

TEMPLE TIMES

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Joseph V. Labolito

Living the dream

Temple community drives a range of service projects honoring Martin Luther King Jr.



Ryan S. Brandenberg

Top: Members of the Universal African Dance and Drum Ensemble perform as part of the NAACP All-Faith Service hosted at the Temple Performing Arts Center. Above: A Temple volunteer stacks books during a service project at Tree House Books.

January 17 was a national holiday, but it was by no means a day of rest. Temple faculty and students returned from break a day early, joining staff in kicking off the spring semester as they do each year: with a day of service honoring the legacy of Martin Luther King Jr.

"The Temple community is once again showing its commitment to civic engagement," said Kenneth Lawrence, senior vice president of government, community and public affairs. "This day of service is a reminder not only of Dr. King's legacy, but also of the values that shape Temple's mission."

The day began at the Temple Performing Arts Center with the NAACP's 34th Annual All-Faith Service, which brought together religious leaders and dignitaries from throughout the region, including retiring Pennsylvania Governor

Dream continued on 4

Wanted: Fresh ideas to build revenue, cut costs

Gov. Tom Corbett won't deliver his budget message until early March, but Temple's budget planners are already at work strengthening the university's ability to raise revenue and cut costs for this year and years to come.

With the help of the Huron Consulting Group, about 80 faculty, administrators and students are being interviewed this month. The goal is to get their suggestions on ways Temple can continue to enhance the academic program and physical plant, while at the same time becoming more strategic in its fiscal management, said Anthony Wagner, Temple's executive vice president, chief financial officer and treasurer.

"This is a multi-year process that will allow us to build a foundation so that we come out stronger than ever," said Wagner.

To make sure that all faculty have an opportunity to offer ideas, the university will hold a town hall meeting from 11 a.m. to 1 p.m. on Monday, Jan. 24, in Kiva Auditorium, Ritter Hall. All faculty are invited to attend the meeting and share their ideas.

"We're

looking for great ideas for ways we can reduce costs, build revenue and develop efficiencies that will save money," said Wagner.

Huron will take the best suggestions and develop a menu of 70 to 100 high-level opportunities. The firm will then prioritize the ideas based on their potential financial impact, how long they take and how difficult they will be to implement, the impact on service and any institutional risk.

After completing a review of Huron's recommendations, a second town hall will be held to discuss the highest priority items.

Designing a set of opportunities to cut costs and increase revenue will become even more important as the university learns more from the governor about its annual Commonwealth appropriation. The state has a \$4 billion deficit to deal with this year, and Temple's \$178 million appropriation from the state could change as elected officials work to fill the deficit.

"We're not waiting for the governor's message; we're moving ahead now," Wagner added. u

Faculty town hall meeting

Monday, Jan. 24
11 a.m. to 1 p.m.
Ritter Hall,
Kiva Auditorium

Temple's community engagement earns national recognition

By Hillel J. Hoffmann
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Temple University has earned the 2010 Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching, a national acknowledgement of the degree of mutually beneficial collaboration between Temple and its greater community.

The Carnegie Foundation, an independent policy and research center, cited Temple's "excellent

MetroEngagement

alignment among mission, culture, leadership, resources and practices that support dynamic and noteworthy community engagement."

"Community engagement has been part of Temple's mission since the university was founded," said Temple President Ann Weaver Hart. "This spirit of collaboration and partnership with the community has been woven

into the Academic Strategic Compass and will continue to be a part of all we do."

Temple is among 115 colleges and universities selected for the classification in 2010, bringing the total to 311. For 2010, unlike previous years, all selected institutions had to demonstrate substantial commitments to both curricular engagement with the community as well as community outreach and collaborative partnerships.

Unlike the Carnegie Foundation's

other classifications that rely on national data, the foundation describes the Community Engagement Classification as "elective" — institutions elect to participate by submitting required documentation describing the nature and extent of their engagement with the community. This approach enables the foundation to address elements of institutional mission and distinctiveness that aren't represented in national data on colleges and universities. u

Kiplinger

Temple
named a ‘best
value’ among
public colleges

By Eryn Jelesiewicz
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Kiplinger’s *Personal Finance* has ranked Temple among the nation’s 100 best values in public colleges in its annual list of four-year institutions “that deliver a stellar education at an affordable price.” The rankings appear in the magazine’s February 2011 issue and online at www.kiplinger.com/tools/colleges.

