



## A Vision for Education

### An Interview With Provost Ira M. Schwartz

Temple's new provost, Ira M. Schwartz, has a vision for the College of Education that includes a top 10 national ranking: "I think we could easily be one of the finest schools in the country. We are not far from that now, and so with a little bit of push and cooperation that can happen."

As the University's highest-ranking academician, Dr. Schwartz is working closely with President David Adamany to move Temple as a whole into the top tier of American universities. A *Temple Times* article published shortly after his arrival last August listed Dr. Schwartz's priorities: "Increasing funded research. Attracting promising faculty members. Retaining respected professors. Reviewing Temple's Core Curriculum."

#### Funding Research, Cultivating Relationships

Research is key to Temple's advancement, and money is key to research. Dr. Schwartz indicates that part of his agenda will be to support the University's schools and colleges in increasing the flow not only of research dollars, but of funds for all purposes. In the College of Education, this means building on the successes of 2001, when more than \$18 million in research grants and external funding was raised.

Though graduates of the College are a natural source of support, Dr. Schwartz believes that there are less obvious resources waiting to be tapped. "There are a lot of people who are interested in public education who are not teachers, who work in this region, who have a stake in a productive workforce and in a well-educated workforce. Many of these people are Temple graduates who could be generous to the College of Education."

The Provost emphasizes the importance of building partnerships inside and outside the University, something the College has done well for many years as it pursued cooperative endeavors with the School District of Philadelphia and with the colleges of Liberal Arts and Science and Technology. The Provost

expects these kinds of relationships to increase: "I would hope that we would look at some new partnerships within the University that could be of benefit to the schools in Philadelphia as well as elsewhere. I'll give you a couple of examples. I can see a stronger tie-in with our Business school involving the whole question of educational leadership and management...I could see a partnership there and also with our College of Engineering, particularly as they move ahead in the area of applied technology and looking at its impact on education. I would hope that these types of opportunities might arise in the future as well."

Over the last decade, the College of Education has carved a niche for itself in urban education, an area largely unexplored by preeminent institutions in the field; the Provost believes that Temple could make an important contribution by expanding this work. "It seems to me that this is something that is consistent with the mission of the University and certainly with the College."

#### Continuing the Philadelphia Schools Commitment

That said, Dr. Schwartz expects the College's involvement with the Philadelphia School District to continue, despite the impending changes in management. "There are a few things we need to understand. One is that Temple University is one of, if not the, largest feeder [of teachers] into the public school system in Philadelphia, and that will continue to be the case well into the future. We are also closely connected to the School District in terms of continuing education, research activities, training and a whole host of activities that I think will only continue to grow in the future, even if there are some major changes in the structuring of the public schools. For example, I would hope that our College of Education would play a prominent role in looking at the impact of these changes and reforms. I would hope that they would also play a role in helping to press for best practices irrespective of how the school sys-



Provost Ira M. Schwartz

tem is administered. We have learned a lot about learning and education in the past 20 years. We certainly need to do more in terms of applying some of those concepts and looking at their impact and building on that body of knowledge irrespective of what changes are going to take place in the school system."

#### Strengthening Faculty, Updating the Core

As for the changes that should take place within the College itself, Dr. Schwartz says that in addition to strengthening research and developing new partnerships, enhancing the Education faculty will be a focus. "When we hire the new dean, we will have a number of new faculty positions that he or she will be able to fill. [These individuals] will increase the research capabilities of the school."

Addressing the debate about balancing temporary instructors and permanent, tenure-track faculty, the Provost says that Temple and the College need both. "First let me say that the backbone of any school on this campus is the Presidential [tenure-track] faculty...It becomes even more complicated with a professional school that is research-oriented because then you have a lot of tenured faculty or tenure-track faculty that are actively engaged in research [that takes up] some of their time. So there will always be a need for

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## FROM THE DEAN:

# Philadelphia Public Schools: Will State Takeover Produce Fiscal and Academic Reform?

The proposed State takeover of Philadelphia schools is rooted in hostile political confrontation, the perception of a school district mired in failure, and the historical crisis of inadequate funding. Whatever the origin of the present crisis, the rationale for the resolution of this crisis must be framed in terms of what fiscal and academic strategies are needed to provide quality education to over 200,000 students, students who are mostly minorities from economically disadvantaged circumstances.

Recently, a prominent Philadelphian whose involvement in schools is legendary, was invited to the College to share her perception of the Governor's proposal to "transform the Philadelphia School District into a high-performance system of schools for the 21st century." Our guest framed the discussion in the context of historical school reform efforts, raising the perceptive question of whether the "political will" to educate the city's children is the central problem. The persistent challenge of inadequate funding and the overriding issues of control, power, and money were clearly embedded in her concerns. But the overarching issue underlying the current political debate from her perspective is the fundamental issue of the political will to create the structural and operational capabilities to support student learning.

School reform efforts in Philadelphia under recent school superintendents have resulted in innovative standardized curriculum, performance-based promotion, exemplary early childhood programs, and other creative solutions to address academic issues. According to public documents, many of these programs have shown considerable promise in transforming the quality of education for our children. Yet, regardless of the promise of educational reform in the city, the deep-seated funding issue was never adequately addressed. Many have argued that the District has squandered financial resources, an argument clearly accepted by the Governor when he stated that the "Financial management of the District has been irresponsible." Others, however, also with compelling evidence, point to the wide discrepancies between Philadelphia's per-pupil expenditures and that of surrounding suburban communities. This brings into question the adequacy of funding as well as the willingness to educate Philadelphia's children. I recall joining a former Philadelphia school superintendent in testifying at a City

Council budget hearing to appeal for increased school funding. Her emphasis on curriculum reform, early childhood programs, and other needs exacerbated by the children's socio-economic status was in the finest tradition of educational reform. Funding agencies fears are really without much basis in fact because most successful reform programs that have transformed low-performing schools into high quality schools incorporated the programs for which funding was intended. In Philadelphia, the level of funding, by any objective measure, might have been sufficient to merely perpetuate the existing conditions despite the vision, talent, commitment and strategic plans of the superintendent. Maintenance, yes; transformation; no.

Neither logic, nor objective data, nor litigation, have previously generated adequate funding. Funding, furthermore, persists as the central concern, "the sticking point," in the proposed state fiscal and academic reform plans. Is there, however, a suggestion that the tide is turning to embrace a new political will to educate the city's children? In fact, the Governor in reflecting on his vision of creating "the best urban school district in the nation" indicates that he believes "there is an unprecedented willingness in Philadelphia to undertake such change."

Mounting evidence suggests the inevitability of recommending such change, but it comes with a demand for added accountability and a new administrative structure rooted in the concept of privatization. Although the acrimonious political confrontations over privatization of the central operations of the District have been somewhat defused, the possibility of Edison Schools, Inc., playing a dominant consulting role is unsettling to the opposition. What seems less unsettling to the general public is the widely discussed prospect of a District administered by a five-member School Reform Commission appointed mostly by the Governor. Despite changing negotiating positions, it also seems possible that 45-60 schools will be run by private operators.

