



The Harpsichord in China
 “The more we can collaborate internationally, the better.”
 See below.



Critical Reasoning in Gen Ed
 “...they can crack the code of standardized tests.”
 See below.



Temple in Beijing
 “...living in another culture can give one deeper insights...”
 See below.

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From the Editor



Lewis Gordon,
 Editor

This issue of *The Temple Faculty Herald* focuses on innovative courses and international programs. As well, the previous issue stimulated letters to the editor regarding our coverage of the withdrawal of the Institute for Islamic Thought’s offer to fund the Ismail al-Faruqi Chair in Islamic Thought and the subsequent harassment of Professor Ayoub initiated by some right-wing interest groups. Some of those letters appear below by permission of the authors.

We prioritized letters that were other than praise of our coverage, although those letters of encouragement were much appreciated.

We hope that readers continue to voice their opinions on that and subsequent issues of the *Herald*. Please as well specify whether you would like us to include your letter in our “Letters to the Editor” section.

Letters to the Editor continued on page 5

The Harpsichord in China: Journey of a Temple Artist and Scholar



Joyce Lindorff,
 Associate Professor of Keyboard Studies, Boyer College of Music & Dance

By Lewis Gordon
 College of Liberal Arts

Joyce Lindorff (Boyer College of Music and Dance) came to Temple by way of Hong Kong. This would not be unusual but for her having been a long-time resident of New York City. Her global journey included performing in unconventional venues and finding a rabbi in Hong Kong for her daughter’s bat-mitzvah.

Her story also illustrates some of what President Anne Weaver Hart may have in mind in her aspirations for Temple’s international programs.

A musician with expertise on the harpsichord and other keyboards, Lindorff is Associate Professor of Keyboard Studies at the Boyer College of Music and Dance. She earned her undergraduate degree at Sarah Lawrence College and a masters in harpsichord at the University of Southern California. She then worked during the 1980s for the North Carolina Arts Council, which enabled her to perform this classical instrument in such unusual

Lindorff continued on page 4

“You Taught Me to Think, Professor Coughlin!” Critical Reasoning in Gen Ed

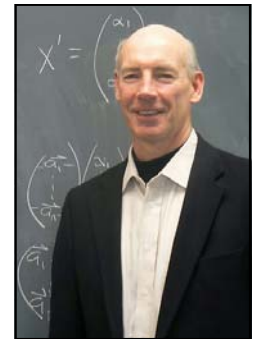
By Lewis Gordon
 College of Liberal Arts

What would make a group of Temple students give a mathematics professor a standing ovation?

A great course.

“It was the most fulfilling class I have ever taught,” said the professor, Raymond Coughlin (College of Science and Technology). He used the twenty-five most difficult questions on the LSAT (Law School Aptitude Test), as determined by the Law School Admission Council, to evaluate those students at the semester’s end. Very few of Coughlin’s students had more than three incorrect answers.

The course, “Critical Reasoning: Strategies for Analytical Judgment: Transcending the Limits of Incomplete Information,” is offered through the Mathematics Department by the Gen Ed program.



Raymond Coughlin,
 Associate Professor of Mathematics, College of Science and Technology

Critical Reasoning continued on page 2

Foreign Teaching and the Research Agenda: Beijing

By William J. Woodward, Jr.
 Beasley School of Law

One of the things that drew me to Temple’s law school in 1984 was the richness of its foreign programs and the opportunities that might develop to teach in a foreign country. Having since seized many of those opportunities, I have learned that teaching in one of Temple’s foreign programs is an inevitable interruption in one’s research.

Law professors are perhaps lucky, however: in law and perhaps in other disciplines that vary with and depend on culture, one’s work as a scholar can also be richer and more interesting for the experience.

No matter what the assignment, the teaching will be labor-intensive. At the law school, the offerings in foreign locations are, appropriately, comparative law or international law courses, subjects that most faculty do not teach on a regular basis. That means either new course preparation or a serious updating of a course taught long ago. The inevitable retooling becomes yet more fundamental when the students are foreign students, particularly from a culture very unlike our own.

Temple’s Master of Laws Program for Chinese lawyers in Beijing is one



William J. Woodward, Jr.,
 Professor of Law, Beasley School of Law

Beijing continued on page 3

Critical Reasoning in Gen Ed

Critical Reasoning from page 1

Omar Hijab, Chairperson of the Math Department, reports that the course has generated an “enormous buzz.”

When I heard about this course, I immediately thought about a similar one from my undergraduate years in the Lehman Scholars Program in the City University of New York. I had the good fortune of taking a class on critical reasoning taught by Raymond Smullyan, the famed mathematician and magician. In that course, lessons on logical reasoning were accompanied by heuristic magical tricks designed to make us think about thinking.

Thinking about thinking, to be critical of the presumptions of thought and how one thinks, is crucial for intellectual independence. Smullyan loved puzzles of self-reference. His books included the delightful, *What Is the Name of this Book?: The Riddle of Dracula and Other Puzzles* (Prentice-Hall, 1978).

Through a series of stimulating riddles and puzzles, that wonderful book introduced us, to of all things, the famous incompleteness theorem of Kurt Gödel. Any system that is sophisticated enough to refer to itself, the theorem and subsequent logicians such as Smullyan showed, is bound to produce paradoxes that would render it incomplete or inconsistent.

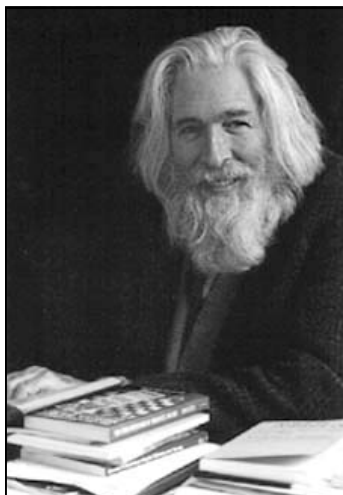


Photo by Paul Halmos

Raymond Smullyan

Nearly every student from that course of two decades ago subsequently did well in his or her academic career.

The Temple Gen Ed course is authored and taught by Coughlin, who, although not a magician, achieves his own kind of magic in the classroom as acknowledged by his receiving The Great Teacher Award in 1997,

Temple’s highest teaching award. The Gen Ed Committee is thrilled that he is bringing such energy and dedication to the curriculum. In the words of David Watt (College of Liberal Arts and a member of the Gen Ed Committee):

“Ray Coughlin is an outstanding teacher, and a perfect fit for Gen Ed. Students are truly engaged in his classes. They see math in context. They understand the everyday significance of math, and how it relates to their lives.”

Coughlin came to Temple in 1970 after earning his PhD in mathematics from the Illinois Institute of Technology in 1969. He is the author or co-author of seventeen books and numerous articles on nonassociative algebras.

Coughlin loves teaching at Temple, where his pedagogical work includes his past directorship of the university’s Honors Program. It was while directing that program that he observed how students learn across a variety of disciplines. He noticed that many courses focused on information and often-mechanical research. Problem-solving skills were rarely on the agenda. The consequence was detrimental.

As Coughlin recounts, “When I was Honors Director and then Pre-Med advisor I was asked by the Provost to improve our students’ performance on national standardized exams, like the LSAT, MCAT and GRE. For almost a year I roamed the campus interviewing professors and administrators looking for direction, such as the right mix of courses for our students to take to improve their reasoning skills. I found none.