“Since its beginning, Temple has offered affordable access to enormous opportunity,” said Richard M. Englert, provost and interim senior vice president for academic affairs. “Students and parents recognize the great value of a Temple education and consistently choose the university for its academic quality, its outstanding faculty, the diversity of its student body, the wide variety of programs and its vibrant urban location.”

Other public institutions in the northeast region that are ranked among the best values include the University of Pittsburgh; the University of Delaware; the Pennsylvania State University at University Park, Rutgers, State University of New Jersey, New Brunswick; West Chester University; Millersville University; and Bloomsburg University.

Chosen from a pool of more than 500 public four-year colleges and universities, schools in the Kiplinger 100 were ranked according to academic quality, including admission and retention rates, student-faculty ratios and four- and six-year graduation rates, as well as on cost and financial aid.

Last month in the *Chronicle of Higher Education*, Temple was featured as one of four public research institutions in the U.S. that experienced the most significant increase in graduation rates in recent years.

From 2002 to 2008, graduation rates at Temple increased from 47 to 65 percent, which can be attributed to a number of changes, including a more robust advising program and improved coursescheduling. The university has since implemented the new Critical Paths Program, which helps students clearly and easily plot out a path to complete their degree programs. u

Join TALON in advocating for Temple this semester

Throughout the spring semester, the Temple Advocates Legislative Outreach Network (TALON) will renew its efforts to communicate the importance of supporting Temple University and higher education to state elected officials. The Commonwealth appropriation provides crucial support to all of Temple’s educational activities. “Pennsylvania’s support for Temple is critical to all of the university’s endeavors, and allows us to continue to provide a world-class education at an affordable price,” said Kenneth Lawrence, senior vice president for government, community and public affairs. “As Pennsylvania faces daunting financial difficulties, we are asking the entire Temple community to step up their efforts and make their voices heard in Harrisburg.”

TALON has launched a new letter writing campaign asking members of the Temple community to contact their state representative, state senator and Gov. Tom Corbett to congratulate them on being sworn into office, and remind them how much Pennsylvania’s support of Temple means to their constituents. To utilize TALON’s tools, which make contacting elected officials simple and fast, visit: [www.](http://www.temple.edu/government)



As a state-related university, Temple receives vital support from the Commonwealth of Pennsylvania that allows it to provide an affordable, world-class education.

[temple.edu/government](http://www.temple.edu/government). The letter writing campaign is the first in a series of advocacy initiatives for the spring semester. On Feb. 15, TALON members can join Temple Student Government as well as student leaders from the Pennsylvania State University, the University of Pittsburgh and Lincoln University for the Rally for Higher Education in the Capitol Rotunda to advocate for funding and celebrate the contributions of

the state-related universities to the Commonwealth of Pennsylvania. “We are really excited to partner with students from across Pennsylvania to help secure this vital state support,” said Natalie Ramos-Castillo, president of Temple Student Government, who has taken charge of organizing the rally. “As Temple students, we need to take an active role in securing these funds. We also need to share with elected officials, first-hand, how

REAL IMPACT

Temple students, faculty, and staff dedicate more than 65,000 of hours in community service to benefit our neighbors each year.

Temple changes lives.” The Office of Government Relations will provide transportation to and from Harrisburg, and the Office of the Provost will provide documentation requesting professors excuse absences from classes for any student attending the rally. For more information, and to register for the rally, visit www.temple.edu/government/rally. Advance registration is required. —Andrew McGinley

Cross-disciplinary student team
explores economics of conservation

For one session last semester, students in Temple University’s new Master of Landscape Architecture program found themselves in a very different sort of classroom: the lush fields and woodlands of the 192-acre Lindsay Tract in Warwick Township, Bucks County, Pa.

The trip wasn’t a break from regular studies; it was an important part of connecting with and studying woodland properties owned by Heritage Conservancy, a not-for-profit conservation organization that specializes in open space preservation, planning for sustainable communities, natural resource protection, adaptive reuse and wildlife habitat restoration.

