in this together!



**Cindy Cupitt**

*Clinical Instructor, Teaching and Learning*

**Academic Background:** I graduated from The College of New Jersey with a BA in elementary education with a psychology concentration. While teaching full-time, I attended a post-baccalaureate program at Rowan University to obtain a teacher of students with disabilities certificate. After this and while still teaching full-time, I completed a master's program at Wilmington University for school counseling.

### **What inspires you about education today?**

Every child deserves a great teacher, one who is confident and prepared from the start. Colleges and universities are recognizing the importance of providing pre-service teachers with more fieldwork experience, which gives them more opportunities to practice and refine their teaching skills. Temple's student teaching residency program inspires me, because of the marked growth I have observed in my student teachers who co-taught with a mentor for the entire year. The goal of this longer professional experience is that our first-year teachers will be competent and have a stronger start in the classroom.

### **How did you become interested in education?**

My mom was a teacher, then a principal and finally, a professor/education department chair at Lincoln University before she retired. She loved teaching and never lost interest in learning and implementing best practices. Growing up with a parent this passionate about her job, made me want to pursue teaching as well.

### **What's the best advice you've received as an educator?**

One piece of advice I received from an experienced teacher was so simple, but helped me out tremendously in my first year of teaching. He said the best way to build confidence is to be yourself when you teach, and plan lessons that you find exciting too. Children will know that you are being genuine and will buy into your enthusiasm.



**Arthur Dowdy, PhD, BCBA-D**  
Assistant Professor, Teaching and Learning

**What excites you about the College of Education and Human Development?**

As a Temple alumnus, I love Temple and truly wouldn't want to be anywhere else! First, we have wonderful, passionate, and inquisitive students. Second, the faculty are world-class and are eager to support their students in diverse ways to meet their individual goals. Third, we are an RI research university; given this, each of us have an opportunity to make a significant impact on our respective fields. Very exciting stuff!

**What can students expect to learn from you?**

My hope is that students learn how to become passionate and effective teachers and behavior analysts who are diligent to include evidence-based practices and interventions into their classrooms that are driven by data evaluation and analysis.



**Xu (Lilya) Jiang, PhD**  
Assistant Professor, Psychological Studies in Education

**Academic Background:** I obtained my PhD training in school psychology from the University of South Carolina, Columbia, including one year of pre-doctoral internship training in the Tennessee Internship Consortium at the University of Tennessee, Knoxville. Before I came to the U.S. for graduate school, I majored in psychology at Beijing Normal University.

**How did you become interested in education?**

Although my schooling experiences had been good for the most part when I was a young student, I witnessed some of my struggling peers being mistreated in school. I realized that important things are missing in education, and psychological service is one of them. When I was in college as a psychology major, I was trying to figure out how psychology could help students in the education system. I was fortunate to get to know school psychology and then pursue further down that path.

**What excites you about the College of Education and Human Development?**

I am excited to join this team of experienced educators who are committed to evolving Temple's programs in order to provide the most enriching educational experience possible to students. Contributing to the development of pre-service teachers and guiding them through the immense transition from student to professional is extremely rewarding.

**What's the best advice you've received as an educator?**

Finding ways to motivate students is more important than teaching the content itself. Inspired students will inspire teachers too.



**Paul Jones, PhD**  
Assistant Professor, Psychological Studies in Education

**Academic Background:** BA in psychology from Villanova University; MSc in psychology from Nottingham Trent University; CAGS in school psychology from Eastern University; PhD in school psychology from Temple University

**What are your research interests?**

My research focuses broadly on the impact of chronic health problems on academic performance and social-emotional well-being among school-age children. More specifically, my interests lie in determining how researchers and clinicians can better measure chronic pain in school-age children and improve the assessment of the impact of chronic pain on indicators of academic performance, peer relationships, and mental health, among other factors. In addition, I am interested in social determinants of health, particularly those factors that limit access to health care among school-age children of color and their families.

**What inspires you about education today?**

Educational institutions have the potential to improve outcomes in almost every domain I can think of, not just academic outcomes. Schools can be centers for the community to deliver physical health services, mental health services and social services, to name a few.



**Sue Kelly, PhD**  
Clinical Assistant Professor, Teaching and Learning

**Academic Background:** BS in educational secondary chemistry from West Chester University; MA in mathematics teaching and learning from Drexel University; PhD from Temple University  
Research Interests: My research interests are about online learning specific to math. My specific area of interest has to do with how students learn math by watching videos. I have also been involved in research related to teacher reflective practices and the use of worked examples to improve math learning in urban high school students.

**What inspires you about education today?**

Young teachers. They are so bright and motivated. They really want to make a difference in their classrooms and with their students.

**How do you define a successful teacher?**

One of my students once told me at the beginning of the year, "I hate math." At the end of the year she told me, "I still hate math, but I like you." I think I would have been a truly successful teacher if she had been able to like math by the end of the year, but at least I made a connection with her in some way.

**What's the best advice you've received as an educator?**

Keep learning. The best teacher is always learning, growing and trying new ideas. You never arrive as a teacher. You are always working on something.



### **Kelly McGinn**

*Assistant Professor, Psychological Studies in Education  
Academic Background: PhD in Educational Psychology*

#### **What excites you about the College of Education and Human Development?**

I am very excited about the college's name change. The addition of "Human Development" truly captures everything the college has to offer.

#### **What can students expect to learn from you?**

In addition to the content of the course, students can expect to learn a number of professional skills in my classes as well. For instance, I focus heavily on helping students improve their writing, communication and time management skills.

#### **What's the best advice you've received as an educator?**

The best advice I've received related to teaching is if it doesn't work the first time, try again. For instance, if students don't seem to grasp the material the first time I present it, I try again in a different way.



### **M. Meghan Raisch, PhD**

*Assistant Professor of Instruction, Policy, Organizational and Leadership Studies*

**Academic Background:** I received my BA in English and secondary education from Saint Joseph's University. Then, I became a teacher in the School District of Philadelphia where I instructed students labeled with emotional and behavioral disorders and learning disabilities. I taught at several schools in North Philadelphia during the day and at night I worked on my Master's in elementary and special education. I completed my PhD in educational psychology at Temple University so I am also an alumna of the college.

#### **How did you become interested in education?**

During my Sophomore year of college when I was just an English major, I enrolled in a course that created a writing center on campus. We cleared out an empty classroom and set it up as a walk-in space for students who were seeking support in terms of editing their papers and becoming stronger writers. This was my first experience working as a tutor and from there I instantly knew I wanted to become a teacher.

#### **What can students expect to learn from you?**

I think field-based course work creates authentic experiential learning opportunities through the application of pedagogy and research strategies in real time. More simply, we learn by doing. Creating student-designed projects in these contexts promotes agency within students to direct their own more salient learning.

#### **What's your advice to future educators?**

I identify as a white, cisgender, straight woman and with each of these identities I bring a history of power and oppression that I can either replicate or dismantle through my interactions with students. [I encourage educators to] decolonize their curriculum by doing an equity audit of course materials to ensure that they decenter whiteness, remove white supremacist, patriarchal, and binary language, and infuse multiple perspectives that represent the array of human experiences.



### **Jason Travers, PhD, BCBA-D**

*Associate Professor, Teaching and Learning*

**Academic Background:** Special education

#### **How do you define a successful teacher?**

[A successful teacher is] one who reliably produces measured improvements in student academic, social, emotional and behavioral outcomes and who adjusts instruction and supports for students based on student responses.

#### **What excites you about the College of Education and Human Development?**

The dynamic faculty in the departments, shared value for promoting outcomes for traditionally marginalized children and youth and passion for lifelong learning.



COLLEGE OF  
AND HUMAN



# EDUCATION DEVELOPMENT

» USHERING IN A NEW  
CENTURY WITH A NEW NAME

BY COURTNEY  
DOUGLAS

**The College of  
Education, one of the  
nation's top schools  
of education and a  
leader in research  
and preparing  
accomplished  
educators and human  
service professionals,  
expanded its name  
to the College of  
Education and Human  
Development.**

The new name, which was formally approved by Temple University's Board of Trustees in May 2020, better reflects the college's expanding curricular offerings and its elevated commitment to education and human development.

