

TEMPLE TIMES

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HONORING EXCELLENCE

Top Temple faculty receive awards for teaching, scholarship and service

Temple University will again pay tribute to top faculty at the annual Faculty Awards Luncheon, held this year on April 28 in Mitten Hall's Great Court.

Each year, faculty, students and alumni submit nominations for award recipients to the president and provost. Honors are given for teaching, research and the creative arts through several awards: the Great Teacher Award, the Christian R. and Mary F. Lindback Award for Distinguished Teaching, the

Provost's Award for Innovative Teaching in General Education and the Research and Creative Achievement awards.

The Great Teacher Award, which recognizes excellence in both scholarship and teaching, will be awarded this year to Brian A. Goldstein, associate professor of communication sciences and disorders; and Joan Poliner Shapiro, professor of educational administration.

The Lindback Award is given to those who demonstrate command of their subject and an ability to relate their specialty to other subjects. Six professors will receive the honor this year: Dwight N. Carey, assistant professor of general and strategic management; Daniel Dallman, professor of graphic arts and design; Jan Fernback, associate professor of broadcasting, telecommunications and mass media; Jennifer K. Ibrahim, assistant professor of public health; Robin Kolodny, associate professor of political science; and Iyad Obeid, assistant professor of electrical and computer engineering.

The Provost's Award for Innovative Teaching in General Education recognizes faculty members who demonstrate excellence in GenEd course development and teaching. This year, the award will go to Steven Kreinberg, associate professor of music studies; Terry Rey, associate professor of religion; and Thomas Wright, assistant professor of strategic communication.

The three research and creative arts awards will be given to Keith Latham, professor of biochemistry (Faculty Research Award); Warren Bass, professor of media arts (Creative Achievement Award); and Scott Burris, professor of law (Paul W. Eberman Faculty Research Award).

Recipients are selected by a committee that evaluates nominees based on letters from faculty members, students and alumni; course evaluations; peer reviews; seminar presentations; and other work. To view additional awards content, visit www.temple.edu/newsroom/facultyawards11.

Students stand with Temple at Harrisburg Cherry and White Day

By Andrew McGinley
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As the semester winds down, students continue to advocate for Temple to ensure fair funding for higher education in Pennsylvania during the next fiscal year. Led by Temple Student Government, dozens of Temple students traveled to Harrisburg on Tuesday, April 26, to meet with members of the State General Assembly in an advocacy event dubbed Cherry and White Day.

After meeting at Temple University Harrisburg for welcoming remarks from Government, Community and Public Affairs Senior Vice President Kenneth E. Lawrence Jr., the student-advocates formed small groups and walked the halls of the Capitol, visiting the office of each of Pennsylvania's 253 General Assembly members. Each

team of students was given a list of 12-13 offices to visit.

"We wanted to put a face to the issue," said Alex W. McNeil, a junior social work major. "As students and citizens of the Commonwealth, we wanted to make sure that our leaders knew that cuts in higher education funding affect people, not just institutions. Today we had a chance to talk about our Temple experience with the people who will ultimately decide how much funding our school gets."

Students met with elected officials when they were available, discussing the opportunities that the Commonwealth's support allows for Temple students, and how they're using their Temple education to make a difference in Philadelphia and Pennsylvania. "I had a chance to tell them that I grew up in Pennsylvania and made a conscious choice to stay close to home for college; that I want

to return to my hometown to raise my family; and how Temple, with state-support, will allow me to fulfill my dream," said Colin Saltry, a junior economics major and Temple Student Government president.

When government officials were unavailable, students left letters and notes discussing the importance of keeping higher education affordable, and Temple's contributions to the well being of Pennsylvania.

"Higher education funding is not about numbers — it's about people," said State Rep. Mike Vereb, of Pennsylvania's 150th District. "It's about the students and the families that make up these institutions, and that is why it's so important that you be here, meeting with elected officials and letting them know how much you care about Temple and your education."



Temple students approach the Pennsylvania State Capitol in Harrisburg during Cherry and White Day, a student-organized advocacy event. Teams of student-advocates visited the office of each of Pennsylvania's 253 General Assembly members to discuss their Temple

Harrisburg continued on 2

NewsBriefs

DiSesa named Health System COO

Verdi J. DiSesa has been appointed vice dean for clinical affairs at the Temple University School of Medicine and chief operating officer of Temple University Health System.

Reporting directly to Health System CEO Larry R. Kaiser, DiSesa will be responsible for overseeing the strategic direction of quality, safe and cost-effective clinical services.

DiSesa served recently as chair of the department of surgery and surgeon-in-chief for University Hospital, Dubai Health Care City and Harvard Medical School Dubai Center, in Dubai, United Arab Emirates. He has also served faculty and clinical appointments at major teaching hospitals, including Brigham and Women's Hospital, in Boston; the Hospital of the University of Pennsylvania; Rush Heart Institute, in Chicago; and Johns Hopkins Hospital, in Baltimore.

Temple launches mobile app for smartphones

Temple Computer Services has announced the launch of TUmobile, a new application providing smartphone access to Temple services and information.

After installing the TUmobile app, users can use the device to locate campus buildings, browse the library catalog, follow the latest Temple news and check athletics scores.

Future functionality will allow students to access their class schedules and other related academic information, take a campus tour and track the location of campus shuttle buses.

TUmobile is currently available for Android and Apple Phone (iOS) devices. A BlackBerry version will be added soon. To download the app, visit tumobile.temple.edu.

Direct deposit of financial aid refunds available

Students' financial aid refunds can now be obtained faster, safer and greener through Temple Electronic Direct Deposit (TEDD).

The new program, developed in conjunction with PNC Bank, allows students to enroll through TUportal and select the direct deposit option. With direct deposit, students can receive their refunds within two to three business days, depending on where they have their checking or savings account.

Students already enrolled for direct deposit through OWLnet will have their information converted to TEDD. For more information, visit www.temple.edu/bursar.

Temple students show fifth graders the benefits of hard work

By Renee Cree
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Making new friends is a well-known part of the college experience. But athletic training students in the College of Health Professions and Social Work have intentionally expanded their social circle beyond Temple, buddying up with students from the fifth grade class from Camden N.J.'s Lanning Square Elementary School.

The athletic training students began the academic year writing letters to the children at Lanning Square to introduce themselves and get to know who their new pen pals were and what they were interested in.

After trading letters, the Temple students went to the school in Camden for a Christmas celebration with gifts, games and healthy foods. And in February, the Temple students sent their new friends Valentine's Day cards.

Earlier this month, it was the Lanning Square students' turn to visit their Temple friends, as they came to Pearson Hall for a day of fun and learning. The kids learned a dance routine from performer Peter Sabasino, from the Fox TV show "So You Think You Can Dance;" learned about their bones by assembling a skeleton; had a healthy lunch provided by the Fresh Grocer; challenged their new friends to a game of "Are You Smarter than a Fifth Grader?" and played high-energy games like Ultimate Frisbee, tag and jump rope. They also learned about becoming an athletic trainer from Temple alumni Ramon Cintrón and Malvin Carrion.

"It's fun to make a fuss over the kids, to show them how unique and special they are," said B.J. Carolan, a junior in



Lindsey Reichard, right, a junior in the athletic training program, explains the human skeleton to a group of fifth graders from Lanning Square Elementary School in Camden, N.J. The group recently visited Temple as part of a program to instill an interest in athletic training among underrepresented groups.

the Kinesiology Department. "I think putting the spotlight on them like this can help lift their self-esteem and make them feel good about themselves."

The project was the idea of Dani Moffit, director of the Athletic Training Education program, and Jamie Mansell, clinical coordinator of the program, in the Department of Kinesiology. They received a grant from the Ethnic Diversity Advisory Committee of the National Athletic Trainers' Association and felt Temple's

program was in a unique position to give back to the community.

"There is a much greater need for diversity in the athletic training field," said Moffit. "Only about 14 percent of trainers in the field are classified as a minority. But among the athletic training students at Temple, that number hovers closer to about 50 percent."

