



Teaching & Learning Center
 "...programming to support
 all faculty teaching."
 See page 3.



From the Senate President
 "We need your voice and
 participation."
 See Page 2.



University Community
 Collaborative of Philadelphia
 "...young people exercise their
 citizenship..."
 See below.



FACULTY HERALD

VOLUME 38, NUMBER 2

www.temple.edu/herald

From the Editor



Lewis Gordon,
 Editor

This issue of *The Temple Faculty Herald* welcomes Robert Aiken's first editorial as President of the Faculty Senate. Aiken affirms the Faculty Senate's continued positive relationship with the new administration and the Faculty Senate. He also outlines a set of important considerations for us to address over the next academic year, the most ambitious of which is the next stage of the Gen Ed program.

Building a program such as Gen Ed will also demand innovation in teaching. Dr. Pamela Barnett, our new Vice Provost and Director of the Teaching Center, is ready to facilitate such ideas and learning. We offer a short profile to introduce her to the general faculty.

Innovation in teaching also involves linking scholarship to the wider commu-

nity. Dr. Barbara Ferman (CLA) has developed an international reputation for such an approach. The profile here offers a glimpse of the wonderful

Gordon continued on page 3

From the Faculty Senate President

Lewis Gordon asked me to write about my hopes, goals, and objectives for this Academic Year. I am pleased to do so and appreciate this opportunity to discuss them.

My over-arching goal is to strengthen the role of the faculty through the Faculty Senate and its committees in the decision-making processes regarding academic issues. Thanks to the work that Jane Evans and the FSSC did last year, we have already achieved a number of goals and objectives. These have been reported in *The Faculty Herald* and at Faculty Senate meetings so I won't repeat them here. Our voice is not

only listened to by this administration but is actively sought in matters important to all of us. The collaboration sought by President Hart and Provost Lisa Staiano-Coico has energized all of us and led to a spirit and level of cooperation between the administration and faculty that I have not experienced in all my years at Temple. It is important that we continue to build

Aiken continued on page 2



Robert M. Aiken,
 Faculty Senate President

Scholarship in Service of Community Enrichment: A Profile of Barbara Ferman (CLA)



Barbara Ferman,
 Professor of Political
 Science and Director of the
 University Community Col-
 laborative of Philadelphia
 (UCCP)

Barbara Ferman is Professor of Political Science and founder and Director of the University Community Collaborative of Philadelphia (UCCP), also housed within the Political Science Department. She is a specialist in urban politics, and her publications focus on political leadership, public policy, housing, community development, and, over the past several years, the role of the university as a civic actor through the cultivation of education for democracy. She is also a native of Brooklyn, New York, which, she proudly reminds us, was the original home of the Dodgers baseball team.

Reflecting on civic education, she observes: "There is concern about young people's ignorance of government. They are often blamed for their lack of knowledge instead of the system's failure to educate or engage them. The emphasis is

on 'fixing' young people. The contradiction is that when young people exercise their citizenship, they are often punished. Some are even arrested

UCCP continued on page 2

New Associate Vice Provost and Director of the Teaching & Learning Center

By Suzanne Willever
*TLC Communications
 Manager & Web Designer*

Dr. Pamela Barnett is new to Temple as an Associate Vice Provost and Director of the Teaching & Learning Center. She comes to us from Princeton University's McGraw Center for Teaching and Learning, where she served as Associate Director and was responsible for programs serving faculty, graduate students, and undergraduates. Before Princeton, she was tenured as a professor of English and African American Studies at the University of South Carolina. Her book *Dangerous Desire: Literature of Sexual Freedom and Sexual Violence Since the Sixties* was published by Routledge in 2004 and examines literature written in response to the liberation movements of the 1960s.

Given her background and scholarly interests in race and gender studies, one of her first concerns when she moved to instructional development at

TLC continued on page 3



Pamela Barnett,
 Associate Vice Provost and Director
 of the Teaching & Learning Center

Scholarship in Service of Community Enrichment

UCCP from page 1

for civic engagement activities as in Texas last year when high school students expressed their voice on the proposed immigration legislation by participating in a public demonstration.”