The widely anticipated action of the Governor will have as its ultimate goal providing high quality education for Philadelphia's children — even if this move is financially beneficial to Edison Schools, Inc. And even if a "business model" is adopted, the schools will require the support of new and traditional partners, particularly in areas of professional development, effective research-based meth-

ods and strategies, technical/support and assistance and evaluation strategies.

Regardless of the specifics of the final configuration of the plan, Temple University's College of Education remains committed to providing support for the academic achievement of Philadelphia's children. Since its inception over 80 years ago, Temple's College of Education has been a supportive partner with the School District of Philadelphia, and it shares the City's and Commonwealth's vision of a school system that provides every student with a quality education. Today over 25 faculty members have collaborative projects with their practitioner colleagues in the District. In addition, hundreds of students serve as practice teachers, mentors, and tutors, and engage in wide ranging activities under the concept of service learning. Most importantly, the faculty bring innovative and cutting-edge research to problems of teaching and learning. The College pledges to continue to maintain this fine tradition of collaborative partnership with the dedicated professional colleagues in an administrative structure conducive to serve the children of Philadelphia.

*Trevor E. Sewell, Dean  
1991-2001*

## Stegmuller — Conwell Society Banquet



**Agnes L. Stegmuller, center, (BS '45, EdM '48), long-time Temple supporter and dynamic role model, appears with President Adamany and Temple Trustee, Joan Ballots (BS '53, EdM '69) as she receives the Conwell Society Award.**

# Our Man at the NSF

## Scott Dantley Secures a Prestigious Appointment



Scott Dantley is spending this academic year off campus — way off. As in Washington, D.C., at the National Science Foundation (NSF).

After just one year at Temple, Dr. Dantley has temporarily abandoned his academic position to serve as

assistant program director for the NSF division of Elementary, Secondary and Informal Science Education, a grant-funded position that is traditionally awarded to seasoned professors. At the NSF, an independent government agency that evaluates and funds programs to advance the teaching of mathematics and science, he is working with some of the best known educators in the nation. Dr. Dantley is responsible for reviewing proposals for instructional materials and emerging technologies in his content areas — chemistry, chemistry education, and physics — that could improve science. He is gaining invaluable exposure to national issues in science and education, as well as insight into what makes a successful proposal.

### Passing the Torch

Dr. Dantley was chosen for his relative youth, the result of an NSF decision to introduce a new generation of academicians to grant administration, and for his background. In addition to being knowledgeable about chemistry and physical science curriculum content, he is informed in teacher and student knowledge, and is familiar with science education at various levels, profes-

sional development for teachers, and current research in science education.

“I bring a body of knowledge that interests them, but then they see the potential of exposing me to critical issues that I may not have previously examined,” he says. “Part of my role is bringing in other faculty who have not yet had the opportunity to participate in a merit review process, to bring diversity in, people with fresh ideas to participate in the process.”

### Soliciting New Perspectives

In addition to his divisional work with proposals for teaching science in elementary and secondary schools, community colleges, and after school programs, Dr. Dantley serves on the NSF’s Advisory Committee for Diversity. That assignment originated with an innocent question he posed at a meeting. He asked what NSF was doing to improve internal diversity, and the next thing he knew, he had been volunteered for the diversity committee.


“We look at initiatives and programs NSF is doing to increase diversity and broaden participation,” he explains. “That means geographically speaking, first-time investigators, women investigators, so it’s not just minorities, but working with organizations that may not have had the infrastructure to do the types of research NSF is trying to do — to pull them in as well... This has allowed me to bring in new reviewers for our projects and grant proposals, such as some of the young people at Temple and other institutions. As a result, when they are exposed to NSF properly, this gives them leverage toward other types of activities that are happening at the Foundation, and I think that is helpful in building careers. Giving people different options they might not have had before, such

as funding possibilities, peer review, so they can better understand the proposal process.”

### Valuable Exposure for Temple

Despite his physical absence, Dr. Dantley has kept in close touch with Temple during his NSF assignment. He arranged with NSF to continue his research here, which permits him to stay in touch with colleagues on campus, participate in conferences, and work with Temple graduate students.

His NSF assignment can be extended for a second year, and the consensus at the Foundation is that the second year is when new program directors really become effective. The first year, there is so much to learn that most people are just trying to keep from drowning in a sea of information.

Dr. Dantley believes that working at the NSF is valuable not just for him personally, or for the contributions he is making to science education, but for Temple faculty and students: “If Temple professors are part of this national effort and merit review process, that exposes them to the current research agenda that they might not have realized by working in one small field. It gives them an edge in their own academic pursuits... If people are not involved in their research community, they will not be aware of these things, but being aware we can bring this back into the classroom and hopefully, boost our students’ knowledge. Even if they don’t plan on having a career in research, this cutting edge knowledge improves classroom practice. It gets students excited when they know this is the latest thing coming down the pipeline. This is how we incorporate science for all kids, not just a select few.” 

# Education Alum Named Best Teacher

Sylvia Pelta (M.Ed.’73), who teaches 80 mentally gifted students in the first to eighth grades at Gilbert Spruance School in Northeast Philadelphia, received the 2001 Ruth Wright Hayre Teacher of the Year Award from the School District of Philadelphia at its annual celebration of excellence in education. Ms. Pelta, a teacher for 31 years, was chosen from among 22

nominees across the district. For much of her career, she taught first grade, first at the Key School in Southwest Philadelphia, and then at Spruance. Since 2000, she has devised enrichment activities to keep exceptionally bright students interested and learning, everything from trips to Harrisburg and Cape May, to creating an educational competition based on the television quiz show *The Weakest Link*. “I really take advantage of

whatever is available in the city,” Ms. Pelta explained in an interview with the *Philadelphia Daily News*. “If there is an art exhibit, I can take them to that.”

She has also led Spruance teachers in pursuing grant funding, attracting \$70,000 for computers, library books, a kiln, bookmaking equipment, and landscaping for the school grounds. 

## FACULTY INSIGHTS



**Dr. James Earl Davis** (ELPS) has contributed a chapter to the book *Black Education Revolution* ("Black Boys at School: Negotiating Masculinities and Race," R. Majors, Ed.; Taylor & Francis; London; 2001) and to the

*Peabody Journal of Education* ("The Historically Black College as Social Contract, Social Capital and Social Equalizer," M.C. Brown & J.E. Davis; 2000). He has also edited a book, *Black Sons to Mothers: Compliments, Critiques, and Challenges for Cultural Workers in Education*, (Peter Lang; New York; 2000), and written a commissioned paper for the U.S. Department of Education, "Early Schooling and Academic Achievement of African American Males."



Information from a job analysis performed by **Dr. David X. Fitt** (CITE) and three colleagues for Assessment Systems, a subsidiary of The Psychological Corporation, will be used to develop tests for professional counselors seeking licensure.

The technical report is titled, "Job Analysis of Licensed Professional Counselors," (R. Slaughter, N. Wang, D. Fitt, and L. Newman; Assessment Systems; Bala Cynwyd, PA; 2001)

**Dr. Smita Guha** (CITE), a proponent of technology-based education, reported on her experience creating and conducting an on-line Early Childhood Education class in an article published in the journal *Childhood Education*, "An Effective Way of Teaching Early Childhood Education On-Line." (Summer, 2001).