Moffit and Mansell hope that the project will help the industry reflect more diversity in the future,

by instilling an interest in athletic training among under-represented students. The student body of Lanning Square is almost 98 percent African-American or Latino.

"I think we're all concerned about how the younger generation is getting its education," said Lindsey Reichard, a junior in the athletic training program. "And we wanted to show that going to school is important, and that if you do well, there's a good future in it." u

Harrisburg

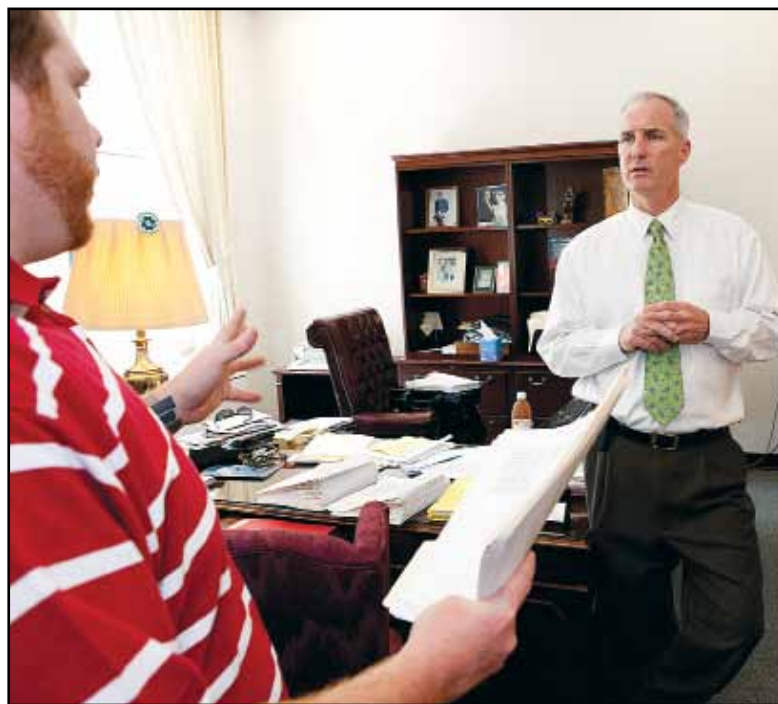
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Cherry and White Day is the latest effort in a full semester of advocacy by Temple students that began in December when student leaders from Temple, Penn State, Pitt and Lincoln universities met on Main Campus to form the Pennsylvania Association of State-related Students (PASS). PASS then organized the Rally for Higher Education on the steps of the Capitol in February, as well as a number of on-campus and local rallies across the state.

"We've been so impressed with the energy and passion Temple Student Government and our students bring to Temple's advocacy efforts," said Lawrence. "Together we've made a lot of progress, and I am glad to know that students will remain engaged until a fair appropriation has been secured."

The Pennsylvania Constitution requires that the Commonwealth's budget be completed by the end of June.

The Temple Advocates Legislative Outreach Network (TALON) has



Senior Political Science major Alex McNeil, left, discusses highlights of his Temple experience with State Representative Thomas Murt at the Pennsylvania State Capitol in Harrisburg during the April 26 Cherry and White Day event.

been spearheading university efforts to communicate the importance of Temple to Pennsylvania's elected officials. So far, Temple faculty, staff, students, alumni and other

friends have sent 4,400 letters urging state legislators to support a fair appropriation for Temple. To join TALON in advocating for Temple, visit www.temple.edu/government. u

IMPACT

Last year, Temple faculty conducted more than \$97 million in research projects, discovering innovative ways to improve the lives of all Pennsylvanians.



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Great Teacher Awards

Fighting for ethical leadership and preparing ethical leaders

By Eryn Jelesiewicz
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Bullying. Cheating. Discrimination. The magnitude of the dilemmas educational leaders must be prepared to face is daunting. But under the guidance of Professor Joan Poliner Shapiro, Temple educational administration students methodically prepare to take on these challenges and many others they will face as educational leaders.

Shapiro pushes her students to think deeply about such topics, examining each detail-by-detail so that as leaders they are prepared and empowered to make ethical decisions throughout their careers.

It's a charge she sees as crucial to her mission of helping students become "thoughtful, wise and moral practitioners who can address the difficult issues needed to move education and society forward both democratically and ethically."

And, as befitting a great teacher, she does it in a way that's profoundly meaningful for her students: she uses paradoxes and conflicts that mirror the real world. Since many of her students are already practitioners and administrators, she asks them to share authentic cases from the schools and universities where they work.

"I love listening to my students. They bring in fascinating cases, each one new and insightful," said Shapiro, professor of educational administration in the College of Education and winner of a 2011 Great Teacher Award. "I look to them to determine where the class is going and as a result, our discussions are very different each year."

Students thrive in the classroom environment that Shapiro creates and gratefully recall what they learned from her years later.

"When students enter Dr. Shapiro's classroom, they are warmly welcomed by a vibrant learning community that challenges them to examine themselves, share opinions and explore alternate considerations and perspectives," said one former student who now supervises her school's special education programs. "Having (Shapiro) as an instructor has changed the lens (through) which I view my work and the world. As I encounter challenging situations, whether professional or personal, I often rely on the skills that Dr. Shapiro taught me to find a resolution."

Shapiro works primarily with graduate students who are or wish to become educational leaders — assistant principals, principals, superintendents and higher education administrators. A former schoolteacher herself, Shapiro has made a lifelong study of the complicated ethical dilemmas that arise in schools and postsecondary institutions every day.

Her quest for ethical leadership in education began when her own career plans were derailed by gender bias in the late 1960s. Upon completing her doctorate at the University of Pennsylvania, she had



Ryan S. Brandenberg

difficulty obtaining a position as an assistant principal. Perplexed, she approached a female professor at Penn.

"She told me that as a woman, I would not be able to break through," said Shapiro. "This influenced me profoundly, and as a result, I took a position in Women's Studies. I'd never fully comprehended why women were

not allowed into the system. Consequently, it made me think, 'I need to learn something about gender and understand the education system better.'"

At Penn, Shapiro worked in programs focused on developing leadership skills in women and undergraduates. She also taught her first ethics course there. In the late 1980s, she joined Temple's College of Education faculty, helping to revise the educational administration program's doctoral curriculum and developing several core courses.

Throughout her career, Shapiro has deftly blended her scholarship with her teaching to the great benefit of her students, many of whom collaborate with her to publish and present their work professionally for the first time. For the third edition of her co-authored best-selling book, *Ethical Leadership and Decision Making in Education*, for example, Shapiro's students were invited to write case studies.

But it is Shapiro's personal qualities, namely kindness and passion, that are perhaps most appreciated by her students.

"Student feedback reveals that Joan is an extremely engaging, enthusiastic and nurturing instructor," said James Earl Davis, interim dean of the College of Education. "Her fascination and passion for topics in gender studies and ethical leadership are both evident and infectious when she teaches."

"Her passion for the content was what most contributed to my learning," echoed a student.

The Great Teacher Award is not the first time Shapiro has been honored for her teaching. In 2008, she received the Lindback Award for Distinguished Teaching, and she has also been honored by Temple's College of Education and the University Council for Educational Administration.

Shapiro — co-founder, with Steven Jay Gross, of the New DEEL (Democratic Ethical Educational Leadership) — is a graduate of Simmons College with a Bachelor of Science degree in history and education. She earned her master's (social sciences) and doctoral (educational administration) degrees from the University of Pennsylvania and completed post-doctoral work at the University of London's Institute of Education. She has co-authored six books and written more than 50 journal articles and chapters in edited books. Currently, she is vice president of Temple's Faculty Senate. u



Joseph V. Labolito

Goldstein's zeal for teaching inspires future researchers

By Renee Cree
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"I'm off to teach."

For the past five years, those have been Brian Goldstein's parting words to his staff as he takes off his administrator's cap as the chair of the Department of Communication Sciences and Disorders and leaves the office to fulfill his role as associate professor.

"I love every aspect of teaching," said Goldstein. "I love interacting with students. I love to show students the passion and interests that I have in my field of study and my specific area of research. I love the feedback that students provide me in terms of both my passion for the coursework and also the knowledge that we are both acquiring at the same time."