Additionally, the name change recognizes the important work of the college's centers and institutes in the North Philadelphia community and beyond.

**The new name marks the college's 100th anniversary and launches the college into the next century, aiming to attract new students and faculty with added academic offerings, new scholarship opportunities, and modern and inclusive spaces for teaching and learning.**

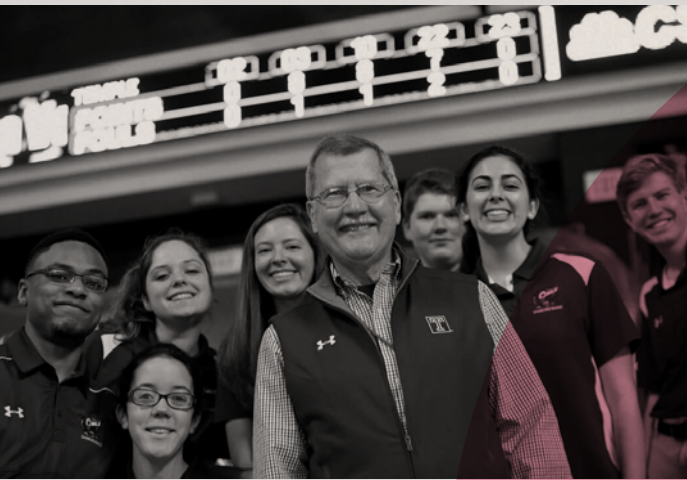
The college's recent strategic changes and initiatives aim to better capture the breadth of the college's academic offerings, research activities, and service to the community. These initiatives will maximize the diverse expertise of our faculty and staff and opportunities for student success," said Dean Gregory M. Anderson.

Earlier this year, the college launched the Centennial Scholarship Challenge, an initiative to promote the affordability of undergraduate and graduate degrees in the College of Education and Human Development. As a part of the challenge, the college will match up to \$4 million in gifts over the next four years to establish new scholarship opportunities, including the Community College of Philadelphia Scholarship, the College of Education and Human Development Impact Scholarship, the Promising Mental Health Professionals Scholarship, and the College of Education Shape the Future Scholarship.

As part of a collegewide assessment and planning process, a strategic realignment of academic programs occurred to further reflect the transformation of the college. Beginning fall 2020, the college is offering several new academic degree programs, including a Master of Education in Advocacy and Organizational Development, a Professional Science Master of Applied Research and Evaluation, a Master of Education in Educational Leadership and Policy, and a Bachelor of Science in Education in Special Education. The college's offerings aim to prepare students for the demands and emerging opportunities of the workforce in the 21st century. The expanded name highlights the college's diversified program offerings, like programs in human development and community engagement, organizational development, and applied behavior analysis.

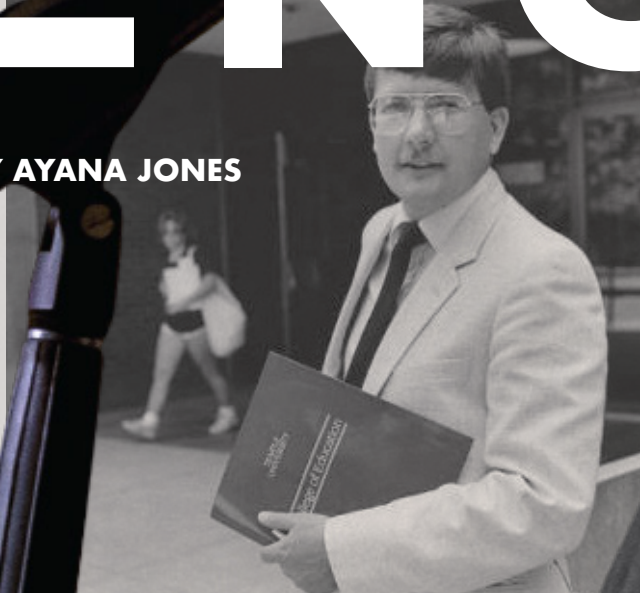
Additionally, plans to renovate the college's facilities have been set in motion. Like the other collegewide changes, the physical transformation of the college will better reflect and accommodate the high-quality learning and teaching happening on campus. The renovations, which will include a modern and efficient use of space, will transform the college and enhance collaboration and interaction between students, faculty and staff.

"As we physically and intellectually integrate the college's space, we will propel the College of Education and Human Development into a new era of excellence in education and human development, welcoming new students and scholars and setting the foundation for the next 100 years," said Anderson.



# ENGLEER

BY AYANA JONES







**Temple University  
President Richard Englert  
left his mark with the  
university; he served as  
dean of the College of  
Education and Human  
Development before  
serving as president.**

During his 45-year career with the university, he has served as a dean of the college.

“It’s always been a national leader in education because of its great faculty,” said Englert, who was named to that role in 1986.

“I was blessed to be able to come to an outstanding college. I had the opportunity to work with some of the best and that to me is everything,”

After being named dean, one of Englert’s first hires was Professor Margaret C. Wang, founder and director of the Temple University Center for Research in Human Development. The center drew significant federal and state funding and worked with major universities around the country.

Wang was instrumental in bringing special education students into regular classroom settings.

Englert is proud of the work that the college did with the School District of Philadelphia. He recalled working closely with School District Superintendent Constance Clayton and Bernard C. Watson, president and CEO of the William Penn Foundation to help improve schools by bringing the university’s expertise to the district.

Englert collaborated with Dr. Ruth Wright Hayre on establishing the Tell Them We Are Rising Fund, a philanthropic foundation at Temple. She was the school district’s first African American high school teacher and the first female head of the Philadelphia School Board.

“I’m proud that I hired outstanding faculty members. I’m proud that we established that major research center, but it’s a team sport,” Englert said as he reflected on his time as the dean.

“These are accomplishments of an entire family. These are individual accomplishments. My job is to bring people together. My job is to support them, to get others to support them. That’s how we work as a university. That’s what education is about - all of us working together. Education is always a team sport.”



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“  
**Sometimes when we think of legacies, we think about them in the past and I honestly see his influence in the present.**

Englert has held 17 different posts during his time at Temple. He joined Temple in 1976 as the assistant to Jay Scribner, dean of the College of Education. Some of his posts include serving as a professor, an associate dean for administration and management at the College of Education and department chair for Policy, Organizational and Leadership Studies.

Englert said his most important role was to enable and encourage faculty and students in furthering the core mission of the university and of the college.

“That’s the business we’re in,” he said. “We have a mission and I’m so proud of our teaching, our research and our service in the college and at the university level.”

“Higher education is a team sport, so my job is to put teams together, to work with those teams and to help those teams because they are the ones who are the successful ones.” Englert said. “So that is why I am so proud of our college and of our university.”

Englert and his wife established the Otto and Della Englert Scholarship Fund in honor of his parents for students who specialize in special education.

Temple student Eve Haklay, '20 EDU shared that being chosen as a scholarship recipient feels extremely personal. She received her BS in Early Childhood Education last year, and is in her +1 year. Haklay graduated this spring with a Master’s in Special Education.

“I feel proud that the university which I spend so much time at has not only recognized my accomplishments, but has chosen to help support me financially as I continue on my path,” she said.

“It really makes me feel like I’ve made the right decision in coming to Temple, to a university that I feel valued at. I am only more motivated to do what I love, educating children, thanks to President Englert and this scholarship. I have a great feeling that this act of kindness will amplify exponentially in the coming years as I really embark on my teaching journey.”

Dr. Joseph P. DuCette, professor of policy, organizational, and leadership studies for the College of Education and Human Development, credits Englert with leading the college through a period when its student enrollment numbers were declining.



NOV 14<sup>TH</sup>  
**1983**

(Left to Right) Peter Liacouras, Carmela Iodice, John C. Haas, and Dr. Richard Englert pose for United Way photo



MAY 18<sup>TH</sup>  
**1989**

Ruth Wright Hayre and Dr. Richard Englert at the 1989 Temple University commencement



AUG 14<sup>TH</sup>  
**1989**

Dr. Richard Englert at Ritter Hall

“It was an interesting time and a somewhat difficult time that he took us through because the university and the college had gone through a lot of growth in the early 60s and early 70s and that slowed down and the college and the university had to adjust to that,” DuCette explained.