**Dr. Penny L. Hammrich** (CITE) has recently contributed articles on gender equity in science and mathematics education to *Defining and Redefining Gender Equity in Education* (J. Koch and B. Irby, Eds.; Information Age Publishing; Vol.1, 2001), and to *The National Center on Education in the Inner Cities Review* (Vol.10, No.6, 2001). She has also written on the program Daughters With Disabilities in *The Electronic Journal of Science Education* (2001), and on graduate assistant preparation in *The Journal of Science Teacher Education* (Vol.12, No.1, 2001). Recent presentations by Dr.

Hammrich, with Greer Richardson and

Beverly Livingston, include a three-year analysis of her program Sisters in Science at the 2001 national conferences of the Association for the Education of Teachers in Science, the Association of Researchers in Science Teaching, and the American Education Research Association.



**Dr. Erin McNamara Horvat** (ELPS) has written a chapter, "Understanding Equity and Access in Higher Education: The Potential Contribution of Pierre Bourdieu," in the 2001 edition of the *Higher Education Handbook of*

*Theory and Research* (Agathon; Vol.16). She has also written an article with Urban Education doctoral student Rosemary Lukens Traore, "Rebuilding the Lives of High School Dropouts: Lessons from a Successful Program," published in the *Journal of Research in Education* (Vol.11, No.1, 2001).



An essay by **Dr. Vivian Ikpa** (PSE) on developing and maintaining on-line courses was reprinted in *The Johns Hopkins School of Public Health Distance Education Newsletter* (Vol.2, No.1, 2001). With doctoral student

Debra Johnson, Dr. Ikpa has also co-written an article, "A Study of Asynchronous Teaching and Learning," that appeared in *Technology in Teaching and Learning in Higher Education* (C. Spirou, Ed.; 2001), and the two have presented on designing on-line courses at the 2001 international conferences of the Research and Training Institute of East Aegean and the Center for Advancement of Teaching and Learning. Creating on-line courses for high school was the topic of a presentation by Dr. Ikpa at the 2001 Teaching in the Community Colleges On-Line Conference.

Blue jeans can be a tool for teaching science, social studies, and mathematics, according to a recent presentation by **Dr. Jacqueline Leonard** (CITE) at the 2001 conference of the National Middle School Association. Dr. Leonard has also contributed an article to the *Journal of Mathematical Thinking and Learning*, "How Group Composition Influenced the Achievement of Sixth-Grade Mathematics Students," (Vol.3, Nos. 2&3, 2001).



The effect of increased blood flow to muscles on physical performance is the topic of two recent papers by **Dr. Joseph R. Libonati** (K) in the *Journal of Strength and Conditioning Research* ("Brief Muscle

Hypoperfusion/Hyperemia: An Ergogenic Aid?" and "The Effect of Muscle Hypoperfusion/Hyperemia on Repetitive Vertical Jump Performance," Vol.15, Nos. 3&4, 2001). Dr. Libonati is the director of the Biokinetics Research Laboratory.



**Dr. Aneta Pavlenko** (CITE) has co-edited a book, *Multilingualism, Second Language Learning, and Gender* (Mouton de Gruyter; 2001), and a special issue of *The International Journal of Bilingualism* (Vol.5, No.3,

2001) on negotiation of identities in multilingual contexts. She has also published four peer-reviewed articles: "Bilingualism, Gender and Ideology," in *The International Journal of Bilingualism* (Vol.5, No.2, 2001); "Language Learning Memoirs as a Gendered Genre," in *Applied Linguistics* (Vol.22, No.2); " 'In the World of the Tradition I was Unimagined': Negotiation of Identities in Cross-Cultural Autobiographies," in *The International Journal of Bilingualism* (Vol.5, No.3); and "Access to Linguistic Resources: Key Variable in Second Language Learning," in *Estudios de Sociolingüística* (Vol.1, No.2).

The continuing impact of the Americans with Disabilities Act of 1990 on the workplace are explored in a paper by **Dr. Lynda A. Price** (CITE) and **Dr. Paul J. Gerber** of Temple's School of Communication and Theater, "At Second Glance: Employers and Employees with Learning Disabilities in the Americans with Disabilities Act Era." The paper was published in the May/June 2001 issue of the *Journal of Learning Disabilities* (Vol.34, No.3).



**Dr. Michael R. Sittler** (K) has published an article on surgical reconstruction of anterior cruciate ligaments in *Orthopedics* (Vol. 24, No. 4, 2001), as well as several abstracts in a recent edition of the *Journal of Athletic Training* (Vol.36,

No.2, 2001). The abstract topics included the prophylactic value of ankle braces and arch supports, a national survey of parents'

knowledge of sports safety, cervical spine stenosis measurement, the effect of water training on vertical jump ability, and the effect of hydration on muscle soreness in dehydrated subjects. Dr. Sitler also served as a moderator at the 2001 meeting of the National Athletic Trainers' Association.



"Literate at Home But Not at School: A Cambodian Girl's Journey from Playwright to Struggling Writer," a chapter by **Dr. Ellen Skilton-Sylvester** (CITE), has been published in *School's Out: Bridging Out of School Literacies with*

*Classroom Practice* (G. Hull and K. Schultz, Eds.; Teachers College Press; New York; 2001). Earlier this year, Dr. Skilton-Sylvester organized and chaired a colloquium on multicultural literacies at the American Association for Applied Linguistics Conference. She also presented a paper at the conference, "Multilingual Literacies and Adult ESL Learners: Reading, Writing, Relevance and Relationships." In addition, she delivered the keynote address at a meeting of the Philadelphia Writing Project and the School District of Philadelphia's Office of Language Equity Issues.

**Dr. Frank X. Sutman**, former director of Science Education and Secondary Education, and current president of Temple University's chapter of Phi Delta Kappa, is serving as a senior scholar and consultant at Morgan State University in Baltimore, MD, where he is assisting in the development of a doctoral program in science and mathematics education.



**Dr. Suzanne Levin Weinberg** (CITE) is research director on a grant awarded by the National Science Foundation to The Greater Philadelphia Center for the Advancement of Teaching and Learning in Science, Mathematics,

Engineering, and Technology in Grades 5-12. The initiative, which will last through fall 2002, is a collaboration among local school districts, community colleges and four-year colleges. The College of Education and the College of Science and Technology at Temple are directing the major projects within the grant. Recent presentations by Dr. Levin include "Interpreting Graphs: A Link from the Math Class to the Real World," at the eastern regional conference of the National Council of Teachers of Mathematics, and "Integration in Math and Science is Worth the Effort!" at the 2001 meeting of the National Middle School Association.