Ferman also cautions against our society placing too much weight on volunteer organizations in our public institutions. “One cannot pretend that volunteers alone can transform Philadelphia public schools. Primarily, this is the responsibility of government,” she reminds us.

“...cannot pretend that volunteers alone can transform Philadelphia public schools.”

Ferman started the UCCP eleven years ago with the objective of leveraging some of the university’s research resources for community purposes. Recruiting a colleague from the Fox School of Business, T.L Hill, the UCCP worked with grass roots and other community based organizations, supplying the research that could aid in their advocacy, program development and/or fundraising activities. Most

of the projects addressed community development issues (e.g. affordable housing, commercial corridor revitalization).

Approximately 7 years ago, the UCCP began working in the area of youth civic engagement, a development that grew out of a collaboration with a colleague at Loyola University of Chicago, Dr. Philip Nyden, who heads the Center for Urban Research and Learning (CURL), around cross city community-driven policy work. It was also inspired by recurring complaints by community leaders: There was a decline in the number of younger leaders to replace them. Nyden and Ferman also noticed that foundations working on youth were interested in their work, so they put together a proposal that blos-

somed into a very good program. The program was called Youth VOICES, and it was created initially with support from the Pew Charitable Trusts. “The idea was that the young participants would engage in research for policy change.”

Catie Cavanaugh, a graduate student in the doctoral program in Urban Education, was recruited to work on this initiative. “I was very impressed by her intelligence and thoughtfulness in my Graduate Seminar,” reflected Ferman. “I asked her to work as a graduate assistant. Beginning on a very small scale, Cavanaugh, who is now the UCCP’s Associate Director for Youth Civic Engagement, developed a program that has caught the attention of intermediaries in the field, local and federal agencies, and major funders, as a highly effective approach to engaging older youth.



Catie Cavanaugh (far right, 2nd row from bottom) and the Summer 2007 VOICES

UCCP continued on page 4

From Bob Aiken, Faculty Senate President

Aiken from page 1

on this foundation and look at new ways in which we can work together as equal partners.

What are some of the challenges that I see for this year? First, the Provost has been charged with preparing an Academic Plan by next Summer—an ambitious timeline to say the least! But it can and will be done. She has asked the Faculty Senate to nominate (at least) 35 of our colleagues to help populate the committees that will work on preparing different pieces of the plans. There will be additional faculty added as it becomes clear exactly what committees need to be established and how many members are required. As one indication of the role of the faculty, I

“...a bottoms up and not top down effort.”

am pleased to report that there will be 10 faculty members on the steering committee. I cannot emphasize enough the support of the President and Provost for this plan to be faculty driven—a bottoms up and not a top down effort. Monthly updates on the progress of this project will be given at our Senate meetings.

Another issue is the eligibility of members of the Faculty Senate. Should we retain our current require-

ment that one must be a tenured or tenure-track (TT) colleague or is it better to expand the opportunity for

“...expand the opportunity for...non-tenured-track (NTT) colleagues”

other members of our community such as non-tenured-track (NTT) colleagues? As you know, a motion was discussed in the Senate and voted on last year. It received strong support (60%) but not the required 2/3 of those voting to pass. A number of you have told us that you would like to re-visit this issue and hopefully get broader participation in both the discussion and voting. The steering committee (FSSC) is currently discussing how best to bring this topic to you in a clear and logical context.

Our Gen Ed program continues to grow and consume more of our time and effort. As you know from *The Faculty Herald* and other sources, Terry Halbert now has several colleagues working with her. However, there is a LOT to do and time is short. While they are filling approximately 2,500 seats with Gen Ed courses this fall, they expect to fill 10,000 when the program goes into full swing next Fall and double

that by the Fall 2009! Big numbers, indeed ... and a critical piece of the education of all our students, so we need to get it right. With Terry, David Watt, and a number of other colleagues working on this we will be proud of the results, but it will require a tremendous amount of time and effort on the parts of a number of you. The Senate will be a forum to help all

“Gen Ed...a critical piece of the education of all our students, so we need to get it right.”

of us better understand and discuss issues as well as a sounding board for new ideas.