“One of his jobs was to move the college through that, so we could better fit what the market needed and make our programs more responsive to what the field of education needed.”

Gregory M. Anderson, dean of the College of Education and Human Development said Englert’s commitment to the university has always been student centered.

“He put forth a set of policies that really focused on ensuring that our college supported our students and educated them to the best of our ability,” he said.

“He is an incredibly strong organizational leader, so he developed practices and policies that made us more efficient.” Anderson referred to Englert as a collaborative leader who isn’t scared to listen to the perspectives of others.

“That’s another part of his legacy in the college - that he took divergent perspectives into consideration - but still did the right and appropriate thing, even if it meant making decisions that not everyone agreed with because he always kept his eye on the prize and that was the mission of the college.

“We’re a social justice college and our values are always connected to supporting families and communities that are

under-resourced and underserved, both in schools and in other nonprofit organizations and other settings,” he continued.

Last July, Englert announced that he would be stepping down as Temple’s president this year. “I’ve been planning this for quite a while,” said Englert, who is 75.

“It’s time to turn the reins over to someone else but I will always keep in touch with the university.”

Under Englert’s leadership, the university welcomed its largest and most academically qualified classes of new students, broke records for freshman applications and experienced growth as a premier research institution. Temple had its first Rhodes Scholar and has seen a steady rise of national and international recognition for students through Fulbright and other scholarship programs.

Anderson says Englert’s legacy is firmly embedded into the college.

“Sometimes when we think of legacies, we think about them in the past and I honestly see his influence in the present and it will continue in a really positive way to influence the future,” he continued.

“When I think of him and his career, both in the college (and) outside the college within the university, it’s a lifelong commitment of service to others. That’s the most accurate way to describe him.”



OCT 29<sup>TH</sup>  
**1999**

**PA task force**  
on intergroup relations  
in higher education  
(Floyd, Englert, Fuget)




SEPT 14<sup>TH</sup>  
**2017**

**O’Connor Plaza  
and Founder’s  
Garden Dedication**



SEPT 10<sup>TH</sup>  
**2019**

**Charles Library**  
Opens September 2019

A close-up portrait of a Black woman with long, dark hair, looking slightly upwards and to the left. She is wearing a dark jacket over a red top. The background is a solid dark red color.

# TEMPLE VICE DEAN LEADING THE WAY IN WORKFORCE DEVELOPMENT

“

We are proud to have Patience serve as our vice dean. She is a proven leader in workforce development and her work is exemplary.

- Gregory M. Anderson

*Dean, Temple's College  
of Education and  
Human Development*

BY DAWN  
ANGELIQUE  
ROBERTS



College of Education and Human Development Dean Gregory M. Anderson is pleased to announce that Patience Lehrman, Temple alumna and long-time executive director of two award-winning, grant-funded centers - the Intergenerational Center and the Center for Professional Development in Career and Technical Education, has a new title to add to her amazing list of accomplishments.

Lehrman's newest title is Vice Dean of Workforce and Community Development. In this new role, she will serve as the official representative of the college to the community and to the Bureau of Career and Technical Education at the Pennsylvania Department of Education.

Since becoming the director in 2015, Lehrman has secured more than \$7 million in funding to operate a wide range of community-based programs that position the college as a leader in academic and workforce preparation, CTE teacher certification and caregiver support.

"I am honored to accept this new role of Vice Dean for workforce and community development. It is a unique opportunity to strategically engage the collective wisdom of our students, faculty, staff, and a robust network of community partnerships to expand the Dean's vision for experiential learning and workforce development in the college."

"We are proud to have Patience serve as our vice dean. She is a proven leader in workforce development and her work is exemplary," said Anderson.

"As the Executive Director of both the Intergenerational Center and the Center for Professional Development in Career and Technical Education, Patience not only helped resurrect both IGC and CTE from serious decline and possible extinction but has also managed to secure over \$7 million dollars in external funding as well as city, state, and federal contracts in recent years," added Anderson.

A leader in community service, education, workforce development and immigrant integration, Lehrman, EDU '2001, EDU '2004, FOX '2011, EDU, '2018 is a first generation college graduate and immigrant from Cameroon, West Africa.

As a Temple made, Temple proud alumna, Lehrman, had the distinct honor of serving as the 2013 Gallery of Success winner for the College of Education and Human Development.

Lehrman and her husband are both Temple Owls. They have been annual givers to Temple University and believe in education and are happy to continue to support the next generation of scholars through their giving and acts of service.

"Patience is a gifted administrator, community leader, and educator, who supports these valuable causes in which she believes and strives with her energy, time, talent, and treasure," said Ed Stoner, Assistant Dean, Development & Alumni Relations, Temple University College of Education and Human Development.

Additionally, Lehrman was a recipient of the Presidential Citizens Medal in 2013 from President Barack Obama, the second-highest civilian award in the United States, second only to the Presidential Medal of Freedom. Lehrman joined the ranks of other former recipients like General Colin Powell, Robert Gates, Bob Dole, Muhammad Ali, and many others.

Over the past decade, she has developed and led a wide range of initiatives with local and national organizations serving children and youth, low-income families, and immigrant and refugee communities. In 2014, she was selected by former first lady Michelle Obama's office to lead the Reach Higher platform in Pennsylvania for College and Career Readiness.

She launched a statewide Reach Higher Consortium in collaboration with the Pennsylvania Department of Education, to set state-wide targets for college attainment, improve pre-service and in-service school counselor training, strengthen partnerships between education and regional/local employers to increase internship opportunities, and align career pathway programs with industry demands.

In 2019, Lehrman and her team planned and invited former first lady Michelle Obama to keynote the National College Signing Day event hosted at Temple University in collaboration with the School District of Philadelphia which attracted thousands of attendees to celebrate high school seniors making the transition into postsecondary education.

In 2020, she was appointed by Pennsylvania's Secretary of Education as a Career Ready PA Champion to lead the state's strategy in region 10 (Berks, Bucks, Chester, Delaware, Montgomery, Philadelphia). A lifelong learner, Lehrman is passionate about lifting others up through the work that she does in the College of Education and Human Development. "My father always encouraged education and hard work. I enjoy learning and encouraging others to strive to be the best in their chosen career path," said Lehrman.



# RITTER HALL &

# RITTER ANNEX

# SET FOR A MAKEOVER

BY DAWN  
ANGELIQUE  
ROBERTS



Originally built in 1965, Ritter Hall was the first new building after Temple University became state related.

The College of Education and Human Development is housed in Ritter Hall and Ritter Annex.

Both Ritter Hall and Ritter Annex are getting a much needed makeover. Much of the space before renovation in Ritter Hall and Ritter Annex did not meet the modern functional needs of higher education. While the college did its best to make the outdated space work, it was long past time for a makeover.

Both buildings will be brand new inside, designed with modern specifications for higher education.

“We have previously completed upgrades to our classrooms, student services space and some areas in Ritter Annex. Over the past several years, with the input from faculty, staff, and administrators, we have crafted a renovation plan to address more large-scale concerns we have all had with our space,” said John B. Francescone, Director of Planning and Facilities.

These new renovations will be a complete reconstruction of the office portion of Ritter Hall, floors 2, 3, 4, the Kiva/Disability Resources area in Ritter Annex 1, and east side of Ritter Annex, 4th floor. These long-awaited improvements to the facilities will include:



Clean and safe spaces for our students, faculty, and staff



Full compliance with ADA and fire codes



Better wayfinding and control of traffic flow throughout



Reduction of wasted space



More seminar and meeting rooms, scheduled and controlled by CEHD



A proper and efficient HVAC system with improved ventilation



Reliable wifi

University current standards will be used, which include the following:

All new offices will be the same size and design. New hallways will be around the outside of the floors, along the windows.

Natural light will enter renovated spaces with the use of window soffits on internal walls and frosted glass walls.

Both visual and noise privacy have been factored into the plans. Once the renovations are complete, each of CEHD’s academic departments will have a designated section of Ritter Hall (Teaching and Learning - RH 2, Policy, Organizational and Leadership Studies - RH 3 and Psychological Studies in Education - RH 4).