## Walker and Higgins Inducted into Gallery of Success



College of Education alumna and Temple Vice President of Student Affairs Valaida S. Walker was inducted into the Temple University Gallery of Success in a ceremony held last

October in Mitten Hall. Established four years ago to inspire the University community by recognizing accomplished alumni/ae, the Gallery of Success displays a photo and brief biography of two honorees from each Temple School and College — one recent graduate and a more seasoned counterpart. Along with Dr. Walker, Olivia M. Higgins, a support services provider in the San Francisco Unified School District, was chosen to represent the College of Education.

Valaida Walker is a lifelong educator who has spent much of her career working with mentally disabled youth. Her experience as a demonstration teacher for emotionally disturbed and socially maladjusted children in the School District of Philadelphia convinced her to pursue both a Master's and Doctorate in Special Education at Temple. She later served as commissioner of mental retardation for Pennsylvania's southeastern region, and was the first director of Temple's Woodhaven Center. Returning to the College of

Education, Dr. Walker served as chairperson of the Department of Special Education and then as associate dean. She later worked in various capacities in the Provost's Office, and for the past 11 years has been Temple's vice president of Student Affairs. Nationally recognized for her expertise, Dr. Walker has served as a member of the Committee on Mental Retardation under President Jimmy Carter, and is a past president of the American Association on Mental Retardation.



Olivia M. Higgins (B.S., '99), a support services provider for sexual minority youth in the San Francisco Unified School District, began her career by working as a preschool teacher and teacher supervisor while she attended

Temple, where she became certified in Elementary and Early Childhood Education. She taught third and fourth grades in the School District of Philadelphia before becoming a case manager with the People's Emergency Center, a homeless shelter for women with children and teenagers.

The Gallery of Success is located on the lower level of Mitten Hall on the Main Campus. Honorees' photos and biographies remain on display for a year. 

## Joseph P. DuCette Becomes Senior Associate Dean




The name on the door says Joseph P. DuCette, and underneath in smaller type, World's Greatest Guy. The sentiment, a gift from his son Matthew, speaks for most people who know Joe DuCette, who has been associate dean in the College of Education since 1986.

Dr. DuCette became Senior Associate Dean this fall in recognition of his valuable contributions to the College of Education. His responsibilities include academic affairs and graduate studies for the College. All student issues go through Dr. DuCette's office, with an emphasis on graduate students — matters such as leaves of absence, extensions, and dissertations. He also coordinates academic, long-range, and strategic planning for the College, though

much of this function is being deferred in anticipation of a new dean.

Though Dr. DuCette's responsibilities have expanded, he continues to coordinate extension programs and new initiatives, and he has been co-directing the Apprentice Teachers Program, which trains uncertified teachers in the Philadelphia School District. He is liaison to the Teaching Enhancement Center, serves on the College's Personnel Committee, attends collegial Steering Committee meetings and, assists with the Research Centers in the College. In addition, Dr. DuCette teaches a graduate statistics course.

Considering all of this, senior associate dean seems an understatement, and world's greatest guy sounds incomplete. Dr. DuCette is clearly a busy and valuable administrator in the College of Education. 

## ALUMNI/AE MATTERS

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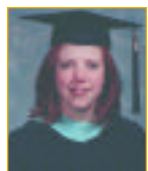
**Donald Anticoli** (Ed.D.'97) has been appointed assistant superintendent of Abington School District, Abington, PA.

Former Temple Women's Assistant Athletic Director **Alpha Alexander** (Ed.D.'81, Ed.M.'78) was awarded the 2001 National Collegiate Athletic Association's Silver Anniversary Award. The award is presented for an individual's accomplishments in the 25 years following his or her college graduation; Dr. Alexander received her Bachelor's degree from the College of Wooster, Wooster, OH, in 1976.

**Mona Asiner** (B.S.'69) is an attorney who represents indigent criminal defendants in the federal and local courts in Washington, D.C. In addition to a law degree from Georgetown University, she holds a Master's of Social Work from the University of Maryland.

**Todd A. Bezilla** (M.Ed.'90), a faculty member at the Philadelphia College of Osteopathic Medicine, in 2000 became board-certified in neuromusculoskeletal medicine and osteopathic manipulative medicine. Dr. Bezilla published an article on pediatric osteopathic manipulation in the October, 2000 issue of *Alternative & Complementary Therapies*, and contributed to the book *Sinus Survival, The Holistic Medical Treatment for Allergies, Colds, and Sinusitis*, 4th Edition (Robert S. Ivker, D.O.; Tarcher/Putnam; 2000).

Long-range facilities planning was the topic of an article by **Gary R. Bowen** (Ed.D.'99) in *Perspective*, the journal of the New Jersey Association of School Administrators (Vol.17, No.2, 2001). Dr. Bowen is superintendent of Jefferson Township School District, Morris County, NJ.



**Lisa Brantlecht** (B.S.'00) teaches seventh and eighth grade learning support students at Sharswood Elementary School in South Philadelphia.

In her final track season at Temple, **Afia Brown** (B.S.'01) last spring led the women's team to a second place finish at the Atlantic-10 indoor championships by winning gold medals in the 200, 400, and 4X100 meter events and earning the title Female Athlete of the Meet. As a junior, Ms. Brown was a five-time Atlantic-10 champion.

**Allan N. Chasse** (Ed.D.'94), a senior member of the Art Education and Crafts department and director of Student Teaching at Kutztown University, Kutztown, PA, has retired.

**Steven J. Devlin** (Ph.D., '91) is associate director of Institutional Research at the University of Pennsylvania. Dr. Devlin previously served as associate and acting

director of Penn's Boettner Center of Financial Gerontology.

**Karen Ellis** (B.S.'75) writes and publishes educational materials in print and on-line. Her website The Educational CyberPlayGround (<http://www.educyberpg.com>) has won awards from the *New York Times*, *USA Today*, MSNBC, Earthlink, and *Macworld*, and is permanently linked to the *Philadelphia Inquirer* site (<http://education.philly.com/>). The Educational Playground, which contains more than 1,000 pages of content and 6,000 external links, is visited by more than 40,000 computer users every month.

Taking to heart the belief that learning should be lifelong, **Gene Fegely** (M.S.'60, B.S.'56) has explored music, theater, photography, and internet technical support — all since retiring from teaching in the Cheltenham (PA) School District. Now living in North Carolina, he has directed a church choir, sung barbershop quartet, earned his Actor's Equity card, been a stage manager, operated a photography company, and edited several publications as well as web content. All of these interests were evident during Mr. Fegely's years at Temple, his memories of which include a 1953 European trip made by the University Choir, writing for the yearbook, and plays directed by the legendary "Pop" Randall.

**Robert A. Frick** (Ed.D.'79), superintendent of Lampeter-Strasburg School District, was named Distinguished Educator for 2001 by Millersville College's chapter of Phi Delta Kappa.

Retirement continues to elude **Robert J. Gerardi** (Ed.M.'70), who in 2000 was coaxed out of his seventh retirement from the New Hampshire schools to become interim superintendent of schools in Vineland, NJ, where he had begun teaching 45 years before. Dr. Gerardi intends to give retirement another try after a successor is named.

**John Groce** (Ed.D.'88), assistant professor of Social Administration at Temple, last spring was presented the Alumni Fellows Award by the School of Social Administration for his distinguished commitment to enhance the social work profession. Dr. Groce, who earned all of his academic degrees at Temple, was recognized for his work with children, the elderly, and the incarcerated.