“Once I realized I had to do it on my own I was able to identify the significant lack in our students’ preparation for these exams. We don’t teach them how to reason critically. The exams are written at the fifth and sixth levels of Bloom’s taxonomy but few of our courses require them to reason beyond the third and fourth levels. Most of our courses are information-driven rather than problem-solving-driven. Even the law school itself assumes that their students either have these skills or don’t, and they either get it on the exams or they don’t.”

He continues, “With the support of Eli Goldblatt [in the College of Liberal Arts], I started suggesting that the new Core include a course



Coughlin analyzing a news story with class

that teaches our students critical reasoning. I was ridiculed. The lone voices of support came from Eli, my chair, Omar Hijab, and later Ben Rifkin [CLA] and Paul Crowe [CLA]. In the course, Coughlin teaches the students how to analyze an article critically. At first, the students are intrigued by how a math professor could help them with this task. “Students think mathematics is without creativity,” Coughlin explains. “We discuss the form and structure of creativity.” By this, he means he encourages them to think through many levels of reasoning at their disposal.

“Students make the error of thinking it’s their opinion that is asked for,” Coughlin explains. His course teaches them how to explore the author’s thought and its gaps, its contradictions and possibilities for its improvement.

“...students can succeed...crack the code of standardized tests...”

“He genuinely wants to demystify math,” observes Terry Halbert (Fox School of Business and Director of Gen Ed), “to make it comprehensible to students who are math-phobic. He’s convinced that students can succeed with the LSAT if they understand the underlying logic behind it. He helps students understand that logic, and gives them confidence that they can crack the code of standardized tests.”

Coughlin is on a mission to make

these tests and forms of reasoning intelligible to his students. After several weeks of exploring these problems (among others) with him, the students are so at home in the world of such reasoning that the atmosphere during the in-class final examination is one of exuberance instead of a dreaded day of reckoning.

The students’ enthusiasm is from the joy of learning. Coughlin recounts a conversation with a student who had begun the course with much difficulty. “I helped my girlfriend with the GRE, Doc!” said the student, who completed the final examination with twenty-three correct answers out of the assigned twenty-five most difficult problems.

“I helped my girlfriend with the GRE, Doc!”

One of the techniques Coughlin uses to stimulate critical reflection among the students is to challenge their notions of common sense.

“I start the students with puzzles,” he says, “ones that are simply stated but whose solutions grow in complexity from one puzzle to the next. I also introduce them to sudoku puzzles that require a good bit of reasoning. Hopefully they’re having some fun at this point.

“Then we get to the twentieth puzzle, which has as straightforward a description as you can imagine, and whose solution seems obvious, so obvious that not one student even suggested we prove that the solution is, in fact, correct. I show them that the ‘obvious’ solution is incorrect, which puzzles them even further. They demand to know what the actual solution is, and when I show them it blows their mind it is so complex.”

From that point onward, the students are proverbially “hooked.”

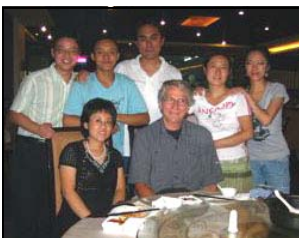
Coughlin hopes that critical reasoning will become a feature of the entire Temple curriculum. It is not only analytical puzzles from the LSAT and the GRE that are explored in his course but also the construction of

Critical Reasoning continued on page 3

Foreign Teaching and the Research Agenda: Beijing

Beijing from page 1

of those assignments that presents a very different set of challenges for the teacher. My second tour in this program ended in November 2007 (the first ended in November 2003). This program is taught at one of China's premier law schools, at Tsinghua University, to lawyers who



Dinner with students

have good command of English and are otherwise amazingly talented. In a typical group of about 40, one will find a half-dozen judges from various levels of the Chinese judicial system, six or eight "prosecutors," lawyers whose job includes what our prosecutors do but is considerably broader, three or four lawyers working in the National Peoples' Congress, perhaps four academics at various levels, six to twelve private practitioners, and a scattering of recent law school graduates.

Simply offering a fulfilling educational experience to a group with this range of experience is a very substantial challenge.

Our Program promises students "an American law school experience." While Professor Kingsfield and "Paper Chase" are no longer norms at most law schools, this at least means getting the normally-passive students to talk, challenging their beliefs and assumptions, and making them work very hard.



A graduating class

We offer American law courses—in my case, I taught Contracts and Business Bankruptcy last fall, courses I teach on the Main Campus on a regular basis.

But, of course, the delivery cannot be the same because the content of most law school teaching depends as much on the demographics of the student group as it does on the materials the professor is using.

What is worse, the courses in Beijing are reduced to two credit hours. This meant slicing the Contracts course in half and cutting the Bankruptcy course by one third. In that Program, like the other foreign programs, nearly all of one's work energy, of necessity, goes into teaching.

The opportunity for immersion in a foreign culture is what draws many to foreign program teaching. Tsinghua University is located in the northwest quadrant of Beijing, in the high-tech part of the city. My colleague Amy Sinden, a retired State Department official, Sam Bleacher, and I stayed at the Friendship Hotel. This is a large 1950's complex perhaps 8 miles from the Univer-

sity, in an intensely busy neighborhood with scores of local restaurants within "walking distance."

I use that last term guardedly because "distance" in Beijing is something very hard to get used to. Simply crossing the street from our hotel to the market area to its immediate northeast became a major excursion at nearly all hours. Bicycles became necessities, even



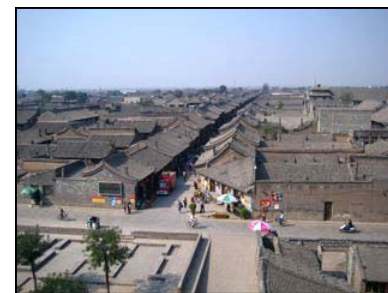
Law class at Tsinghua University

to make that journey.

It turns out that bicycling is a joy not to be missed in Beijing. The huge city (at least 15 million people) is flat and has excellent bicycle lanes even on main highways. But like almost everything else in China's cities, bicycling is not a solitary activity but, rather, deep immersion in a pack of riders of all ages that seem to exhibit "schooling" behavior. The daily ride to work took on a Zen quality; commuting that 8 miles day and evening became a regular pleasure, a unique one that may well not be available anywhere else.

Beijing is a little like the Grand Canyon: you have to see its vastness to believe it. The city is circled with concentric "ring roads" and one can ride on a ring road for miles in one direction with a near constant succession of 40-plus story buildings going by. One might think of it as a Los Angeles with Manhattan's buildings.

Biking to the center of the city ("center" is a very big concept in Beijing) would take well over 90 minutes (but be very interesting); at the best of times, such a trip would take at least 40 minutes by fast taxi. An extensive new subway system, under construction for the Olympics when we were there, will add immensely to one's ability to get around Beijing.



Pingyao, China

Our program has a class schedule that permits one to travel on weekends. There are far more places to go than can possibly be visited in one teaching assignment. These range from intact,

Critical Reasoning in Gen Ed

Critical Reasoning from page 2

well-crafted arguments in student papers.

Many college students (and even graduate students) today do not know how to formulate a thesis. Learning to formulate their main argument could strengthen their work in the humanities and social sciences.

"I would talk with Eli Goldblatt [Director of the First-Year Writing Program and 2007 Great Teacher Award winner] about the importance of getting students to see beyond the walls of their particular classroom. We agreed that we would like for students to see that there is more to what they are doing than simply their subjects of study. There is a higher-order understanding to develop to become a critical learner. We need to cultivate thinking."