And his students respond in kind. Vanessa Gonzales, a former student of Goldstein's and now a speech-language pathologist living in Germany, called him "the kind of educator who inspires students to learn."

Other students consistently praise his enthusiasm and expertise in the material he teaches in his undergraduate and graduate-level courses. "Dr. Goldstein has a remarkable ability to understand his students' needs and design instruction that provides a scaffold for student development from theory to clinical practice," said Sarah Boser, one of Goldstein's current students.

A zeal for teaching, a firm grasp of the material he teaches and his ability to adapt to the needs of his students are what make Goldstein a 2011 Great Teacher Award winner.

Goldstein's Temple connections have long and winding roots. After receiving a Bachelor of Arts degree in linguistics from Brandeis University in 1986, he received his Master of Arts in speech-language-hearing from Temple in 1988. After leaving for a position at Massachusetts General Hospital, he returned to Temple to receive his doctorate in speech-language-hearing in 1993. After taking a position at St. Louis University for four years, he again returned to Temple as an assistant professor in 1997.

Goldstein, who became department chair in 2005 and won a Lindback award for distinguished teaching that same year, has said that serving as an administrator has only

increased his passion for teaching.

A fellow of the American Speech-Language-Hearing Association, Goldstein does not limit his teaching to the classroom; he says it's vitally important to discuss what happens in the research laboratory as well, with all levels of students.

"My students are largely consumers of research, so I try to get them to read journals and original research, and respond to it in application papers so they can make the link between theory and research and their own clinical practice," he said.

Goldstein's body of work focuses on speech development and disorders in young bilingual children. He has published more than 50 peer-reviewed papers, books and book chapters, and currently serves on the editorial board of *Clinical Linguistics and Phonetics* and as an editorial consultant for the *American Journal of Speech-Language Pathology and Language, Speech, and Hearing Services in Schools*. His interest in research often spills over into his academic life.

"I've spent a lot of time in direct research mentoring at the undergraduate, masters, doctoral and post doc fellow levels," he said. "So in that vein, much of what I teach relates to how to do research projects — how to pare down a huge idea into one that's manageable, and then how to transform that idea into a doctoral dissertation or a published journal article. It's an ongoing process, and I'm still engaged with former students to help mentor their research."

"Brian is dedicated to creating researchers and practitioners who are not followers, but leaders," said Jenny Lange, a former student and speech-language pathologist in Elkins Park, Pa. "He can somehow be your best buddy and your most highly respected model of excellence in the field, all at once."

Despite all his other endeavors, from research to mentoring to lecturing at conferences and campuses around the world, Goldstein maintains that his saving grace has always been teaching.

"I think about nothing else except the interaction that I'm having with students during the time in the classroom," he said. "I greatly value the kind of focus I can have with teaching — it's something that I can't seem to find anywhere else in my work week." u

BRIAN GOLDSTEIN
COLLEGE OF HEALTH PROFESSIONS AND SOCIAL WORK

JOAN POLINER SHAPIRO
COLLEGE OF EDUCATION

— Lindback Award for Distinguished Teaching —

For Ibrahim, listening is key to ‘learning from the learner’

By Anna Nguyen
For the *Temple Times*

Listening to Jennifer Ibrahim passionately talk about the ins and outs of health policy, it's easy to understand why her students are fired up to tackle issues like tobacco control and food safety laws.

“Policy isn't just about passing a law. We look at how it's being developed, implemented and how we can evaluate it,” said Ibrahim, an assistant professor of public health in the College of Health Professions and Social Work and Beasley School of Law, and associate director of the Public Health Law Research Program at the Beasley School of Law.

“[Class] is not a passive sport where you just sit and listen. Debates and discussions help me check to see where my students are with regard to the materials and how I can tailor it to their needs,” she said.

For her unwavering commitment to improving her students' experience at Temple, Ibrahim has earned the Lindback Award for Distinguished Teaching.

“Her enthusiasm is contagious in the classroom,” said Christen Rexing, a doctoral candidate in the university's public health department. “She really cares about what she's teaching. She's definitely inspired the professor that I want to become.”

Rexing, a research assistant for Ibrahim for five years, said Ibrahim let her help create an undergraduate course in health policy after she expressed interest in gaining more teaching experience. “You don't always get an opportunity like that. She goes above and beyond for her students,” she said.

As a professor, advisor and mentor, Ibrahim believes in listening to her students in a continuous effort to “learn from the learner.”

“The teaching experience isn't about me, it's about them learning,” she said. “I'm constantly learning from my students. It's also a great way for them to feel they're contributing to the class. I don't take the ‘I know more than you' approach. I will never have all the answers ... That's why I'm always open to students bringing new experiences and perspectives.”

For students, that means Ibrahim takes the time to find out more about their interests as she draws on examples from her own research in courses such as “Research Methods.”

“She's an impressive researcher and



Joseph V. Labolito

dedicated teacher, and makes herself approachable to her students,” said Evan D. Anderson, a doctoral candidate in the university's Public Health Department

and senior legal fellow at Public Health Law Research. “I feel I can be a better consumer of research and apply these skills in my own work.”

Outside of the classroom, Ibrahim led the way in forming Temple's chapter of Delta Omega, an honor society for public health graduate students, and a graduate student council that gives public health graduate students a more formal way to voice any concerns.

She also has revamped and created public health policy courses, developed a joint master of public health and juris doctor degree, and is working on a health policy concentration within the existing MPH program.

“It's my responsibility and privilege to give my students all that I can offer,” said Ibrahim. “Regardless of the specific content, I hope my students walk out of the classroom with a love for learning. That would make me feel like I've done a good job.”

Active studio inspires printmaking professor's classroom approach

By Jazmyn Burton
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Although technology has changed since Daniel Dallmann began teaching printmaking, painting and drawing at Tyler in 1969, there are some basic elements of artistry that have become fundamental to his teaching philosophy.

“I have always viewed teaching as something far more important than simply passing on the fundamentals of craft and technique,” Dallmann said. “I believe the real subjects that I teach are creativity, critical and visual thinking and emotional involvement and enthusiasm.”

During studio classes, Dallmann works to encourage students to allow the possibilities of their creativity to take shape. Through interaction with his students and a constant exchange of ideas, he tries to teach students to hone their artistic abilities.

“Professor Dallmann works to instill a passion for art in students and generates great excitement through the courses he teaches,” said former student Karen Oremus, chair of the Department of Art and Design at Zayed University, in the United Emirates. “The importance of maintaining a fresh approach and attitude towards teaching a creative work was his constant concern.”

In addition to conventional

methods of printmaking, Tyler's new printmaking studio — which Dallmann helped design — gives students access to more modern tools of the trade. Located on Tyler's third floor, the large studio space is equipped with state-of-the-art printers and computers.

“A student can work on an antique printing press, which hasn't changed for centuries, while using a computer programmed to transmit digital images and designs from artists around the world,” said Dallmann.

Dallmann's teaching is complemented by his belief that the most important tool for the effective art professor is to maintain an active studio practice. During his tenure at Temple, he has continued to exhibit his paintings in art galleries in New

York and Philadelphia. His latest collection of self-images reflect his personal exploration of his various identities.

“For 40 years I have been looking outward at the world to find the subjects for my art as well as a way to satisfy the desire for self expression,” he said. “Recently I began a series of paintings that turned that idea inside-out.”

“Not a novel idea by any means, but I found that by subverting the outward gaze with a mirror, it returns to provide me with the means to look inward, past likeness, to find diverse manifestations of myself.”

DANIEL DALLMANN
TYLER SCHOOL OF ART



Joseph V. Labolito



Joseph V. Labolito

Competitive spirit, experience drive Carey's success as a teacher

By Brandon Lausch
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At age 22 and only a month out of college, Dwight Carey started his first business — a driving school — with \$250 and a Nash Rambler. In three years, the company became the largest of its kind in the country.

At 27, Carey sold his business, started a consulting firm and partnered with Sears Roebuck to build another driving school. Two years later, that venture outperformed his first.

“Kiddingly, I say I don't mind competing against other people, but when I have to compete against myself, I have to try even harder,” he said.