Our Senate committees continue to perform yeoman service and are vital to making the faculty an important and visible part of the University. The Committee on Administrative and Trustee Appointments (CATA) has been consulted on several Dean searches as well as having played an active role in providing names for the Provost and Senior Vice-President for Research and Strategic Initiatives search committees. Our newly established Community

Based Learning and Collaboration committee is active in sponsoring brown bag seminars and exploring ways we can share experiences and bring different units to work together. In addition, they, as well as the FSSC, are investigating ways to better publicize all the good work that Temple faculty give in community service. You will be hearing more about this at future Senate meetings as well as in *The Faculty Herald*.

I will end by making a plea! Please attend as many of our faculty senate meetings as you can. We need your voice and participation. We also need your help in working on a number of our committees. The Provost has offered to come to the meetings to share her thoughts and participate

“We need your voice and participation.”

in Q & A sessions. We will be presenting the highlights of the Academic Planning process and other important activities. The Faculty Senate is YOUR voice and we need ALL of you to participate and assist us with the work that needs to be done. This is an exciting time at Temple. I look forward to sharing in it with you. •

New Director of TLC

TLC from page 1

Princeton was to develop programming about identity and diversity in the classroom. Among her other initiatives was a program that linked support for undergraduates with support for faculty. Her “large class initiative” provided academic skills instruction for undergraduates in some of the university’s most challenging large science and quantitative classes, and then teaching consultations for the faculty who taught them. Thus, a workshop on “Problem Solving Skills for Physics 101” became an opportunity to brainstorm with faculty about new teaching approaches as well.

Dr. Barnett’s interest in working at Temple University was sparked when she taught a night class here several years ago on African American literature while on leave from the University of South Carolina (USC) and living in Philadelphia. She was impressed by the diversity of backgrounds—in terms of race and ethnicity, class, age, and life experience—and how much it enriched their study. “The experience underscored what a liberal education can be in a richly diverse environment. So,” she recalls, “when I decided to relocate permanently to Philadelphia and make the next stage of my career here, I kept my eye on the Temple job website. This is where I wanted to be: at a large, diverse, public, urban, institution with a real sense of educational mission.”

Dr. Barnett is particularly suited to understanding the needs of Temple faculty and Teaching Assistants; over the course of her career she has served as a TA, Adjunct, Non-Tenure-Track faculty, and then Tenured faculty. She has balanced classroom teaching with dissertation advising and her own research, and at Princeton she balanced teaching with administrative duties. Therefore, she understands the unique challenges faced by university teachers at various stages of their careers and in their different roles. Her varied experiences will help her develop programming and services that are relevant to the different

“...wants to provide programming to support all faculty teaching...”

roles—and worthy of Temple teachers’ precious time.

She also brings her experience as a professor of African American

studies and her work in diversity and pedagogy programming. She plans to have the TLC do its part to contribute to the efforts of the Office of Multicultural Affairs to promote the retention and success of faculty who are underrepresented in their fields. And she wants to provide programming to support all faculty teaching Temple’s diverse student body. She notes, “This is the most diverse university in the country, and I aim to build a center that enables Temple instructors to make the most of this unique environment. The learning opportunities in this context are enormous.”

Coming into the TLC, Pamela was impressed by the foundation laid by her predecessor, Angela Linse, who built the center and cultivated relationships throughout the university. She also notes that the entire TLC staff has raised the profile of the center by running high quality pedagogy events like the annual new TA orientation and the winter faculty conference. “I feel very fortunate that so many people are interested in what we do, predisposed to want to talk with me.” She hopes to continue the relationships that exist with the center’s current network of great teachers and administrators who are involved or have been involved on the advisory board, in facilitating teaching programs, or speaking at the TLC.