Coughlin's message goes beyond his aspirations for his students. His daughter, Dr. Christina Coughlin, who was the first Alumna speaker for Temple's College of Technology and Sciences, draws upon techniques she has learned from her father in her research in oncology. She takes a problem-solving approach to the study of tumors in the body. The admissions committee for the MD-PHD program at the University of Pennsylvania had recommended her admission in part because of her strong background in mathematics and the importance of bringing reasoning skills to the study of medicine.

"In forty years of teaching," says Ray Coughlin, "I've never had so many students go out of their way to thank me for teaching them the material in the course. (Students don't usually thank you for teaching them algebra or calculus.) So it wasn't just an invigorating class that they enjoyed, they appreciated the subject matter and they believe it will be useful to them."

In the students' words, said to Coughlin repeatedly at the end of the semester's end, "You taught me to think!" ■

Beijing continued on page 4

The Harpsichord in China: Journey of a Temple Artist and Scholar

Lindorff from page 1

places as coffeehouses for mentally disabled adults and a beauty school (which paid her with a haircut).

After those years in North Carolina, Lindorff then studied at Juilliard, where she earned her doctorate, and then performed with many ensembles, including the New York Philharmonic. She taught harpsichord and music theory as a Mellon postdoctoral fellow and visiting assistant professor at Cornell University, where she discovered her love for teaching.

Lindorff's academic experience became international when her husband Dave received a Fulbright to teach journalism in China. She secured a visiting post teaching harpsichord at the Shanghai Conservatory of Music.



Teaching the China Conservatory Master Class

The family moved to Shanghai with their seven-year old daughter Ariel (now a Temple alumna and math teacher), who ended up learning Mandarin like a native. The couple fell in love with China and worked there for six years.

Living in China during those years posed some challenges for a Jewish American family. They became part of a congregation that saw the creation of the Hong Kong Jewish Community Center, which served both orthodox and reform communities. Given their small number, the reform community had previously met in various places where they formed Minyanim (quorums for public Jewish worship).

Through most of the 1990s the Lindorff family managed to remain in China and Hong Kong, where the couple adopted their son Jed, now a freshman visual arts major at Philadelphia's High School of the Creative and Performing Arts.. Joyce received a Fulbright to teach at the Xi'an Conservatory of Music in 1994.



Beijing recital

Lindorff was in high demand as the only harpsichordist during her years in Hong Kong. She became an artist-in-residence with the classical radio

Lindorff continued on page 5

Foreign Teaching and the Research Agenda: Beijing

Beijing from page 3

sixteenth-century cities (Pingyao and, to some extent, Lijiang) to countryside bicycling venues (Yangshuo) to other big cities (Shanghai, Chengdu, and others).



Yangshuo, China

One unexpected pleasure of air travel to these places was the air transportation system itself: its efficiency and speed truly made the air travel experience in the United States seem primitive. And this same efficiency is the norm for the airports in Hanoi and Taipei as well. Inexpensive (usually), very easy check-in, fast baggage claim, quickly moving security, and—the best—no shoe removal.

The teaching demand is onerous; recreational and business travel are very hard to resist. That truly leaves almost no time (nor library resources) to pursue one's scholarship. But, in law at least, one's cultural and subject matter immersion may be a kind of fertilizer that produces a later bounty of scholarly output.

On return from a foreign program, there is probably an inescapable desire to put the new cultural learning "to work." For law teachers, the most obvious place for new insights to show up is in one's classes. Globalization has made it

important to have some sense of the ways different legal systems work, as well as the ways that they either do or do not work together when confronting cross-border problems. Future lawyers need sensitizing to these issues so they can see them when they are deeply embedded within a larger legal problem. In business law, at least, it will not be too long before almost all legal problems will have some foreign facets to them.

Because law and culture are so closely intertwined, living in another culture can give one deeper insights into the substance of one's own legal system and, with even a superficial overview of the foreign system, that system as well. Perhaps as important, it also gives one a sense of the interrelationship between a culture and its law, a connection that is often invisible to those who have not traveled. These insights often beg for an audience beyond the classroom.

In my own case, which may or may not be common, a question a Chinese law student gave me following a



Pingyao, China

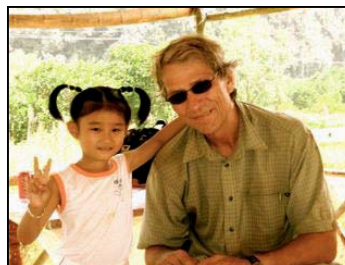
treat business debtors so much less harshly than

does the new Chinese bankruptcy law?"

It turns out that this is an amazingly profound puzzle because answering it may require probing the deep question about how law and culture influence one another. Having given something of an answer to the student on the fly, the question pushed me into many dark recesses of U.S. bankruptcy history and policy once I returned home. That, in turn resulted in a more elaborate exposition of an answer to be translated and published in China and, after much more digging, a very expanded version, more suitable for a domestic audience, to be published here.

Perhaps law is peculiar in wearing its cultural influences close to the surface where they can be observed, however incompletely, and therefore serve as research stimulus. But I doubt this is the case. Rather, my guess is that culture has an influence on most academic disciplines but that (as with law) the influence may not be evident to an observer until she enters and lives with her discipline in another culture.

The possibility of awakening an appreciation of such a connection may well be academic reason enough to work in a foreign program. It will surely show up one way or another in the sophistication and depth of one's thinking about one's subject. Almost inevitably, such an awakening will enrich one's domestic teaching and add insight to one's research. If it does more, like inducing specific new directions in research such as comparative analysis, well, that's just gravy. ■



A moment's break during a bicycle trip in Yangshuo

Letters to the Editor

Letters from page 1

Dear Editor Gordon,

Although I fully support your goal of highlighting faculty opinion on controversial issues in the *Faculty Herald*, I was disappointed in the last *Faculty Herald* issue published. It seemed to me that the article on the Islamic Chair controversy and the views of individual faculty that were selected to be highlighted, did not fully encompass the varying views amongst faculty on this particular issue. Since the *Faculty Herald* may be seen as a publication of the Faculty Senate, the articles published are often interpreted as representing the views of the Faculty Senate as a whole and of the Faculty Senate Steering Committee. I don't believe that to be the case regarding the stance taken on this issue.

There are those of us who, while fully appreciating the support shown Professor Mahmoud Ayoub, feel as if President Hart and the Board of Trustees acted appropriately and in the best interest

“...President Hart and the Board of Trustees acted appropriately...”

of the university in waiting to approve the offer of an endowed Islamic Chair from IIIT. President Hart and the BOT are expected to show due diligence in these matters. If their research indicated a need for delay in accepting funding from this particular organization, then, in all probability, there were very good reasons for putting off a final decision to accept the contribution. From my readings of the IIIT mission and activities, there does seem to be areas of very valid concern. It is surely not an abrogation of academic freedom to exercise care.

Further, President Hart announced the first major gift towards an Islamic Chair soon after, so there is no issue with the establishment of an Islamic Chair, only with the organization or persons who will fund such a chair.

In the future, I hope that the *Faculty Herald* will include opinions representing all sides of controversial issues rather than appear to be taking a particular stance.

Sincerely,

Roberta Sloan, Ph.D.
Professor and Chair
Temple University Theater Department
Member of the Faculty Senate Steering Committee

The following reply was sent to Professor Sloan:

Dear Professor Sloan,

Thank you for informing me of your opinion on this matter. *The Temple Faculty Herald* publishes the minutes of the Faculty Senate but it is autonomous regarding its content. There is an advisory board, but ultimately its contents are the discretion of the editor. I had emailed a request for faculty opinions, and the ones published are those I received. Had you, for instance, sent yours, I would have included it in that issue.