When Carey walks into a classroom at Temple's Fox School of Business or College of Engineering, he carries with him a spirit of competition, self-discipline and a 47-year history of entrepreneurship in almost every industry.

He also carries a lot of paper.

Carey, a recipient of a 2011 Lindback Award for Distinguished Teaching, meticulously reads and comments on each assignment turned in to him, ranging from business plans to PowerPoint printouts. He also includes rhetorical statements to encourage deeper thinking. “Would

you have acted like the CEO did?” “How would you have handled that HR situation?”

“I love being in the classroom, but it's a lot of work and a lot of preparation,” said Carey, an instructor of strategic management who joined Temple's faculty in 2006. “Marking, grading and writing on papers, to me, is an intellectual conversation with your student.”

That isn't the half of it. Carey introduces himself to students two weeks before the semester with an 18-question survey, course syllabus and description, and a welcoming letter with their first case study. During the semester, student teams typically analyze and present information from 16 case studies. Everyone, including Carey, evaluates each speaker on presentation style and content.

He prints his “presenter's evaluation form” 10,000 copies at a time.

A senior fellow at Temple's Innovation and Entrepreneurship Institute and dean's teaching fellow at the Fox School, Carey regularly advises student-entrepreneurs. He has mentored the grand-prize winners of the 2010, 2009 and 2007 Be Your Own Boss Bowl, a university-wide business-

plan competition.

It's no wonder his students are so successful. Carey has started 17 businesses and continues to manage three. His American Productivity Group is a leading provider of factory automation equipment worldwide. He is a four-time Congressional Business Man of the Year.

Fox School student Mohamed Ali Niang, whose social entrepreneurship venture Malo Traders seeks to help rice farmers in Mali, is one of the many recipients of Carey's guidance. Carey sits on the company's Board of Mentors, and he and Niang meet every Thursday morning.

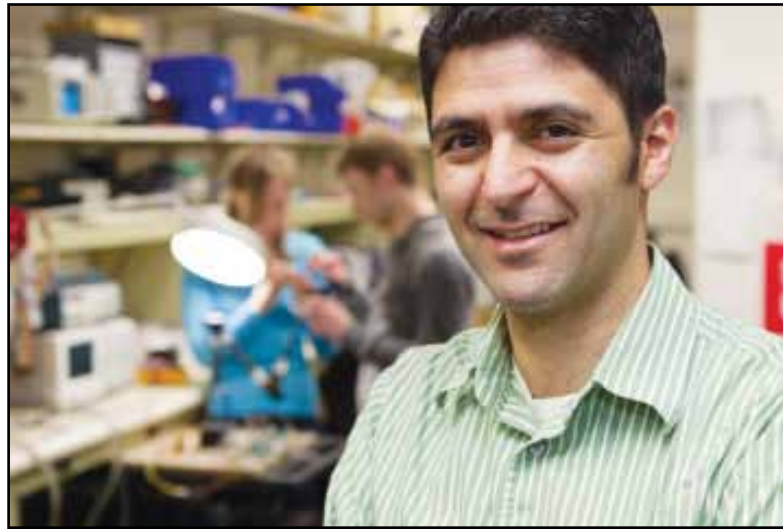
“He brings what entrepreneurship is in reality, which is flexibility, energy and expertise,” Niang said. “As young, aspiring entrepreneurs, this is exactly what we need. We don't want to be boxed in.”

Neither does Carey, whose passions range from robotics and fine art to his triplet grandsons.

“It's a very selfish reason I'm so excited with my students. They're going to partially make the world that my grandchildren are going to grow up in,” Carey said. “I sure hope it's a nice world.”

DWIGHT CAREY
FOX SCHOOL OF BUSINESS

Lindback Award for Distinguished Teaching



Joseph V. Labolito

Obeid puts the pieces together to engineer learning

By Preston M. Moretz
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Iyad Obeid, a faculty member in the College of Engineering, sees teaching as a form of engineering.

"When you engineer, you're trying to solve a problem," said the assistant professor of electrical and computer engineering, who is being honored with a 2011 Lindback Award for Distinguished Teaching. "You break it down into little pieces and try to make the pieces all fit together.

"Teaching is kind of the same thing; you have this problem, which is 'How am I going to teach this topic?' he said. "I try to break it down like an engineer would break down an engineering problem: 'What do the students know?' 'What is their background in relation to this topic?' 'What is the right sequence of steps to explain this topic?' 'Do I use examples, a lecture or a mixture of both?' There's really that same amount of problem solving involved in teaching as there is in engineering."

Obeid began his teaching career while an undergraduate at MIT, where as a senior he taught several lower-level engineering courses as a teaching assistant. During his last year in graduate school at Duke University, he was hired to teach a lab class.

"I got bit by the teaching bug — I really liked it," he said.

Although he is equally committed to research, Obeid, who joined the College

of Engineering faculty in 2006, says he likes the challenge of teaching and the instant gratification it can provide.

"Research is a very different kind of reward. You could slave in the lab for a year and come up with a good result, and that's great, but that's a year you have to wait for a payoff on your success," he said. "When you teach, if you really do it well, you take that feeling — that pride — away with you immediately after you've given your lecture."

Plus, for him, teaching is easier than research.

"I feel with teaching I know more of what to do," said Obeid. "I know what the answer is supposed to be, I just have to work backwards from the answer in explaining it to my students. With research, you don't know the answer, and a lot of the times, you don't even know what the question is supposed to be."

While he enjoys the classroom, Obeid also enjoys teaching students working in his lab.

"That may be the most rewarding type of teaching, because those are the students I have a personal relationship with," he said. "I may get asked a question by a student working in my lab and I work through it with them, maybe give a mini-lecture on a particular theory. I feel invested in their success."

Obeid loves Temple students, who he describes as inquisitive and scrappy.

"We have awesome students at Temple," he said, "and when you have awesome students, it makes awesome teaching even easier. u

IYAD OBEID
COLLEGE OF ENGINEERING

Kolodny strives to create a more informed citizenry

By Kim Fischer
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Robin Kolodny's success as an educator is rooted in her deep desire to provide the building blocks of an effective democratic society.

"I am not trying to produce more political scientists. I am trying to produce more engaged citizens," she says.

By all accounts, she is succeeding.

Kolodny, an associate professor of political science, teaches a full range of courses — large introductory level, moderate size upper level, and undergraduate and graduate seminars — in the area of American politics.

She says that the teaching of American government and civil society is largely absent from secondary education today. But instead of bemoaning the lack of knowledge with which some undergraduate students enter her classes, Kolodny views it as an opportunity.

"I love teaching introductory level and GenEd courses, because it's a chance to turn people on to a topic they don't know," she said.

"I tell them, 'You are citizens. Citizens have duties and citizens have rights.'"

The appreciation her students have for her approach is reflected in her classroom evaluations, on which she regularly receives the highest rating for quality of instruction. Her students' written comments show why. "She is the best professor at this university," observed one student. "I loved this course," wrote another, using all capital letters for emphasis.

For her excellence and enthusiasm in teaching and her dedication to her students, Kolodny has been awarded a 2011 Lindback Award for Distinguished Teaching.

For Kolodny, teaching is not something that takes place only during lectures. "The classroom is just the first place teaching happens, but it's not the only



Joseph V. Labolito

place. Sometimes the best teaching moments occur before and after class, in hallways or during office hours," she said.

Which might account for why so many of her students keep in touch with her, even years later, and why so many former students not only attribute their success while at Temple to "Dr. K." but also credit her for their achievements beyond Temple.

"Without Dr. Kolodny, I would not be where or who I am today," wrote one student.

In addition to her inspirational teaching, she is known for spearheading a range of curricular improvements. Among her many accomplishments, Kolodny developed

an award-winning model for an experiential learning course, in which students undertake an internship in conjunction with a seminar on a variety of political science topics. She piloted the first course on campaigns and elections and has taught this course every election year. For many students, it is a springboard to their first paid job in the field.

Kolodny's distinction in teaching does not come at the expense of research and scholarship. She is a highly regarded expert on electoral campaigns and campaign financing. For 2008-09, she was chosen as a Fulbright Distinguished Scholar to the United Kingdom.