What does she want the TLC to look like in a few years? Her top priority is to develop sustained and substantive opportunities for faculty to reflect on their teaching and their students’ learning, and to do that in communities with other teachers. Expanding upon TLC’s one-time workshops, Barnett intends to experiment with different formats including book groups, teaching discussion circles, short courses, pedagogy certificate programs, and research projects on teaching and learning.

Dr. Barnett is also currently working on a new program that will give instructors the opportunity to visit the classrooms of their colleagues who are doing innovative, interactive teaching in the challenging large-lecture format. The program will pilot this fall, allowing participating instructors to visit classes of their choice from a list, then meet with those professors to talk about the methods they are using, why they use them, and how they impact students’ learning. Ideally, participants will get ideas and have conversations that will enable them to bring some new strategies to their

From the Editor

Gordon from page 1

work of Ferman and her team of educators.

Although teaching is an important part of a public research university, it has unfortunately been misrepresented in ways that have challenged the integrity of expert knowledge in recent times. Often flippant, dismissive attacks on professors as, for example, being politically out of sync with the lay population fail to account for what informed opinions generate. It makes sense, for instance, that as the general population become more informed on issues ranging

“...attacks on professors...fail to account for what informed opinions generate.”

from the wars in the Middle East to the mortgage crisis and global warming, their actual opinions seem to match the initial, informed ones of professors who are specialists on those topics.

The attacks on the university often include demands that students should not be changed by their experience with higher education. Since the word “education” comes from the Latin word *educare*, which means to bring (cf. *educere*, “to bring out”), the expectation that students should not be transformed by their education boils down to expecting universities to offer certification and degrees but not an education.

The harassment of faculty—which includes death threats and smearing campaigns on campuses across the country—has been such that growing numbers of experts are steered away from offering their knowledge in fields that are affecting the lives of all of us. Could one imagine deterring scholars from working in Russian and Soviet Studies during the Cold War? Yet the War on Terror has taken an ugly turn in the attack on faculty in, for example, Middle Eastern Studies, and there are universities in which experts on that region from other disciplines no longer dare speak their minds.

The Faculty Senate, in partnership with the Temple Association of University Professors (TAUP) will be organizing forums in which to develop sensible policies for the free exchange of ideas and a sober understanding of academic responsibility in these tumultuous times. It is important that faculty, from all political persuasions, participate in these colloquia, and it will be crucial for our institutional commitments to take the form of more involvement in university governance. Committees seek new members, and the various assemblies seek our participation.

This issue of *The Herald* also introduces *in memoriam*, where faculty are invited to reflect upon colleagues who have passed on over the years. They have contributed much to Temple, and testaments on their work and commitment will offer important knowledge of our community for subsequent generations.

Finally, I would like to congratulate the faculty in the Fox School of Business who have received the distinguished Musser Award, and faculty all over the university whose accomplishments in scholarship, teaching, and service continue to remind us of the importance of our academic and civic mission. ■

own teaching of large classes. Dr. Barnett cites the importance of consulting with fellow teachers: “It is one thing for me and my staff to extol the benefits, for example, of using the rapid response systems or ‘clickers’ to get students thinking and engaged in a large lecture hall, but it’s another actually to see how a colleague uses them successfully.”

As the center grows and adds staff, it will also offer one-on-one consultation services to instructors, along with classroom observation and feedback. She believes that busy faculty should be able to make an appointment to talk about a teaching issue, whenever the need arises: “The assignment design workshop may not be offered the week that you really need it.” As for classroom observation and feedback, she adds, “I’ve

now seen this process invigorate many people’s teaching. If we do our job well, we help instructors build on their strengths, innovating in ways that fit their teaching goals and personas.” Another top priority moving forward is the Gen-Ed initiative.

“Another top priority moving forward is the Gen-Ed initiative.”

She believes the TLC needs to stand by faculty as they design and pilot innovative new courses, and then as they assess and consider how to improve them year to year.

