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John Hazen White School of Arts & Sciences Newsletter, November 2010, Vol. 16, Issue 1

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JOHNSON & WALES
UNIVERSITY

John Hazen White
School of Arts & Sciences

NEWSLETTER

November 2010 **Volume 16, Issue 1**

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~ *In Memoriam* ~

A Tribute to Vin Doyle

By Eileen Medeiros

The School of Arts & Sciences lost a wonderful teacher and colleague with the passing of Vin Doyle in October. Vin was an adjunct faculty member of the English Department where he taught since 2005 after a career as a middle and high school teacher in Warwick.

David Capaldi, a member of the math department, had the pleasure of working with Vin during the early years of their teaching careers. Thinking about those times, David recalls that, while at Winman Middle School, Vin was the creator, writer, and director of the annual faculty-student productions, one of which was *The Hobbit* with many special effects. "He was very creative," David writes, and his creative talents landed him a grant from the Champlin Foundation, which was used to create a computer lab at Toll Gate High School.

About his time at JWU, Donna Thomsen, Chair of the English Department, writes, "Vin was certainly a wonderful member of our faculty," commenting that "his compassion, his expertise, and certainly his warm personality made him a favorite among so many of our students. I have heard from many students and colleagues who have told me they will miss Vin's charming smile and his easy going style that made him so approachable."

Susan Cottrell, the Resource Office manager at HAC, is one of those who will miss Vin's charming smile. She recalls that he always had a smile for everyone, even for his 7:10 classes on Monday mornings. "He loved teaching and loved his students," she writes, and "would always go the extra mile to help a student who was struggling." Becca Nowak, a former student, concurs: "Professor Doyle was very enthusiastic. Most students would not want to wake up on a Monday morning to go to a 7:10 English class." However, "every single student in class was jumping out of bed to see him." And former student Kylee Head remembers Vin as "one of the best teachers" she ever had. She writes, "He was one of those teachers who, the instant you talked to him, you knew he would impact your life. He was the type of teacher who cared about his students and what they had to say. He made us matter."

Vin's wife, Gail, has been an adjunct member of the English Department for the past 25 years, and we are all remembering her and his children, Joseph and Chrissy, during this very difficult time. Vin will be deeply missed.

We've moved……!

By Gwenn Lavoie

The Humanities Department of the John Hazen White School of Arts & Sciences extends a very warm welcome to five new department members who formerly made up the Legal Studies Department in the College of Business. Ernest Mayo, Kenneth Schneyer, Guy Bissonnette, Colleen Less, and David Spatt bring to the humanities area many years service to Johnson & Wales University and a wealth of professional and personal expertise in a wide range of areas.

Ernest Mayo, licensed to practice law in both Rhode Island and Massachusetts, is the Municipal Court judge for the Town of Warren, R.I. and is an arbitrator for the American Arbitration Association and the Rhode Island Superior Court. He holds his Juris Doctor degree from the University of Miami School of Law and joined the Legal Studies Department in 1998.

Kenneth Schneyer, a graduate of the University of Michigan Law School, is beginning his 21st year at the university. He was practicum director and assistant dean of the School of Technology from 2001-2004. A former actor, Ken has published several works of science fiction and fantasy and is delighted that membership in the Humanities Department may give him the opportunity to teach the Science Fiction course! He is interested in astronomy, chemistry, politics, cooking, feminist theory, and, in his words, "practically everything else!"

David Spatt has been a practicing New York and Rhode Island attorney for 30 years, specializing in the field of arts and entertainment law. He does a lot of pro bono work for Rhode Island artists and arts organizations. For 25 years, David was a professional musician and vocalist in clubs in New York City, Rhode Island, and New Hampshire. He is co-author of *The Artist's Friendly Legal Guide*. He has been a fulltime faculty member at JWU since 2006, having begun his teaching career in 1994.

Colleen Less graduated cum laude from Suffolk University in 1989 where she taught fulltime before coming to JWU. Practicing in most of the Massachusetts' state courts and the Federal District Court, Colleen has had significant litigation experience. She lives in Easton, Mass., with her husband, Dan, and four children. Amazingly, she finds time to serve on the Easton School Committee, the Easton Community Preservation Act Committee, and Easton's Green Communities Committee. Like her legal studies colleagues, she's very excited by the new challenges inherent in becoming a member of humanities.

Guy Bissonnette graduated from the New England School of Law in 1977 and has been a practicing attorney in Rhode Island since passing the bar exam the same year. He was admitted to practice before the Supreme Court of the United States in 2009. Guy has served as assistant solicitor for the Town of Portsmouth and is currently the chairperson of that town's Planning Board. He joined JWU in 1995 as adjunct faculty in the Legal Studies Department and became a fulltime member in 2001. He and his wife Sharon have one son, also a practicing attorney. Sharon and Guy share a great love of sailing and spend much time enjoying Narragansett Bay. Guy is also very proud of having made the Marion, Mass. to Bermuda race four times!

Cassola 2011: The Impacts and Implications of Communication

By Eileen Medeiros

Mark your calendars and plan on joining area high school and college faculty on Friday, April 8, 2011, to explore the impacts and implications of communication in the classroom, workplace, and community. Colin Beaven, the author of *No Impact Man,* will kick off the conference with his keynote address in which he will talk about the impacts of communicating his "No Impact" project. You'll also have the opportunity to hear from other faculty as they share about their own stories and experiences of communication's implications on their teaching and professional lives. A delicious lunch in the Cintas Dining Room will allow you the opportunity to network, and the day will end with a chance to win a box of chocolates and a $25 gift card to Barnes & Noble.

School of Arts & Sciences 2010-11 Academic Symposium

By Lucy Ligas

The School of Arts & Sciences will again be holding an academic symposium designed to highlight the best in undergraduate scholarship.

We encourage all faculty to consider nominating students who have completed exemplary work between April 1, 2010, and April 5, 2011, for inclusion in the spring symposium, which will take place on Thursday, May 5, from 4-6 p.m. in the Yena Center Presentation Room.

All submissions will be assessed according to the following standards. Work should be:

1. Well-written and error-free
2. Thoughtfully researched and appropriately referenced
3. Methodologically sound and tightly focused
4. Reliant on the artful use of evidence and sustained analysis
5. Innovative and engaged with broad, disciplinary questions

While all submissions will be held to the same general standards, we will be reviewing work in three distinct categories to allow for the better evaluation of various modes of scholarly activity. These categories are:

Research Papers: An excellent research paper that explains particularly well an issue explored in an Arts & Sciences course. This category is designed to include traditional, written research papers.

Creative and Applied Work: A work of original and exemplary creative expression or technical application that reveals a strong academic foundation clearly demonstrated by a high level of research and analysis. This category is designed to include creative, expressive, or fictional work (such as short stories, poems, photographs, films, visual art, or music) as well as project reports that detail problems, processes, solutions, and results.

Multimedia Presentations: A high-quality multi-media presentation that captures the essence of a problem in a unique and compelling way and that reveals a strong academic foundation clearly demonstrated by a high level of research and analysis. This category is designed to include documentary films, presentations of results of experiments or field studies, or models or other representations of research.

We are also excited to announce that select submissions will be awarded prize money in conjunction with the opportunity to present their work at the spring symposium. Later, we will be asking individual departments in the School of Arts & Sciences to help the symposium committee in the vetting of submissions for quality and accuracy.

Finally, note that one of the goals of the symposium is to foster greater opportunities for faculty mentorship of our most engaged and talented students. So please take time to encourage students in the revision of their work so that it is suitable for nomination and assist them in the completion of the submission cover sheet. Nomination materials, and copy of the students' work, should be submitted to your symposium representative by Tuesday, April 5.

Dorm Study Nights Continue to Be a Hit

By Ryan Tainsh

Over 30 students attended two sessions of the popular Dorm Study Night program during the fall trimester. This term, the program was held at the Harborview dorm on the Harborside Campus, and students again headed to the study room for assistance with assignments from an array of courses, as well as for pizza and fun. This term, I was challenged by creative writing assignments, menu planning projects, and math problems, to name a few. Students always seem eager to have help in a relaxed atmosphere while they delve into their projects. In addition to providing students with help with their work, these sessions offer a connection between faculty and students outside the classroom through academic guidance or just a game of table tennis.

September Gallery Night

By Paul Merluzzo

The September Gallery Night is the first of the art season. On the five possible gallery nights in September, October, November, March, and, finally, April, Professors Paul Merluzzo and Russell Chabot will be guiding small groups of students, faculty, and friends to some of the participating downcity galleries. Six students accompanied the professors on Thursday evening, September 16.

Gallery Night Providence is a free introduction to Providence's art scene. Every third Thursday of the month from March to November, the Providence art galleries hold an open house in the evenings from 6 p.m. to 9 p.m. JWU students gather at Abbott Park at 6:30 p.m. The student group ranges from five to 25 in number, as well as in nationality, major, and motivation. Some students are fulfilling extra-credit assignments; others are there for the appreciation of the arts.

At the URI Feinstein Gallery, *The Peace Art Project: A Month of Peace* highlighted the talents of a variety of artists, media, abilities, and viewpoints. From watercolor to bronze sculpture, the celebration of peace between individuals, families, communities, and nations was hopeful evidence that this concept is possible.

Bank RI Gallery is a public exhibition space after banking hours that showcases the distinctive works of contemporary artists living and working in Rhode Island. *Pictures through the Lens: Photographs by Paul Davis* was presented this month. The artist was present and happily answered questions by the JWU students. Beautiful color and black and white photographs captured the local landscape with aesthetic and ecological reflection.

Providence Art Windows is a series of vacant shop windows on Westminster Mall given over to artists. The dioramas feature work in various media that is sometimes whimsical and sometimes heavy with a social message.

Lastly, students ended the tour at Copacetic Rudely Elegant Jewelry's new location at 17 Peck Street. Our students loved the work, and some said they would return for birthday and holiday gift buying.

One can hope more students and, especially, more instructors, will participate in the October Gallery Night.

Teaching Multicultural Studies Series Features Professor Tom Gaines

By Wendy Wagner

On October 6, 2010, Professor Tom Gaines (English) presented a workshop for the Teaching Multicultural Studies series of in-services for the School of Arts & Sciences on using films about multicultural studies in the writing classroom. Professor Gaines showed clips from 3 films: *A Peacock in the Land of Penguins*, *Race is the Place*, and *A Place at the Table*. These three films deal with a variety of cross-cultural conflicts and challenges.

Using these three films as an example of how he approaches the assignment, Professor Gaines explained that he shows three films a term and requires students to take notes on the films. All the films are connected because they deal with social consciousness and an awareness of diversity both in and outside the classroom. Professor Gaines then uses the films in a variety of ways. In some classes, he assigns the students to compare and review the films, using guidelines about evaluative writing that he teaches. In other classes, the films are the basis of critical thinking, oral presentations, and class discussion.