Kolodny received her bachelor's degree from Florida International University and her master's and doctoral degrees from Johns Hopkins University. u

ROBIN KOLONNY
COLLEGE OF LIBERAL ARTS

SCT's Fernback focuses students on the excitement in the journey

By Vaughn A. Shinkus
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Broadcasting, Telecommunications and Mass Media (BTMM) Professor Jan Fernback's class sessions might best be described as journeys of interactive discovery.

Students in her "Law and Ethics of Digital Media" course, for example, have robust discussions on issues ranging from file sharing, to copyright law, to fair use. They contribute first-hand examples, drawing from their own experiences as consumers and creators of digital media in its many forms.

The exchange is far-reaching at times, but Fernback thoughtfully moves the conversation forward, highlighting relevant points ("Check it out."), prodding ("What do I mean by that?"), confirming understanding ("Does this

make sense to everyone?") and always encouraging ("That's a great example!").

These classroom interactions directly reflect Fernback's teaching philosophy, which is founded on openness and the inherent value of a learning process that values questions as much as answers.

"Seeking and asking and questioning are where true desire for lifelong learning comes from," said Fernback. "It's the best way to encourage a love of learning among students. Answers are only satisfying for a certain amount of time. If you learn facts, they're in your head — great.

But new questions are what keep us learning, and the desire to know is at the heart of what we're trying to do."

It's an approach that has led to Fernback's selection for a 2011 Lindback Award for Distinguished Teaching, and one that has garnered



Ryan S. Brandenberg

glowing reviews from her students, who consistently rate her at or near the highest score in numerical course evaluations and praise her in their open-ended survey responses.

"She's awesome," said Nadine Schneider, a BTMM graduate. "Beyond the fact that she's very clearly

competent and a smart person, she's good at explaining theoretical concepts and facilitating a good discussion in class. It makes it a more dynamic process."

That process is essential to learning, says Fernback, who believes that her role is not simply to convey course

material, but to create engaged citizens of the world.

"I like to learn from students," said Fernback. "I'm not as interested in replicating myself as I am in having interesting and enlightening conversations with groups of people who are about to make their mark on the world."

But Fernback's commitment to teaching doesn't stop at the classroom door. She has shared her approach with other Temple faculty by developing and conducting pedagogy workshops through the university's Teaching and Learning Center. And, as professor for the "Communication Pedagogy" course she developed, she is helping to give the next generation of communication scholars the tools necessary to be outstanding professors.

"What a great time to be teaching media," she said. "We experience so much of the world through media — they are our cultural touchstones. I'm interested in that process." u

JAN FERNBACK
SCHOOL OF COMMUNICATIONS AND THEATER

————— *Provost's Award for Innovative Teaching in General Education* —————

Through live performances, Kreinberg broadens students' appreciation for music

By Jazmyn Burton
jburton@temple.edu

From jazz and Broadway standards to opera and chamber music, Steven Kreinberg's "Art of Listening" course takes students outside of their normal listening routine and broadens their appreciation for music of many genres.

"This is the course I've always wanted to teach," said Kreinberg, associate professor of music history in the Boyer College of Music and Dance. "When I began my collegiate teaching career, I felt that it was sufficient for me to be a 'sage on the stage,' in that I would explain concepts and have students return them to me through papers and examinations. But now, I realize that experiential learning is a much deeper form of learning. This course helps students broaden their palette of music listening and enjoyment by exposing them first-hand to all kinds of music genres that they may never have considered otherwise."

For his work in establishing the course, Kreinberg, who has taught music history and music appreciation courses for more than 30 years, has been awarded the Provost's Award for Innovative Teaching in General Education. He says students absorb complex subjects when they are able to experience them first-hand.

For students in Kreinberg's award-winning course, riding a crowded subway to a Center City arts venue, wearing the proper attire and striking-up conversations with other concertgoers while waiting in a concert hall lobby are just as important to the learning process as identifying the work of classical composers and describing the kinds of music they are hearing.

"We learn by living, rather than memorizing; by experiencing rather than watching passively on the sidelines," he said. "Through experiential learning students dig deeper and make stronger connections. The enjoyment becomes much more meaningful."

While most students might prefer the work of Lady Gaga to French composer François-Joseph Gossec, Kreinberg believes the right level of exposure and a knowledgeable guide can open their minds to a whole new variety of genres.

After experiencing a live performance, says Kreinberg, students often return concert reports that reflect how much they now also enjoy classical music, Broadway musicals and jazz.

"I always tell my students that I have nothing against popular music; I think it's terrific ... But it has its purpose. This is a different kind of experience,"

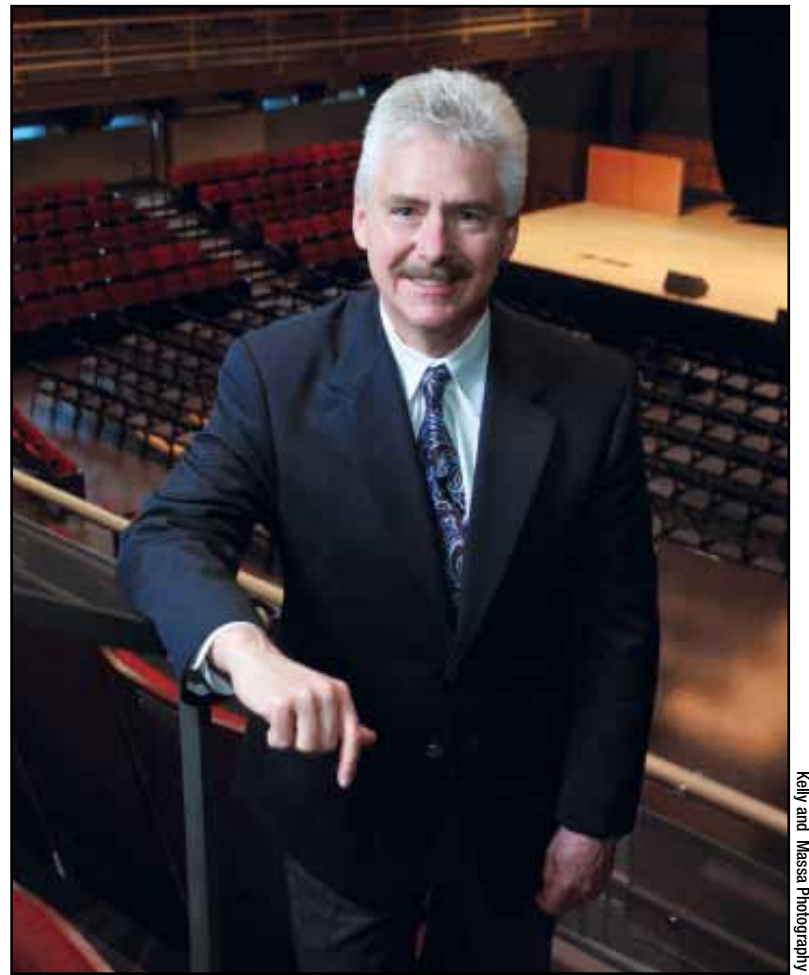
said Kreinberg.

At a time when support for arts education is waning and young people are losing touch with their cultural roots, the "Art of Listening" course is an important component in creating a well-rounded learning environment, said Jerek Ervin, a master's degree candidate.