If you would like, I would be happy to print the letter you have sent me in the next issue, since I share your view that the paper should be a faculty forum, which includes opposing opinions as well.

With regard to President Hart, the piece I wrote made it clear that there was no malfeasance on her part.

If you would like your note included as a letter to the editor in the next issue, please email me your permission for me to do so.

Sincerely,

Lewis Gordon
Editor of *The Faculty Herald*

Journey of a Temple Artist and Scholar

Lindorff from page 4

station and broadcast frequently, including live concerts. She discovered that there was much interest in the study of early keyboards.



A harpsichord lesson with Michael Tsalka, DMA, Temple

The Lindorffs left China in 1997 when Joyce came to Temple to teach Keyboard Literature, Baroque and Classical Performance Practice, Improvisation, Chamber Music and Performance on the harpsichord, clavichord, fortepiano and chamber organ.

Lindorff gained more than cultural experience from her time in China. She still visits and performs there regularly and now researches the history of the harpsichord and cultural exchange there. Matteo Ricci (the first Jesuit Missionary to China) had brought a harpsichord as a gift in the early seventeenth century. Over the next two centuries, interest grew in western culture in China, especially astronomy, mathematics, diplomacy, and music. Catholic missionary scientists and musicians worked within the courts of the late Ming and early Qing dynasties.

In her research, which began the moment she landed in China, Professor Lindorff has also uncovered much about



Teodorico Pedrini

the composer Teodorico Pedrini, who worked for the Emperor Kangxi in the

early eighteenth century. It took six years of effort for Lindorff to get permission from the Beijing National Library to examine Pedrini's sonata manuscripts, which she is about to publish in a special edition. She and a British collaborator, Dr. Peter Allsop, recently researched the archives on Pedrini in Rome, unearthing more than 1500 documents and letters.

Pedrini, Lindorff and Allsop discovered, was central in the rights controversy raging in Rome regarding the Jesuit policy of accommodation. The Jesuits respected ancestral worship in China, but Pope Clement XI objected to this policy. The Lazarist Pedrini was apparently a fundamentalist fighting with the Jesuits. The conflict led to his imprisonment and torture. Lindorff's initial investigation into the history of the harpsichord led to this story of intercultural controversies and the fascinating roles of each historical figure.

Lindorff reflects, "Having lived in China, in several cities of that vast country, and later having spent time as a Fulbright Scholar in Taiwan, I am struck by



Outside Taiwan National Concert Hall

how important it is to learn as much as possible from each other—by speaking the language, making friends, and experiencing foods and other dimensions of cultures different from our own. When I returned home I realized that international education through culture and learning from each other is what I value most, and what gives me hope for the future of international relations."

Lindorff loves the US Fulbright Program, and she is delighted that President Hart has placed Temple's international programs among her priorities. "That's the way to go," affirms Lindorff, "people living with each other, learning from each other, and teaching each other's students."

More recently, she performed concertos in Taiwan while President Hart was in Taipei last November. She noticed that Hart's visit was much talked about in the Taiwanese press. "I was so proud. Temple was in the news. My colleagues in Taiwan were so thrilled with these new opportunities for exchange. The more we can collaborate internationally, the better." ■

Letters to the Editor

Letters from page 5

Letter to the editor from an alumna:

Dear Dr. Gordon,

One of my fondest memories while studying Religions of the World at Temple University in the early 1970s was of the lively discussions among students in Dr. Ismail Raji al-Faruqi's class.

Dr. Faruqi was an impressive scholar and a caring teacher. He had not only a superb command of his subject matter, but also the ability to explain difficult religious concepts with great flair. I was then quite naïve and uninformed, but Dr. Faruqi helped me uncover underlying meanings and encouraged me to pursue my own interests in the multifaceted religious expressions of humans.

Though he was a victim of the dismemberment of Palestine in the 1940s, Dr. Faruqi never preached violence or hate. He was an accomplished intellectual who enjoyed sharing his knowledge with an audience. The fact that his wife, the mother of five, was also an accomplished scholar and managed to balance family responsibilities with rigorous academic work impressed me the most. It inspired me to move forward with my desire to pursue graduate studies.

Dr. Faruqi believed in integrating modern science and rationality with Islamic thought, as many Roman Catholic, Protestant and Jewish scholars have also done. Islam stood equal or ahead of Europe in the days of Ibn Sina and Averroes. Dr. Faruqi wished to make it so again. He was a wise and far-seeing teacher and thinker.

I have often prided myself of the excellent undergraduate education I received at Temple University. It helped me overcome deeply ingrained prejudices and biases that were part of my cultural baggage from growing up in a sheltered environment in Lima, Peru. I had some magnificent instructors at Temple who opened my eyes and heart to the unending joy of learning.

It is with great sorrow that I read what has happened to what was supposed to be an endowed chair in honor of a beloved professor. I am outraged at Temple University's decision to side with vile charlatans like David Horowitz, an anti-Muslim con man and sycophantic poster child of far-Right corporate foundations: Koch, Castle Rock (Coors), Lynde and Harry Bradley, and Sarah Scaife (Richard Mellon Scaife). These groups have funded virtually the whole gamut of authoritarian anti-employee propaganda groups: the Cato Institute, the Heritage Foundation, the American Enterprise Institute, the Manhattan Institute, the Hoover Institution, the Claremont Institute, the American Council of Trustees and Alumni (ACTA), Middle East Forum, Accuracy in Media, and the National Association of Scholars, as well as Horowitz's Center of the Study of Popular Culture. The first three were major funders of the John Birch Society.

The attacks on American academics perpetrated by Horowitz have created a dangerous anti-intellectual climate in the United States which is reminiscent of the witch hunts of the 1950s

McCarthy era. Furthermore, these frontal attacks on the free exchange of ideas have ushered in an era of repression and intolerance, where political expediency dictates that Presidential candidates

“The attacks on American academics...have created a dangerous anti-intellectual climate....”

engage in religious intolerance by often partaking in a sweeping denigration of Islam. Horowitz and his ilk embody anti-intellectual fanaticism.

Horowitz's, and now Temple's, attack on Muslim scholars and studies is deeply racist. Who among us would fail to recognize this fact if instead of Muslim studies, Jewish studies were discriminated against in this manner? No one claims that the fact that Jewish terrorists who killed Count Bernadotte and blew up the King David Hotel means that Jewish studies ought to be under special scrutiny. The same standards should apply to Muslim and Arab studies.

It is shameful that Trustee Richard J. Fox, who has ties to FrontPage, Campus Watch and other Horowitz strongholds of anti-intellectualism, has been allowed to trample on academic freedom by Temple University's President Hart and others. It is contemptible that Temple University has allowed non-academic fanatics to impugn the good name and character of a beloved professor, Ismail Raji al Faruqi, and to attempt to do likewise with Mahmoud Ayoub, Professor Emeritus of Religion at Temple.

I am ashamed as an alumna that an institution of higher learning I so loved has chosen to be part of a modern witch hunt. How can I as an alumna make future contributions to my Alma Mater when the leadership has allowed demagogues to make academic decisions? I urge men and women of integrity to do the right thing: Reverse this dastardly decision.

Sincerely yours,

Susana M. Sotillo, Ph.D.
Associate Professor of Linguistics
Montclair State University
BS 1972 (formerly Susana Daniele)

To The Editor:

There is a growing concern among many American Jews about the often closed-door activities of other American Jews who, in almost all matters related to power and politics, believe that Israel's interests, and those of its citizens, far transcend those of the United States and its citizens. As a Jewish person living in America, I worry a great deal about the actions and beliefs of these Jewish citizens of the United States. Less than 75 years have elapsed since the Holocaust tore apart the world; and the days that McCarthyism shook America are even more recent. Yet these Jews seem to have forgotten both periods of our history.