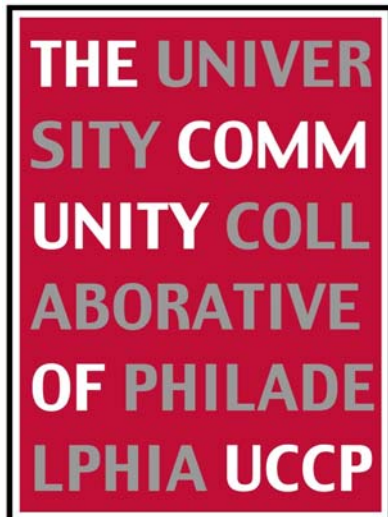
Her longer-term goals include expanding TLC programming for

TLC continued on page 4

Scholarship in Service of Community Enrichment

UCCP from page 2

"The mission of VOICES is to empower young people to use their voice individually and collectively for positive social change," explains Ferman. Through project-based learning, VOICES' participants are provided with unique opportuni-

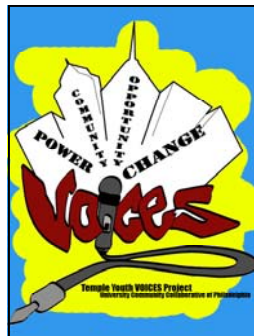


ties to become engaged in issues that are relevant to their lives; develop essential leadership skills, including critical thinking, problem posing, communication and presentation; and, form connections to other youth throughout the city, their own communities, mentors, and the university itself. The idea is to provide young people with the skills necessary for navigating larger systems of decision-making. "Young people tend to think of community issues as personal problems instead of as policy or system problems. When they see a dirty street, they might say, 'My neighbor is a slob,' not 'The city of Philadelphia picks up trash differently in one neighborhood than in another. We try to get them to understand that power is not an individual but a collective attribute.'" Program participants have addressed issues such as

educational quality, college access, peer pressure, environmental racism, homelessness, and violence and safety.

Since 2001, the UCCP has directly served over 500 youth and, through workshops and community events, reached out to another 2500 youth, family members and community residents. Participants in the VOICES Program range from ages thirteen to twenty two. Older youth, who have been through VOICES, along with Temple students, are eligible to participate in the recently formed (Summer 2006) Leadership Development Institute, six weeks of intensive training about youth development, youth organizing, media as a tool for social change, and action-oriented research. Successful graduates are invited to become part of the Leaders' Corps, the group responsible for implementing the VOICES curriculum, for working on special projects and campaigns, and for engaging in community outreach and education efforts.

"There is a huge professional development piece for Temple students as well," says Ferman. "One



Temple Youth VOICES



Students exploring a local political issue

of the most gratifying things to me, aside from the civic engagement component, is that as a faculty member I get to see Temple students in a different light. I get to see a whole other side of them that is very rewarding. I can't say with 100% certainty that we have changed their way of thinking, but I can say that a host of them have gone into nonprofit organizations and public policy work."

As evidence of the program's quality, the UCCP recently received a William Penn Grant (\$545,000) to expand the VOICES model to a city-wide level by helping other organizations incorporate its key principles for authentic youth leadership development. The UCCP relies entirely on external funding. Ferman has raised close to 4 million dollars in the past ten years to support the program, but she argues that institutional support should be developed for this and similar programs, such as Professor Eli Goldblatt's community literacy initiatives and the community-based art program run by Pepon Osorio and Billy Yalowitz, among others.

The expansion of VOICES is welcomed by Ferman, who regards it as an important civic dimension of her colleagues and her work at Temple. "We try to fulfill the mission of being a public urban institution with a real commitment to the Philadelphia community and as a place that provides access to higher education for working-class kids," says

Ferman, who went to Queens College, a similar public institution, for her undergraduate degree. ■

New Director of TLC

TLC from page 3

TAs. One exciting initiative would implement a pedagogy certificate program, through which Temple will gain more recognition for producing excellent scholar-teachers. In addition to participating in TLC programming and getting classroom observation and feedback, certificate seekers would get support creating materials that are often expected on the academic job market: statements of teaching philosophy, well-designed course syllabi, and other elements of a teaching portfolio.