**Joan Bouza Koster** (M.Ed.'74), who teaches in the Maine-Endwell School District, Endwell, NY, and at Broome Community College, has recently written two books, *Growing Artists: Teaching Art to Young Children*, 2nd Edition (Delmar; Albany, NY; 2000), and *Bringing Art into the Elementary Classroom* (Wadsworth; Belmont, CA; 2000).

ALUMNI BOARD  
PRESIDENT

The College of Education has something new to be proud of. Last year I wrote that I wanted to establish an honor society in the College of Education, and I am happy to report that my dream has become reality. In October, Temple University installed the Alpha Alpha Nu chapter of Kappa Delta Pi (KDP), the national education honor society.

Assisted by Alumni/ae Board Vice President Michael Podolsky, I welcomed 67 charter members and their guests during an initiation ceremony held in the Kiva Auditorium of Ritter Hall Annex. The charter presentation and member installation was officiated by Dr. Blossom Nissman, president-elect of Kappa Delta Pi and a College of Education graduate. Dr. Nissman, who now lives in Massachusetts, returned to Philadelphia expressly for the ceremony as an expression of her fondness for Temple.

Alpha Alpha Nu becomes the 613th KDP chapter across the nation. The charter was accepted on behalf of the University by Dr. Scott R.P. Janney, the College's director of development, who has arranged for scholarships to be awarded to KDP members. The chapter will be guided by Dr. Chin-Tang Liu, whose first task as faculty counselor was to arrange officer elections.

At the gathering, I mentioned that those of us on the Alumni/ae Board of Directors feel like parents of the new honor society chapter, which we have agreed to sponsor. And we are very proud parents: proud of the members' scholastic achievement, and proud to be part of a grand milestone for the College of Education. We anticipate watching the students' progress through the College of Education, and, like good parents, will be cheering them on and basking in their success. Soon, we look forward to welcoming them to the ranks of accomplished College of Education graduates.

— Judy Bernstein

**Marcy Levy** (B.S.'93) teaches special education in Franklin Lakes School District, Franklin Lakes, NJ, and is an adjunct instructor at the Marymount College campus of Fordham University. Ms. Levy, who is pursuing a doctorate in special education, was named the 2000 Governor's Teacher of the Year by New Jersey, and received the 1993 Teacher of the Year from the East Orange School District, East Orange, NJ.

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An expert on the Holocaust and genocide, **Marcie Sachs Littell** (Ed.D.'90, Ed.M.'75, B.S.'71) is founding director of the Master's program in Holocaust and Genocide Studies at Richard Stockton College of New Jersey, the first graduate program of its kind in the nation. Dr. Littell, an associate professor at Stockton, is also executive director of the annual Scholars' Conference on the Holocaust and the Churches, and is senior research consultant to The Philadelphia Center on the Holocaust, Genocide, and Human Rights.

**Vanessa Lowe** (B.S.'87) was once a business major at Temple, before she transferred into the College of Education. Ms. Lowe later returned to business studies, earning a degree at the Wharton School of the University of Pennsylvania. Now, she applies her knowledge of education and business in both her livelihood and community service. She provides financial management services through her firm, VLL Consulting and Financial Planning, teaches financial planning and time management at the Mt. Airy Learning Tree in Philadelphia, and serves as business development manager for Frankford Group Ministries.

**Louis M. Maguire** (Ed.D.'70), co-director of Research for Better Schools in Philadelphia, received the 2001 Educational Leadership Award from the University Council for Educational Administration (UCEA).



The School District of Philadelphia presented its 2001 Rose Lindenbaum Teacher of the Year award to **Matthew Mandel** (Ed.M.'95), who teaches language arts at the Andrew Morrison School in Olney. Mr. Mandel was previously selected for inclusion in the 2000 edition of *Who's Who Among America's Teachers*.

**Margaret Merriman** (B.A.'38) teaches piano and composes pedagogical music at her home in Hatboro, PA. Over her long career, Ms. Merriman has four times won first prize in composing competitions sponsored by the Philadelphia Orchestra Association.

**Velvet G. Miller** (Ed.M.'76) last year was named president and chief executive officer of Horizon Mercy, New Jersey's largest health care management organization for the publicly insured, which serves more than 200,000 people throughout the state. Dr. Miller brings to her position broad experience in public health and welfare, having held positions in the New Jersey Department of Human Services and Division of Medical Assistance and Human

Services, in addition to positions in the state of New York's Department of Social Services and the Commonwealth of Massachusetts's departments of Public Welfare and Health. She most recently served as president and chief executive officer of My Parent's Concierge, an elder care service company, and as principal of DMG, a health and human services consulting firm. Dr. Miller continues to serve on the faculty of Harvard University's School of Public Health.

Former School of Social Administration faculty member **Jean Moore** (Ed.D.'78) is host and executive producer of University Forum, an interview program heard each Saturday morning on WRTI-FM and the Temple Public Radio network. Dr. Moore has also served as vice president for institutional advancement at University of Maryland Eastern Shore, and as executive assistant to the president at Cheyney University.

**Warren W. Moser** (Ed.D.'78), business manager and board secretary for the Boyertown Area School District, Boyertown, PA, was recognized in 2001 for outstanding achievement in school business administration by the Pennsylvania Association of School Business Officials.

**Leigh Mundhenk** (Ph.D.'87) is a faculty member in the Leadership and Organizational Studies program at the Lewiston-Auburn College of the University of Southern Maine, a highly interdisciplinary program serving predominantly non-traditional students.

**James A. Percoco** (B.S.'79), who teaches history at West Springfield High School, Springfield, VA, has just published his second book, *Divided We Stand: Teaching About Conflict in U.S. History* (Heinemann; Westport, CT; 2001). His first book, *A Passion for the Past: Creative Teaching of U.S. History*, (Heinemann; Westport, CT; 2001) won the American Historical Association's James Harvey Robinson Prize.

**Susan Allport Schneider** (Ed.D.'97) is in the last year of a three-year term as chairperson of the Art Education and Crafts department of Kutztown University (PA).

**Richard W. Serfass** (Ed.D.'87, Ed.M.'71) is a professor of education at Holy Family College in Philadelphia. After retiring as assistant superintendent of the Cherry Hill (NJ) School District in 1997, Dr. Serfass served as director for Quality New Jersey, administering the Governor's Award for Performance Excellence.

During her 36 years of teaching in Philadelphia and Abington, PA, **Evelyn D. Strubel** (Ed.M.'65, B.S.'52) has also written classroom materials for young children and their teachers, including a curriculum, articles, and stories. Her topics have included the art of the young child, creative writing in kindergarten, how to tell Bible stories, time savers for teachers, and a prizewinning article on safety at street corners.

**Melissa Remmde-Shandley** (B.S.'99) is head teacher for an applied behavior analysis program for autistic preschool children at Bucks County Community College (BCCC), Newtown, PA. In addition to teaching preschoolers, Ms. Remmde-Shandley instructs BCCC students in applied behavior analysis techniques, supervising and evaluating their progress as they interact with the children.