The Department of Landscape Architecture and Horticulture, part of Temple’s School of Environmental Design in the College of Liberal Arts, partnered with the Fox School of Business’ MBA program to study the economic potential of Heritage’s woodland sites while maintaining its commitment to environmental protection and restoration.

A team of Fox MBA students worked as part of the school’s Enterprise Management Consulting (EMC) Practice, a required capstone consulting experience, to develop a self-financing and ecologically renewing sustainable woodlands program for 50 Heritage Conservancy-owned properties.

“They are exploring strategies for ‘conservation economics’ — unlocking the economic potential of woodlands while preserving, and in some cases restoring, the environmental health of the properties,” said Mary Myers, chair of the Department of Landscape Architecture and Horticulture. “The Fox School approached us about handling the environmental analysis of the properties, and we felt it would be a very good

project for our new Woodland Design Studio. I’m not aware of this being done anywhere else in the country — landscape architects, business people and ecologists talking and developing a viable plan together.”

Using the landscape architect students’ inventory and recommendations for sustainable harvesting and use on the Lindsay Tract, EMC students crafted a business plan — inspired but not limited by the tract design — for a novel model for regenerating woodlands while garnering revenues for the project and the conservancy as a whole, essentially sustaining the woodlands as well as the Heritage site.

EMC Managing Director TL Hill and Louise Tritton, a new project manager with a PhD in forest ecology and extensive experience as a forester, environmental consultant and conservationist, supervised the Fox students.

“We hope that this study will become a model for other properties, and believe that other individuals, land trusts and conservancies could benefit from this research,” said Cliff David, president of Heritage Conservancy and a member of the School of Environmental Design’s Board of Visitors.

Under the direction of Myers and John Munro, applied ecologist and instructor in Landscape Architecture and Horticulture, the landscape architecture students are studying the existing conditions of the Lindsay Tract site, advising on a tool for assessing the potential of other Heritage properties and developing potential environmentally sustainable uses for the location that wouldn’t negatively impact the biodiversity of the land.

Developing a detailed design for the tract “will help to ground the economic modeling and help to focus the inventory tool,” Hill said. “At the same time, the concrete design will prove useful for



Carl Andresen, a student in the Master of Landscape Architecture program, conducts on-site research during an overnight stay at the Lindsey Tract in Warwick Township, Pa.

marketing, fundraising and developing the kind of pilot that builds momentum for the bigger vision,” he added.

According to Hill, ideas for generating revenues from Heritage woodlands include woodland food and nursery products, forest gardening, regenerative forestry and woodland-based services, such as a ropes course, canopy trails and education or retreat space. During the strategy and business model phase of the project that follows, team members will meet with Heritage staff and board members to devise a strategy that accounts for both risk and reward.

The EMC team will then generate a detailed implementation plan supported by financial models. The plan, expected by March, will be packaged to support requests for start-up capital and strategic partnerships.

— James Duffy and Brandon Lausch



Participants in the Osher Lifelong Learning Institute participate in lively, no-pressure courses, clubs, field trips and lectures on a wide range of subjects, including yoga, foreign languages and financial planning.

TUCC program for 50+ gets \$1 million boost

By Hillel Hoffmann
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Temple has received a \$1 million endowment from The Bernard Osher Foundation to support the Osher Lifelong Learning Institute (OLLI), the university's non-credit educational program for adults aged 50 and older — the fastest-growing segment of the American population.

Based at Temple University Center City (TUCC) in the heart of Philadelphia, OLLI offers lively, no-pressure courses, clubs, field trips and lectures on a wide range of subjects to its members, many of whom also serve as the institute's instructors.

"The foundation's financial support has enabled Temple University to keep lifelong learning affordable to a wide range of people," said William Parshall, executive director of Temple's Ambler and Center City campuses. "We are delighted that the Bernard Osher Foundation has selected Temple to be part of their national network of lifelong learning institutes. Their endowment gift will provide a significant boost to the long-term health of the program."

The grant is the largest Temple has received from the Osher Foundation, OLLI's primary source of income other than membership dues and donations. The foundation's support of Temple, which now totals \$1.275 million,

has enabled the institute to enhance its programs and expand its staffing and advertising. As a result, OLLI membership reached 870 in 2009-10, an increase of more than 30 percent since 2007.

"The Osher Foundation grant has enabled us to reach individuals and groups that we had never been able to recruit before," said OLLI Director Adam Brunner. "Once people attend a few classes, the program sells itself."