The three films Professor Gaines presented were appealing and interesting examples of films that address the intercultural classroom. *Race is the Place*, which originally aired on PBS, combines music and performance with a discussion of culture, race, and identity. *A Place at the Table* addresses the issue of America's diversity through the thoughts and words of students, which makes the video accessible and relevant to our own students. *A Peacock in the Land of Penguins* is an animated video in an old-fashioned style, but it makes a very contemporary point about how important it is to have diversity in corporate culture in order to face the challenges of a changing world.

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School of Arts & Sciences Makes JWU History

By Mari Dias

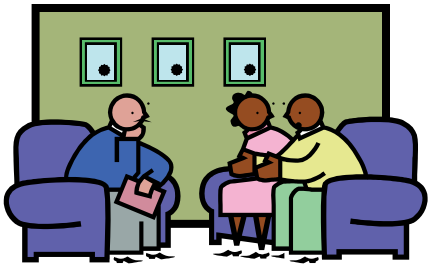
For the first time in the history of Johnson & Wales University, Arts & Sciences will become a degree granting school. Beginning in September 2011, a four year Bachelor of Science degree in Counseling Psychology will be offered. Social Science faculty members Cheryl Almeida, Michaela DeCataldo, Mari Dias, and Judy Turchetta worked throughout the summer conducting market research and comparison studies of both local institutions of higher education and the *Integrated Postsecondary Education Data System.* Following the exhaustive research, the team, with the assistance of Deans Angela Renaud and Chris Thompson, created a four year curriculum that meets NEASC requirements and exceeds academic certification. The degree is unique as it allows students to concentrate in a particular area of counseling including addictions, mental health, and/or school/career/vocational counseling. Each concentration provides experiential courses and offers study abroad and internships.

You may ask what, specifically, is counseling psychology? The Counseling Psychology Bachelor of Science (B.S.) degree program at Johnson & Wales University will prepare students for careers as counselors who assist clients in resolving personal, family, educational, mental health, or work-related issues. Graduates of this program may pursue employment in the public or private sectors working in educational settings, private agencies, hospitals, rehabilitation centers, or in non-profit organizations. Counseling psychology differs from a degree in psychology in that, in addition to providing a solid foundation in psychology, the JWU program includes several experiential components that will allow students to develop and refine counseling skills: Counseling Theories and Techniques; Principles of Group Counseling; Internship I, which includes shadowing a counselor; and Internship II, which is a supervised clinical experience.

At JWU, a B.S. degree in Counseling Psychology will provide students with the skills necessary to obtain an entry-level job in a variety of human services fields. Overall, employment for counselors is expected to grow by 18% through 2018. According to the *Bureau of Labor Statistics 2010*, anticipated employment growth varies greatly based on occupational specialty—substance abuse and behavioral disorder counselors 21%, rehabilitation counselors 19%, career and school counselors 14%, mental health counselors 24%. Counselors work in a variety of public and private establishments including healthcare facilities; career development, job training, and vocational rehabilitation centers; social service agencies; correctional institutions; and residential care facilities such as halfway houses for criminal offenders and group homes for children, elderly, or disabled clients; and therapeutic communities where people with addictions live while undergoing treatment.

The new bachelor's degree has been passed by the Social Sciences Department, the A & S Chairs Committee, and the University Curriculum Committee. In addition, it was vetted by the Charlotte, Miami, and Denver campuses.

According to Dr. Renaud, "This is our first offering which combines the best of professional program education and training and a liberal arts foundation. It was designed to meet educational needs of new hires as identified by our employers: proficiency in writing, opportunities to develop and engage in problem-solving and critical thinking, ethical awareness in the profession, and experiential learning opportunities."



The program will roll out on the Providence Campus, only, and will soon be followed by a Master of Science degree in Counseling Psychology.

Behind the Scenes of *THREE PURPLE PLUMS*

By Dorothy Abram

"I am BEAUTY!" said Nagwida, a fourteen-year old refugee and recent arrival from the civil war in Burundi—the spill over and continuing war from the past genocide in Rwanda and the on-going horror in the Congo, today. Her assertion was not an insistence on her existential being after escaping the genocide in central Africa or a supreme assertion of survival against all odds in the refugee camps of Tanzania. Nagwida simply was proclaiming her new part in our AWARE Alliance Refugee Theater play, *Three Purple Plums: Exploring the Dimensions of Hope for Children and HIV/AIDS in Africa*. Her proclamation, however, was life-affirming for her new identity as a refugee and early language learner in Providence, Rhode Island.

Such moments of Nagwida's expression and achievement through our ELL-refugee theater must be put in context. Nagwida would have been illiterate and uneducated in Burundi as the daughter of an impoverished farmer in the hilly countryside of Africa. The purpose of children in agricultural economies is to work the land and help with the survival of the family—not to become literate and dream of attending college. Reading and writing in a radically different language in her new cultural setting of the United States was a formidable challenge for Nagwida. Furthermore, a western educator's focus on a child's learning styles or learning disabilities are not even a concept in war-torn Africa—and neither are such concerns noted in the overworked and overcrowded inner-city classrooms of American cities where most refugees are placed upon arrival to the United States. Nagwida had little hope that her new life in America would surpass the goal of survival that she held through her years in the refugee camps of Tanzania.

I asked myself if it was fair to expect Nagwida to perform in a theatrical drama with all that such a production entails: reading, memorization, interpretation, presence, and performance. Nagwida's involvement in *Purple Plums* enabled me to realize that children of all backgrounds not only respond and rise to expectations but also feel affirmed and honored by the personal care and individual attention that such performance necessitates. "I am BEAUTY" was Nagwida's realization of her new-found hope and promise.

I witnessed Nagwida's blossoming with such delight that I was caught off-guard when Nagwida, as our performance date approached, told me that she would not be able to attend practices or perhaps even the performance. Her older sister, Revokata, the oldest daughter in the family, had enrolled in a special program that required her to live away from home. Because of Revokata's absence, Nagwida was placed in the cultural and familial role of "oldest daughter" to care for her seven other siblings, including older and younger brothers, little sisters, and an infant—babysitting, cooking, and cleaning.

This change of role and responsibility within her family resulted in a visible change in Nagwida. As the character of Beauty, Nagwida became the role of a Beauty. More than just coordinating her donated clothes with color, pattern, and texture, and grooming her hair into neatly braided rows and spirals, Nagwida was shining in Beauty's delight and pleasure in life. Now, it seemed our beautiful Nagwida had turned into a modern-day, African Cinderella, having to abandon the joy of dance and theatrical performance for the needs of a demanding household which she, as older daughter, was expected to assume. The real challenge, however, had really just begun.

That challenge necessitated that our group and I examine our purpose in our refugee theater project. If we abandoned Nagwida to the necessities of her cultural family requirements, we were also abandoning her ELL growth and achievement? What about our responsibilities to Nagwida as a person? How could we respect her culture and its demands but also enable Nagwida to play the role of Beauty that she so adored? Theater gave her the stage to perform beyond her abilities that the classroom couldn't match.

I contacted a past student who had been involved with an earlier refugee project, and, to my surprise and delight, Lizzie eagerly offered to work at home with Nagwida, tutoring her in her lines from the play while babysitting the children. Little did we know that Lizzie, being significantly closer to Nagwida's age than I am, became her "new older sister" and mentor and fit a familiar cultural category of meaning for Nagwida. The bond went beyond the

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Smart Cookies! A Sweet Idea to Make People Happy!

By Linda Kane

Nine years ago, in early December, Lydia Walshin, writer, multi-blogger, and self proclaimed "foodie," invited some friends to stop by her Glocester, R.I. log home on a Sunday afternoon to decorate sugar cookies. She had an idea. Bake. Decorate. Donate.

Fast forward eight New England winters, hundreds of pounds of flour, and more butter and sugar than anyone needs to know about, and Lydia's friends (and their friends, and so on, and so on) have baked, decorated and donated over 20,000 cookies! Her simple idea has evolved into a 501(c)(3) non-profit organization called Drop In & Decorate®, whose mission statement ends with the words "because cookies make people happy."

Walshin, who was recently named "One of Four Angels" by *Yankee* magazine, continues to host cookie decorating events year after year in early December and then again in May (around Mother's Day). On her website, www.dropinanddecorate.org, the concept is explained: bake some cookies, invite friends or family (or neighbors, or co-workers) to stop in and help decorate; then donate your cookies to a local food pantry, emergency shelter, senior center, lunch program, or other community agency meeting the basic human need of food or shelter. The website also offers support including sugar cookie and icing recipes, equipment lists, and cookie decorating ideas to others who want to host their own Drop In & Decorate® event.

Feinstein Community Service Center Chefs Kane, Pugh, and Rocheleau decided to do just that on a weekly basis with groups of students as part of their CSL1001 Community Service-Learning graduation course. The chefs agreed that it would be a great way to introduce students to community involvement on their first day of service. After all, who doesn't like cookies? Kane and Pugh had "dropped in and decorated" before on their own and had also brought small groups of students to help Walshin make enough cookie dough to accommodate the growing number of willing decorators. They often discussed the possibility of hosting the event but hadn't quite found a way to incorporate the Drop In & Decorate® program into their existing structure—until last summer when they began exploring new program options to accommodate larger numbers of students. It was a perfect fit, and, by the start of the academic year, the pieces were in place. The new program was named *Smart Cookies!—a Drop In & Decorate® Event,* and here's how it works:

Pastry students at the J&W Inn bake the sugar cookies and make the royal icing. Then, on Mondays, students who are scheduled for CSL1001 meet in a classroom at HAC for a one hour orientation and lecture on food related community issues such as hunger, nutrition education, sustainability, corporate citizenship, etc. Throughout the lecture, we discuss "think outside the box" ways to address these issues through community involvement. We show a short DVD that explains Drop In & Decorate® and answers the often asked question: "Why cookies?" Students then travel by van to the St. Charles Church community room to decorate cookies together. After a demonstration, which introduces techniques such as "filling" and "dragging," the fun begins. The rules? Use your imagination, cover the *entire* cookie with icing, use sprinkles generously when all else fails, and save all the broken cookies to be eaten later! Each colorful cookie is individually wrapped in cellophane and tied with several strands of curling ribbon. Next, the beautiful little works of art are arranged in tissue-filled, take out boxes (10 per box), and are ready for delivery. A simple sugar cookie—baked, decorated, hand wrapped, and delivered to an unknown recipient in a domestic violence shelter, a food line, or a senior center—a random gesture of kindness—a gift for someone else. It's like "follow that cookie," and, although we are not always there when the cookies are handed out and opened, we have seen how something so simple can make someone feel so special and have truly felt the joy of giving "because cookies make people happy."

Included with the delivery is a card signed by the students and a one-page "diploma" to educate recipient sites on some of the JWU community resources we provide. So far, Smart Cookies have been donated to the St. Charles Pantry, Providence Ronald McDonald House, Amos House Shelter, Meals on Wheels, Crossroads Rhode Island Family Shelter, Beneficent Congregational Church, Whitmarsh House (a group home for boys), the Women's Center (for domestic violence victims), and St. Patrick's Soup Kitchen. The chefs are planning to invite staff, faculty, and students to Smart Cookie events in the future and encourage everyone to think about hosting their own event, too!