Prior to moving into an administrative role, Dr. Barnett received awards for teaching excellence. When asked why she decided to shift to administration, she replied that after having finished her book and knowing that her tenure was secure, she had more time to reflect on what she most loved about her career and what she wanted to do next. She recalls, "I always wanted to be a teacher; when I was young, I even had a play schoolhouse on my back porch where I somehow convinced neighborhood kids to come study globes and draw letters. And it turned out I was well suited to getting things done, in collaboration with other people."

For instance, she chaired a committee to revise USC's African American Studies curriculum and enthusiastically embraced the challenge of thinking about what the students needed to learn and how the curriculum could be

designed to get them there. This experience convinced her that departmental service, and then a position of greater administrative responsibility, would be a good way to make a difference using her interests and skills. Adding to this a desire for urban life, and the ability to choose where she lived, solidified her decision to move to Philadelphia and work in administration. "I am motivated knowing that my work can affect more students; I will continue to teach, and by supporting all of the university's instructors, my work as an educator extends beyond my own classrooms."

Since taking the job here and relieved of her grueling commute to Princeton, Dr. Barnett is finding more time to become involved in the community. She would like to go back to some work she was doing with the Center for Literacy's adult high school diploma program before she started her commuting life. Another thing for which she now has time, she happily adds, is gardening: "When I got the job at Temple, one of the first things I did was get a plot in my community garden. I now actually have time to water it before or after work since I don't have to commute 110 miles a day." As for her colleagues at Temple, we are thankful that Pamela Barnett has planted roots, quite literally, in our neighborhood, and we look forward to the contributions she will make to this center and to the Temple University community. ■

The Temple Faculty Herald now has a section in which faculty are invited to send in reflections on colleagues who have passed on in recent years. It is our hope that these thoughts will offer an important testament of contributions by those who can no longer speak for themselves. The following memorial appears by permission of Jewish Studies Newsletter at Temple University.

In Memory of Murray Friedman



Murray Friedman

By Lewis R. Gordon (CLA)
Faculty Herald Editor

I met Murray Friedman in the fall of 2004, when I began teaching at Temple. We were at a dinner celebration at the end of a symposium organized by Judaic Studies. I was seated next to him.

He baited me into a conversation on racism and his list of favorite and despised scholars in African American Studies, and a heated discussion followed.

Readers of this newsletter are no doubt already familiar with what happens when two Jewish men argue with each other for a couple of hours.

Murray invited me for breakfast at his place, and our conversation continued. We thought we would meet for about an hour, but the range of ideas we explored and the joy of each other's company meant breakfast heading into lunch as three hours passed by.

Murray spoke of his doctoral thesis at Columbia University and his subsequent Civil Rights activist work in Virginia. He spoke of the death threats he suffered during those times and of the hopes that brought him to Philadelphia. He spoke of strategies of getting rid of the glass ceiling on Jews in various institutions, and he brought up various intellectual influences that led to his transition from liberalism to conservatism and eventually neoconservatism.

There was always a subtle smile on Murray's

**"...always a subtle smile on
Murray's face..."**

face whenever I spent time with him, which suggested a genuine struggle with representation and misrepresentation. A mutual friend once described Murray to me this way: "He is really a moderate conservative, but there is no room for such people these days. In the end, he's one of the good guys."

Murray was very curious about the plight of

Afro-Jews. He exercised wonderful humility as a historian by the genuine excitement he expressed at an opportunity to go beyond the reductive (Christian) blacks versus (white) Jews model that dominates interracial discussions of antiblack racism and anti-Semitism. How do Afro-Jews relate to these questions?

I spoke of my own background, which is the fruit of the meeting in Jamaica of Irish Sephardic Jews and Mizrahi Jews from Jerusalem. Given Murray's olive-skinned complexion and dark curly hair, I remarked at how silly it was that we live in a world that pressures me to see him as more white than as a descendant of people from North Africa and the Middle East. I know black people who look whiter than many "white" Jews. And the difference in appearance between many Afro-Jews and European Jews is at times absent.