OLLI's offerings this spring include courses on American music from Ragtime to Broadway musicals, financial planning for older adults, Americans who have broken racial barriers, yoga, bridge, foreign languages and women in the Bible.

Brunner noted the advantages of OLLI's central location, which provides a demographically diverse group of members with easy mass-transit access and opens up opportunities for classes to explore the city's rich menu of arts and culture. OLLI at Temple, Brunner said, is the only one of the national network of 118 foundation-supported institutes located in Philadelphia.

"Baby boomers are aging, and they're looking for meaningful things to do with their time," said Brunner. "With a weak economy and travel often prohibitively expensive, OLLI offers such a good value to active, engaged older adults in the Philadelphia region."

Adults aged 50 and up may register by

mail or in-person at TUCC (1515 Market St., across the street from City Hall). Annual membership dues are \$240, although a shorter spring-and-summer membership is available for \$155 (deadline for registration for the latter is Jan. 24, although most of the institute's courses don't require pre-registration). Members may attend as many OLLI classes as they choose, borrow books from the OLLI library and receive discounted parking and other benefits. In addition, annual members may sit in on one regular Temple undergraduate for-credit course per semester at any Temple location. Partial scholarships are available and membership fees are reduced for members who teach classes.

The Bernard Osher Foundation, headquartered in San Francisco, was established in 1977 by Bernard Osher, a respected businessman and community leader. The foundation seeks to improve quality of life through support for higher education and the arts.

"We know that Temple University has a long history of providing enriching and meaningful educational opportunities for older learners. We are delighted with the ways that the program has continued to flourish over the past two years with Osher support," said David Blazeovich, program officer for the foundation.

For more information on OLLI at Temple, including the Spring 2011 catalog, go to www.temple.edu/olli.

Steinberg updates advice for parents raising teens

By Kim Fischer
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Ask any parent of a teenager — or anyone who remembers those awkward years — and they will tell you that adolescence can be an extremely challenging period.

But it doesn't have to be that way, says Laurence Steinberg, a Temple psychology professor and leading international scholar on teen behavior and brain development.

In his newly revised book, *You and Your Adolescent: The Essential Guide for Ages 10-25* (Simon & Schuster, January 2011), Steinberg offers parents practical tips for navigating the tricky terrain of the teen years. As an expert in the area of teen decision making and impulse control, his advice to parents is informed by the most current scientific findings.

"Adolescence has changed dramatically since today's parents experienced it, and so has our understanding of it," Steinberg said.

For one thing, adolescence now lasts longer. Once limited to the years from 13 to 18, adolescence as a psychological stage now begins at 10 and extends through the mid-twenties.

As a result, says Steinberg, parents find themselves faced with typical teen issues, such as having their parental authority tested, much earlier than they expected. And parents must deal with issues like financial support and conflicts over household chores much longer than they ever imagined.

"These days I get almost as many questions from parents about dealing with 20-somethings as I do about teenagers," he said.

Also new to this stage of life is the presence of electronic media and technology. As a consequence, today's parents have to understand

how to monitor their kids' use of the internet and how to respond to incidents of cyberbullying.

Fortunately, new research on the adolescent brain can tell us a lot about teenage behavior, said Steinberg. Scientists now know that adolescence is a time of tremendous brain development.

"Failure to understand changes in the way young adolescents think is a leading cause of conflict between parents and teenagers," said Steinberg.

According to Steinberg, the teenage brain is a lot like a car with a powerful gas pedal and weak brakes. "While the gas pedal responsible for things like emotional arousal and susceptibility to peer pressure is fully developed, the brakes that permit long-term thinking and resistance to peer pressure need work," he said. "Parents will have to remind teens regularly to use their brakes."

Steinberg's work on teen behavior has played critical roles in several Supreme Court rulings that have changed the direction of juvenile justice — one ruling abolished the death penalty for juveniles and the other outlawed life-without-parole sentences in non-homicide cases for those under 18.