Musings

Building a Gumbo

By Christine Stamm

I reflect on how students learn almost daily because, in so doing, I realize ways to modify what and how I teach. As I reflect, Gumbo frequently comes to mind. In case his nickname wasn't an indicator, he had grown up in Louisiana and came complete with the deep southern drawl, bubbly character, and a smile and sense of humor as bright as the Colorado sun. He had a stocky build, walked with the slight swagger of a cowboy (albeit a culinary nutrition major in chef whites), but, unlike most of our students, his hair was graying around the temples. That's right; he was an adult learner, a category of student that is relatively rare at Johnson & Wales when we consider our student body in its entirety. He had come to the university seeking a new career track. Gumbo had been raised by a tight-knit family in bayou country with a solid foundation in faith and strong family traditions, which included plenty of food, and he had learned a love for life. As he matured, the community in which he was raised shaped and molded him, and he took a laborer's job as he entered his twenties and became very successful with it well into his thirties. Through his varied experiences with the cultural groups in which he was raised, he had grown to realize that food was one of the things he loved more than anything and which gave him a sense of identity. After his grandmother's passing and with inheritance in hand, he arrived at Johnson & Wales University ready to invest in himself, developing skills and knowledge in preparation for a career that would be more meaningful than just earning a good paycheck week-to-week. Little did Gumbo know—nor I upon first meeting him—that he had come on a mission to connect his love for food with an understanding for why and how it created such meaning in his life.

Gumbo was a student in my Culture and Food class at the Denver campus nearly four years ago. It was my first time teaching the course in the spring of 2007, and, in spite of the fact that I was in my 17th year of teaching, like many faculty delivering a course for the first time, I felt like a neophyte. I didn't come to teach in the School of Arts & Sciences in the conventional way. No, like Gumbo, I started in one career—first as a chef and then a professor of culinary arts—and then continued my studies to eventually earn a terminal degree. Since the food part came naturally to me, it was the sociology piece that I needed to fit into the puzzle that would become this course. My desire was to use my passion for food as the vehicle by which I could engage my students toward an understanding of the cultural elements of food that help to explain and put into context its larger meaning in society.

One of the projects, the Daily Food Experience, was created in order to help the students internalize, reflect on, and synthesize the many ways that food serves as a medium by which we experience and communicate culture. Thankfully, this was before the day of the "No food or beverages allowed in the classroom" policy. On the first day of class, after reviewing the course outline and building an understanding of what the course would entail for the term, the students were required to pick a day during the course when they would present a food or beverage item (related to that week's topic) that they would research from the culinary and sociological perspective. They would then report their findings to their peers, providing a one-ounce portion to each member in the class. The students loved the project and looked forward to the presentations, a mere twenty minutes of each ninety minute class, because they were relevant, to the point, and illustrated the topic we were discussing during the rest of the class period. I, too, had an affinity for the student projects because they revealed to me the measurable synthesis of food and culture in which the students were engaged. Another benefit to the project developed as the term progressed: the students became more daring with the complexity of items they presented, which, of course, deepened the level of research required.

Near the end of the term, Gumbo's day for presenting his Daily Food Experience project finally arrived. True to form, Gumbo had fully researched his chosen food, and, with my permission, he presented two: gumbo and étouffée. In the process of doing his research on gumbo, he had realized that, based on his own experiences, in order to fully communicate the cultural meanings generally and specifically, his presentation would be better and more meaningful to the students if both dishes were prepared; I acquiesced. He went to the local grocery store, invested close to $75 of his own money, and hand selected ingredients which, with the culinary dean's permission and the agreement of his laboratory chef, he brought to his morning lab on the day his project was due for his afternoon Culture and Food class. That morning, he prepared his two dishes in the culinary lab as a grade for his morning class and then packaged the finished dishes, still bubbling in their perfection, and carried them across campus

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JWU Players Reputation Goes Statewide! By Mari Dias

For the first time since The JWU Players inception three years ago, their production of *Urinetown, The Musical* was included in *Motif Magazine's* nomination in the College/University category. Nominations included Mari Dias, Best Director; Shaughn Earle, Best Male Performance; Kim Frenze, Best Female Performance; and Tiffany-Schmitt-Signorelli, Best Costume Design.

The Players are excited to announce that Kim Frenze and Tiffani Schmidt-Signorelli won in their respective categories against rivals the likes of URI, PC, Roger Willians, and RIC. Go JWU Players!

Three Purple Plums *Continued from page 6*

specific performance into a friendship that endured. Without this relationship, Nagwida's hope for an educated future was likely to collapse under the needs and demands of everyday family life. More importantly, it sustained Nagwida's belief in herself as the incarnation of beauty—now the symbol of possibility in her life.

The AWARE Alliance Refugee Theater that began as an innovative theater project for early language learning refugee children became a welcomed opportunity for all involved—refugees, students, and instructors, alike—to open ourselves to the joy of living, learning, and connecting through theater performance. Our AWARE Alliance Refugee Theater (AART) celebrates the cultural knowledge and historical experience of our local refugee and immigration populations through diverse public presentations and performances. These refugee children were invited to prepare and perform a dramatic presentation titled *THREE PURPLE PLUMS: Exploring Dimensions of Hope for Children and AIDS in Africa* for an AIDS benefit. Though they previously had no connection with this topic or the orphanage for which we were raising funds, they had enjoyed our previous summers of theater camp. In addition, these children had seen other recently-arrived refugees on stage in powerful theatrical renditions of their cultures and histories that celebrated them as refugees—even if, at that time, they did not fully understand the English spoken on the stage.

Refugees who had been through their own horrors—including horrors in Liberia, Burundi, Rwanda, Haiti, Cambodia, and Iraq, were thrilled and honored to participate in the staging of the dramas of others. Since all these refugee children had lived through personal and political dramas in their own lives, the opportunity to perform this theater work gave meaning and significance to their life own stories. Often dismissed as nothing more than refugees or immigrants in their everyday lives, the children transformed that identity through theater into a source of strength and insight. Moreover, by creating a community of other children who had come to the US for similar reasons, they now had a global family in their local community.

The children felt the importance and seriousness of the performance because they understood that it offered the African AIDS orphans a way through the suffering that the orphans were enduring and that was somewhat similar to what they had endured. How amazing it is that, at such a young age, our refugee children came to realize that sources of suffering are also sources of strength. How exceptional it is to have the opportunity to offer that insight as a gift to the world through performance!

The refugee children actors in *THREE PURPLE PLUMS* had turned the play (the drama) into play (recreation). Play is the activity that opens the cognitive capacity to move beyond the limitations of everyday competence and to develop outstanding skills. Play transports children beyond their skill levels to perform at higher levels of mastery, but they also had to return from that magical play space to perform in a context of the other sort of play: theater. In addition, because the girls had all survived major crises, each child spoke about how her personal experience of hardship and suffering related to the play's character she was representing. Such difficult experiences in these refugee children's lives became a source of authority, compassion, and unity amongst them. Finding purpose fueled their motivation to achieve the best pronunciation they could achieve for their parts, to display a depth of understanding of the dramatic characters, and to create a spectacular performance for the community and the world of significant global concerns.

Collegiality at its Finest

By Mary Barszcz

We all know that there are some questions, which, when asked, seem to automatically elicit a torrent of opinions, answers, and insights. On September 30, that question was "What are THEY teaching, anyway?" and those with the opinions, answers, and insights were the high school and college educators who attended the first gathering of the 2010-2011 College-level Writing Collaborative at the Harborside Campus. Approximately 35 people from schools as diverse as URI, CCRI, Bryant, Scituate High School, Cranston East, Providence Career-Technical Academy, and, of course, Johnson & Wales met in the Culinary Amphitheater to continue the conversation that began at the Navigating the Gap symposium held at Save the Bay last April.

Supported by the School of Arts & Sciences and the English Department, the collaborative is overseen by a steering committee consisting of Dav Cranmer, New England Institute of Technology; Sarah Leibel, Blackstone Academy Charter School; Laurie Sherman, CCRI; Ruth Trainor, Scituate High School; Julie Lozinski, Norwood High School; Chris Natalizia, Quincy High School and JWU; Eileen Lambert, Central Falls High School; and Val Balkun, Eileen Medeiros, Donna Thomsen, Terry Novak, Mare Davis, and Mary Barszcz, all from JWU's English Department. The mission of the College-level Writing Collaborative is to bring together those who teach students to write in high schools and colleges in order facilitate dialogue that will result in helping students master college-level writing. And that mission was achieved on September 30 when representatives from those groups did, indeed, collaborate well.

After a general welcome, attendees were given a survey designed to discover the differences in the skills and strategies high school English teachers and college writing teachers see as being important to a student's success as a college writer. This survey asked respondents to rate the importance of various skills and experiences in ensuring entering students' success as writers in college. Questions included rating the importance of familiarity with genres such as research papers, timed writing essays, personal narratives, and essays that respond to literature, as well as the ranking of skills such as summarizing, reading the classical cannon, proofreading, editing, participating in peer response groups, and applying the rules governing capitalization, citation systems, and parts of speech. Hopefully, the results of this survey can help collaborative members to pinpoint the gaps that separate high school instruction from college-level writing expectations in order to reduce that divide.

Then, attendees were on to break-out sessions, each of which explored that provocative question, "What are THEY teaching, anyway?" Three different sessions simultaneously explored this same question, and each session had two leaders, one college professor and one high school English teacher. These leaders were Ruth Trainor (Scituate High School) and Laurie Sherman (CCRI); Sarah Leibel (Blackstone Academy Charter School) and Eileen Medeiros (JWU); and Chris Natalizia (Quincy High School) and Dav Cramner (NEIT), who led participants in becoming better acquainted with what happens in classrooms on the level with which they are not familiar. Judging from the large group wrap-up in the amphitheater that followed the small discussion groups, both the high school and college educators did learn about "the others." Some of the interesting results that the group leaders shared in the amphitheater included the possibility that all levels of education might be deferring skill sets that used to be covered at one level to the next level. For example, writing skills that used to be taught in high schools are now expected to be covered in college, and those writing skills (for all but English majors) that were previously taught in colleges are now often seen as being the responsibility of the workplace. Another insight that was shared at the wrap up was that high school teachers worry about what "we" are doing in college. They are concerned that what they think their students will need as freshmen in college may not, in reality, be connected to college writing reality. Finally, the college professors in attendance learned of the constraints and limitations that many high school English educators deal with on a daily basis, which seemed to help explain some of the writing gaps that exist between the two levels.

PDPs…professional development…inservice opportunity…The College-level Writing Collaborative held on September 30 provided all of these opportunities for those in attendance. However, it was so much more; it was a display of collegiality at its finest.

If you are interested in becoming a part of this very exciting collaboration, the next gathering is scheduled for Thursday, January 27. For more information, please contact Mary Barszcz or watch your inbox.

JWU Chapter of Silent Witness March to End the Violence

By Mari Dias

Marking October 18, 2010, as International Silent Witness Day, the JWU chapter of Silent Witness, along with every state in the U.S. and 23 countries, held a candlelight vigil and march to honor those who lost their lives to domestic/dating violence.