I do not pretend to always practice what I preach nor to have lived a particularly exemplary life. Yet in forgetting their recent history, many of these Jews seem to believe that it is just fine to do unto others as we would pray others will never do unto us again. This is wrong-headed and shameful.

My concern about these issues is only heightened by the war in Iraq, recent talk about bombing Iran, the continuing efforts on the part of pro-Israel and government "security and intelligence" organizations to influence academia, and numerous other efforts to keep Islam and its supporters in their place, but of course using many of the same x-ist scare tactics reminiscent of the McCarthy x-ist era. We need only replace x with terror, and hope that these most recent efforts never achieve the same impact or substantial following of the McCarthy era.

I believe President Hart has been honest and forthright with us during recent discussions concerning International Institute of Islamic Thought (IIIT) and the funding of the Ismail al Faruqi Chair of Islamic Studies at Temple. I also believe that she and other officers of Temple University are struggling to do the right thing. Perhaps it is true

“officers of Temple University are struggling to do the right thing.”

that in the short run, it might seem better that Temple, when confronted with the option of taking possibly money from possibly dangerous organizations, would rather not run the risk of the embarrassment of possibly having to return this money further down the road. Of this I am not convinced, but it is a plausible rationale.

What concerns me most, however, is our own zealous and repressive government, and its overly aggressive, witch-hunting citizen friends and organizations, ready to investigate any one and any group that provides the slightest reason to believe they might have less than genuine concern for Israel and the United States. It is bad enough that outside organizations are determined to bully their way into academia and influence what we do and what we think and say. But the prospect of similar bullying, under the pretense of apolitical decision-making on the inside, is far more frightening.

We, as Jews, have a right to be fearful of what we know and do not know, and even to expect the worst. But we must never forget. We must not let others forget. We have an obligation to avoid being persuaded or even frightened by bullying or vigilante-inspired investigations of anyone or any group. For, we do not have the right to repeat the mistakes of past accusers and murders, as we look out for our own best interests and those of our friends.

Frank L. Friedman
Professor of Computer Science and Chairperson
of the Editorial Board of *The Temple Faculty Herald*

Community Event: *Broad Street and Beyond*

Temple University Holds Community Event, "Broad Street and Beyond"

On Friday, April 25th, Temple University will hold a free community event, "**Broad Street and Beyond: A Celebration of Community-Based Learning**". The event will be held in room 200 of the Student Activity Center on 13th Street between Montgomery and Cecil B Moore Avenues from 9:00 am – 2:00 pm.

Broad Street and Beyond will bring together Temple students and faculty, as well as community leaders and residents to build upon the diversity of resources, opportunities and challenges faced in University-Community collaborations. Participants will share stories of current and previous projects and brainstorm ideas for the future. Former Philadelphia Mayor and current political science professor John Street will offer the opening address. Throughout the event participants will engage in hands-on workshops based on community-based learning themes such as "Grassroots," "Catalytic," and "Change." A lunchtime poster session will provide a glimpse into the range of creative projects taking place around the University. The event will culminate with an open forum to capitalize on the innovative ideas generated throughout the sessions.

Community-Based Learning is a national movement in which partners use a collaborative approach to improving their surroundings. Key components are: respectful dialogue and exchange, vibrant and responsive learning opportunities, and socially responsible research/creative work, teaching and service in under-resourced communities. Projects are based on mutual respect, reciprocity, inclusiveness, and experiential learning. Temple University has a long history of community-based learning, based on Founder Russell Conwell's original intention to develop a university that offers access to knowledge based on merit and desire rather than means. Contact: Eli Goldblatt 215-204-1820 or 1792, eligold@temple.edu

Fox School's IT Awards

The following faculty and staff members will receive The Fox Information Technology Awards on April 9th:

Faculty Leadership:	Cindy Joy Marselis
Administrative Leadership:	John D' Angelo
Administrative Achievement:	Marlene Bell
Teacher of the Year:	David Schuff
Researcher of the Year Awards:	Youngjin Yoo

Congratulations to our colleagues! For more information, visit <http://www.fox.temple.edu/>

Faculty Petition in Support of Professor Ayoub

The following petition was initiated on www.ipetitions.com on Feb. 25, 2008. By word of mouth and through a message on the Faculty Senate listserv, there were quickly 165 signatures, along with many personal expressions of support and outrage that our deeply respected colleague was being targeted by web-sites that promote hate. Prof. Ayoub has been serving a one-term endowed visiting professorship at the Pacific School of Religion in Berkeley and will receive this petition on March 25 when he visits campus.

On March 6, the Hartford Seminary announced that, "Mahmoud Ayoub, one of the pre-eminent scholars in Islam and interfaith dialogue in the United States and around the world, has been named Faculty Associate in Shi'ite Islam and Christian-Muslim Relations. . ."

—Joyce Lindorff, Vice-President of the Temple Association of University Professionals

Temple University Faculty Support Professor Mahmoud Ayoub

We, the undersigned members of the Temple University faculty, would like to express our full support of Dr. Mahmoud Mustafa Ayoub, Professor Emeritus of Islamic Studies and Comparative Religion. Because of Prof. Ayoub's esteemed reputation, an offer was made to endow a named Islamic Studies chair at Temple in his honor. Unfortunately this was not permitted to materialize, a situation we hope will be corrected in the near future. We deplore the slanderous attacks on him that subsequently appeared on anti-Islamic hate websites. We would like to thank Prof. Ayoub, a noted proponent of interreligious dialogue and understanding, for his many years as our valued colleague. We wish him well in his current position as Visiting Professor at the Pacific School of Religion in Berkeley, CA, and assure him of strong solidarity among his Temple colleagues who value open dialogue and free inquiry.

Mahmoud Ayoub earned a BA in Philosophy at the American University of Beirut, an MA in Religious Thought at the U. of Pennsylvania, and a Ph.D in the History of Religion at Harvard. Born in 1938 in south Lebanon, he is the author of many books in English and Arabic in the area of Islam and interreligious dialogue, including *Redemptive Suffering in Islam* and *The Qur'an and Its Interpreters*. He has published over 50 scholarly articles. His most recent works are *Crisis of Muslim History: Religion and Politics in Early Islam*, and *Islam in Faith and History* (both Oneworld Publications).

ID NAME EMAIL COMMENTS

1 "David Watt" david.watt@temple.edu
 2 "Joyce Lindorff" lindorff@temple.edu
 3 "Rebecca Alpert" ralpert@temple.edu
 4 "john raines" jraine01@temple.edu "We know who Danial Pipes is. We know for whom he speaks--far right wing Jewish nationalists. He is condemned by his own words as is his cause."
 5 "Arthur Hochner" ahochner@temple.edu

6 "Melissa Gilbert" mgilbert@temple.edu
 7 "Kathleen Biddick" kathleen.biddick@temple.edu
 8 "Frank L Friedman" frank.friedman@temple.edu
 9 "Maurice Wright" wright@temple.edu
 10 "Lynne Andersson" landerss@temple.edu
 11 "Jacob Kim" jakster26@hotmail.com
 12 "Dr. Zain Abdullah" zain@temple.edu