Murray and I also spoke of the importance of order, peace, and security in any society. My response, which included the importance of older generations taking responsibility for the guidance of younger populations into maturity, brought on one of those moments in which Murray sat back and offered a delicious smile of triumph: He called me a conservative.

My response was that I do not see how any intelligent person could have a monopolitical view of the world, that people are more complicated than the unfortunate efforts to close off

**"I do not see how any
intelligent person could have a
monopolitical view of the
world..."**

free thinking and dissent in our society demand. There were many issues on which Murray and I disagreed, but we found much more on which we had common ground beneath those issues. For Murray and me, it was not only our concerns about the lives and future of Jewish and African descended peoples but also our understanding of the importance of developing a livable social world. Are we building a world in which our children and their children and subsequent generations can live with dignity and respect?

Murray and I were making plans of how to work together over the next several years. He was concerned about his retirement, but he was clearly planning not to be out of the story of struggles for things that mattered most to him. We spoke of linking the Feinstein Center for American Jewish Life with the Center for Afro-Jewish Studies.

The Center for Afro-Jewish Studies (CAJS) is a research center that I co-founded with my colleagues in Judaic Studies at Temple University. It is a research unit devoted to developing research on the study of Afro-Jews. This work involves the history of such Jews in the United

States and across the globe. It also involves exploring the theoretical issues involved in studying such communities.

The CAJS is not involved in the project of defining Jews and Judaism. We have found that to be a very unproductive direction in which to take our research. (I have yet to find a Jewish community—even in Israel—with complete agreement on this question.) Our empirical work focuses, instead, on Jewish-identified communities. A major problem in Afro-Jewish studies is how little is actually known about Afro-Jews and many other communities that could be characterized as "Jews of color," an expression I do not like because of the white normativity of Jews it presumes. In my own research and travels, I have encountered varieties of Jewish communities on every continent save Antarctica.

By enabling Jewish identified communities to tell their stories and making them available to the scholarly community, we aim to offer the necessary empirical data from which experts and lay-persons could learn much. As well, a better understanding of how various Jewish communities have come to be understood as they are today could provide a better understanding of the expression *the Jewish people*.

What would we learn about Jewish history if we were to study the many Jewish communities that settled along trade routes across the African continent? What might we learn when the ancient and Medieval textual commentaries on Judaism in Somalia and Ethiopia are translated? How might we understand New World Judaism when we look more closely at the many lines of Jews who migrated to the Caribbean and Latin America? How unique are the various African-American Jewish communities? And how should we understand the many descendants of mixed marriages between European Jews and various African-American (including Afro-Jewish) communities? What does all this mean in the U.S., where there continues to be a debate on the religiosity of Judaism and the challenges posed by born Jews? Could we be living in a society in which the goal is to cultivate, as odd as this might sound, a Judaism without Semites?

An empirical question that is always asked immediately after the realization that there are black Jews is—How many are there? The truth is that nobody knows. One of our goals at the CAJS is to bring rigor to efforts to answer this question. We have begun small. Beginning with the Philadelphia Afro-Jewish communities, one could learn much as demographic work expands to Afro-Jewish communities in the Americas and world-wide.

We will be exploring some of these issues in the conference *Jews and Race*, organized by my colleagues Laura Levitt (Director of Judaic Studies) and Michael Alexander (Director of the Feinstein Center and Murray Friedman Professor of American Jewish History), which will take place on November 5, 2007, on the 10th Floor of Gladfelter Hall at Temple University's main campus.

In my research on Afro-Jews, I have also noticed

Fox Faculty to Receive Distinguished Musser Award

The Musser Award for Excellence in Leadership honors outstanding achievement and service by a distinguished member of the business community.

It is the highest honor Temple University's Fox School affords and recognizes the ideal of leadership as exceptional individual accomplishments that also benefit the larger community.