Amidst a large gathering, the candlelight vigil was held in Pepsi Forum where a film clip of the founders of Rhode Island Silent Witnesses was shown. In addition, the keynote speaker, Ann Burke, mother of Lindsay, spoke to the audience about her experiences both before and after Lindsay's horrific death at age 23 at the hands of her ex-boyfriend. Lindsay's throat was slit, and she was stabbed over 57 times. Ann discussed the signs of potential partner violence and the importance of a safety plan.

Ann continued on, listing her achievements since Lindsay's death. The Lindsay Ann Burke Act, making it mandatory for all public schools to include dating violence in their health curriculum in grades 7-12, was passed in Rhode Island. Since the passage of the Lindsay Ann Burke Act, Ann has presented to the full Senate Judiciary Committee in Washington, D.C. and, most recently, dined with Vice President Biden at his home. The Lindsay Ann Burke Act has now been passed in several additional states with the hope of training health teachers in presenting the dating violence curriculum and raising awareness of domestic/dating violence.

Following the keynote address, audience members lit a candle and chose a witness to march through the streets of Providence. Mari Dias, Associate Professor of Social Sciences in the School of Arts & Sciences and faculty advisor to the JWU chapter of Silent Witnesses, led the march along with Ann Burke. Members of the Providence Police Victims Task Force Unit escorted the marchers to the Garrahy Complex where a moment of silence was held; this was followed by the readings of the names of the victims.

October Gallery Night: A Big Success

By Paul Merluzzo

Gathered in Abbott Park, more than 20 students accompanied Professors Paul Merluzzo and Russ Chabot to four downcity galleries on the second Gallery Night of the 2010-2011 season.

On our first stop, students visited AIAri, the seventh oldest chapter in America of the American Institute of Architects. Among the displays of new work, there were several award winners present who interacted with the public. They were honored for their commitment to local architecture, sculpture in public spaces, and service to people and the environment. Displayed were photographs, maquettes, and architectural renderings of completed and future projects.

The URI Feinstein Gallery hosted *COMING OUT: The Art & Politics of Gender & Sexuality*, curated by Steven Pennell. The first and second floor galleries held beautiful and whimsical works in all media by LGBTQ artists. The reception included performances by the Providence Gay Men's Chorus. The exhibit explored sexual and gender identity issues and the courage, personally and professionally, it takes to come out.

Providence Art Windows on Westminster Street had a Halloween theme and fabric sails of stamped Greek masks. Students and instructors engaged in lively conversation about the previous exhibits.

The small but exceptional show at Bank RI presented *Classical Still Lifes* by Corinne Curreri. Each oil was a remarkable tour de force of talent. The still lifes harkened back to the Dutch and Spanish traditions of Claez and Zurbaran. They were stunning in their quietude and virtuosity. The artist and curator spoke to students and allowed photos to be taken.

Once again, our last stop was Copactic Rudely Elegant Jewelry, always a fun place to browse and plan for holiday buying. Home to unique gadgets, fine and costume jewelry, the new location at 17 Peck Street is just a few steps away from the Yena Center and the end of another Gallery Night.

A Beginner's Guide to Using the Smart Classroom

By Kenneth J. Rourke

Dr. Wendy Wagner, a faculty member of the John Hazen White School of Arts & Sciences, presented a two hour interactive workshop about using the smart classroom to a group of several JWU colleagues on Monday, September 20, 2010, from 3:45 p.m. to 5:45 p.m. in the John Hazen White Language Lab room 206.

Dr. Wagner prefaced her presentation by discussing two important rules:
Rule # 1: If the computer is not working, shut it off; then, restart it to reset the original settings.
Rule # 2: Students do not know as much about technology as they say they do; please do not be intimidated by them.

Wendy also discussed the following topic areas:
1. Microsoft Outlook and the use of our e-mail system: Wendy included how to prepare a global e-mail distribution list, how to customize a group contact list, and how to utilize the global JWU e-mail directory to find an individual student or colleague. Wendy also discussed the filtering of e-mails into sub-folders.

2. Use of smart classroom equipment: Wendy covered the personal computer, the DVD/VCR player (videos), the receiver/amplifier (audio component), and the projector and screen. Dr. Wagner emphasized the importance of checking the sound icon, the volume settings, and the amplifier control volume if showing a video clip from a source DVD/CD or a clip from YouTube, etc.

3. Microsoft Word and other file formats: Wendy stressed that it is important to make sure that students send documents in a suitable format so the recipient is able to open the documents. She indicated that the best formats for sending attachments in Microsoft Word are .DOC or .DOCX. Dr. Wagner discussed a website, www.zamzar.com, which allows a person to convert documents into an easily opened document. Wendy also demonstrated a website, www.primarypad.com, which may be used by a faculty member to work on collaborative writing projects in the classroom. She illustrated the "edit," "highlighting," and "collaborating" functions on this website, which can enhance student learning in the classroom setting.

4. Social Media (i.e. Twitter): Wendy indicated that Evan Williams developed this social networking device so he could stay informed about what his friends were doing at any time. Many international people utilize their cell phones (text messaging) rather than personal computers to network and share information with others about things like earthquakes, tornados, and other monumental events in real time. She showed us her Twitter account indicating that it was a great way to link to real-time information, news reports, conferences, marketing events, and social contacts that could possibly be used for discussion in the classroom. Dr. Wagner informed us that Twitter could be filtered. She offered two websites as tools for searching: www.wefollow.com and www.searchtwitter.com.

This workshop provided attendees with excellent information about the many tools available that can add another dimension to the learning environment.

Multicultural Studies *Continued from page 4*

Professor Gaines made the point that using films about diversity in our multicultural classrooms helps students critically think about these issues and teaches them useful ways to mediate conflict. At the same time, students think, research, and write about topics that have personal relevance and about which they can draw from their own personal experiences.

The next in-service on Teaching Multicultural Studies will be on Wednesday, January 12 on the topic of Junot Diaz, who will be a speaker in the Cultural Life series of speakers in the spring. If you are interested in making a presentation or suggesting a topic for a presentation, please contact Wendy Wagner or Saiyeda Khatun.

The *ScholarsArchive@JWU* and You! By Erika Frank

Did you know that Johnson & Wales Library, Providence, manages an open source digital commons called the *ScholarsArchive@JWU*? The *ScholarsArchive@JWU* is a publishing platform for scholarly and creative works authored by JWU faculty, staff, departments, colleges, and students.

In the last several years, open source publishing has gained significant prominence among colleges and universities all over the world as a place to share and disseminate scholarship and creative works in an open source environment. Many colleges and universities have moved their proprietary, peer-reviewed journal and newsletter publications into their institutional repositories as a cost-saving method and to increase the visibility and viability of the institution without restrictions from commercial publishers.

Technically speaking, the *ScholarsArchive@JWU* is an archive or institutional repository, but it is not just a place where scholarship and creative works retire. Publishing in an open source platform such as the *ScholarsArchive@JWU* enables authors to have their work included in a permanent archive within the university community and to have it findable and viewable to the world via standard search applications such as Google Scholar, Google, Worldcat, and our own HELIN library catalog. Works can be published in a variety of formats such as image, video, or audio, and in any document format such as PowerPoint, Word, Excel, or PDF. Because works published in the *ScholarsArchive@JWU* can be so readily found on the World Wide Web, greater opportunities exist for the creators of those works to connect with peers and researchers in ways that might not otherwise occur. It should be noted that publishing original works in the *ScholarsArchive@JWU* allows authors to retain copyrights in order to re-publish works in other venues as permitted. Authors can also establish their own level of Creative Commons licensing in order to set the parameters of share-ability and attribution.

As of this writing, the *ScholarsArchive@JWU* includes 988 papers. There have been 18,246 full-text downloads, with 11,454 downloads in the past year. During September alone, there were 766 visits and 2,912 page views. 86% were first time visitors, and 52% of visitors accessed the site via search engines. All JWU doctoral dissertations are added to the *ScholarsArchive@JWU*, and, this past spring, the School of Arts & Sciences provided the first collection of undergraduate scholarly student work created by the finalists of the first academic symposium. Other notable contributions include the Restaurant Menu Collection, the Library Newsletter, and, as of this fall, the School of Arts & Sciences Newsletter. Currently, only the Providence and Charlotte campuses are stakeholders and participants, but the goal is to have participation from all campuses and to continue to grow and collect scholarship and creative works—past and present—across the JWU organization. We know how great Johnson & Wales University is, and the *ScholarsArchive@JWU* is another way to spread the word!

If you would like more information about contributing work to the *ScholarsArchive@JWU*, please contact Erika Frank, Reference Librarian, efrank@jwu.edu, or 401-598-2466. The archives can be accessed at scholarsarchive.jwu.edu.

Spanish Language Film Fest By Gwenn Lavoie

In recognition of the burgeoning numbers of students on campus who either speak Spanish natively or who study Spanish as a degree requirement, it seemed a natural to partner the Humanities Department of the John Hazen White School of Arts & Sciences with the JWU Latin American Student Organization in order to host an event bringing both groups together. About 45 students gathered in the Intercultural Center on Wednesday, October 20 to view *Pan's Labyrinth***,** a critically acclaimed movie set in 1944 in Spain at the height of Francisco Franco's repressive rule. The film is a fascinating mélange of fantasy and reality, of human brutality, and of dreams of a "happily-ever-after." The special effects add depth and horror to this powerful film, which explores the lives of a pregnant woman and her fairy-tale loving child, lives played out against the backdrop of guerrilla warfare and governmental repression. Quite apart from the visual banquet of fantasy kingdoms and scary monsters, our JWU students came away from the film with a greater appreciation for what harm a civil war can do to a nation's people.

Sociology Students Volunteer Creativity and Talent

By Mari Dias

Veazie Street School's conundrum: How might they increase parental involvement at the school and garner parent participation in the community fair? The community fair is a key opportunity for parents to learn about the social services available to them, but parent participation was waning. For the second year in a row, students in Mari Dias' Sociology I course joined forces with the Feinstein Community Service Learning Center to create a Spooky Fun House and Maze on the same evening as the community fair. This plan surely increases parental participation and involvement as the children beg their parents to attend. Under the tutelage, talent, and organization of Deirdre Newbold, JWU students revamped the cafeteria and gym of Veazie Street School into a world of fun for the students.

The first stop was the spooky maze created with gym mats and including balloon ghosts and goblins, an array of spider webs, and garbage bags. Around every corner of the maze, one might find a cemetery, a coffin containing a mummy, a cow, or a pumpkin! Screams of delight and fear were heard throughout the maze as the boom box played "Monster Mash."

Following the maze, participants entered Spooky Fun House, where sociology students had created activity tables. An onlooker might find youngsters having their faces painted, winning a prize with a bean ball throw, or creating their own spooky eyeballs. For the brave of heart, there were stations where both parents and children could put their hands and arms into a box and feel "brains" and "eyeballs" or visit the "head on the platter."