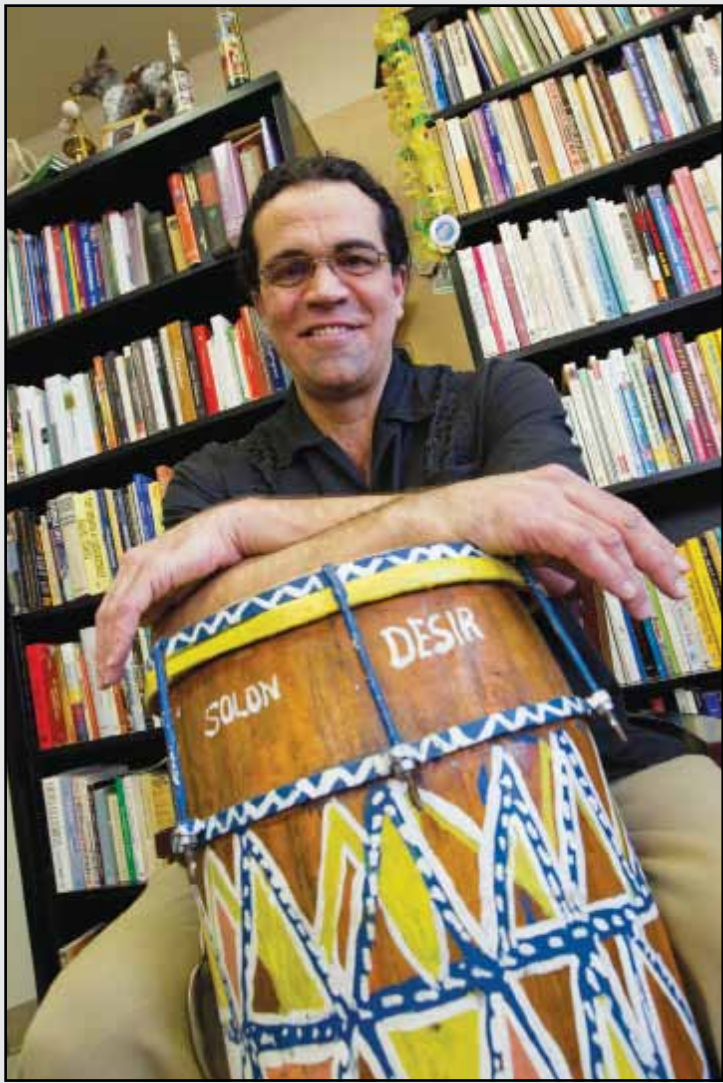
"The course's power comes from the way in which Dr. Kreinberg engages his students," said Ervin. "(He shows) them that classical music, Broadway, and jazz are not only genres of music, but also living and vibrant social practices that surround us all." u

**STEVEN
KREINBERG**

BOYER COLLEGE OF
MUSIC AND DANCE



Kelly and Masses Photography



Joseph V. Labolito

Religion professor finds connections through time

By Elizabeth DiPardo
For the Temple Times

Terry Rey, associate professor and chair of the Department of Religion, believes that the world is a smaller place than many people think, and he has worked to pass that understanding on to his students.

"The historical story is something that is shared throughout the Americas. I wanted to find a way to have a course that could, in 15 weeks, help students to grasp that historical interconnectedness of the Atlantic world," he said.

With this goal in mind, Rey was the primary designer of the General Education course "Race and Poverty in the Americas," for which he has earned the Provost's Award for Innovative Teaching in General Education.

The class focuses on three locations — Brazil, Haiti and Philadelphia — examining their historical entanglement through poverty and race relations, and how such factors shaped modern understanding of these concepts.

"The course was spawned in part out of my own life experience in Africa and in Haiti," said Rey, who spent several years studying, teaching and volunteering abroad. "It was there that I began to reflect critically upon racial disparities in the United States, and I began to see a historical picture that was common between these distant places."

Rey has also helped update the curriculum for another course, "Religion in Philadelphia," which takes an in-depth look at the

religious history that has shaped the area's culture and traditions.

In both courses, Rey uses a mixture of media to show connections between the present and the past. He combines stories from his personal experience with historical artifacts, art, music — Bob Marley is a favorite — poetry and film. Occasional guest speakers and field trips to sacred spaces around the city add local flavor and personal perspectives to the learning experience.

TERRY REY

COLLEGE OF
LIBERAL ARTS

Students' interest, enthusiasm and feedback for the course has helped it grow since its inception in spring

2008. "They'll go on their own to find places of interest, and they bring their experiences back to the classroom," said Rey.

"Dr. Rey made every part of class interesting," said sophomore sociology major Mariel Celentano. "Every day I could tell he was excited about what he was teaching us ... He is one teacher who was truly engaged and devoted to learning."

"[Terry] is one of those rare scholars whose mentoring follows naturally from his care and concern for his students, his colleagues, his research participants and community," said Gayle Pagnoni, who is currently teaching a section of "Race and Poverty."

Rey hopes that his classes will open his students' eyes to the disparities that exist in the modern world, and inspire them to take action to remedy them. After all, as history shows us, "we are all connected," he said. "We are all one." u

Wright immerses students in study of social movements

By Andrew McGinley
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Social movement organizations play an important role in shaping public policy, media coverage and citizen's perceptions of important issues, but rarely do students take the time to get to know these groups or the people who make them run.

To fill that gap, Strategic Communication Professor Thomas Wright developed the General Education course "Contemporary American Social Movements," which offers Temple students a chance to learn more about how the organizations impact society. The class exposes students to a wide range of viewpoints brought forth from organizations ranging from the American Civil Liberties Union to local Tea Party chapters.

"I provide my students with the background and theoretical information they need to understand the actions of social movement organizations, and practitioners help them understand how they incorporate theory into the real world," said Wright.

The course is an extension of



Wright's work in helping students from throughout the university become more active in civic life.

In recognition of his efforts, he is being honored with the Provost's Award for Innovative Teaching in General Education.

Wright assigns two projects that require students to connect with a

local organization. The first is an organizational profile, covering everything from the organization's funding streams to their use of the internet and social media. After students profile an organization, they interview a representative of the group to learn about their day-to-day activities.

"I want my students to get out of the classroom and into the field," said Wright. "I want them to hear first-hand information about the challenges and successes of local and regional organizations."

"When teaching about social movement organizations, you have to stay current and engaged," he adds. "Students often don't understand references to previous presidential campaigns or movements from the 90's, so innovation is crucial."

"It's heartening to see a student come into the course with little to no interest in issue advocacy or politics and leave with an appreciation of what these organizations do and a desire to get involved advocating for a cause which they believe in." u

**THOMAS
WRIGHT**

SCHOOL OF
COMMUNICATIONS
AND THEATER

————— Faculty Award for Creative Achievement —————

Bass' hybrid approach to film enlightens students and audiences

By Megan Chiplock
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Three decades ago, a young, socially conscious film director took a position touching the lives of young filmmakers-to-be in Temple University's School of Communications and Theater. Since then, every student in the Film and Media Arts department has benefitted from Warren Bass' vast knowledge and commitment.

Bass is an award-winning independent filmmaker, working in a variety of media, and striving to make others aware of the social injustices in this world. These are not topics that he has chosen; rather, the topics have chosen him.

Bass came of age during the 1960s and was called to action by the civil rights movement, taking part in

marches and championing other social causes. His awareness of inequality, though, came at a much younger age. Bass was raised in a home that he shared with his Native American grandfather, who often spoke of the first-hand discrimination he had experienced. It was the seed that grew into Bass' lifelong passion.

"The whole purpose of art is to say something about the human condition and to share it in some kind of form," said Bass, a film and media arts professor and recipient of Temple's 2011 Faculty Award for Creative Achievement.

And when it comes to different forms, Bass is a master. He has produced more than 60 works,

including documentaries, dramatic productions, abstract animations, dance and experimental films.

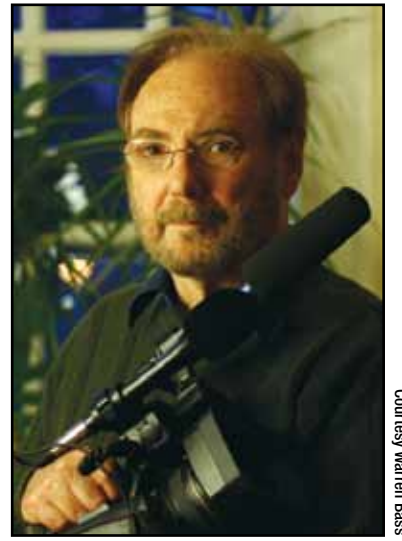
"Most of the time, I like natural materials in animation. I think pencils and paints and chalk are much more expressive than a graphics tablet on a computer." As an example, his animated film *Monument Rubbings* combines original graphics with charcoal rubbings he made by tracing on top of stone and bronze historical monuments and animating the imprints in the computer. The film deals with the treatment of black volunteers in the American Civil War.