The Institute on Disabilities will be back in the Ritter Complex; their new home will be on the east side of Ritter Annex 4. The College’s administration and dean’s suite will relocate to the first floor of Ritter Annex across from the Shimada Resource Center. The various sponsored projects staff and research assistants will be located on Ritter Annex 2.

“Funding for the project is coming from funds from the University Plant and Development Fund (since many improvements are required by ADA compliance, fire code and other regulations), carryover funds of the College of Education and Human Development, the Provost’s Office, and CEHD fundraising,” said Dean Gregory Anderson.

The project started in December 2020 and is to be completed by January 2022. The University wanted to move forward with this project quickly because of the unique situation created by the pandemic and the availability of swing space. The project will be done in phases and take approximately 64 weeks until full completion.

Temporary essentials-only workspaces will be set up in Paley Hall. Accommodations will be made for anyone that must come to campus to work. All computers and phones will be set up in a central area so that people can continue to access them remotely from home.

Looking to January 2022 and the completion of Ritter Hall will be a welcome change to faculty, staff and students.

# Giving Back Is a Way of Life for Joseph P. DuCette

By Dawn Angelique Roberts

“I knew that I wanted to create some sort of a fund,” said DuCette. While DuCette considered a scholarship fund, he ultimately landed on an emergency need fund instead. “I was more inclined to make it broader and to give some flexibility for the Dean to meet emergencies that come up and to fill in the gap,” added DuCette.

“We are most appreciative of this monumental gift from such a dedicated individual and educator. Dr. DuCette is an institutional treasure to the College of Education and Human Development, having served the university for over 50 years. His commitment to education and supporting students is unmatched,” said Gregory Anderson, dean of the College of Education and Human Development.

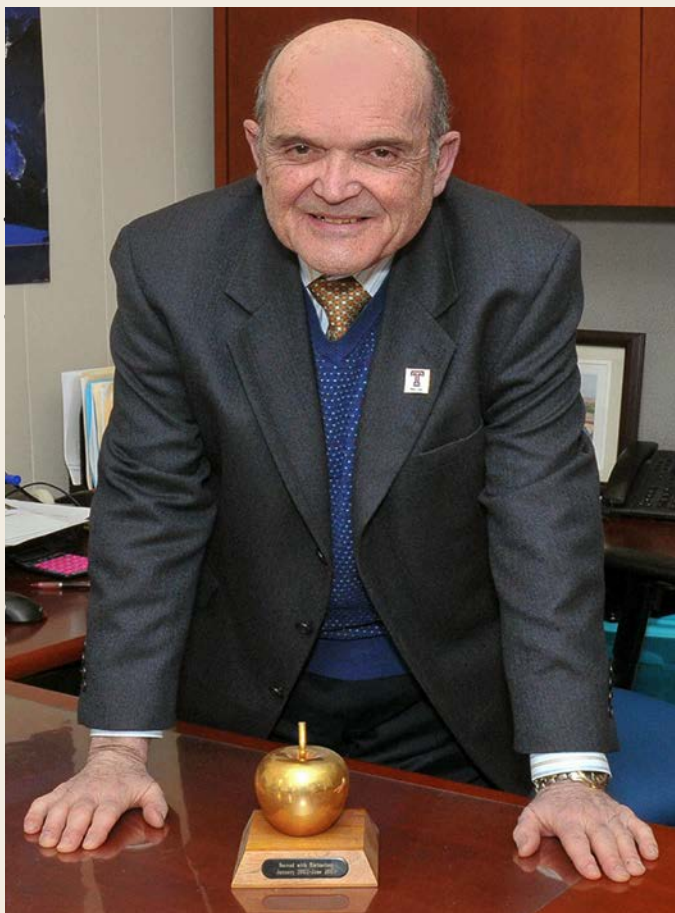
“I’ve come to know Dr. DuCette very well in my year with the college. In that time, I’ve come to know him as one of the kindest, most generous people I have ever met,” said Derek Coffman, major gifts officer for the College of Education and Human Development. “He is infinitely dedicated to and passionate about teaching - about helping his students succeed. It feels perfectly fitting that his legacy will live on, and he will continue to support CEHD students long after he’s gone,” added Coffman.

“I’m really happy that I’m doing this,” said DuCette. “I’ve been here for 53 years; I feel good that I am able to give back.”

“We are grateful for Joe’s leadership in highlighting how alumni, faculty and friends can support the College of Education and Human Development’s future, while having an immediate impact on its students,” said Ed Stoner, assistant dean of development and alumni Relations for the College of Education and Human Development. “It allows the donor the opportunity to see the impact their gift has and share that experience with the recipient(s), while also establishing a legacy of support and an avenue for others to participate going forward.”

Anyone can contribute to DuCette’s fund, and may do so online at [giving.temple.edu/givetoedu](https://giving.temple.edu/givetoedu).

To learn more about making an estate gift, and how to take advantage of the Temple University Legacy Gift Matching Challenge, contact us at [alumni.ed@temple.edu](mailto:alumni.ed@temple.edu).

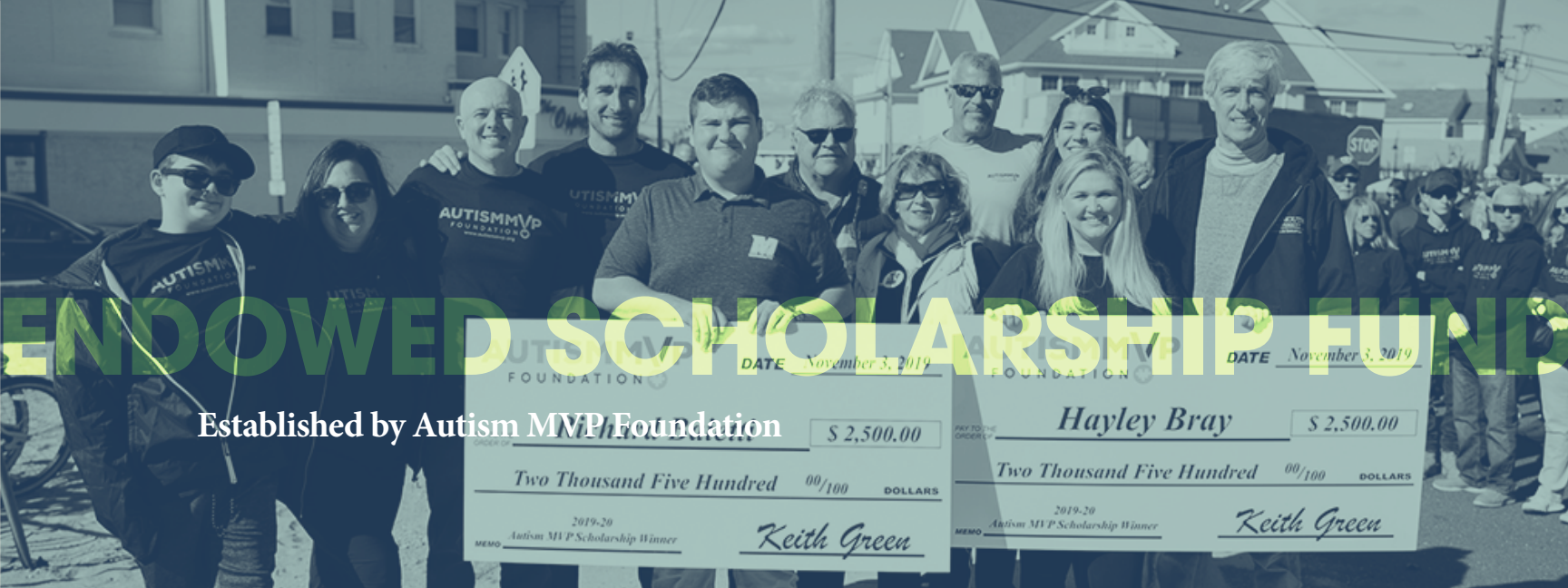


**The College of Education and Human Development is proud to announce the Dr. Joseph P. DuCette Student Emergency Need Fund.**