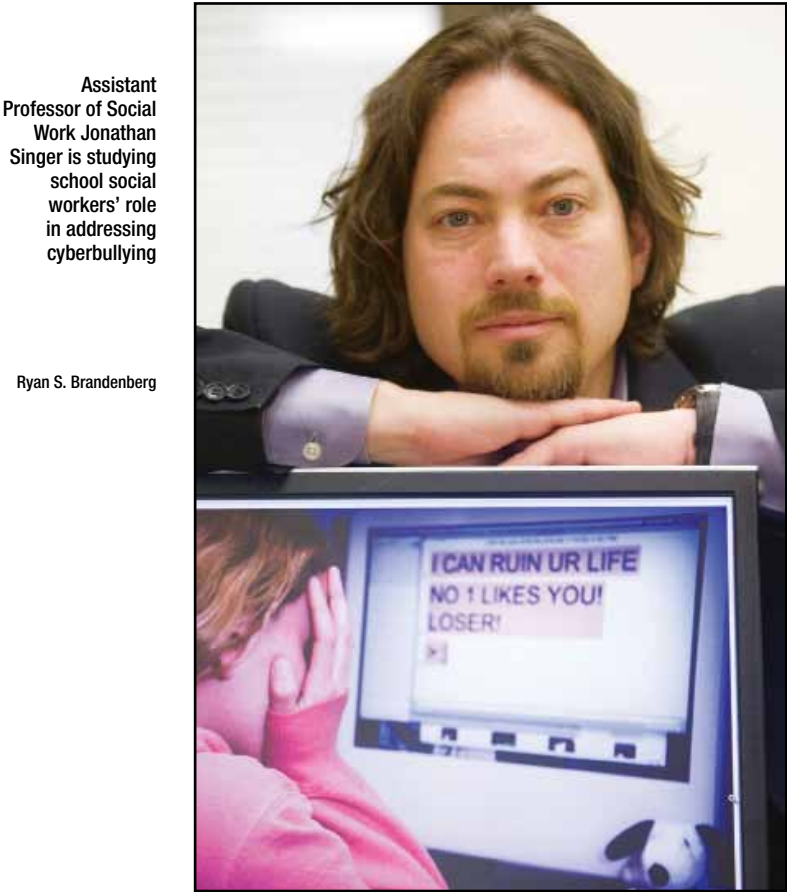
"As a scientist, I have always been interested in the translation of research for real life application," said Steinberg. "My research is grounded in practical considerations. And my book is grounded in science."

While most books in the adolescent section of the bookstore are either problem-oriented — focused on taking a close look at a particular issue such as substance abuse or eating disorders — or are written as "survival guides," Steinberg compares his book to an "owner's manual."

"I think adolescence is a great time," said Steinberg. "Knowledge is what today's parents need." u



STEINBERG



Assistant Professor of Social Work Jonathan Singer is studying school social workers' role in addressing cyberbullying

Ryan S. Brandenburg

Study shows schools challenged by cyberbullying

By Renee Cree
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Instances of cyberbullying continue to make news nearly every day, and while it's recognized as a problem among most school-aged children, a new study published this month in "Children & Schools" and coauthored by Temple Assistant Professor of Social Work Jonathan Singer finds that nearly half of school social workers feel they are ill-equipped to handle it.

"School social workers provide more crisis intervention services than any other school staff member — more than counselors, nurses, teachers or psychologists," said Singer. "As a result, school social workers are a very important component to school-based mental health services, yet there is little research that looks at their perceptions of cyberbullying."

In a survey of nearly 400 school social workers at the elementary, middle and high school levels who

were members of the Midwest School Social Work Council, the researchers found that while all respondents felt that cyberbullying can cause psychological harm, about 45 percent felt they were not equipped to handle cyberbullying, even though they recognized it as a problem. Further, only about 20 percent thought their school had an effective cyberbullying policy.

"If there's no policy in place to guide them, staffers are flying solo in this area, and that can be a liability," said Singer.

In addition, respondents felt that instances of cyberbullying were much more severe in middle school than in either elementary school or high school, leading researchers to call for training that differs in content and approach based on school level.

"These findings show a clear need to account for grade level when designing cyberbullying trainings, and for the inclusion of social workers in developing cyberbullying policies

that are accurate and effective," said Singer.

Most bullying prevention programs rely on school staffers actually seeing or hearing bullying prior to intervening, but Singer notes that this approach can't work with cyberbullying because it is obscured by personal technology. Therefore, he says, training needs to include ways that school staff can effectively educate students and their colleagues about cyberbullying, and learn new ways to intervene.