The one-time chair and director of the department, Bass has done it all in his 32 years at Temple. He designed

many of the courses for a program consistently recognized as one of the top 10 in the nation.

"Throughout his career, Professor Bass has been one of our most dedicated and successful teachers," said Nora M. Alter, professor and chair of the Film and Media Arts department. "Students from his classes have gone on to receive top national and international student awards."

In addition to the Creative Achievement Award, Temple honored Bass with its Great Teacher Award in 1999. While Bass appreciates the accolades from colleagues and the international recognition he's received, his focus remains on his teaching and his films. He admits he doesn't have multi-million dollar budgets, but then again, what he does have — freedom to produce works that raise awareness



Courtesy Warren Bass

worldwide and raise the bar in his field — satisfies this media maker just the same. u

————— Faculty Research Award —————



Ryan S. Brandenberg

Developmental biologist seeks to understand life's earliest stages

By Preston M. Moretz
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Keith Latham loves biology. In particular, it's the study of how organisms grow and develop — developmental biology — that has ignited his passion as a researcher for more than 20 years.

"I just developed a very keen interest in the many varieties of living organisms and the many different ways organisms have found to solve a common set of problems," said Latham, a professor of biochemistry and a professor in the Fels Institute for Cancer Research and Molecular Biology in Temple's School of Medicine. "Developmental biology, to me, just really encompasses all of the life sciences."

A member of the School of Medicine faculty and Fels Institute researcher since 1992, his work focuses on mechanisms that control early development, primarily early mammalian developmental biology.

"The first few days of life are really crucial because this whole new developmental program is starting," said Latham, recipient of the 2011 Faculty Research Award. "Fertilization 'flips that magic switch' and starts a whole new life."

Highly respected within the developmental biology field, Latham has been described as a "well-established leader" who

is "held in high regard by his international peers." His work has been funded by the National Institutes of Health, the National Science Foundation and private foundations.

"My research has really benefitted from my being located here in Philadelphia, because this city is a hub for developmental biology," said Latham.

"My position at Fels has been a real asset to my research," he said. "The institute has provided all the support and opportunities I've ever needed. Just having a great environment like this to work in is priceless."

Latham said that beyond receiving funding to do your work, success takes persistence, creativity and a lot of hard work.

"Often, the words creativity and science are not generally used in the same sentence," he said. "But I really think there is a strong creative component to doing research."

"Nothing is more satisfying as a scientist than identifying a question, developing a strategy for designing experiments, obtaining the resources to carry out those experiments, getting the results then drawing your conclusions and realizing you have learned something new about the natural world," he added. "Any scientist will tell you, that is why they stay in the business. That's the reward." u

KEITH LATHAM
SCHOOL OF MEDICINE

————— Eberman Faculty Research Award —————

Pioneering research by Burris jump-starts public health law field

By Hillel J. Hoffmann
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Sometimes careers in research begin as they do in the movies, with a flash of illumination. That's what happened to Professor Scott Burris of Temple's Beasley School of Law 28 years ago on a train from New York to Connecticut.

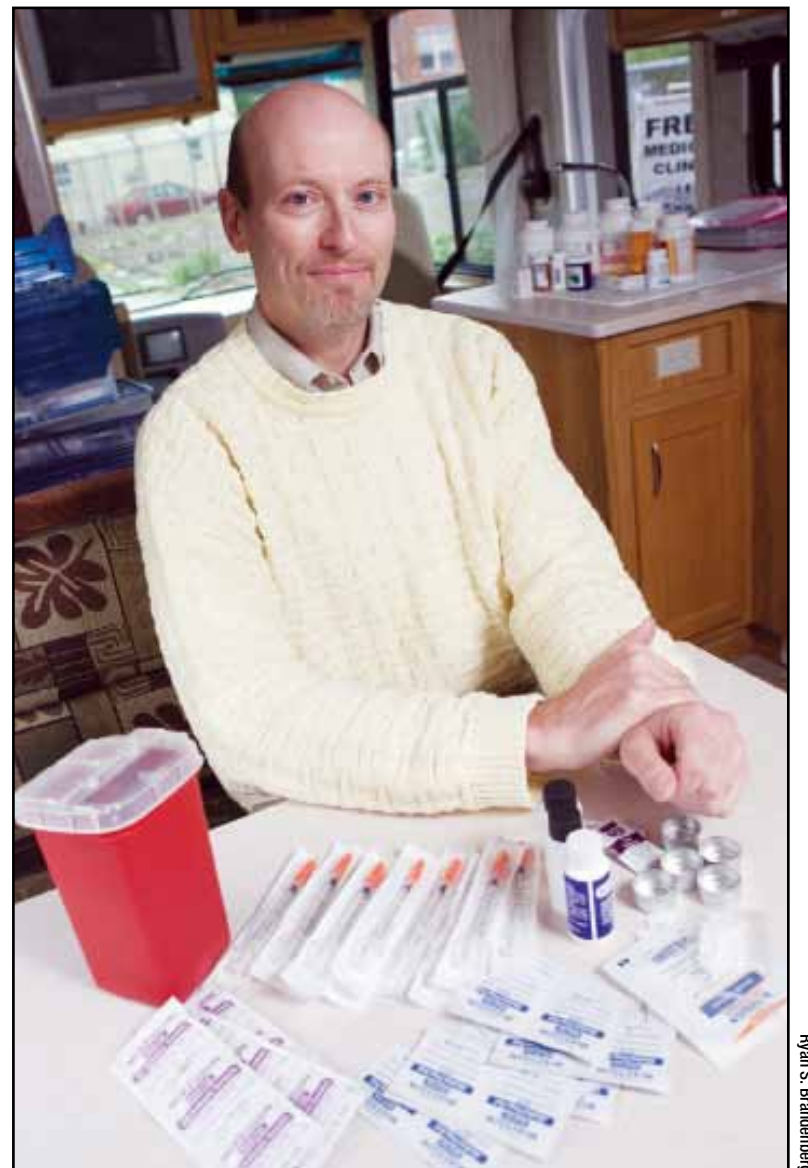
But Burris's light bulb moment didn't just launch a brilliant research career that would eventually make him the first law professor to win Temple's Faculty Research Award — it jump-started a whole field of study: public health law.

In 1984, Burris was a student at Yale Law School looking for ways to combine his interests in legal analysis and public interest law. It was the beginning of the AIDS epidemic, and San Francisco health authorities had just shut down the city's bath houses. A few weeks later, Burris boarded a commuter train, picked up a discarded newspaper and read an article about children who had been prevented from attending school because of another virus, Herpes. That's when it hit him. Any day now, there would be kids with AIDS — and people wouldn't want them in schools either. Burris realized that unjust actions would be taken against people with AIDS. But what were the laws? He retreated to the library and quickly realized that legal scholarship about public health law hadn't been produced for half a century.

The pioneering research paper on AIDS, Herpes and public health law that Burris wrote in the coming months would be the first of many, and it combined law and science in a way that became Burris's trademark.

"The answers to these problems aren't really legal. They turn on scientific evidence," Burris said. "To understand the cases, one has to understand not just the law, but also the social construction of disease. That experience in law school set me on a road to a more scientific approach to issues."

Since then, Burris — who joined the Temple Law faculty in 1991 — has been



Ryan S. Brandenberg

a prime mover in the legal response to HIV/AIDS. His scholarship has helped define a wide range of legal issues in HIV control, from using criminal laws

to control risky behavior to harm reduction measures for drug users and sex workers. His work on HIV also helped lead to model state laws and revived

public health law as a field of study at law schools. In 2008, his expertise in public health law culminated in the establishment of Public Health Law Research, a program directed by Burris that was created at Temple Law

by a \$17 million grant from the Robert Wood Johnson Foundation to fund research in the field.

Can current law students who want to follow Burris's path still find ways to have that flash of illumination and change the world through legal research? Yes, Burris insists, but there are new challenges that weren't around in 1984.