**Joseph P. DuCette, 77, a member of Temple’s faculty since 1968, recently made a five-year pledge in the amount of \$10,000 to establish the Dr. Joseph P. DuCette Student Emergency Need Fund. More significantly, Dr. DuCette documented a bequest for \$500,000 that will permanently endow this fund upon his passing, formally cementing his legacy at Temple and ensuring support for CEHD students for generations to come.**

**The purpose of the Dr. Joseph P. DuCette Student Emergency Need Fund is to provide financial assistance to one or more students annually who are enrolled in the College of Education and Human Development who demonstrate financial hardship due to an emergency, accident, illness, or other unforeseen events. Awards can be used for a variety of purposes, including, but not limited to tuition, fees, housing expenses, textbooks, food, childcare, transportation, utility bills, education-related technology and other financial needs arising from individual and/or special circumstances. Once the fund is endowed, it will be renamed to the “Dr. Joseph P. DuCette Student Support Fund,” and will also provide scholarships to CEHD undergraduate or graduate students with financial need.**





# ENDOWED SCHOLARSHIP FUND

Established by Autism MVP Foundation

By Dawn Angelique Roberts

The College of Education and Human Development is pleased to announce a generous \$50,000 pledge from the Autism MVP Foundation to establish the Autism MVP Foundation Endowed Scholarship Fund. This endowed fund will award an annual scholarship to students enrolled in Temple's Master of Science in Education (MSEd) in Applied Behavior Analysis program.

Additionally, as part of the College of Education and Human Development's Centennial Scholarship Challenge, Dean Gregory M. Anderson has agreed to match this gift with an additional \$50,000 to support five students enrolling in the MSEd in Applied Behavior Analysis program in the 2021-2022 academic year.

Graduates of the MSEd in Applied Behavior Analysis program help fill the growing demand for individuals with applied behavior-analytic training in social service agencies and educational institutions, particularly in service of individuals with autism and other intellectual and developmental disabilities.

Keith Green, Klein '91, STHM '96, is the founder and executive director of the Autism MVP Foundation. The organization, which is composed entirely of volunteers, is the first donor to take advantage of the dollar-for-dollar match from the college in support of the Promising Mental Health Professionals Scholarship.

Taking advantage of the Centennial Scholarship Challenge is a great way to utilize matching funds to support students today, while the donor invests in student support for the future. Endowing a named scholarship fund will generate income for financial aid in perpetuity; the college's match will provide much needed financial aid immediately.

"Our Board is excited to support Temple's graduate students who are future leaders in special education and applied behavior analysis," said Green. "For me, Temple has provided more than I could ever give in return, so it is extremely rewarding to assist students who will make a difference in the lives of people like my son who are on the autism spectrum," added Green.

The mission of Autism MVP Foundation is to increase the number of autism-focused educators and therapists to meet the current and future needs of students on the autism spectrum. Autism MVP accomplishes this by supporting training and professional development programs for teachers, therapists and paraprofessionals, and by providing scholarships.

"Working with Keith on this gift has been so gratifying and motivating. His passion for supporting educators and professionals who support those with Autism and their families is inspiring," said Derek Coffman, major gift officer in the College of Education and Human Development. "By making this gift and taking advantage of the Centennial Scholarship Challenge, Keith and the Autism MVP Foundation will be able to sextuple the number of students supported over the next two years," added Coffman.

This scholarship is for incoming, full-time graduate students enrolling in the MSEd in Applied Behavioral Analysis program. The scholarship is renewable for the duration of the student's academic career, as long as the scholar remains enrolled in the program.

To learn more about establishing a named scholarship fund or how to take advantage of the Centennial Scholarship Challenge, contact us at [alumni.ed@temple.edu](mailto:alumni.ed@temple.edu).

# An Educator at Heart

## Coach Sean Desai, EDU '08

By Ed Stoner, EdD



During a Zoom interview sitting behind his desk with the C logo of the Chicago Bears emblazoned on his shirt, Sean Desai, EDU '08 looks every bit the part of an NFL football coach. As Coach Desai tells the story of how he has worked his way up the ranks following a MA from a teachers college thesis project where he followed the Columbia football coaching staff for his research,

he explains how he was drawn to Temple by the flexible CEHD program that was open to his pursuit of an MBA in addition to his Ed.D. Oh, and his wife was already planning to attend Temple. Just like his decision to attend Temple, you can see there is more to Sean's story as there are also children's drawings on the blackboard behind him versus the Xs and Os one might expect. That artwork supports his social media account tagline of Husband/Father/Educator. When you review the many stories posted following his recent elevation to Defensive Coordinator for the Bears, family man is something you hear often mixed in with coaching accolades and nicknames from players and coaches that include "Doc" and "the mad scientist." Balancing family, coaching and teaching is important, and as Desai notes continues to be a work in progress. That progress is supported by a skill formed during his time as an undergraduate philosophy major where he learned to focus on being present; a lesson that has been a key to his success in every role, personal or professional.

“

Balancing family, coaching and teaching is important, and as Desai notes continues to be a work in progress.

”

When asked about memories and lessons learned from his time at Temple, Desai stated pride in dramatically improving the football team's Academic Progress Rate (APR), which is an eligibility and movement toward graduation metric used by NCAA programs. The team went from having 11 ineligible players the year he started as an academic advisor to zero in year two. Desai noted how he has applied his penchant for long-term plans, attention to detail and effectively communicating those plans have been a big part of his success, which he notes is not that different from creating the syllabus and lesson plans for the classes he taught, stating, "I am an educator at heart." Desai goes into team meetings having a lesson plan and teaching progressions already in mind, and believes in culturally relevant pedagogy to create and relate as everyone sees, hears, and learns differently.

Desai also noted relationships, mentors and professors have all helped him achieve the success he has experienced. In coaching Mike Siravo and Al Golden were two Temple coaches who have served as mentors. Desai also stated an appreciation for some of the professors he had along the way, including Dean Anderson at Columbia and President Englert at Temple, stating that President Englert's class was the most well-planned, thorough and sequential class he took, and that it was coupled with high expectations. Desai also spoke of his values for equity and access being in-line with Dr. James Earl Davis, who he complimented as an excellent communicator

As one might expect from an educator at heart, Desai remains a life-long-learner who establishes and re-evaluates his long-term plans, while cultivating and refining his own unique approach and style as a husband/father/coach/educator. #TempleMade

## 30 Under 30 Award recipient **Jazmine Jackson,** **EDU '17**

By Kyle Bagenstose, KLB'11 and Lauri Kochis

Join us in celebrating 30 Under 30 Award recipient Jazmine Jackson, EDU '17, and her commitment to community advocacy.

As communities across the U.S. once again cry out for the just treatment of all who live here—regardless of their race, gender or sexual orientation—second-grade teacher at the independent Lowell School in Washington, D.C. Jazmine Jackson was already striving to ensure that the next generation of Americans would be better positioned to respond.

A second-grade teacher at the independent Lowell School in Washington, D.C., Jackson is the youngest full-time educator at the school and also serves as its diversity, equity and inclusion leader. In her leadership role, Jackson has the freedom to talk about her own personal experiences as a Black, queer woman in the classroom. And she is actively encouraged to make sure other educators have what they need to teach equity in theirs.

“I think that a lot of my teaching philosophy and my outlook on what teaching and education should be like is deeply rooted in the professors that I had and the classes that I took [while at Temple],” she said.

And thanks to Jackson, the school was also prepared for the historic protests of spring 2020. That’s because as part the Lowell’s annual participation in Black Lives Matter Week of Action in Schools, students learned in February about the Flint water crisis and “why Black Lives Matter exists,” Jackson said. By the time citizens took to the streets over the deaths of George Floyd, Breonna Taylor and Ahmaud Arbery months later, Jackson’s students were equipped to talk about what was happening.

The challenge for Jackson is how to replicate such classroom experiences throughout the U.S. She hopes to one day lead an independent school of her own, but thinks it will take wholesale changes to the American education system to reach public schools. Educators need more freedom to teach about social justice and identity, and place less emphasis on standardized testing, Jackson said.