"The good news is, many schools have started a conversation between staff and administrators as to what their role should be in these instances," he said. "Things like holding in-service trainings or bringing in experts to talk about the issue can lead to an increase in information and knowledge on how to handle instances of cyberbullying."

Karen Slovak of Ohio University Zanesville is lead author on the study. Funding for research was provided by the Ohio University Outreach and Regional Campuses. u

Dream

From page 1

Edward Rendell, Philadelphia Mayor Michael Nutter and U.S. Rep. Robert Brady. The Philadelphia Boys Choir and Universal African Dance and Drum Ensemble provided a musical backdrop for the event.

In welcoming remarks, Temple President Ann Weaver Hart noted the special significance of hosting the ceremony in the recently renovated Temple Performing Arts Center, the former Baptist Temple venue that spilled beyond capacity during a speech by King there in 1965.

“A profound testament to Dr. King’s influence more than 40 years after his death is that his words and his message still reverberate and inspire beyond these walls and into the streets,” said Hart. “He knew his life’s work would not end with the successful desegregation of public services, or a particular legislative victory, or even within his own lifetime. And it does not end with a day of service, reflection and prayer.”

Even as Hart enjoined those in attendance to commit to keeping the spirit of King’s work alive, members of the Temple community were fanning out across the city to turn that commitment into action through a range of projects planned and implemented by the Office of Community Relations.

For the third year in a row, the university partnered with Philadelphia non-profit organization Global Citizen as a sponsor and participant in the annual Greater Philadelphia Martin Luther King Day of Service, which coordinates civic engagement and service projects around the city. At the city-wide observance at Girard College, Temple students and alumni helped to bridge the digital divide by upgrading computers that will be distributed to local families so that they can access online school and job resources.

Also at Girard, students from the Psychology Department, the College of Health Professions and Social Work, the School of Medicine and the Kornberg School of Dentistry presented information on a variety of health concerns, from men’s health to concussion awareness and dental hygiene.

Closer to Main Campus, students



Kinesiology students test flexibility and vertical leap as part of activities at the Greater Philadelphia Day of Service event at Girard College.

and other Temple volunteers put their muscle into a variety of service projects. At Berean Presbyterian Church, members of the Temple chapter of the ACLU and sorority Alpha Sigma Rho helped beautify common areas used for fellowship and worship, polishing pews, dusting candles and sweeping out every crevice of the auditorium.

“Martin Luther King Day is a reminder that there are people who dedicated their whole lives to service,” said Samantha Wiggins, president of the Temple chapter of the ACLU. “It should also be a reminder to serve more than one day out of the year.”

For the managers of Tree House Books, a non-profit after-school meeting place for local children and frequent Temple partner, the day of service presented an opportunity to accomplish a year’s worth of cleaning and organizing in one day, with Temple volunteers taking the lead.

“Today is the day to deal with

the mess and the stuff,” said Darcy Luetzow, executive director and a Temple alumna. “All of this would have taken weeks and weeks,” without the help of the volunteers, she said.

Students helped prepare the way for a new computer room that will be installed with the help of Temple Computer Services in the Susquehanna Avenue facility’s basement. The lab will provide vital access for the young people who rely on the non-profit as a place for reading and study.

Volunteers from Temple’s Ambler Campus also helped with several upkeep projects for the Norristown Police Athletic League and undertook a range of social activities with residents of Silver Stream Center nursing home in Spring House. In addition, high school students in Temple’s Upward Bound program and members of Temple’s Residential Organization for Community Service program cleaned and moved furniture at the R.W. Brown Recreation Center. The university also hosted collections of food, books and blankets to benefit the less fortunate.

The Office of Community Relations, Human Resources and the Philadelphia Chapter of the NAACP invited 20 youths from the Institute for the Development of African American Youth to the Education and Community Entertainment Center for a screening of the documentary “Dr. Martin Luther King Jr.: A Historical Perspective,” followed by discussion of the importance of civic engagement.

Temple’s College of Education, Office of Sustainability and Black Alumni Alliance got off to an early start on MLK celebrations, hosting a clean-up project on Friday, Jan. 14 at the Paul L. Dunbar Elementary School. Supported by Sodexo and the Office of Facilities Management, volunteers spruced up classrooms using environmentally friendly products and painted a colorful mural on one of the school’s interior walls.