The year 2001 was a special one for former College of Education Alumni/ae Board President **Dolores Szymanski** (Ed.M.'76, B.S.'74): she was named McDonald's New Jersey Assistant Principal of the Year, president of the New Jersey Principals and Supervisors Association, and Burlington County Woman of the Year in Education.




**Mike Tenoschok** (M.Ed.'75, B.S.'73), supervisor of Health and Physical Education for the Cobb County Schools in Marietta, GA, received the 2001 Award for Meritorious Service from the Georgia

Association for Health, Physical Education, Recreation and Dance.

*Food, Drug and Medical Device Law: Topics and Cases* is a new legal textbook on food safety, dietary supplements, and pharmaceuticals written by **Roseann B. Termini** (Ed.M.'79), who practices and teaches law in the Philadelphia area.

**Susan Toth-Cohen** (Ph.D.'99) is an assistant professor of Occupational Therapy in the College of Health Professions at Thomas Jefferson University, Philadelphia.

**Sharon L. Whittle** (Ed.D.'89), principal of East York Elementary School, York, PA, is president of the Pennsylvania Association of Elementary School Principals, an organization with which she has worked for more than a decade. Dr. Whittle is also active in the National Association of Elementary School Principals, the Pennsylvania Association for Supervision and Curriculum Development, and Phi Delta Kappa. 

## The College in the Community

Increasing Temple's involvement with the communities surrounding its campuses and across the region is one of the priorities recently identified by President David Adamany. Working with the community is something the College of Education has been doing for more than a decade, in part because of the symbiotic nature of our endeavor: we must prepare our students to go into the community to teach, so we must be fully aware of what they will experience. We need to understand not only schools and schoolchildren, but the families and neighborhoods from which they come, as well as the social and economic dynamics that directly influence learning, student retention, and long-term success. By understanding these things, we can better prepare the teachers, administrators, and researchers who will help students succeed in the present and improve education in the future.

The College of Education works on many levels with the community. Our students complete practica in schools, learn from in-service teachers, and serve as volunteers and mentors for schoolchildren. Our faculty collaborate with school faculty and administrators on innovative projects to improve teaching and learning, and work with families to improve literacy and encourage parents to be part of their children's education. We offer professional development for educators, and we have initiated a variety of programs that make it possible for others with an interest in teaching to become certified. Here is a brief description of just some ways in which the College of Education is involved with its community:

**Student Teaching and Other Field Assignments** – More than 700 Temple Education students worked in neighboring



**A flamenco dancer entertains local children during Temple's 11th annual celebration of Latino Heritage month. In an event sponsored by the College of Education, students were treated to performances by singers, dancers and musicians.**


schools during the 2000-2001 academic year.

**Incorporating Multiculturalism** — Several of the College's community projects are designed to adapt education to increasingly multicultural students and communities. One such effort, funded by the U.S. Department of Education, School District of Philadelphia, Lindback Foundation, and Spencer Foundation, has two focal projects. First, the Career Ladder Program enables non-teaching Philadelphia school employees who are bilingual in Spanish, Chinese, or Russian in addition to English, to gain teaching certification. The second project, Family Literacy Centers, encourages families and communities to be more involved in children's education and also offer resources to adults in education, parenting, and career topics.

**Welcoming New Practitioners** — The College of Education offers additional programs to people coming to teaching by non-traditional routes. Through Philadelphia's

School District Career Development Fund, Temple helps other non-teaching Philadelphia School District employees prepare for positions in teaching or educational support. And the Peace Corps Fellows Program enables returning Peace Corps volunteers to earn teaching certification and Master's of Education degrees.

**Strengthening Science and Mathematics** — Several programs, funded in part by the National Science Foundation, are designed to improve documented weaknesses in American students' understanding of science and mathematics. The Sisters in Science initiative and its offshoots, Daughters with Disabilities and Sisters in Sport Science, have targeted girls in particular, offering an array of fun and educational activities to keep them interested and build their confidence in handling numeric and scientific concepts. Over the past eight years, more than 200 Temple Education students have participated in the programs, which have collectively reached more than 2,500 participants in 12 schools. Math and science test scores among Sisters in Science participants have risen significantly.

**Improving Urban Education** — For more than a decade, the College and the School District of Philadelphia have collaborated on Professional Development Schools (PDS), public schools that are learning laboratories. Now numbering 13 schools — six elementary, three middle, and four high schools — PDS are places in which new methods and curricula are tested in real classrooms, in which student teachers learn from master teachers, educational researchers collaborate with in-service teachers on field investigations, and school faculty have access to professional development and support services. 

## Finding a Better Fit

### Jacqueline Leonard Returns to Temple



**D**r. Jacqueline Leonard's first stint at Temple University lasted three years: she began her professorial career at the College of Education in September 1997 and left in June 2000. Her primary reason for leaving was a family illness, but it wasn't the only reason.

Given her family situation — a terminally ill uncle — and feelings of isolation, she accepted an offer from Southern Illinois University. In addition to being closer to her mother and grandmother, who were caring

for her uncle, Dr. Leonard says that Southern Illinois "is a rural institution, so I also had the feeling that when compared to the stressful nature of city living, this would provide a better quality of life. I decided to take a chance to see if it would be a good fit."

As she had at Temple, Dr. Leonard taught mathematics education at Southern Illinois, along with a program enabling teachers to obtain middle school certification as well as elementary certification. The middle school endorsement program was a natural for her: before pursuing her doctorate, Jacqueline Leonard had taught middle school math and science in Texas, Missouri, and Maryland.

So there she was, with a job for which she was ideally suited in a place where she wanted to be. What could possibly persuade her to return to Temple? Again, family was one of the answers. Dr. Leonard's daughter is a student on Temple's Health Sciences Campus, and Dr. Leonard felt she should support her. Also, Jacqueline Leonard had been made a probationary deacon in Pennsylvania's United Methodist Church the summer she left for Illinois. Dr. Leonard felt her deaconship should be earned here.

Another reason for her return was Temple itself. "[Dean] Trevor Sewell has remained an important mentor," Dr. Leonard notes. Dr. Sewell made sure that Dr. Leonard knew her position was still open if she wanted it. Additionally, while Southern

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## Temple KDP Chapter Installed



**Dr. Blossom Nissman, president-elect of KDP and a Temple graduate, traveled from Massachusetts to be keynote speaker.**

The Temple chapter of Kappa Delta Pi (KDP), an education honor society with 600 chapters and 55,000 active members nationwide, was installed in October 2001 in a ceremony at the College of Education. The Temple KDP chapter, Alpha Alpha Nu, includes more than 40 undergraduate and graduate members who were invited to join based on outstanding academic achievement. The chapter installation and charter presentation was officiated by KDP president-elect, Dr. Blossom Nissman.