Faculty Petition in Support of Professor Ayoub

- 13 "Lucy Bregman" bregman@temple.edu
 14 "Sophia Quinn-Jude" quinnjud@temple.edu
 15 "Laura Levitt" llevitt@temple.edu "As the director of Jewish Studies and a 15 year colleague of Professor Ayoub's, I want to lend my full and abiding support to colleague. I am profoundly disturbed by this attack."
 16 "Leonard Swidler" dialogue@temple.edu "I as a Catholic theologian have valued working with Mahmoud Ayoub as a Muslim theologian for over a quarter of a century. Leonard Swidler Prof. of Catholic Thought & Interreligious Dialogue Founder-Editor, Journal of Ecumenical Studies- Founder-President, Dialogue Institute"
 17 "Daniel B Szyld" szyld@temple.edu
 18 "Dr. Vasiliki Limberis" limberis@temple.edu
 19 "Sergio Mazza" sergiomazza@comcast.net
 20 "Hasan Azad" tua65126@temple.edu "Prof. Ayoub is a scholar of immense breadth and depth. The year that I had the great fortune of studying under him opened new vistas and horizons in my learning. He's a man who lives the truth and beauty that he teaches and I pray that those people who would like to tarnish his good name for no other reason than to promote their hate-filled worldview would search their souls."
 21 "Barbara Day-Hickman" Barbday@temple.edu "Please convey to Professor Ayoub our respect and esteem for his generous contribution to the students and faculty during his career at Temple. We also applaud his remarkable scholarly offerings to our global community. We regret any injury he has suffered due to a lack of understanding or intolerance."
 22 "Steven Edelman" edelsteven@hotmail.com
 23 "Per Faaland" pfaaland@beaconcollege.edu
 24 "Gregory J. W. Urwin" gurwin@temple.edu "As a military historian who works with the U.S. military and also supports Israel, I appreciate the threat posed by certain Islamic extremist groups and I favor an aggressive policy for combatting terrorism. At the same time, I realize that intolerance and persecuting a peaceful scholar will only exacerbate the situation and contribute nothing to a just and lasting victory. Hence, I am pleased to voice my support for Mahmoud Ayoub, who I have always considered a valued colleague. Slanders and baseless appeals to fear will not make America safe."
 25 "Arthur Schmidt" arturo@temple.edu
 26 "Susan E. Klepp, Professor of History" sklepp@temple.edu
 27 "William Cutler" wcutler@temple.edu
 28 "Achmad Munjid" amunjid@temple.edu
 29 "Elizabeth Victoria Lawson" elizabethlawson@gmail.com
 30 "Florian Pohl" fpohl@emory.edu
 31 "Jay Lockenour" jay.lockenour@temple.edu
 32 "Ahmad Rafiq" Ahmad.Rafiq@temple.edu
 33 "Mark Haller" hallerm@temple.edu "Those of us who teach at universities have a special interest in protecting academic freedom. Especially in the humanities and social sciences, it is central to what we do both in research and teaching. Even before 9/11, those teaching about the Middle East were often subject to monitoring and attack if they seemed to deviate from support for Israeli policies. So I am pleased to sign the petition."
 34 "Jo-Anna J. Moore" jmoore06@temple.edu
 35 "Stephen Zelnick" szelnick@temple.edu "Professor Ayoub has been a treasured colleague over the years and deserves the kindest respect and consideration for his efforts to spread good will and understanding across troubled boundaries."
 36 "Jessica Marion" lotus48@temple.edu "Dr. Ayoub is an esteemed colleague and good friend and I find the slanderous statements against his good character to be absolutely deplorable. He has my full and unrelenting support."
 37 "Ed Godfrey" godfrey@temple.edu
 38 "Omer Awass" oawass@temple.edu
 39 "Stuart M. Schmidt" schmidt@temple.edu
 40 "Howard Spodek" spodek@temple.edu
 41 Nilgun nilgun.okur@gmail.com
 42 "Donald Wargo" docwargo@temple.edu "Temple MUST be a place of acceptance, diversity and free speech!"
 43 "Rev. Dr. Andrei Vashstov" resoykfx@comcast.net
 44 "Phillip Hoefs" PHOEF@TEMPLE.EDU
 45 "Kunihiiko Terasawa" k.terasawa@att.net "I fully support Dr. Ayoub. His great contribution for interreligious dialogue between Islam and other religions is very significant not only in our academic world but also world peace."
 46 "Joseph M. Schwartz" jschw@temple.edu "Associate Professor of Political Science"
 47 "Philip Alperson" alperson@temple.edu
 48 "Scott Gratson" sgratson@temple.edu
 49 "Steve Newman" sneyman@temple.edu
 50 "Jacqueline Tanaka" jtanaka@temple.edu "I have never met Professor Ayoub but I am honored to sign and am grateful for my colleagues who have shared with us their perspective on Professor Ayoub's life and work."
 51 "James Earl Davis" jdavis21@temple.edu
 52 "Laurie Hack" lhack001@temple.edu
 53 "Gary Milsark" gmilsark@temple.edu "Prof. Ayoub and I have never interacted on a scholarly level, since our fields are quite different. Furthermore, I have no interest in organized religion of any sort. However, our daughters were classmates at Germantown Friends School many years ago, and I remember him as a profoundly decent man. If he is indeed being slandered on anti-Islamic websites, I am appalled. I wish him all good fortune, and I wish confusion on his enemies."
 54 "Anne Shlay" ashlay@temple.edu "This is shameful"
 55 "Stephen Pilder" stephen.pilder@temple.edu
 56 "Christopher J. Anderson" chris.anderson@temple.edu
 57 "dona Nelson" paint@temple.edu
 58 "Steven Zohn" szohn@temple.edu
 59 "Rachel Blau DuPlessis" rdupless@temple.edu "I support your scholarship, your career, praise your distinction, and am in solidarity with the idea of inter-religious dialogue. As the daughter of a distinguished scholar of American religion and American Judaism (Joseph L. Blau, Columbia University), I particularly want to register that I come from a tradition of free inquiry about religion."
 60 "Khalid Blankinship" kblankin@temple.edu "Actually, the chair was to be named in the honor of an earlier Temple professor, the late Isma'il al-Faruqi. Dr. Ayoub was to be honored by being the chair's first occupant before his retirement. The imputation that Dr. Ayoub supports or has ever supported any "Islamist" agenda is completely false and is simply a part of a defamatory campaign to prevent Muslims from representing themselves and their religion in the United States at all."
 61 "Daniel P. Tompkins" pericles@temple.edu "I have worked often Prof. Ayoub in developing ways to introduce Temple students to the Qur'an. I have read his scholarship. In all of our meetings, he has been generous, insightful and modest, never forcing an ideological position. He's a wonderful human being: it's a privilege to know him."
 62 "Elliot Koffman" koffman@temple.edu
 63 "Michel Boufadel" boufadel@temple.edu
 64 "Lee-Yuan Liu-Chen" lliuche@temple.edu
 65 "John Sorrentino" jsorrent@temple.edu "Professor Ayoub: Please consider the hate-related remarks as cries for help by those who need to learn more."
 66 "David Elesh" delesh@temple.edu
 67 "Ron Baenninger" ronald.baenninger@temple.edu
 68 "Dr. Michael F. Smith" msmith@temple.edu
 69 "Molefi Kete Asante" masante@Temple.edu "Mahmoud Mustafa Ayoub is one of the preeminent scholars in his field. The fact that his name has been maligned is an expression of real ignorance."
 70 "Harvey Wedeen" hwedeem@temple.edu "I am astonished that anyone who prizes objective scholarship and an open mind can sanction this unjustified and biased condemnation. President Hart, despite her good intentions, has not handled the situation forcefully, nor has she shown the kind of leadership required to put this matter to rest."
 71 "James Salazar" jamesbsalazar@gmail.com
 72 "Novella Keith" novella.keith@temple.edu "I never met Prof. Ayoub but I was prompted by the controversy surrounding the Islamic Studies Endowed Chair to read some of his work. In it, I find someone who is deeply committed to dialogue. With his insider's understanding of Islam and Christianity, he is uniquely placed to help build bridges across this chasm. I am deeply saddened that slander and bias seem to have been at work in denying him and Temple this honor. As an academic institution that values freedom and diversity, we must do better!"
 73 "Sheryl Burt Ruzek" sruzek@temple.edu
 74 "Jeffrey Solow" solowcello@gmail.com