“This day brings together people who wouldn’t normally be together,” said Greg Bonaparte, a Temple employee and usher at Berean. “People are coming together — folks of all creeds and colors — for one common cause, and that is what Martin Luther King’s dream was.”

— Elizabeth DiPardo



Above: Temple students paint a room at Tree House Books. Right: Students Raven Smith and Celeste Sumo accept donations from Nana Kwakye during a canned goods drive at the Fresh Grocer supermarket.



Winter conference explores learner-centered teaching

By Eryn Jelesiewicz
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How do you learn best? By listening to a professor lecture or by making a video that puts what you’ve learned in lecture into your own words, demonstrating comprehension and critical thinking? For today’s students, the answer is increasingly video and other alternatives to the traditional college fare.

With this shift in mind, nearly 150 Temple professors gathered last week to delve into learner-centered teaching at the Teaching and Learning Center’s Winter Faculty conference.

Conference keynote speaker Maryellen Weimer, an authority on college teaching and associate professor at Penn State Berks/Lehigh Valley, explained how roles change with learner-centered teaching: teachers become guides and facilitators while students take on more responsibility for their own learning. The approach emphasizes translating passive learning (listening) to active learning (doing something yourself).

During six breakout sessions, participants explored all facets of learner-centered teaching, from the classroom climate to student resistance. Associate Professor of Religion Rebecca T. Alpert led the most-attended session: “Less teaching, more learning:

shifting responsibility for learning to the student.” Participants explored how to guide students in performing learner-centered tasks, many of which traditionally have been handled by the teacher: organizing the content, generating the examples, asking the questions, designing assignments and solving problems.

In the process, the group shared learner-centered techniques they have used with success and came up with new techniques they could try going forward.

n Students assess their own class participation supporting their argument with evidence.

n MBA students write their own final exam questions.

n Students produce videos to demonstrate their critical thinking skills.

n Students establish the rubrics for evaluating projects and papers.

n Students pick out a part of a textbook with which they disagree and develop a justification for their positions.

“We’re all here to think about our teaching and to start a new semester with new ideas,” said Alpert. “It’s good to hear what other teachers are doing in the classroom and for us to encourage each other in trying new approaches.” u



Associate Professor of Religion Rebecca T. Alpert leads a breakout session exploring ways professors can guide students in organizing content, generating examples, asking questions, designing assignments and solving problems.

‘Colorblind’: A lecture by Tim Wise

On Thursday, Jan 27 at 7 p.m. at the Temple Performing Arts Center, nationally noted author and activist Tim Wise will present “Colorblind: The Rise of Post-Racial Politics and the Retreat from Racial Equity.”

Wise has long been a prominent writer and educator on the topics of white privilege, class and anti-racism. Throughout his career, he has spoken on comparative racism, race and education, racism and religion, and racism in the labor market on more than 600 college campuses in the U.S. and internationally. Additionally, he has lead training seminars for corporate, government, media, entertainment, military and law enforcement workers on how they can recognize and dismantle racism in their own environments.

Wise is the author of five books, the latest of which is *Colorblind: The Rise of Post-Racial Politics and the Retreat from Racial Equity*, the basis for his lecture. The book addresses the post-Obama call to end affirmative action and the belief that political and social programs should be “colorblind” and take into account economic status rather than race. Wise

Featured Events

argues that racism is still alive and well in America, and that in order for all Americans to have an equal opportunity, we must have more, not less, discussion and awareness of race.

For his efforts to shine a light on the ongoing problem of racism, Wise received 2002 National Youth Advocacy Coalition’s Social Justice Impact Award, as well as the 2001 British Diversity Award, for best feature column on race and diversity issues.

The lecture is sponsored by the Office of Institutional Diversity, Equity Advocacy and Leadership; the Academic Center on Research and Diversity; and Temple University Libraries. Molefi K. Asante, professor of African American Studies in the College of Liberal Arts, will deliver the evening’s introduction.

The lecture is free, but tickets are required. They can be reserved at <http://www.surveymonkey.com/s/TimWise>. For further information, contact IDEAL at 215-204-7303. u



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