It promotes the ethic, personified by the Award's inaugural recipient Warren V. (Pete) Musser, that exceptional achievement by those seeking business success and exceptional effort on behalf of the community are compatible, mutually supportive goals.

Pete Musser has combined entrepreneurial spirit with a collaborative style based on investment in people and creative ideas. As founder of Safeguard Scientifics, Inc. in 1953 and as its leader for nearly four decades, he formed numerous technology-oriented companies that helped create the Greater Philadelphia region's reputation for technological innovation.

He has supported and led many community and charitable causes, including the Safeguard Scientifics Center for Economic Education at Temple. The Center brings business, economic and entrepreneurial education to K-12 teachers and students throughout the region and the state.

In addition to community leaders, the following faculty will be honored at the 11th annual dinner in celebration of the recipients, which will be held on November 15, 2007, at 5:30 PM till 9:00 PM in the Great Court at Mitten Hall:



Teaching: John R. Deckop, Fox School associate professor of human resource management, is an award-winning and dedicated teacher, who has been teaching human resource management and ethics for more than 20 years.



Research: Steven Balsam, Fox School professor of accounting and Merves Research Fellow, has published many research articles in prestigious academic journals, such as *The Accounting Review* and *Contemporary Accounting Research* and he wrote the only book to combine practice and theory, "An Introduction to Executive Compensation."



Faculty service: John G. Soss, finance lecturer and director of Fox's Financial Engineering program (MSFE), conceptualized, planned and implemented the Fox School's new Master's in Financial Engineering (MSFE) program, with an inaugural class of 25 MSFE scholars.

For more information on this year's winners, please consult the following URL:

http://www.temple.edu/newsroom/2007_2008/10/stories/musser.htm

These faculty members and their colleagues at The Fox School of Business and the rest of us at Temple have much to celebrate this year as the following announcement of the school's ranking attests:

http://www.temple.edu/newsroom/2007_2008/10/stories/multipleranks.htm

Congratulations!

The November 2 Dissent in America Teach In

ACADEMIC FREEDOM FOR ALL: FACT OF FICTION?

Friday, November 2nd, 3:30 PM

Gladfelter 914 (Weigley Room)

An unfettered exchange of ideas is vital to learning and democracy. That is why academic freedom for all faculty members—including those without tenure—must be protected.



Jane Evans, Chair, Art History
Joan Wallach Scott, Institute for Advanced Study, Princeton
Art Hochner, President of TAUP
Linn Washington, Journalism
Ralph Young, History
Carol Jenkins, adjunct, Political Science
Maureen Whitsett, senior History major

All are invited to a reception following the forum

Sponsored by the AFT, TAUP, the Department of History, the Faculty Senate Lectures and Forums Committee & endorsed by Faculty Senate Steering Committee

An activity of Campus Equity Week

In Memory of Murray Friedman

Friedman from page 5

a phenomenon with which I should like to close. Afro-Jews are often expected to be "authentic," which in the context of racial discourse means being without white influence. What this does, however, is to create a situation in which Afro-Jews who do not live in segregated environments, and who do not attend homogenous synagogues or related institutions, become invisible. A mixed synagogue is simply called a synagogue. The appearance of Afro-Jews, Latino Jews, East Asian Jews, and the many variety of Jews in synagogues and other Jewish institutions would be a step forward in the effort to articulate a more accurate portrait of Jewish people. I think the joy Murray expressed in our meeting reflected this kind of hope. He was not only concerned with the travails that plague Jewish peoples but also with bringing Jewish people together. I think that is what the mutual friend was trying to tell me.

Murray died too soon. I say this not only because of the important work he planned to do. I say this, in a selfish way, because he was also my friend, and when someone has become such, even a long stretch of time would be too short. ■

To learn more about Dr. Murray Friedman's contributions to Temple University, Philadelphia, and the nation, please click on the following URL: http://www.temple.edu/temple_times/5-26-05/memorial.html

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