According to Principal Chin, this year's festivities were very successful. Over 200 Veazie Street School families attended, which totaled over 500 people. Parents and children, alike, shared a wonderful evening together and learned about the services available to them. JWU sociology students saw a piece of socialization and culture in action and will present their CSL experience to other JWU sociology students in the form of a group multimedia presentation and a research paper comparing their experiences at Veazie Street with information gathered from a review of the empirical literature on the subject of the effectiveness of parental involvement in inner city, at risk elementary schools.

Growing Smart by Playing to Rhode Island's Strengths

By Deirdre Newbold

On October 20, Scott Wolf, Executive Director of Grow Smart Rhode Island, spoke to an enthusiastic audience at the Pepsi Forum as part of the Social Action Series sponsored by the Feinstein Community Service Center. Grow Smart Rhode Island is a statewide public interest group representing a broad coalition of partners. Its mission is mighty! The group attempts to fight sprawl and lead the charge for sustainable economic growth through innovative policies and programs revitalizing cities, towns, and village centers; increasing transportation and housing choices; preserving cultural and natural resources; and expanding economic opportunity for all Rhode Islanders.

Eleven years ago, when Grow Smart Rhode Island initially began, participants were perceived by the general public to be "burnt out hippies and elitists," but now, in today's economy, they are becoming a practical necessity and highly accepted. Wolf spoke of all of the positive redevelopment projects in the state: converting mills into apartments, offices, and retail space; opening more land through the I-way project; and improving mass transit including the new train station in Warwick. He also lauded JWU's efforts to clean up contaminated land for new construction on the Harborside Campus. All of these major improvements make R.I. and the JWU campus a more livable community.

Wolf addressed the topic of conservation and the necessity to not overdevelop the open space still left in our small state. R.I. is known for its beauty, and, if citizens continue to build on open space, we will begin to lose our appeal. If R.I. wants to continue to grow and develop local economies, it needs to look at how to use resources wisely. "The older generation is often overwhelmed by changes in Providence and throughout the state and, in some

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Plato's Café: What are we learning? What are we doing?

By Paulette Levy

Plato's Café can be described in several ways: a simply wonderful discussion group, a small learning community with a particular focus, or just some hungry students searching for some answers. All may be true.

What members have learned is this: the problems and issues and questions that humanity grapples with on a daily basis were also the problems and issues and questions that wise people before us also grappled with. Some of the questions may never be answered solidly, but, in the trying, humanity wins.

Those who are part of Plato's Café are hopeful and are wondering and wish this: that the students who attend our café sessions learn something from one another, learn that they, too, can be a part of this great world of intellectual capital, and that the ideas shared at café sessions might one day be applied to careers and applied to life everyday.

Meeting Notes:
September 29: Our Plato's Café members enjoyed a smorgasbord of cheeses from around the world; pastries like cake, cookies, exotic brownies; and tea and hot chocolate while savoring the ideas passed around our lovely table. Ideas focused on fate and destiny. If people believe that lives are planned (fated) by a greater power, does it diminish the value of lives? Where is truth?

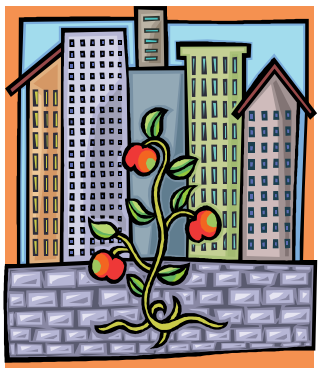
October 13: Plato Café's members tore into the ideas about reincarnation while we tore into our dessert and cheese platter; yet, halfway through the discussion, the meeting became a bit emotional as death became a focus. Several members confessed to fearing death beyond their words! So, is the belief in reincarnation by some a hopeful belief system? Does it somehow promise humanity more time on earth? Why is this important? Of all of the topics discussed in the last two years, this topic of reincarnation and transmigration became extremely emotional to some. Next time? Fear a natural transmigration of its own. The November 3 meeting might not compare with the October 13 session in its passion!

November 3: Like the shifting winds and the 36 degree temperature outside, November 3 blew in cold and blustery, and, with it, a huge group of Plato's Café members converged on the Intercultural Center, meaning more chairs, more cups, and more food. Luckily, the group prepares. The discussion, focused on fears, was a great opportunity for some of the newer members to be heard—with even the most timid sharing long held secret fears. Irrational or rational? Fear is a part of life. Overcoming fear involves courage.

"The end of fear is the beginning of wisdom." -- Bertrand Russell

Growing Smart *Continued from page 14*

cases, can be quite resistant, but the younger generation is instead energized by these changes." Wolf encouraged the JWU students to think about how to incorporate Smart Growth into their careers and to consider careers in service to others. "Working for a nonprofit is never routine or boring, and I am tremendously fulfilled by my job, and I encourage you to follow your passions first and the money second."



The Feinstein Community Service Center's next Social Action Series event will be *Hug Life: Sparking Creativity and Entrepreneurship with Urban Young People* featuring speaker Sam Seidel on April 12, 2011, in Pepsi Forum at 11:30 a.m. Call x1262 or email Deirdre Newbold for more information or to sign up.

Fogarty Update: Fall 2010

By Kaitlin Blake

September of 2010 welcomed a new principal at Mary E. Fogarty Elementary School. Principal Carolyn Johnston comes to Fogarty with wonderful new ideas and a great enthusiasm for collaborating with Johnson & Wales University. As Fogarty is facing its third consecutive year of falling short of state mandated test scores, Principal Johnston continues to welcome the assistance that JWU volunteers offer for mentoring and tutoring the children. Below is an overview of the programs and events facilitated by the JWU/Fogarty collaboration this fall:

Community Service-Learning
CSL1001 and CSL1002 students are offering their time at Fogarty through A&S courses within the following programs: Literacy Tutors (all grades), Math Mentors (all grades), USA HOORAY! (grade 2), Globe Trotters (grade 3), Math Busters (grade 4), Leadership Mentoring Program (grade 5).

Community Events
Fall Open House Ice Cream Social: Principal Johnston held a school-wide open house event in September to welcome parents to meet their children's teachers. Additionally, this event served as a resource fair for academic tutoring and other support agencies available to Fogarty families. While parents were busy with this event, 15 JWU student and staff volunteers worked with Fogarty staff to coordinate an ice cream social in the school cafeteria for the children. Children had the opportunity to make sundaes, visit activity tables, and play games while waiting for their parents. JWU provided ice cream toppings, plastic ware, games, activities, and small giveaway items such as bracelets and stickers.

Fogarty Clean-Up Project: JWU's National Student Organizations (NSO), in collaboration with the Feinstein Community Service Center, sponsored a school clean-up day at Fogarty on Saturday, October 16. Around 100 volunteers from JWU, Fogarty, and the community showed up to help clean, paint, and restore areas within the school as well as the outdoor play area. Playground games were re-painted or replaced with new activities, murals were painted on the brick walls, trash was picked up, flowers were planted, and more. Inside, the school was scrubbed top to bottom, inspirational phrases were painted around the main office, furniture donated by JWU's Facilities Department was used to create a waiting area in the lobby, and drawings were created and framed. JWU volunteers also worked with a few Fogarty children to create a special, framed painting for Principal Johnston. Overall, the event was a huge success and Principal Johnston was thrilled with the results.

Fundraisers and Donations
A&S Professor Mark Duston organized a fantastic clothing drive throughout the summer and into the fall, collecting several bags of red t-shirts for the children at Fogarty. The school uniform at Fogarty requires children to wear any red top with any blue bottom (blue jeans, etc.). These rules are loosely enforced as many of the children do not have the appropriate uniform items. The donations of red t-shirts were extremely helpful, and many children were able to start off the school year by participating in the uniform policy!

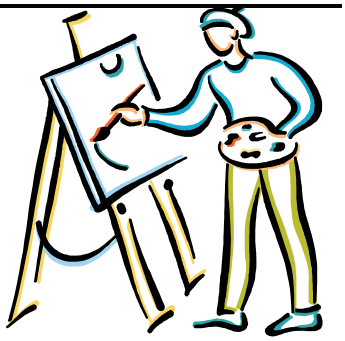
A&S faculty donated a large variety of school supplies, clothing, food items, and cash to Fogarty throughout the fall term. These donations were all filtered through the school nurse who distributed them to the children and families most in need. Principal Johnston was so appreciative of the cash donations that are helping in her efforts to bring the school up to par and in creating a positive learning environment for the children. Many thanks to all who were able to give during these trying economic times!

Soup Sales: Professor Mark Duston followed up his red t-shirt drive with his annual home made soup sales, the proceeds of which go directly to Principal Johnston at Fogarty. Coupled with the continued donations of food and clothing, this year's holiday contributions to Fogarty are looking to be extremely generous. Once again, thanks to all who are able to participate!

For more information on how to get involved with Fogarty Elementary School, contact the Feinstein Community Service Center at 401-598-2989. To view the 2009-2010 Summary Report, access the JWU H Drive > Feinstein Community Service Center > External Shared Folders.

Meet Our Newest Colleagues

By Eileen Medeiros



"Art and science are connected," Michael Budziszek says earnestly. "They shouldn't be separated." Michael is one of the new faculty members in the Science Department here at JWU, but, if he weren't a scientist, he'd be an artist. RISD was his first choice for college, but his father wouldn't allow it. His father wanted Mike to follow in his footsteps and become a Navy man, and Mike was accepted to the United States Naval Academy, but his mother wouldn't allow that. So Mike decided to study at URI. At that point, his family was settled here in the Ocean State, after living in many places including Hawaii, San Diego, Wisconsin, and several locations in Virginia. "I wanted to stay in one place after moving around so much," so URI was it, he emphasizes. What started as an undergraduate degree in biology turned into a master's in biology, and he's now completing his doctorate in biology, focusing on how particular cell wall genes in moss are involved in the biosynthesis of xyloglucan, a cellulose. While in graduate school, Mike was a teaching assistant and won the Biological Sciences Graduate Student Teaching Award twice. Though a scientist, Mike continues to pursue his love of art. He paints in his free time—oils are his favorite medium—and works on his house in Rumford where he lives with his wife, Amanda, a milieu therapist at Bradley Hospital, and their new dog, Gypsy, a black lab and hound mix.

Art is also an interest of Susan Mockus, another new faculty member in the Science Department. While an undergrad at WPI studying biotechnology, Susan also studied art history. She remains involved in the arts as a volunteer for Waterfire, chopping wood, loading the basins, lighting the fires, and cleaning up. Susan also volunteers with the American Red Cross as an emergency disaster volunteer. And it is her interest in health-related issues that drove her graduate work. While a doctoral student at Wake Forest University, Susan studied neuroscience and pharmacology, focusing her research on the connections of dopamine and serotonin on Parkinson's disease. After her time in North Carolina, Susan completed postdoctoral training at the University of Washington in Seattle and went on to work for seven years in bioinformatics, a field she describes as the "marriage of computers and biology." The company she worked for was located in Massachusetts, so Susan telecommuted. Eventually, she returned to Rhode Island and continued to telecommute. Itching to get out of the house and "interact with people," she says with a laugh, she applied as an adjunct at Roger Williams University. It was during this time that "the light bulb" went on, and she realized how much she enjoyed being in the classroom. She then began to teach at other institutions including New England Institute of Technology and CCRI. Susan lives in Providence with her Great Dane, Dali, "after the painter," she says with a smile on her face, and can be found on Fridays delivering Meals-on-Wheels to the elderly.