Faculty Petition in Support of Professor Ayoub

- 75 "Omar Hijab" hijab@temple.edu
 76 "Catherine A. Fiorello" catherine.fiorello@temple.edu
 77 "Bob Yantorno" robert.yantorno@temple.edu "We should all be ashamed of what happened. Ignorance is a road that leads to totalitarianism. Here we are in the 21st century acting like we haven't learned from our thousands of years of history."
 78 "Katherine Henry" khenry@temple.edu
 79 "Reinhardt Heuer" rheuer@temple.edu
 80 "Dan O'Hara" danohara@temple.edu "I served on dissertation with Prof. Ayoub as an external reader, and know he is a brilliant, accomplished, and generous person. Temple has been cowardly in its capitulation to right-wing political pressures. My heart goes out to Prof. Ayoub."
 81 "Susan Wells" suewells@temple.edu
 82 "Wayne Welsh" wwelsh@temple.edu ""I swore never to be silent whenever and wherever human beings endure suffering and humiliation. We must always take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented.""-Elie Wiesel"
 83 "Louis Mangione" mangione@temple.edu
 84 "Kelly Holohan" kholohan@temple.edu
 85 "Zein-Eddine Meziani" meziani@temple.edu
 86 "Paul LaFollette" paul.lafollette@temple.edu
 87 "Dieter Forster" dieter@temple.edu
 88 "Monte S. Hull" mhull@temple.edu "Professor Ayoub has outstanding personal, professional, and intellectual integrity. He is truly an inspiration to all who genuinely seek mutual understanding and respect."
 89 "Gisela Webb" webbgise@shu.edu
 90 Raghu raghu@temple.edu
 91 "alan singer" alan.singer2@verizon.net
 92 "Mark C. Rahdert" mark.rahdert@temple.edu
 93 "Miriam Solomon" msolomon@temple.edu
 94 "Fred Rowland" frowland@temple.edu "Professor Ayoub is an esteemed scholar and this campaign against him is shameful, inspired by hate and fear."
 95 "Anthony J. Ranere" ranere@temple.edu
 96 "teresa dianne langford" tdl@temple.edu
 97 "Eli Goldblatt" eligold@temple.edu
 98 "Shannon Miller" smiller@temple.edu
 99 "Helen Pearson" hpearson@temple.edu
 100 "Alistair Howard" alistair@temple.edu
 101 "Eleanor Myers" emyers@temple.edu
 102 "Thomas Daymont" daym@temple.edu
 103 "Arvind Phatak" phatak@temple.edu
 104 "Joanna Maselko" maselko@temple.edu
 105 "Dave Krueger" dkrueger@temple.edu
 106 "Suzanne Gauch" sgauch@temple.edu
 107 "Michelle D. Byng" mbyng@temple.edu
 108 "Jennifer Ibrahim" jibrahim@temple.edu
 109 "professor martha madigan" mmadigan@temple.edu
 110 "Kevin Arceneaux" ktar3@hotmail.com
 111 "John Deckop" jdeckop@temple.edu
 112 "Camillia N. Keach" ckeach@temple.edu
 113 "Philip Harris" philharris@fast.net
 114 "Martha A. Davis" madavis@temple.edu
 115 "J. David Cummins" cummins@temple.edu
 116 "marina angel" marina.angel@temple.edu
 117 "Winifred Lutz" wlutz@temple.edu
 118 "Billie Goldstein" bsgoldstein@temple.edu
 119 "Ben Kohl" bkohl@temple.edu
 120 "Gordon Witty" gwitty@temple.edu
 121 "Todd Shepard" tshepard@temple.edu
 122 "sophie smyth" smyths@temple.edu
 123 "Robert B. Wright" RBWright@Temple.edu "Bless you, my Friend. I know you will stand strong in the face of senseless evil. You are a good man and worthy of the greatest praise."
 124 "Jessica Winegar" winegar@temple.edu
 125 "Marilyn Silberfein" pawling@temple.edu
 126 "Nancy Morris" nancy.morris@temple.edu
 127 "Aram A. Aghazarian" aram.aghazarian@temple.edu
 128 "abu abarry" aabarry@temple.edu "Dr. Ayoub is a distinguished scholar, and I am proud to have worked with him on several doctoral dissertations at Temple University."
 129 "Harriet Freidenreich" hfreiden@temple.edu
 130 "Rebecca Medel" rmedel@temple.edu
 131 "Dan Kern" dankern@temple.edu
 132 "Bruce Conrad" conrad@temple.edu
 133 "Kathy L. Walker" kwalker@temple.edu
 134 "Muffy Siegel" muffy.siegel@temple.edu
 135 "Bradley Flamm" bflamm@temple.edu
 136 "Abbe Forman" abbe.forman@temple.edu
 137 "Lois Millner" lmillner@temple.edu
 138 "finbarr mc carthy" mccarthy@tj.ac.jp
 139 "Bernie Newman" bnewman@temple.edu
 140 "David M. Barclay III, M.D., M.P.H." dbarclay@temple.edu
 141 "Randall Pabich" rpabich@temple.edu
 142 "Carolyn Adams" carolyn.adams@temple.edu
 143 "Jena Osman" josman@temple.edu
 144 "Donald E. Wagner" dwagner@northpark.edu "Thank you for this support and I hope Temple will name a chair in his honor and expose the Islamophobic attacks and the sources."
 145 "James Korsh" korsh@temple.edu
 146 "George Rengert" grengert@temple.edu
 147 "Rickie Sanders" rsanders@temple.edu
 148 "J. M. Albandar" albandar@temple.edu
 149 "Pablo Vila" pvila@temple.edu
 150 "Herbert W. Simons" hsimons@temple.edu
 151 "Joshua Kime Lawson" klawson@temple.edu
 152 "Zameer Hasan" zhasan@temple.edu "Dr. Ayoub is a unique scholar who is respected for his frank and unbiased criticism of all that he sees to be wrong and all that he feels should be corrected. He is greatly respected nationally and internationally. Slander against him is slander against scholarship and dedication and courage in academic pursuit. Mahmoud has earned respect by his hard work and unceasing efforts to bring people of different faiths together, locally, nationally and internationally."
 153 "Mary Virginia Cale" mvcale@temple.edu "Dr. Ayoub is an excellent teacher and should be recognized as such. Though I was his student briefly, I can state that Mahmoud Ayoub is, in addition being a brilliant member of the Temple faculty, is also extremely fair-minded and kind."
 154 "Michele Masucci" mmmdiglio@gmail.com
 155 mbassiouny mbassiouny@dental.temple.edu "I am saddened to see the level of our current academic life being influenced by the politically motivated storms. I have learned of the high caliber of integrity of Dr. Ayoub during my 30 years of tenure as a professor serving Temple University and the community. I wish him well in his future intellectual endeavour and retirement."
 156 "Julia Ericksen" Julia@temple.edu
 157 "Jan Krzywicki" jkrzywic@temple.edu "Prof. Ayoub deserves our full support"
 158 L. Clarke lclarke@alcor.concordia.ca
 159 "Matthew Hunter" mhunter@messiah.edu
 160 "Sarah Drury" sdrury@temple.edu
 161 "The Rev. Ann S. Coburn" acoburn@cdsp.edu
 162 "Robert Kidder" rlkidder@temple.edu "How can a university maintain its fundamental integrity as a center of unchained intellectual investigation if it bows so cravenly to the passing whims of political intrigue?"
 163 "Francis Sullivan" francis.sullivan@temple.edu "I am outraged that the Temple University Board of Trustees has so little regard for its own faculty that it would rescind an offer to which it had already agreed because of behaving-the-backs whispering. Shame!"
 164 "Henry Richardson" henry.richardson@temple.edu
 165 "Peter Gran" pgran@temple.edu "Dr. Ayoub is a distinguished scholar and has been an important colleague at Temple U."