Chapter officers include President Bob Boffa, Vice President Angela Beiser, Secretary Karen Leader, Treasurer Erica Dozier, Historian Tom Hoffman, and Fundraising Coordinator Lisa Ricci. The



**Alumni/ae Board Vice President, Michael Podolsky, and President, Judith Bernstein, with Alpha Alpha Nu's faculty advisor Chin-Tang Liu, at KDP Chapter Installation.**

chapter counselor is Dr. Chin-Tang Liu.

KDP was founded in 1911 at the University of Illinois to recognize excellence in education. Members are chosen for scholarship, integrity, and promise in teaching and allied professions. The organization offers members a variety of publica-

tions and services, including a scholarship program that distributes more than \$80,000 annually, resources to support new teachers, regional and bi-annual international conferences, sponsored lectures and awards, and an interactive website ([www.kdp.org](http://www.kdp.org)) that links members to each other and to other educational sites. 

### A Vision for Education...


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dean's appointments or part-time appointments, but what that balance will be is probably best decided in the school...having adjunct faculty is not a bad idea in many respects because we are able to attract some people to teach courses who are prominent practitioners or researchers in the field. But you can't go overboard. We don't want to have any of our students complaining that they graduated without having been taught by some of our [permanent] faculty...We also

want to make sure that the faculty who are doing research, who are the more prominent faculty, are also in the classroom and they don't get too far removed from the students and that students have access to them."

A topic that affects undergraduate students in Education and throughout the University is the revision of the Core Curriculum, the courses required of all Temple undergraduates. The Core is currently undergoing its first review since its inception in the late 1980s. Dr. Schwartz expects the committee reviewing the Core to make its report early in 2002. From preliminary discussions, Dr. Schwartz antici-

pates that the committee may suggest extensive changes: "I know the President would like them to take a fresh look at it and not just see recommendations for marginal change."

Prior to coming to Temple, Dr. Schwartz headed the School of Social Work at the University of Pennsylvania. He has studied and written extensively on social issues affecting young people, and has directed centers for the study of youth policy at both the University of Michigan and the Hubert H. Humphrey Institute of Public Affairs at the University of Minnesota. 

### Finding a Better Fit...

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Illinois University graduates the eighth largest number of African American students of any university in the United States, Dr. Leonard found very few minority students in her classes. At Temple, her students had been diverse, and she missed that.

She missed city life, too.

What really surprised and thrilled Dr. Leonard was that so many of her non-minority colleagues, and colleagues from departments across the College, kept in touch when she left, which made her realize that her presence here had been appreciated. By crossing academic disciplines, Jacqueline Leonard says, she "began to see more relationships than the ones I thought would naturally be there, so I felt more connected. It was meant to be that I left and also that I

returned. Sometimes we don't get to appreciate what we have until we leave it, and this was my experience with Temple. At Temple I have the ability to encourage other minorities and females in believing that they can achieve in the areas of mathematics and science, areas that were not traditionally welcoming to these segments of the population."

Ironically, leaving Temple ultimately made the University feel more like home to Jacqueline Leonard. 

# Vocational Education Becomes Career and Technology Education



## An Interview With Dr. Tom Walker

*New standards for teacher preparation have required the reorganization of many of the programs within the College of Education, including Vocational-*

*Technical Education, which is now known as Career and Technology Education.*

*Associate Dean for Teacher Education, Dr. Tom Walker sat down with The Educator to discuss how the new standards affect his program and the College as a whole.*

**The Educator:** What changes are planned for the Career and Technology Program?

**Dr. Walker:** Temple's Career and Technical faculty are continually making program changes connected to what is going on in Pennsylvania and the nation. We want to make our programs fit into the thinking and the discussion going on in the broader field.

The program at Temple was called Vocational-Technical Education with three sub-divisions: Business Education, Marketing Education, and Industrial Education. At the master's level the three came together in a comprehensive Vocational Education Master's degree, and we allowed people to specialize in a concentration. At the doctoral level we had a comprehensive program designed for the discipline-specific needs. What has happened is that the downsizing of our program caused us to rethink the structure.

Right now, the doctoral program is in abeyance. We [believe] we don't really need three undergraduate degrees. We can design one and better use our remaining faculty. We plan to have one undergraduate degree with specialization in Business, Marketing, or Industrial Arts. We think we can use a common core of courses; we are already using the new college core for teacher training, and so with these additional modifications we'll have fewer program-specific courses to maintain, so we'll be able to use our faculty a little differently.

**The Educator:** Will there be any computer emphasis?

**Dr. Walker:** Yes. Anyone who majors in Career and Technical Education at the graduate or undergraduate level has to take required courses in computer technology.

However, there is a specialty area in our field, formerly known as Business Education, which is undergoing a major shift in emphasis. While Business Education has always been a program that has prepared teachers to teach computer applications, as of January 2001 the state has changed the name to Business, Computer, and Information Technology. Also, they've shifted it from a secondary certificate to a K-12 certificate.

We have a subcommittee of Business Ed professionals looking at the state standards for the new credential, making sure Temple's curriculum reflects the K-12 emphasis.

We also have to have a process to convert the old secondary credential into a K-12 credential. As we do this, we have to make sure that the new curriculum fits into the larger Career and Technical Education curriculum at Temple, and that it can be offered at both the graduate and undergraduate levels, [since] we plan to offer Business, Computer, and Information Technology certification at both levels.

**The Educator:** Beyond Business Education, what are some of the other changes?

**Dr. Walker:** Marketing Education [another specialization] is also changing from a secondary certificate to a K-12 certificate.

The Pennsylvania Department of Education also has new program standards for each teaching specialty, so we have to make adjustments here as well. And Temple and the College have to meet new institutional standards because Pennsylvania has approved numerous teacher preparation reforms. Every program at Temple University that prepares education professionals is affected by these changes.

A new law, Act 48, requires every teacher in the state to engage in lifelong learning. Teachers have to take 180 hours of professional development or six college credits every five years to keep their certificates valid. A process had to be put in place to monitor people's hours and courses. Pennsylvania has made our Center an approved provider for the professional development required by Act 48. Through the Center we will offer experiences that keep Career and Technical teachers abreast of new developments in teaching and learning.

**The Educator:** When will these changes take effect?

**Dr. Walker:** The state requirements are being phased in. We are moving students out of

old programs and admitting students to new ones. I think the Pennsylvania Department of Education would like full implementation by 2004. We've been focusing on Career and Technology, but the College has changes like we have been discussing going on in Social Studies, Elementary, Early Childhood, School Principal, and other areas.

**The Educator:** How do students apply to the Career and Technical Education programs?

**Dr. Walker:** As of January 2001, Pennsylvania requires that those admitted to teacher certification programs have a certain grade point average, and have completed a set number of credits encompassing specific courses. There are criteria being used by Student Services [at Temple] to admit students as candidates for a teacher certification program. Undergraduates would first make application to Temple University. After earning 48 credits they would apply for candidacy for teacher certification. Being admitted to the University does not automatically admit you for teacher certification. It is a separate process.

In some cases, if applicants have not met all the requirements [for candidacy], we provide a conditional acceptance and give students time to address deficiencies.

At the graduate level, students complete a graduate application and apply to the Master's of Education in CITE or the Master's of Science Education in CITE. These are reviewed by an admissions committee.