"We're in an age of huge amounts of information; the hard part is figuring out what's important and what's not," he said. "But don't give up. We need students more than ever to take leadership. We need an activist generation." u

SCOTT BURRIS
BEASLEY SCHOOL OF LAW



"Keith," "Janice" and "Dan" are among more than 1,000 images that are part of the "1000 Philadelphia Smokers" multimedia exhibit created by students enrolled in two sessions of Edward Traves' photojournalism seminar.

Courtesy: "1000 Philadelphia Smokers"

May 2 ceremony will reaffirm Temple's commitment to TUJ



By Hillel J. Hoffmann
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With Japan slowly beginning to recover from the devastation of the March 11 earthquake and its aftermath, Temple will hold a day-long symbolic rededication ceremony on Monday, May 2 in Philadelphia as a gesture of its commitment to Temple University, Japan Campus (TUJ) and the people of Japan.

Temple President Ann Weaver Hart urged the Temple community to support TUJ and Japanese students, staff and alumni around the world by attending the event, which will include a Daruma doll ceremony; presentations by Ambassador Shigeyuki Hiroki, consul general of Japan in New York, and Dennis Morikawa, honorary consul general of Japan in Philadelphia; a video message from TUJ; faculty-led teach-ins on a wide variety of Japanese subjects; student testimonials; a tour of the Shofuso Japanese House and Garden in Fairmount Park; and a reception.

The ceremony will begin promptly at 11 a.m. in Shusterman Hall at Temple's Main Campus. Those who wish to attend are encouraged to R.S.V.P. online at the rededication ceremony's web site, www.temple.edu/provost/international/rededication.html — especially those who plan to attend the portions of the ceremony in Fairmount Park (buses will be provided).

Daruma dolls, Japanese talismans of good luck, are seen as a symbol of perseverance and good luck.

Tradition calls for the owner to paint one eye of the doll when beginning a task toward a desired goal and to paint the other eye when the goal is achieved. The first eye will be painted by President Hart and Ambassador Hiroki on May 2; the second will be painted in Tokyo when Hart attends TUJ's graduation ceremony in June.

Teach-in topics will include the role of social media in post-earthquake Japan, the Japanese economy, media coverage and Japan's energy future.

Although the event will last from 11 a.m. to 5 p.m., co-organizer Elizabeth H. Barber, associate dean of Temple's School of Tourism and Hospitality Management, said that Temple students and staff are welcome to participate as much as they wish.

"We'd love to spend the day with you," said Barber, who will deliver welcoming remarks. "If you're busy, we understand — stop by when you can." u

Photojournalism students document 1,000 Philadelphia smokers

By Jazmyn Burton
jburton@temple.edu

On a chilly day in February, students enrolled in Professor Edward Traves' photojournalism seminar took to the streets of Philadelphia to capture images

that underlie a startling statistic: According to the Pennsylvania Department of Health, 25 percent of Philadelphia adults are smokers, well above the national average.

"I wanted students to use the skills they learned in class to address a real issue," said Traves. "The smoking population in Philadelphia is huge, but who are these people and what led them to develop a smoking habit?"

The result of the project, which took a little under 30 days to complete, is a thought-provoking collection of 1,000 photographs and narratives that give viewers a first-hand glimpse into Philadelphia's smoking community.

Through a process called guerilla portrait making, students set up temporary studios on crowded sidewalks and in local parks, where they solicited smokers to be photographed and share stories about why they began smoking.

Although they sampled a diverse cross section, the students found a similarity between many of the smokers they interviewed, said photojournalism major Jessie Fox, one of the 28 student photographers involved in the project.

"It was interesting to find that, despite differences in age and nationality, many of them started smoking for the same reasons: stress, anxiety and peer pressure," said Fox.

The "1,000 Philadelphia Smokers" exhibit, which includes mounted photographs, video and audio interviews, will be on display in Annenberg Hall atrium from April 29 through May 1.

The exhibit also includes video images of the guerilla portrait-making process, a 389-page book, an 8-foot tube of cigarette butts collected from across the city and 1000phillysmokers.com, a web site featuring portraits and recorded narratives from the smokers involved in the project. u

Gifted young musicians begin week of performances

Temple Music Prep's Center for Gifted Young Musicians presents its annual recital series, the Festival of Young Musicians, from April 29 to May 7.

The program's Chamber Players Orchestra, Young Artist Harp Ensemble, Large Ensembles (strings) and Youth Chamber Orchestra will perform concerts in Rock Hall on Main Campus and at the Church of the Holy Trinity in Rittenhouse Square. Graduating students from The Center for Gifted Young Musicians will give a special show on May 4.

The festival culminates with a gala concert featuring members of the Youth Chamber Orchestra and the Young Artist Harp Ensemble performing works by Boccherini, Vaughan Williams, Haydn and Britten, and the world premiere of Nicolas Prada's *Concierto a la Colombiana*.

Offered through the Boyer College of Music and Dance, Temple's Music Prep program provides a broad spectrum of non-credit courses to the Philadelphia community. Its Center for Gifted Young Musicians provides musical training at the highest level for young instrumentalists.

All events are free and open to the public. For a full schedule of festival events, visit www.temple.edu/boyer/musicprep.

Diamond Screen Film Festival presents the best of FMA

The Department of Film and Media Arts will host the 13th Annual Diamond Screen Film Festival May 6 and 7 from 7-9 p.m. at the Reel Student Cinema.

The festival is an annual showcase of the best work of Temple Film and Me-



Luis Biava conducts the Youth Chamber Orchestra during the 2007 Gala Concert at the Kimmel Center's Perelman Theater.

FeaturedEvents

dia Arts (FMA) Department students judged by film professionals from the Temple alumni body and other distinguished guests. This year's judges include Lisa Cortes, executive producer of the Oscar-winning film, *Precious*; acclaimed writer and director Jenny Deller (*Future Weather*); and the award-winning Philadelphia filmmaker Michael Schweisheimer, owner and executive producer of Primitive World Productions.

Awards include the Benjamin Lazaroff Memorial Scholarship Fund for undergraduate and graduate FMA students who show excellence in screenwriting, and the Beatrice Deglin Leder Graduate Student Film and Video Production Award Fund, presented to an outstanding FMA graduate student.

Admission to the festival is free. For more information, visit the Diamond

Screen Festival web site at diamondscreen.org or e-mail diamond@temple.edu.

Crystallina brings together visual and performing artists of many types

Crystallina, the first major work to be composed, choreographed, designed and performed by Temple music, dance and visual arts faculty and students, will be presented on April 29 and 30 at 7:30 p.m. in Tomlinson Theater.

Commissioned as part of the university's 125th anniversary celebration, the production is a contemporary ballet based on Temple founder Russell Conwell's now famous "Acres of Diamonds" speech. It is produced by faculty composer Richard Brodhead and dance faculty members Joellen Meglin, Kun-Yang Lin and Jillian Harris.

"We wanted to create a collaborative

work whose narrative is rooted in tradition, yet interpretable in contemporary terms," said Brodhead. "Temple's 'founding story' has both of these wonderful qualities."

Written by Meglin, *Crystallina* follows a young woman on a journey toward self-discovery. As she's swept from one land to the next, she soon discovers that the destinations only exist in the realm of her mind.

"I see myself as a young woman who is dissatisfied with where she is and wants to go out to the world and find where she really belongs," said Harris, who shares the stage with 25 dance majors.

Students from the Tyler School of Art, under the direction of graphic arts professor Paul Sheriff, created specific backdrops for each world that *Crystallina* visits.

"This level of multi-disciplinary collaboration is reflective of what's happening in the art world," said Harris. "It's been a wonderful learning experience for our students."

The project is also the university's first full-scale dance performance to include the Temple University Symphony Orchestra, under the baton of Luis Biava.

The program, which also includes Stravinsky's *Pulcinella* suite for orchestra, is part of the first-annual Philadelphia International Festival of the Arts.

Tickets are \$20 for general admission, \$15 for students and seniors, \$10 with Dance USA Philadelphia Dance Pass, and \$5 with student OWLcard. Visit www.liacourascenter.com or call 800-298-4200.