It was the martial arts that Matt Ortoleva, a new faculty member in the English Department, pursued after he graduated from high school, with an eye toward becoming a full-time, professional kickboxer. After training for several years and "after a few too many punches in the face," he says with a chuckle, "I decided that professional kickboxing was not for me." He then enrolled at RIC where he pursued a degree in political science and English. After graduation, Matt considered a career in law and attended law school but eventually wound up working as a marketing communications specialist for six years before being hired here at JWU as a Community Service Coordinator in the Feinstein Community Service Center, a job that confirmed his interest in teaching at the university level. To move toward that goal, he enrolled part-time at URI and completed a master's in communications, which then led to a doctorate in rhetoric and composition. His dissertation considers the role that language and rhetorical acts play in the construction of ecological relationships to Narragansett Bay. Matt's interest in relationships with the natural world extends beyond his professional work. He is crazy about fishing and gets on the water with his two boys, Nick and Tom, as often as he can. It seems that this summer it was a little too often, as his July bait bill was more than his car payment, a habit that Christine, his wife and a corporate controller, quickly put a stop to. Matt and his family, along with a very old cat named Simon and a very young dog named Olive, live in Johnston.

Continued on page 25

Smiling F.A.C.E.S

By Scott Palmieri

Summer ends not when the calendar indicates, in the last days of September. Instead, it's the day we walk in for our first formal academic event. This year, it was August 30, faculty orientation day. It's always a day to start exchanging flip flops and sun block for syllabi and blue books. It's a time to transition from the calm of summer to the frantic excitement of the new academic year. For some faculty members, this day also marked the end of significant preparation that filled their last moments of the cherished warmest season. Several Arts & Sciences faculty members took part in the Faculty Academic Community Education Showcase, (F.A.C.E.S.), which consisted of several presentations and workshops, all designed to inspire and educate.

Dr. Paul Colbert, from the Feinstein Graduate School, organized the event and recruited A&S faculty and faculty from other schools and colleges to take part in this unique opportunity for professional development to kick off the new term.

Mare Davis, from the English Department, facilitated "Making the Grade: Setting Standards for Student Writing." The intent of the presentation was to help professors, especially those outside of the English Department, create strategies for developing the professional writing skills of their students. Participants were instructed "how to design effective writing assignments, how to develop useful rubrics, and how to set reasonable but challenging standards for successful writing."

Donna Thomsen, Chairperson of the English Department, collaborated with Karen Silva from the School of Hospitality in "A Meeting of the Minds! Brain-based Learning: How Compatible Are You With Your Students?" This session dealt with the great challenges we all face in a diverse classroom as we teach students with varying backgrounds, skills, and motivation levels. As the co-hosts describe it, their intent was "to focus on brain-based learning and its core principles while offering practical suggestions and best teaching practices for optimal learning." Karen and Donna were pleased with the sessions. Donna reflects, "We tried to make our sessions as interactive as possible allowing the teachers to bring their own experiences of how students learn best into the discussion." Donna describes one of the session's focal points, which calls for students to access different areas of the brain through teaching lessons to peers: "Research suggests that students remember better and transfer information better when they have taught it to others. One of the suggested strategies involves assigning chapters, poems, case studies—whatever—and giving students full ownership to present the material to the class."

Mari Dias, from the Social Sciences Department, led "Dazzle and Demonstrate." Mari was reaching out to instructors who were "tired of 'stale' student presenters, of bored, passive student listeners." The session highlighted unique assignments that include such requirements as incorporating role play or game shows in the delivery of group project content. Students have come up with projects through such game shows as *Jeopardy* and *Who Wants To Be A Millionaire*, as well as *Psychology* (instead of *Hollywood*) *Squares*. Mari, citing an interested and engaged audience, gladly reports, "Several participants contacted me after the workshop, asking for additional information, copy of the PowerPoint slides and/or the web site for the [*Psychology Squares*] game show."

No faculty member is better suited for a session devoted to collaboration than Terry Novak, who facilitated "Faculty Collaboration in the Classroom: The Many Faces of Learning Communities." In Terry's sessions, participants were introduced to "various models of learning communities" in the first part, while the second part was devoted to "brainstorming practical ways to make collaboration work" in the classroom. For someone who has found great success in collaborating with her colleagues, whether in or out of the classroom, Terry noted that "the highlight of the session was having faculty members from different departments and different colleges/schools begin to see the possibilities of collaborating in the classroom with each other."

In the spirit of collaboration, Amy Neeman and Eve Condon from English worked with Erin Fitzgerald from Student Services to produce the session

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Teacher of the Year? Yes! And It's About Time!

By Geraldine Wagner

If you had the pleasure of attending last year's faculty awards ceremony, you know that Donna Thomsen, Chair of the English Department, had more than a little trouble believing she had been chosen as Teacher of the Year despite over 25 years of commitment to excellence in teaching here at Johnson & Wales University. Her humorous, self-deprecating remarks were, she notes, in no way a reflection of her attitude toward the award, itself, which she is highly honored to have received. Instead, anyone who knows her realizes that Donna is a tireless advocate for her fellow faculty and, therefore, is always ready to believe that any one of them deserves such an honor more than she does.

Speak to her colleagues, however, and you will get a completely different perspective. Dean Angela Renaud, who presented Donna with this distinction, said, when asked for her opinion: "Where do I begin? I think we all agree that teaching is both an art and a science. We are all expected to learn the technical (scientific) aspects and use them to create rich learning environments which facilitate student learning. Most of us incorporate the other aspects which can be called the 'art' of teaching. This is Donna's forte. Her understanding of learning theory, her empathetic approach to individualizing student instruction, and her wonderful sense of humor and openness to accepting challenge and change are what make her extraordinary. She loves teaching and it shows." When I read this powerful and precisely fitting response, I thought, "She's really said it all—and better than I ever could." However, that's never stopped me before, and, seriously, there's much here that deserves elaboration, and so I will.

For instance, it is no exaggeration to say that Donna is equally admired by her English faculty, for whom she serves as an exceptional mentor and educational role model. Her sincere regard for students, her commitment to rigor, and her use of innovative teaching strategies that motivate them to do their best are just a few of the ways she sets the bar for excellence in her department. In her years at Johnson & Wales, she has participated in the many initiatives that have led to our institution's rapid development into a leading career university. These changes have brought her great satisfaction as an educator who thrives on rising to the challenge of new opportunities for student success.

Yet, when Donna was first hired as an adjunct, she never imagined she would be on board for such an amazing "ride." In fact, when she was first offered a full time position by Thomas Farrell (then Chair of Humanities and later Dean of Arts & Sciences), who immediately recognized her excellence in teaching, she initially turned down his offer, intending, instead, to return to teaching high school, which, at the time, would have offered her a greater diversity of English courses. Farrell, who also wished to expand the role of humanities to be a more integral part of education at JWU, convinced Donna to stay and be part of the change she desired to effect. And that's just what she did.

Farrell gave Donna the kind of guidance, support, and encouragement she now gives to her own faculty, but that is far from the extent of her influence. She has brought the vision, determination, creativity, and perseverance of a true leader and outstanding educator to her responsibilities inside and out of the classroom ever since. As such, she has also been at the forefront of much of the growth and development of her own discipline here at Johnson & Wales where English has gone from consisting of a few courses in the humanities through its first departmental manifestation as Freshman Studies into its current transformation as a full-fledged English Department that plays a large and flourishing role in the School of Arts & Sciences, offering concentrations in Career Writing and Technical Communication.

She admits, however, that, as satisfying as it is to have been involved in the evolution of the role of English at Johnson & Wales, her most rewarding moments continue to be in the classroom. She is inspired by her students now as much as ever—if not more. "This is going to sound corny," she said during our interview, "but I'm truly always learning from my students." Of course, she is always the subject matter expert in her classes, but Donna has never been one to conduct her classes as a talking head. She prefers the role of facilitator and strives to make teaching and learning shared experiences. Indeed, she has been practicing an interactive style of teaching since before active learning became the dominant trend in education at all levels. (Did I mention that Donna started teaching

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People in the News

Susan Connery (Feinstein Center) attended a conference in Tiburon, California, sponsored by Campus Compact, a national coalition of more than 1,100 college and university presidents dedicated to promoting community service, civic engagement, and service-learning in higher education. She was the only Rhode Island representative, joining 39 other participants who were chosen through a selective process to discuss the future of the service-learning and civic and community engagement movements.

Marian Gagnon (English) spent close to three weeks in Alaska this summer, hiking in the tundra, white-water rafting in the interior rivers, and kayaking among the fiords and glaciers in the Kenai Peninsula. Despite the cold temperatures and almost constant rain, Denali, formerly called Mount McKinley, came into full view for a day and a half in all its splendor.

Kaitlin Blake and **Shannon Hull** (Feinstein Center) attended the 2010 National Conference on Volunteering and Service held in New York City from June 28-30. The conference was entitled *It's Up to You!* and drew a large and diverse crowd from nonprofit, corporate, and government sectors. The primary focus of this impressive event was to gather "service leaders for dialogue and action to galvanize greater impact and effectiveness in meeting social needs through service and volunteering. Hull and Blake were part of over 5,000 attendees to take part in interactive seminars with well-qualified and dynamic speakers exploring every angle of creating and maintaining a national culture of service. For more information, see www.volunteeringandservice.org.

Ken Schneyer's (Humanities) story "The Whole Truth Witness" appeared in the October issue of *Analog Science Fiction & Fact*, which came out at the end of July; and another story, "Lineage," appeared in the fantasy anthology *Clockwork Phoenix 3*, which also came out in July. In addition, Ken's miniature story-group "Six Drabbles of Separation" appeared on episode 172 of *The Drabblecast,* read aloud by Norm Sherman, on July 19. Another story, "Conflagration" appeared in the Midsummer issue of *The Newport Review*, and his review of Edward Gauvin's translation of Georges-Olivier Châteaureynaud's *A Life on Paper* appeared in the July issue of *The Brooklyn Rail*. Ken also attended Readercon, an annual science fiction and fantasy convention which is held in Boston in July. There, he chaired a panel entitled "Alternatives to the Pay-Per-Copy Model of Author Compensation." He served on another panel entitled "Fan Fiction as Criticism (only more fun)," and he gave three different public readings of his fiction. Apart from readings at Readercon, Ken gave two fiction readings in Rhode Island. One was at Books on the Square on June 4; the other was at the Barrington Public Library on July 28. Finally, Ken's family camped by the Tuolumne River in Yosemite National Park during August.