**The Educator:** What about evaluation at the end of the program?

**Dr. Walker:** Everyone is dealing with new federal requirements, commonly referred to as the Teacher Report Card legislation. Any institution that prepares teachers has to report the licensing and state certification exam scores of students who have completed the program.

To address preparation for the tests, I've recommended to the Dean that we provide a comprehensive help program at Temple. With the notion of high-stakes standardized tests for teachers and with our mission of serving diverse students, including many mid-life career changers, we must find ways to provide access to teacher education and to help students be successful. We really need to provide extra help in basic skills and subject areas.

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# The Cosby Academic Posse Program



Bill Cosby signs the Posse Pledge with Dean Sewell

Temple University in partnership with the School District of Philadelphia has developed the "Academic Posse" program in which a group of students banded together to provide support, encouragement and reinforcement for the purpose of achieving outstanding academic success.

Sponsored by Dr. William H. Cosby, Jr., a Temple University alumnus and a member of the University's Board of Trustees, the program is structured to provide the optimal individualized academic support in Mathematics, English/Writing and Science. Students will have individual mentors and receive extensive tutoring and academic support in their schools and at weekly scheduled classes at Temple University.

The basic underlying assumption of the program is that academically talented students who are not performing at their full potential, i.e., are receiving C's, can and will perform at significantly higher academic levels if provided an appropriate philosophy about learning and achievement in the context of adequate care and concern. A student support group, or "posse," is the vehicle to provide this philosophy and this concern through encouragement, support and reinforcement. Students and their parents are expected to sign a "Posse Pledge" as a commitment to the goal of high achievement.

At a reception launching the program, Bill Cosby exhorted the students to strive for academic excellence and strongly

encouraged the involvement of parents. He stressed the notion that African Americans highly value good grades and school success. He cited the unprecedented opportunities available to students who embrace these values. Dr. Deidre Farnbry and Mr. Michael Clayton of the School District of Philadelphia saw the program as being in line with the top priority of the School District, promoting academic excellence. They too were encouraged by the parental partnership. Vice President Tom Maxey and Dean Trevor Sewell have selected talented teachers with the skills and exemplary professional experience to accomplish the goals of the program.

With great enthusiasm, President Adamany described the surge in student applications to Temple and encouraged students to strive to be among the future successful applicants. Dr. Adamany stated that he hoped to see the young men and women in four or five years at their Freshman Orientation Programs.

Individual academic success was the theme of the evening.

## Vocational Education...

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Learning Plus, a computer-assisted basic skills tutorial, enables students to improve math and verbal abilities prior to their taking required pre-professional skills tests. Given our mission, we have to provide students with additional help [like this] to be successful. Otherwise, we lose a lot of things that we have always thought were pretty important at Temple.

For a full description of Pennsylvania's new educational requirements and standards, visit the Pennsylvania Department of Education web site, [www.pde.state.pa.us](http://www.pde.state.pa.us), and click on chapter 354.

## Doctoral Student Wins AASA Scholarship

Brian Barnhart, an Educational Administration doctoral student, was chosen from a national field of competitors to receive a scholarship from the American Association of School Administration (AASA) to support his studies. He was nominated by the Educational Administration program for the prize, which was presented to Mr. Barnhart at the 2001 meeting of the AASA in Orlando, FL.

## Founder's Day Dinner



Dean Sewell, Arthur Davis and Judith Bernstein at the Temple University General Alumni Association Founder's Day awards ceremony where Mr. Davis was an award recipient.

**THE EDUCATOR** 

<b>Dean</b> Trevor E. Sewell	<b>Photographers</b> Jim McWilliams, Mike Trobich
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<b>Co-Editor</b> Florence Brunner	<b>educator@blue.vm. temple.edu</b>
<b>Consultant</b> Pamela J. Forsythe	
<b>College of Education Alumni/ae Board President</b> Judith W. Bernstein	

# Looking Ahead: Self-Study Charts Temple's Course

The institutional self-study initiated by Temple President David Adamany shortly after his arrival in August 2000 was completed in June 2001, and the conclusions sound as if they might have come from Russell Conwell himself: offer able students from all backgrounds the opportunity to learn. Contribute to existing knowledge through research. Invest in the University and the community.

The President's Self-Study and Agenda, a 24-page framework for Temple's future, is based on eight months of discussion that involved every constituency at the University: students, faculty, staff, alumni/ae, trustees, community members, and government leaders. With President Adamany, these groups examined the mission and philosophy of Temple University, its strengths and shortcomings, where it is today, where it intends to be in the future, and what it must do to get there.

Specific strategies are outlined in the study to enhance Temple University by revitalizing academic programs, research, student life, facilities, and relations with the communities near its five campuses and across the region.

Students are at the heart of Temple, as they have been since the University was founded. Education is Temple's reason for being, and the President's self-study establishes the goal of building on recent gains in the number and quality of students coming to the University. The agenda calls for continued growth at all campuses, where current enrollment is more than 30,000, provided that students' admission credentials can also continue to improve. The study also endorses diversity in Temple students and faculty, consistent with Dr. Conwell's belief that educational opportunity should be available to anyone with the ability to learn and willingness to work.

Capital investment is another priority identified in the study, which recommends allocating more than \$100 million to new instructional and laboratory space, as well as on- and off-campus student housing. The latter would help to accommodate Temple's stated goal of increasing residential students to 7,000 by 2006. Several capital projects are already underway or in planning, including learning centers for both the Ambler and Health Sciences campuses, an arts facility on the Main Campus that will become the home of Tyler School of Art, and an expansion of the Fox School of Business and Management.

Academic objectives include an ongoing reevaluation of degree programs — adding, subtracting, or trimming offerings consistent with student and societal needs. For example, President Adamany believes that universities may be offering too many doctoral programs, when master's and certificate programs would have more practical applications. The self-study also places increased emphasis on research at Temple. The objective is to increase the quality and quantity of investigation, with an eye toward work that can either attract external funding or enhance the University's reputation.

The Self-Study and Agenda also directs attention to those who work at Temple. Consistent with the increased emphasis on research, faculty hiring and evaluation will stress research and research funding. The quality of teaching will continue to be highly valued as well. Service activities, however, will receive somewhat less emphasis. The report also notes the critical role of support staff at Temple, and indicates that this group should be encouraged to pursue opportunities for professional development, and should also be recognized for their contributions to the University.



Temple President David Adamany

Technology is an essential component of a 21st century college education and should be incorporated into the Temple experience. The self-study recommends the use of interactive video to reach dispersed students, making it possible for a single section of a course to be offered simultaneously in several locations. Though the report notes that web-based courses have proven expensive to develop, they have exciting potential: Temple, which currently offers about 50 such courses, will continue to develop offerings in areas of academic strength, and will seek partners, such as other universities or corporations, to help make web-based learning economically feasible.

Continued involvement in public education is an important part of the role the report endorses for Temple in the community. The President's Self-Study and Agenda calls for the University to reach beyond its campuses to contribute to the economic, aesthetic, and cultural well-being of people who live and work throughout the region. 