Faculty Senate Minutes

Representative Faculty Senate Meeting February 25, 2008

1. Call to Order:

The meeting was called to order at 1:50 PM by President Aiken.

2. Lisa Listens:

The Provost reported on the progress made in the academic planning process. Roughly 60 faculty came to last Friday's open house to give input to the various planning committees. The workgroups should be finishing their work this week and make succinct reports to the Steering Committee. The Steering Committee's report should be finished by the end of May.

Planning for the 2010 Middle States visit is underway. We will need many volunteers in the near future to help with the work.

The search for a new dean of the Law School is progressing. A small group of candidates will be making on campus visits in April.

The search committee for a dean of the Dental School has begun working. CATA has been asked for nominees to serve on the search for a new dean of SSA.

CATA has provided names for the advisory committee to help select a Senior Vice Provost for Faculty Development and Affairs.

There were 80 proposals for seed grants and 19 were funded. The Provost was impressed with the quality of the proposals and also by the values that the proposals expressed especially with regard to service to the community.

Ten additional applications for study leaves were received. The process of deciding about them is nearly complete.

The Provost is beginning to develop new guidelines for the titles, hiring, and promotion of NTT faculty.

The committee which is currently evaluating the CATES will soon be finished and its report will be given to the Faculty Senate Steering Committee. Carolyn Adams (CLA) said that she was pleased to see Temple taking seriously proposals for interdisciplinary projects.

Scott Gratson (SCT) asked for more details about the proposed changes for NTT's. The provost answered that she is looking at professional tracks, tracks that can lead to promotion and titles that are descriptive of what the faculty member is actually doing.

Bernie Newman (SSA) thanked the Provost for her promptness in starting the search for a dean of SSA.

Luke Kahlich (BCMD) asked what the Provost's vision was for the new Vice Provost for Faculty Development and Affairs. The Provost answered that in addition to the tasks traditionally handled by this office, she wants this person to provide guidance, leadership, and mentoring faculty throughout their careers at Temple. She also believes this should be a person to whom faculty can go for guidance and help if necessary.

3. Approval of Minutes:

Korsh (CST) noted that although President Aiken had agreed to leave President Hart's comments off the record, we had not agreed to keep the subsequent discussion by the Senate out of the minutes. He made a motion which was seconded that the details of the discussion be added to the minutes of last meeting.

The Secretary (LaFollette) said that he had prepared a record of the discussion but that he felt it was the responsibility of the Senate itself to decide whether it should be included in the minutes. This was followed by substantial discussion. It was finally proposed that the summary of the discussion be given to the Steering Committee and that the Steering Committee

should provide a recommendation at the next meeting as to whether to include that summary in the minutes.

A motion was made William Aaronson (FSBM) and seconded to immediately table Korsh's motion. The motion to table passed 29 to 4 with 2 abstentions.

A motion was then made to approve the minutes as distributed. This motion passed 29 to 3 with 3 abstentions.

4. President's Report (Aiken):

CATA has been working diligently under Tony Ranere to provide nominations for various search committees.

The Senate office continues to take shape. The new Senate web page remains under development.

President Hart has had another of her informal receptions for faculty and plans for one or two more this spring.

The Steering Committee has brought forth a new motion for changing by-laws to allow NTT membership in the Senate. (Distributed separately and to be included with these minutes when they are posted on the website.) In order to get as much faculty input as possible, we plan to treat today's distribution as a first reading. Next meeting we will have further discussion and then it will be presented to the full Senate for electronic voting.

The ensuing discussion centered around the following points:

- Should there be a 3 year waiting period before NTT's become Senate members.
- Should the entire motion be voted on at once, or broken into pieces for separate votes.
- Should librarians be included?
- Is the inclusion of NTT's in the Senate a threat to tenure?

The Steering Committee will discuss these points at its next meetings.

5. Vice President's Report (Sent by Karen Turner who is unable to be present)

The deadline for sending nominations for Senate offices and elected committees has been extended to this Friday.

6. Old Business:

None

7. New Business:

None

8. Adjournment:

The meeting was adjourned at 3:08 PM.

Paul S. LaFollette, Jr.
Secretary

Faculty Senate Minutes

Representative Faculty Senate January 24, 2008

1. Call to Order:

The meeting was called to order at 1:50 PM by President Aiken.

2. President Hart's Presentation:

President Hart discussed the events surrounding the recent loss of funding for the endowed chair in Islamic Studies. This was followed by a lively discussion which centered on the following questions:

- 1) What is Temple's policy with regard to faculty involvement in decisions to create named chairs?
- 2) Was the process followed sufficiently transparent?
- 3) Was there undue consideration of the opinions of groups known to be hostile to academic freedom?

President Hart responded to each of these questions.

Karen Turner (SCT) asked for an update on the status for a new Vice Provost for Faculty Affairs and Development. Aiken replied that CATA and the Provost will be meeting to work on this.

Hart added that the searches for the Dental and Law schools have begun.

3. President Aiken's Report:

Terry Dolan (Tyler) will be leaving the FSSC while she is acting Dean at Tyler. Tyler will find a replacement for her.

Judy Goode (CLA) will be temporarily replaced on the FSSC by Margaret Devinney.

4. Academic Planning Project:

Joan Shapiro made a report about the status of the academic planning project. Various workgroups are in various stages of work. In addition to the nine workgroups, there are three threads which all workgroups are supposed to consider – technology, ethics, and diversity. Each of these has its own Thread Leader, Aiken for technology, Joan Shapiro for ethics, and Roland Williams for diversity.

5. Approval of Minutes:

The minutes from the previous meeting were approved as distributed.

6. Vice President's Report (Turner):

The nominating committee for the upcoming senate elections will be chaired by vice-president Turner, and will consist of Turner, Joan Shapiro, and Bernie Newman. The following schedule is planned:

- 1/28/09- Nominating Committee chair sends email to Collegial chairs soliciting nominations to committees and all elected offices
- 2/14/08- Responses due (statements of interest and bios/CVs) from Collegial chairs regarding nominations to committees and all elected offices
- 2/26/08- Nominating committee report/presentation of slate to the FSSC
- 3/4/08- Email slate of officers and elected committees to faculty
- 3/18/08 - Slate of officers and elected committees officially presented to the Representatives Senate. Properly executed nominating petitions accepted from Senate floor.
- 3/31/08 - Send out ballot electronically
- 4/11/08 - Electronic election ends
- 4/16/08 - Announce results to the University Faculty

Angel (Law) asked whether the nominating committee would control who could be nominated.

Turner responded that the nominating committee would only make sure that nominees are properly nominated and meet the criteria for the positions they are nominated for.

7. Old Business:

None

8. New Business:

None

Paul S. LaFollette, Jr.

Secretary

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