“Hopefully that becomes part of more programs when you’re learning to be a teacher,” Jackson said. “Learning how to advocate for yourself and your students, and not just how to write a lesson plan.”

“

**Hopefully that becomes part of more programs when you’re learning to be a teacher. Learning how to advocate for yourself and your students, and not just how to write a lesson plan.**

”

- Jazmine Jackson  
EDU '17





## Germaine Edwards, KLN '85, EDU '88, EDU '03, Connecting Alumni and Making a Difference

By Dawn Angelique Roberts

College of Education and Human Development alumni are in the capable hands of Germaine Edwards, KLN '85, EDU '88, EDU '03, president of the CEHD Alumni Association.

The CEHD Alumni Association, which is led by an advisory body of members appointed to serve for three years, represents the diverse interests and needs of graduates and other attendees of the college. Now in the third year of her second term as board president, Edwards, a three-time Owl, has been on the board since 2008 serving first as a board member, then as interim chair, and finally as president for two terms.

“Dr. Edwards and the CEHD Alumni Association Board members have a wide variety of experiences in and around Education and are passionate about sharing their time and experience in support of Temple’s students and alumni,” said Ed Stoner, assistant dean of development and alumni relations in the College of Education and Human Development. “They have been a sound resource for Derek Coffman and me as we have gotten settled into our roles for the

College of Education and Human Development,” added Stoner. Edwards brings to the board more than 20 years of experience in education, community relations, Emmy Award-winning public relations, student development and workforce development. She is an effective communicator, planner and organizer, with a reputation for working independently or as a team member. She is experienced in coordination and management of academic, career readiness and job training programs.

“I met Germaine in 2016 when I was voted onto the board. We connected over things like wanting to support pre-professional teachers and Philly,” said Dara Ruiz-Whalen, a current board member. “She is a strong leader and is always at the forefront, working hard to see that the college succeeds in its mission to promote change and leadership through education,” added Ruiz-Whalen.

Edwards came to Temple University as an undergraduate communications major. “I loved communication and education. At the time, Temple had a master’s program that wed the two,” said Edwards.

“I get to play with technology and use it in education,” added Edwards when she decided to major in the college’s Curriculum and Instruction in Technology in Education program.

She went on to receive her master’s and doctorate degrees from the College of Education.

Edwards is involved with several alumni governance programs with the university. She is big on alumni involvement and keeping the connection with the university.

“My board has been great,” said Edwards. “They have been very supportive, true Temple to the bone alumni; they are willing to do what’s needed for the good of our students and the university,” added Edwards.

The Board is open to ideas and membership. If you are interested in becoming a member of the Alumni Association board, and/or know of an individual that would make a dynamic Association leader, please complete the nomination form online via the following link: [education.temple.edu/alumni](http://education.temple.edu/alumni).

Nominations are taken year-round, though they are not reviewed until the fall for appointments in July.

# ALUMNI ASSOCIATION

*In Celebration of the 100th Anniversary of Temple University College of Education, Gregory Anderson, Dean of the College of Education and Professor of Higher Education delivered the State of the College at Temple University, Morgan Hall, 27th floor.*

## MEET THE ALUMNI ASSOCIATION BOARD OF DIRECTORS

### PRESIDENT

Germaine Edwards, BA '85, MEd '88, PhD '03

### BOARD OF DIRECTORS

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Pamela Felder-Small, MEd '94, PhD

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Dara Ruiz-Whalen, BSEd '95, MEd '01

Margot Salter, BSEd '15, MEd '16

Helen Sanders, MEd '13

William Salva, EdD '14

Ashlee Schnitzer, BSEd '15

Bernice Williams, BA '10



*Steve Smith and Ellen Kurtz, College of Education and Human Development donors and supporters of Temple Education Scholars with Gregory M. Anderson, Dean & Professor of Higher Education.*



*College of Education and Human Development faculty members, Sarah Cordes and John Hall, Alexis Bennett, College of Education and Human Development doctoral student, and Juwan Z. Bennett, founder, College of Education and Human Development's Urban Youth Leadership Academy and Ph.D. Candidate, Temple University, Department of Criminal Justice.*



*College of Education and Human Development alumni and friends, Germaine Edwards, PhD, Shirley Canty and Ceatrice Beard, EDU '79.*

*Photo Credit:*

**Martin Regusters**

Leaping Lion Photography & Digital Fuzzion Art

# CLASS NOTES

At the College of Education and Human Development, we are proud of our alumni! We want to include an item about you in the Class Notes section of the next issue of the magazine. It is a great way to let your former classmates and the rest of the College of Education and Human Development community know what you are currently doing. Send your class notes to [alumni.ed@temple.edu](mailto:alumni.ed@temple.edu).

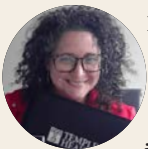
## 1970s



### **Linda Darling-Hammond, EDU '78**

President Joseph R. Biden Jr. has designated Linda Darling-Hammond, EDU '78, to lead the transition committee for the Education Department.

## 1990s



### **Dara Ruiz-Whalen, BSEd '95, MSED '01, and current doctoral student**

Ruiz-Whalen's short session entitled "eCLOSE Institute: Creating Science Spaces for Teachers and Students in Biomedical Research" was accepted to the 2021 NIH SciED virtual conference (Annual Conference for NIH Science Education Projects.) She was invited to be a judge for the Mid-Atlantic Genetics Society of America Virtual Meeting. Ruiz-Whalen was selected to present a workshop for the Genetics Society of America. In mid-April, she completed the inaugural session of the Temple University Health System's LEAD365 program.

This summer eCLOSE will be running a 1-week cancer training session for 5-sites across the country!

### **Other partnerships and projects for Dara Ruiz-Whalen and her not-for-profit public charity, e-CLOSE include:**

SHE (Summer Healthcare Experience) in Oncology is a multi-institutional research training and career exploration program for high school women from underrepresented backgrounds, set to launch in July 2021. It is funded by the American Cancer Society through the ResearchHERS initiative to support women-led cancer research. Over the course of two weeks (25 hours/week), participants will take part in a cancer research project on genetics, a fictional patient case study project, and daily skill-building and career development activities. An inaugural cohort of 80-100 women will be enrolled across the SHE partner sites at the universities of Chicago, Kentucky, Michigan, Pennsylvania and Texas at Austin.

The Appalachian Career Training in Oncology (ACTION) Program at the University of Kentucky Markey Cancer Center prepares students from the Appalachian Kentucky area to pursue oncology-related

careers in order to address the cancer disparities in the region. ACTION engages participants in cancer research, cancer education and career development, clinical observation, and community outreach activities. This summer, a component of our research activities will occur via a partnership with eCLOSE. This partnership will allow participants to gain an understanding of the intersection between nutrition and cancer genetics.



### **Loria McIntyre-Mixson EDU '97,**

#### **Temple University Conwell Society**

Loria McIntyre-Mixson was a semi-finalist for City Schools (Baltimore City Public Schools).

McIntyre-Mixson is the Opportunity Culture Multi Classroom Lead at Hazelwood Elementary Middle School.

She holds a Master's Degree in Education from Temple University and received her Bachelor of Arts Degree in History from Syracuse University. Loria has over 14 years of experience in the district as a math and history teacher. She works hard at equity in the classroom and promoting college aspirations in her students. In 2016 she won the MBABSE Teacher of the Year Award and was a Semi-Finalist in 2014 for Baltimore City Teacher of the Year. Her former student Kwesi Evans credits her with his choice to attend Temple University on a Football Scholarship, of which she is very proud.



### **Adjoa B. Asamoah, BA '98, MED '01**

From serving as the Biden-Harris campaign's National Advisor for Black Engagement, to then being tapped to be the Black Engagement Director for the 59th Presidential Inaugural Committee, to leading the national movement to outlaw race-based hair discrimination, this two time Temple grad's mission is to advance racial equity across spaces.

Her tireless work to help elect the president and first Black female VP was just "one" of her history-making endeavors. Under Adjoa B. Asamoah's leadership, New York and California became the first states to pass the CROWN Act in 2019, with several states and municipalities (including Philadelphia) to follow. The U.S. House of Representatives passed the CROWN Act in 2020.