Mari Dias (Social Sciences) spent her early summer on the shores of Lake Como, Italy. Joined by her son and his friends, they traveled throughout Italy and Switzerland. They were fortunate enough to spend a day in St. Moritz after a harrowing drive up the mountain. They then traveled to Lugano, Switzerland, and concluded their trip at the Duomo in Milan, Italy. The remainder of her summer included sailing with friends and colleagues, reading memoirs for her case study project, and rehearsing. Mari appeared in the Artist's Exchange Black Box Theatre's production of *Original One Act Comedies*. During the three week run, Mari played "the mother" in "Jenny's Revelation to her Parents," a tongue-in-cheek look at two scientists whose daughter returns home on semester break to tell them she believes in God. In addition, Mari continued to work as a member of the Lindsay Ann Burke Memorial Fund Committee finalizing the details of the dinner fundraiser. Finally, Mari completed another session of *Changing Lives Through Literature* at the Men's Maximum Security Facility at the Rhode Island Department of Corrections.

William Lenox (English) has been named a Melvin Jones Fellow by Lions Clubs International Foundation in recognition of his commitment to serving the world community. Bill was cited for his service to and leadership of the Scituate Lions Club as well as his service to the community of Scituate and the state of Rhode Island.

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University Collaboration: Admissions Representatives Experience Service-Learning

By Erin McCauley

On Thursday, July 22, more than 65 Johnson & Wales University admissions representatives completed their first service-learning experience in the Providence community. As part of the annual summer admissions meeting, JWU representatives from all over the country participated in an afternoon of service. The idea was brought to the Feinstein Community Service Center (FCSC) by Alan Penney, Regional Director of Admissions Representative Training, and Al Seitz, Director of the Admissions Representative Network. Laurie Lapane, Susan Connery, and Erin McCauley from the FCSC worked to secure non-profit organizations to participate for the afternoon, which would consist of orientation, service, and reflection. Throughout the summer, the team discussed ways in which the experience would be authentic, enjoyable, and a good learning experience—much the same process that goes into service-learning programs with JWU undergraduate students.

After a "required" orientation, groups were taken via JWU bus to the sites and completed two to three hours of service. Representatives then met again in the Yena Center for a reflection session on their sites, which included their thoughts about what they had experienced and a discussion about the social issues present at the sites. Sites for the program included Amos House, Genesis Center, St. Charles Soup Kitchen, Steere House, Providence Ronald McDonald House, WaterFire Providence, Rhode Island Community Food Bank, and South Providence Neighborhood Ministries. Representatives participated in events such as helping to prepare meals for the homeless, setting up the upcoming weekends' WaterFire stations, assisting with job preparation classes, and participating in summer programming for youth.

The goal of the afternoon was to have admissions representatives have a better idea of the service-learning program at JWU. Students are often curious about how participating in service-learning courses or service opportunities will benefit their academic and social experiences. The opportunity not only allowed the representatives to understand the reason behind the service-learning program, it gave them an opportunity to work in teams with each other. After the end of the afternoon, one representative had this feedback to give to FCSC staff members:

> "It was a great, hands-on way to introduce us to the wonderful work you do in making sure that our students become not only successful professionals but also good people. It was tons of fun, too! Having experienced it will make it that much easier to highlight to prospective students when pointing out all the benefits of a JWU education. I appreciate your dedication and applaud your accomplishments. Many thanks, again, for letting us become a part of them."

Smiling FACES

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"Teaching in an International Classroom Environment." The session, which dealt with the need to reach our diverse student body, involved the participation of some JWU international students. The session is detailed in another article in this edition of the newsletter.

Finally, Eileen Medeiros and I had the honor of hosting "Just Because It's Terminal Doesn't Mean It's Fatal: Pursuing a Degree While Teaching." We both have experience with the joys and sorrows of being both student and professor, and our hope was to inspire those who were considering taking the leap. This is an exciting time to start this effort given the substantial financial support that the university is offering and the new pay scale announced last spring. Eileen and I offered a survey of programs and admission requirements as well as some strategies for navigating the doctoral experience. We shared what worked and what did not, but we also expressed the genuine fulfillment we enjoyed from our degree journeys and how that academic work has made us better teachers. Eileen and I both hope that we were able to provide helpful information and instill in attendees the belief that, if we could do it, they can, too.

Many F.A.C.E.S presenters will be reprising their roles in the future, as these sessions may reappear as in-services. Hopefully, our summer efforts will warm the cool months ahead.

Campus Art Exhibit 2010

By Paul Merluzzo

It has been observed that no other species but man makes art. Art can stimulate thoughts, emotions, beliefs, ideas. It can take many forms and serve many purposes.

The 2010 Campus Art Exhibit at the Culinary Museum, October 25-28, did just that. The 59 entries were in a variety of media including photography, oils watercolor, drawing, sculpture, ceramics, and food. Yes, there was cake as sculpture, as well as one witty sculpture called Barbie DNA, a double helix of Barbie doll heads!

First Place went to Kenneth Bray for a large photograph of a *Franciscan Monastery*. Second Place was awarded to student Rachel Schmidt for *Cupcake*, a color photograph. Third went to James Griffin for a photographic detail of *Faneuil Hall*.

There were many outstanding pieces. James Sheusi's *Boats in Fog*, Stephen Spencer's *Watchful Eyes* and *A Bridge Named Brooklyn*, and Stephen Andrade's *Money Engines* to name a few.

Amie Moreland's *Cykel*, Anthony Abu's *Africa Mask*, Jim Brosnan's *Fading Season*, and Robert Zeilinski's ceramic pot deserve a special mention, as well.

What is better, more revealing, more comprehensive than art as an expression of our humanity? If one work of art can resonate within you, can touch you where you haven't been touched in a while…your mind, your body, your soul…then that is art's justification.

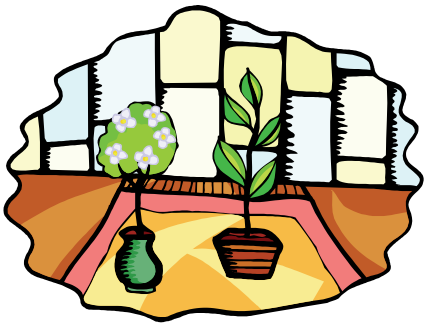
So…what is it in art that can cause you to resonate? A line, a color, a form, a sound, a movement, a subject, an object, the handling of the material whether it is stone, steel, oil, aquarelles, plastic, ink, or performance. Resonance is your response to art, and this year's Campus Art Exhibit resonated loud and clear with viewers and artists, alike.

Wake Up and See

By Valerie Balkun

Wake up and see the world around you. Revel in the joy of the living world. Recapture the wonder of life. These were just some of the thoughts conveyed by Carol Kaesuk Yoon on October 19, 2010, when she spoke to several classes at Xavier Auditorium. And, amazingly, she merged biology with Hollywood by answering the question, "Why do people love the film *Avatar*?"

Of course, one of the highest grossing films of all times has everything viewers love: battle scenes, 3-D, love story. But the real draw is its revealing to us how to be human and how to appreciate the "biology" around us, the naked, heart-stopping wonder of really seeing the living world. It has creatures who are familiar yet different, horses that really aren't horses, people who really aren't people and are larger than life. Life in another place would certainly have the same forms, Yoon told us.



A biologist and a journalist, Yoon captured her audience with a new way to look at the world and a new way to look at the film. Intellectual, interesting, captivating with her beautiful slides, Carol Kaesuk Yoon was the "biologist who wept." Like Darwin, indeed, all were "filled with elation and wonder at exploring the living world" of this wonderful film.

People in the News *Continued from page 20*

Gwenn Lavoie (Humanities) attended the annual conference of the Rhode Island Foreign Language Association on Saturday, October 2 at the Prout School in Wakefield, R.I. This year's conference theme was Education for the Future: The Language Connection**.** The conference hosted 150 foreign language faculty members from about 50 schools across the state.

Susan Mockus, Ph.D. (Science) was recently published in *Nucleic Acids Research.* The article, "The Comparative Toxicogenomics Database: update 2011," was written by Allan Peter Davis, Benjamin L. King, Susan Mockus, Cynthia G. Murphy, Cynthia Saraceni-Richards, Michael Rosenstein, Thomas Wiegers, and Carolyn J. Mattingly.

On October 16, South Providence Neighborhood Ministries presented the 2010 *Love Thy Neighbor* Award to **Susan Connery** (Feinstein Center) in grateful recognition of her outstanding service and Johnson & Wales University's dedicated partnership in helping our neighbors.

In May, **Ernest J. Mayo** (Humanities) attended eight paper presentations at the 2nd annual *Matix/Trans: Humanities in the 21st Century Conference* sponsored by Salve Regina University and also attended a two hour seminar sponsored by the Rhode Island Municipal Court Judges Association. Additionally, during that same month, Ernest attended 2010 Annual Conference of the Law and Society Association in Chicago. In July, he was reappointed to *Rhode Island Bar Journal* editorial board for 2010-11. He also attended the Rhode Island Bar Association Legal Ethics Seminar at Roger Williams University Law School, the Rhode Island Publications Society Constitution Day presentation, and, in October, he was acknowledged as reviewer in the book *The Legal Environment of Business: A Managerial Approach: Theory to Practice* by Sean P. Melvin.

On August 21, 2010, **Jennifer (Rowan) Thibodeau** (Feinstein Center) and Timothy Thibodeau were married during a mountain top ceremony in New Hampshire just outside of North Conway. It was a beautiful day shared with family and friends.

In June, **Guy Bissonnette** (Humanities) attended the Northeastern Association of Criminal Justice, 34th Annual Meeting at Roger Williams University and a GrowSmartRI workshop entitled "Writing Sound Decisions." During the following month, he participated in the Open Government Summit sponsored by the Department of the Attorney General. Additionally, Guy took part in a seminar entitled "An Ethical Lawyer Meets the Internet" sponsored by the R. I. Bar Association. Finally, Guy is the chair of the meetings of the Portsmouth Planning Board.

In June**, Dr. Michael Fein** (Humanities) joined a panel of historians to discuss the "Post-Interstate Highway Era" at the Policy History Conference held in Columbus, Ohio. Then, with the annual American Public Works Congress coming to Boston in August, he presented original research on "Boston's 'Big Dig' during the Age of Privatization." This presentation was part of the *Circulation in the Living City* roundtable discussion, hosted by the Public Works Historical Society. This event brought together academics, policy makers, industry specialists, and public officials for an afternoon of discussion about historical and contemporary transportation projects in the city of Boston.

Alex Katkov (Economics) recently attended the *Third International Conference: Energy XXI: economics, politics, ecology* in St. Petersburg, Russia, (October 14-15), where he made the presentation: "Economic Crisis and New Energy Policy of the USA." Alex made his presentation on October 14 at the Workshop #1 *Strategies of Post-Crisis Development: Energy Policy and International Relations.* According to the representatives of the organizer, St. Petersburg State University of Economics and Finance, the number of the registered participants for this conference was 231. They represented countries such as Russia, USA, Britain, France, Italy, Germany, Finland, India, Croatia, Austria, Ireland, Norway, Latvia, Ukraine, Kazakhstan, and Azerbaijan.

Laura Gabiger (English) has an entry in the *Brill's Encyclopedia of the Medieval Chronicle*, published in Leiden, the Netherlands, in October 2010. The entry covers the *History of the Kings of Britain* in London, College of Arms Manuscript Arundel 22, a Middle English chronicle based on Geoffrey of Monmouth's *Historia Regum Britanniae* and Wace's *Roman de Brut*.