Her ability to mobilize people, a skill she honed as an undergraduate student at Temple, is why campaign co-chair and former U.S. Rep. Cedric Richmond said he recommended Asamoah join the team. “It was because of her Pennsylvania ties and her work with the CROWN Act that I knew she’d be exactly what the campaign needed,” Richmond said. “I knew her work would speak for itself.”

A doctoral candidate in Education Administration and Policy at GW, who is the elected chair of the Title I Committee of Practitioners in the nation’s capital remains committed to tackling educational equity.

## 2000s



### **Desiree' LaMarr-Murphy '10**

Desiree' LaMarr-Murphy '10 was the keynote speaker for this year's Commencement ceremony on May 6.

Murphy is the mother of 5 daughters and a grandmother to a two year old grandson. As a Special Needs Coordinator for the School District of Philadelphia, she works in the Office of Early Childhood Education supporting families, students and teachers of children with special needs. Murphy has worked in education for over 15 years and is an advocate for public education and specifically for those with special needs. She is a West Philadelphia native, graduating from Overbrook High School in 1995.



### **Kimberly S. Reed, MEd '19**

An award winning international speaker, author, corporate trainer and diversity, equality and inclusion executive, nationally recognized thought leader, expert, strategist and advisor to some of the world's most influential organizations in global professional services, health care, financial services, consumer products and pharmaceutical industries.

Reed's highly anticipated book release on January 15, 2021 (Simon Schuster/HCI Communications) was on the bestseller list in its first week. All book proceeds are being donated to two cancer charities. Recently Reed was featured in Shondaland, a pioneering storytelling company founded by Shonda Rhimes.

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### **Nicholas Adams '16, '21**

Nicholas Adams '16, '21 was the graduate speaker for the College of Education and Human Development's Commencement.

Adams is currently the Associate Site Manager of Jumpstart Philadelphia at Temple University. In this role, Nicholas is responsible for and takes pride coaching and mentoring student volunteers implementing a language and social-emotional curriculum with young children. He also creates partnerships with community preschools, local non-profit organizations, and Temple departments. Nicholas is also an Advisory Board Member for Camp Kesem at Temple University, which is a national organization dedicated to supporting children impacted by a parent's cancer at no cost to families.



### **Pearline Sturdivant, FOX, MEd, PhD '21**

Sturdivant recently graduated from Temple University's College of Education and Human Development with her doctorate degree in Educational Leadership.

Her published dissertation is titled “The Ethical Decision-Making Practices of K-12 Administrators in a Urban Setting.”

Sturdivant is a committed individual who believes in building the lives of others. As the wife of a United States Army veteran and mother of a United States Navy reservist, Pearlina learned best how to serve those who serve others. She is also the proud mother of a recent law student from Temple University's Beasley School of Law (2020). She is committed to her family. She is also a dedicated community member. She is an innovative individual who self-published a student driven work titled “ITZAYED: The Student Interest Model (The Manual)”. Pearlina holds a Bachelor of Business from Temple University's Fox School of Business (Human Resources Administration) with a “People First Certificate” (Mandated course work/Managing People at Work, Power, Influence and Negotiation, and Communication in Organization: Fox School of Business). Pearlina also holds dual Masters' degrees in Elementary Education and Early Childhood Education from Lincoln University.

#### **SUBMISSION DETAILS:**

**Please include your class and degree(s), the town in which you currently live, your phone number and email address, in case we have to contact you to clarify any information. Send along your Alumni Notes submission to: [alumni.edu@temple.edu](mailto:alumni.edu@temple.edu).**

# MEMORIAM



## Donald L. Walters

Donald L. Walters, 84, of Willow Valley, passed away on April 26, 2021. Dr. Walters was born in 1937 in Indiana. He received his BA/MA degree from Indiana University and his Doctor of Education from the University of Miami, Florida. He joined Temple University in 1966 where he served as a professor of educational administration and he held the Charles G. Erny professorship in Education. His service included head of the Department of Educational Administration and president of the Temple University Faculty Senate. He retired from Temple in 2002.

He was married to the late Nina Cyhanenko. He is survived by his son, Mark, who resides in Maryland. He served as a captain in the US Army Reserve and was a member of the United Methodist Church.



## Jack Cassidy

Jack Cassidy, EDU '65, CLA '76, professor emeritus at both Texas A&M University-Corpus Christi and Millersville University in Pennsylvania, died on Saturday, May 22, after a long-fought battle with cancer. He was 80.

Though his name is most closely associated with Texas A&M and TALE, Cassidy began his career in Pennsylvania after earning an undergraduate degree in educational psychology and graduate degrees in secondary and English education, all from Temple University. He served as a classroom teacher at the elementary, middle, and high school levels, and also as a school reading specialist and a K-12 reading supervisor.



## Lois Goldberg

Lois Goldberg (nee Kellar), EDU 1954 on May 16, 2021, of Bethesda, MD, formerly of Lower Merion, PA. Beloved wife of Lawrence "Larry" Goldberg, loving mother of Mitchell (Helene) Goldberg, Aileen Kantor and Alan (Michelle) Goldberg, sister of Edgar (Elizabeth) Kellar and devoted grandmother of Julie,

Jacqueline, Hank, Sam, Melissa, Josh and Jenna. Mrs. Goldberg was a longtime member of Temple Beth Hill-El and served as President of the Sisterhood, she was a Docent at the Jewish History Museum as well as the President of the local PTA, a graduate of the Barnes Foundation, an avid gardener and an expert in Needlepoint.



## Alicia Paredes Scribner

Alicia Paredes Scribner, BS '77, MEd '82, '87, PhD '89, passed away peacefully Tuesday, September 22, 2020, at her home in Dallas, Texas, surrounded by family.

Scribner was the College of Education and Human Development's Gallery of Success honoree in 2005. Her husband of more than 58 years, Jay D. Scribner, EdD, served as the dean of the College of Education and Human Development from 1975 to 1986. A wife and mother of four children, grandmother of seven and an aunt to nieces and nephews all over the world, she wanted all to know the joy of her life was her family.



## Amity F. Gann

Amity F. Gann, EDU '20, of Philadelphia, Pennsylvania, peacefully passed away on September 22, 2020, at the age of 42. Gann recently earned her PhD in education, with a specialization in 4-12 science teacher education within the mathematics and

science education concentration. Having worked at Temple as both a graduate student and adjunct, Gann was enthusiastic about the teacher education programs, particularly those for middle grades and secondary mathematics and science preservice teachers. She worked with Temple Teacher Residency since its first cohort entered schools in 2015.

In lieu of flowers, please make a donation to the Amity Gann Student Teacher Resource Fund to keep Amity's memory and passion for STEM education alive.

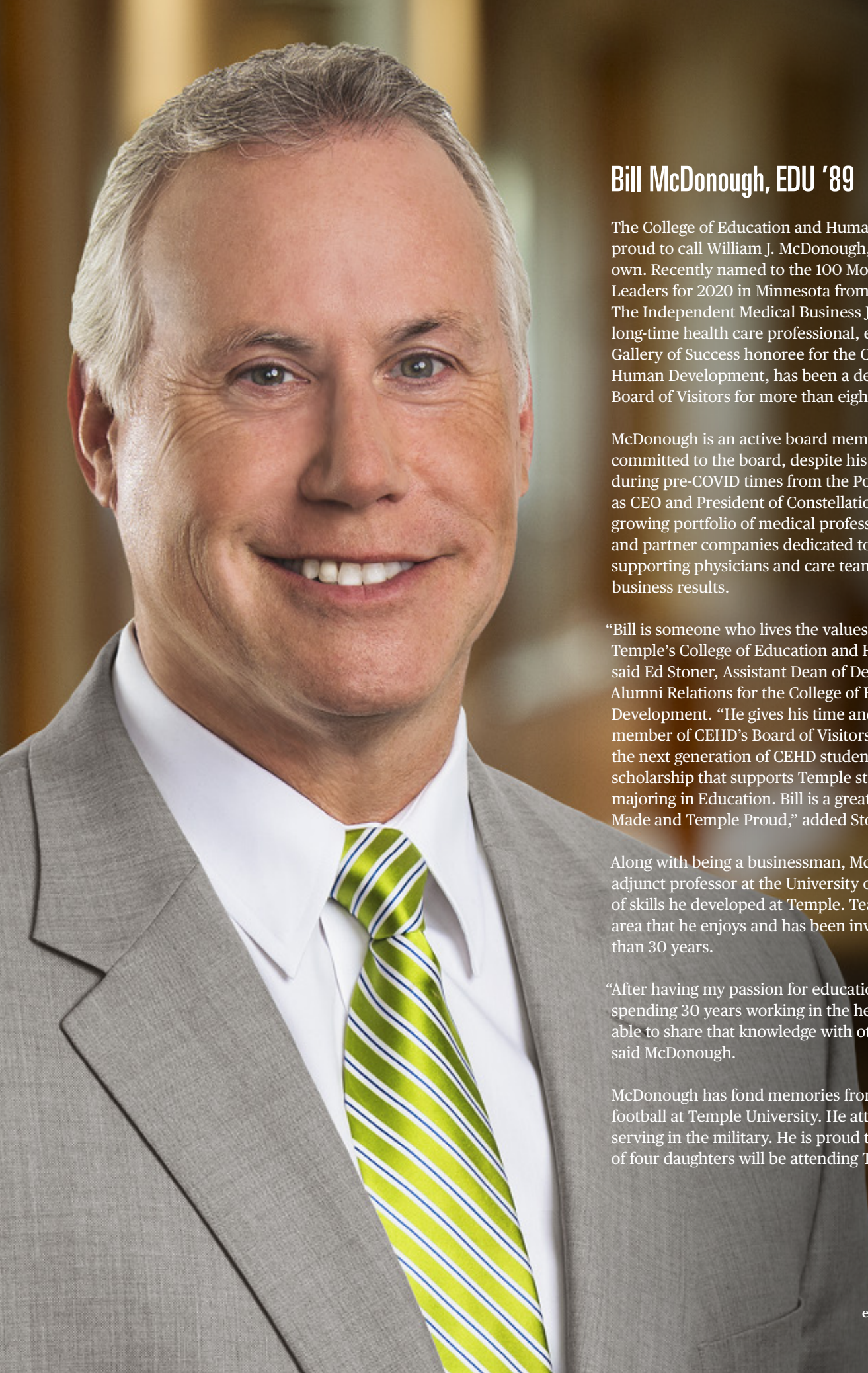


## Jon-Philip Imbrenda

On February 2nd Jon-Philip "Jay" Imbrenda, a 2016 graduate of the college's doctoral program, passed away after a long illness.

A scholar and teacher deeply committed to social justice, Jay worked both to understand the challenges students from underserved neighborhoods face in gaining academic literacy and to understand curricula and instruction that would help those students overcome those challenges. During his time in the college, Jay won the 2015 Graduate Student Teaching Award and the 2016 Dr. Rita Wolotkiewicz Award for Outstanding Doctoral Dissertation. While teaching at the University of Pittsburgh Jay received the 2019 Arthur Applebee Award for Excellence in Research on Literacy for his article, "Developing academic literacy: Breakthroughs and Barriers in a College-access Intervention" which was published in Research in the Teaching of English. Jay's work continues to affect the lives of students as it is the foundation for the English strand of the College Pathways program at Frankford High School, one of the CEHD's longest running community outreach initiatives. Jay is survived by his life partner Lana Chahine, his parents Philip and Donna Imbrenda, and his brother and best friend Dominic Imbrenda.





## Bill McDonough, EDU '89

The College of Education and Human Development is proud to call William J. McDonough, EDU '89 one of its own. Recently named to the 100 Most Influential Healthcare Leaders for 2020 in Minnesota from Minnesota Physician, The Independent Medical Business Journal. McDonough, a long-time health care professional, educator, and the 2017 Gallery of Success honoree for the College of Education and Human Development, has been a dedicated member of the Board of Visitors for more than eight years.

McDonough is an active board member and remains committed to the board, despite his normal weekly commute during pre-COVID times from the Poconos to Minnesota as CEO and President of Constellation. Constellation is a growing portfolio of medical professional liability insurance and partner companies dedicated to reducing risk and supporting physicians and care teams, thereby improving business results.

“Bill is someone who lives the values, mission and vision of Temple’s College of Education and Human Development,” said Ed Stoner, Assistant Dean of Development and Alumni Relations for the College of Education and Human Development. “He gives his time and leadership talent as a member of CEHD’s Board of Visitors, and fiscally supports the next generation of CEHD students through an endowed scholarship that supports Temple students from Philadelphia majoring in Education. Bill is a great example of Temple Made and Temple Proud,” added Stoner.

Along with being a businessman, McDonough serves as an adjunct professor at the University of Minnesota, making use of skills he developed at Temple. Teaching healthcare is an area that he enjoys and has been involved in for more than 30 years.

“After having my passion for education lit at Temple, and after spending 30 years working in the healthcare business, to be able to share that knowledge with others is really exciting,” said McDonough.

McDonough has fond memories from his time playing football at Temple University. He attended Temple after serving in the military. He is proud to share that his youngest of four daughters will be attending Temple in the fall of 2021.

# ALUMNI PORTRAIT

Aminta G. Hawkins Breaux, CLA '80, EDU '04

## Visionary Leader Announced as the 2021 Gallery of Success Winner

By Dawn Angelique Roberts

Aminta G. Hawkins Breaux, CLA '80, EDU '04, a native of Philadelphia and a two-time Temple Owl, has been selected as the 2020-2021 Gallery of Success honoree for the College of Education and Human Development.

Breaux has fond memories of growing up in the City of Philadelphia and attending classes at Temple University while a student in the Parkway program, also known as the school without walls. It was there she realized that learning happens everywhere.

“It is an exciting time to be in higher education,” said Breaux. “I get to work with students, the highlight of my day. They inspire me to go faster,” she added.

“After 35 plus years, it’s pure joy seeing students grow and strive.”

As the visionary 10th president of Bowie State University, Breaux has served since July 2017, bringing more than 30 years of diverse higher education leadership experience to the position. She is committed to ensuring that every student develops an entrepreneurial mindset to achieve success in the rapidly changing workplace and communities.



Before joining Bowie State University, Breaux served as vice president for advancement for Millersville University, where she also formerly served as vice president for student affairs. She held administrative positions at University of the Sciences and Drexel University after beginning her higher education career at the University of Pennsylvania.

Breaux is a leading voice in 21st century education, and because of her extensive knowledge and expertise, she has been tapped to serve in multiple leadership roles. She was appointed to the President's Board of Advisors on Historically Black Colleges and Universities and the Governor's P-20 Leadership Council of Maryland. Additionally, she is vice chair for the Board of Directors for the Central Intercollegiate Athletic Association (CIAA).

Now in its 23rd year, the Temple University Gallery of Success celebrates outstanding professional achievement, inspiring students toward their future.

"Dr. Beaux is emblematic of Temple's ideals. She is passionate about public education, and has built her career around ensuring all students have what they need to succeed," said Ed Stoner, Assistant Dean of Development and Alumni Relations.

A graduate from each of Temple's 17 schools and colleges will be honored and showcased for one year on the university's website as well as in the Gallery of Success physical display, located in Mitten Hall's lower level. Honorees' achievements will also be recognized throughout the year via inclusion in various campus events and programs.

"I am thankful for this honor. Very honored and humbled," said Breaux. "I'm just doing what I love to do. Every day I wake up, I am focused on the students," she added.

"I want to acknowledge the professors and administrators when I was a student at Temple. As an undergraduate, and on the doctorate level, Dr. Sukara and Dr. Portia Hunt were incredible leaders and mentors. We were a close knit family and I had a great experience in the College of Education and Human Development," said Breaux.

Breaux and her husband Melvin have three daughters and three grandchildren.

“

**I am thankful for this honor. Very honored and humbled. I'm just doing what I love to do. Every day I wake up, I am focused on the students.**

”

**- Aminta G. Hawkins Breaux**

*CLA '80, EDU '04*

Visit the [Gallery of Success website](#) to learn more about the 2020-2021 Gallery of Success honorees.



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