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Research Roundtable

By Eileen Medeiros

Did you know that Wendy Wagner and Ann Kordas recently presented at a pop culture conference? Did you know Mare Davis is reading an entire novel in French and writing a multi-genre essay about it? Did you know that Terry Novak and Ariela Lamb McCaffrey are submitting a book proposal about the Collaborative Learning Program? Did you know Geraldine Wagner has written an article about a transgendered hero/criminal from of the 18th century?

These are just *some* of the interesting things you can learn from attending the Research Roundtable.

The group met twice during the fall term to give feedback on conference proposals and presentations, essays and articles, as well as research ideas and plans. The group will meet again on January 21 and throughout the spring on February 18, March 18, April 15, and May 20. These sessions will be held from 10 am-12 noon in Conference Room A.

If you would like some help and feedback on your own scholarship, or you simply want to come and hear about the interesting things people are researching and writing about, please feel free to take a seat at the table.

Teacher of the Year *Continued from page 19*

when she was still in diapers?) A related reason for her success in the classroom is her positive attitude toward students: "I want them to succeed, and I think they know I'm on their side. Of course, they'll have to work hard, but I'm always willing to go that extra mile to help them if they do," she adds as we share success stories of students who have been turned around in their studies just by knowing a teacher cared.

Beaming, Donna mentions Vincente, her proudest example of the many former students who still send her updates on their careers, invite her to their weddings, and send her pictures of their children. Vincente, a bright Peruvian student, failed her speech class the first time he took it because he never could bring himself to speak publicly despite her encouragement and a risk-free classroom atmosphere. Donna notes that he did well on all tests and quizzes, but, in a speech course, this could never be enough to pass. To her surprise, he showed up in her class again the next term determined to prove to himself and to his professor that he was not an "F" student. Although Donna was impressed by his resolve, she wondered whether he could actually overcome such tremendous speech anxiety within the space of one term—even with all of her help. This time, however, Vincente overcame his fear: he delivered every speech, and all of the presentations were outstanding. He finished the course with an "A." Donna believes this was because she gave him the tools to succeed and showed him she had confidence in his ability to do so but never lowered her standards or expectations in the process.

Although Vincente's story is one that is particularly close to Donna's heart, there are countless others. We truly could have talked for hours, and we still would have just barely scratched the surface. Still, one other example cannot be overlooked. Written on one of the many letters and cards Donna continues to receive from former students is a quote by Henry Adams that reads: "A teacher affects eternity: he can never tell where his influences stops." She shares this with me only because it accompanies a copy of the student's acceptance letter to graduate school, which he has proudly enclosed in his correspondence along with the original application letter that she had helped him edit. She notes that the student had never even been in one of her classes. He simply came to speak to her one day, in her capacity as chair, when he was considering transferring universities. Such opportunities to influence students' lives, even when she isn't in the classroom, make Donna feel a little more comfortable receiving the Teacher of the Year award. Personally, I know of no educator more worthy, and I believe her students past, present, and future would agree. When it comes to recognizing teaching excellence, it's definitely more about the eternal, but it's also about time!

Musings *Continued from page 8*

to our Culture and Food class. In his presentation, he spoke passionately about the cultural influences of the dishes, exuding obvious understanding for the dishes and the many ways we use food to communicate a variety of things about our culture. He explained what ethnicities developed the dishes including the why and how; what various manifestations the dishes took in their evolution both in the old country and in America; how the development of the items was influenced by native ingredients; and what roles the food played in the cultural groups in which they were served. Gumbo's exhilaration was palpable and contagious, and it propelled his peers to the next level of inquiry for the remainder of the term.

In the process of researching his project, Gumbo had become immersed in self discovery, relating his own personal experiences with the foods of his youth to the complexity of their cultural meaning. The excitement of the connection between culture and food had occurred. Gumbo's desire for understanding more about the foods of his Louisianan heritage had been released, and he immersed himself in further study that led to an incredible final project that he submitted a week or two later. The assignment that I had required of him had sparked an unquenchable thirst for knowing more—just as the learning process should.

Although Gumbo graduated from the university with his bachelor's degree more than two years ago, every once in a while I get a telephone call or email from him, usually during the fall and winter months, when he is struggling to persevere. Still to this day, the good-old-southern-boy has a hard time enduring New England winters, the frost-heaved roads, and the inconsiderate drivers as he immerses himself in his master's degree in gastronomy at Boston University.

As his former teacher, I reflect back on the process that led to the epiphany that changed his understanding of the larger role food plays in culture and society as well as his career trajectory. The planting of a seed that, if given fertile soil and the right conditions, can sprout into a seedling and eventually grow into a developed plant happens with all the students we teach. For some, like Gumbo, who not only become strong plants but also blossom, this occurs seamlessly. For others, we are but a moment in the lives of students who may not blossom for months or years to come, long after our paths cross in the classroom. The key lies in understanding that, if we do our jobs in earnest, we will impact our students' lives, and they will learn. It's like building a gumbo; it takes good ingredients, a good recipe, some time, and a whole lot of patience. Like any good chef, sometimes we get to experience the fruits of our labor, and sometimes we don't, but it doesn't make the process any less important in the end.

Newest Colleagues *Continued from page 17*

The water is also where you'll find Carla, a new faculty member in the ESL Department. Carla recently started taking sailing lessons, something she thoroughly enjoys. Her adventurous spirit is what led her to teach in Prague for 18 months after graduating from Wheelock College with a degree in literature with a concentration in elementary education. While in Prague, Carla taught English to adults and earned her Teaching English as a Foreign Language (TEFL) certification. After her time in Prague, she spent 6 months in Tallinn, Estonia. "That was hard," she says. "It was winter, and it was dark all the time." Those long, dark days, as well as "Sallie Mae [calling]," were what brought her back home to Rhode Island where she landed a part-time teaching position at CCRI. While teaching, Carla completed a master's degree in adult education at URI and was hired full-time at CCRI upon graduation. However, her desire to teach at a four-year institution was what brought her to JWU this year. Carla is continuing her study of adults in her doctoral work, which she is completing at Capella University. Her dissertation is a qualitative study of the perceived barriers of adult Liberian refugees in higher education, a topic that evolved from her travels to third-world countries. And though Carla plans to stay her in her home state for awhile (she and her fiancée, Rob, a pharmaceutical representative, just bought a house in North Kingstown where they'll be living with their new dog, a lab named Gillian), she'll be heading back to Prague again in August of 2011 to be married.

As you can see, our new colleagues bring a wealth of experience, education, and interests to Arts & Sciences.

Local Histories/Global Perspectives: Sharing Cultural Heritage—and Making New Friends

By Geraldine Wagner

As interdisciplinary projects go, collaboration between the English and ESL Departments is something of a "no-brainer," and yet the benefits to domestic and international students should not be underestimated just because the pairing seems so obvious. This fall term, I had the opportunity to participate in just such a collaboration with Ann Schroth and Anne Shaw of ESL. We teamed up two of their ESL reading classes (one intermediate and one advanced) with two of my communications classes to work on a project that was inspired by the theme of this year's Rhode Island Council of Teachers of English annual conference, which was "Present Learning and the Living Past." After a brief brainstorming session in which Ann Schroth was "on fire," we (and by that I really mean "she") came up with the idea of designing a series of assignments around peer to peer teaching and learning about local histories: both our histories and those of our international students.

We decided to call our project "Local Histories/Global Perspectives." Our goal was to have our students engage in a cultural exchange that would result in the acquisition of skills integral to both courses. This would be a multiple assignment collaboration that would involve a number of in-class meetings among our students; quite a bit of independent work for which they were all responsible as individuals and teams; and, we hoped, shared knowledge and positive interpersonal experiences on both sides.

Our plan was to have my students engage in audience analysis and the research and development of an oral presentation that they would give for their ESL partners. The ESL classes would respond to surveys and interviews, use their readings (assigned by my students) in order to actively participate in a lively discussion and analysis of their English partner's presentations, and, ultimately, give a short presentation on similar moments from their own histories.

Although one hopes for the best at the start of one of these projects and tries to remove as many obstacles to success as thoughtful lesson planning can, there is always the possibility that, despite your best efforts, the classes will somehow disappoint. Honestly, some of my students were initially somewhat reluctant because they feared there would be an insurmountable language gap between themselves and the international students. The ESL students, too, had similar cause for hesitation and nervousness. However, these reservations were put aside the moment we put them together in groups for the first time. This "ice breaker" had a number of important objectives: my students had to conduct audience analysis through surveys and interviews that attempted to measure their ESL partners' English language skills as well as their knowledge of local U.S. history. The ESL students had to employ reading and speaking skills and ask for help when necessary.

When I look back at the pictures I took that day, I see so many smiling faces and remember the friendly, electric atmosphere and studious engagement with the assignment—even from my few normally under-performing students. I remember how they worked together to come up with a list of five sources appropriate to the reading level of each of the ESL groups and the mutual excitement of being allowed to use their cell phones this once to search the internet for legitimate, reliable, and timely reading materials. This meeting resulted in the creation of a reading list that the ESL students used to prepare themselves as listeners for my students' oral presentations. We learned later from their evaluations that this reading was highly useful to them since they are still working on their listening skills and having some prior knowledge of the topics allowed them to feel more comfortable and receptive as an audience.

My students then gave group presentations on such topics as the American Revolution and Freedom Trail, the Pilgrims and Plimoth Plantation, Roger Williams and the establishment of Providence, and Slater Mill and the industrial revolution, among others. They did their best to tailor these presentations to the needs of their ESL audience, and most groups succeeded. They made sure they used enough visuals, most groups made an effort to keep their vocabulary free of idiomatic expressions, and some even delivered the same content in more than one way. For instance, one group had two boys dramatize some of the events associated with the Pilgrims after their teammates had explained their experiences through a formal PowerPoint presentation.

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People in the News *Continued from page 23*

Associate Dean Christine Thompson appeared as a panelist for the Action Speaks Radio program *What's Eating You? Eat Locally, Think Globally* held at AS 220 in Providence on October 13. This program is also scheduled for broadcast on WGBH in Boston on November 21, 2010. She also participated in a television interview with Marc Levitt, Director of Action Speaks, to introduce the documentary *Food Inc*., shown on Rhode Island PBS on October 10 as a lead-in for the radio program.

Wendy Wagner (English) vacationed for two weeks in Yellowstone and the Grand Tetons this summer. In October, she presented a paper on "The Vampire as Tragic Mulatto: Angel and Spike in the Whedonverse" at the Northeast Popular Culture Association in Boston, Mass. She also attended the Asperger's Association of New England fall conference in September and the RICTE (Rhode Island Council of Teachers of English) fall conference in November.

On November 15, **Scott Palmieri, Bill Lenox, and Mary Barszcz** (English) conducted a workshop for Culinary Nutrition majors preparing to apply for dietetic internships/graduate programs. This application process involves writing essays and/or letters and, in addition to this workshop, Scott, Bill, and Mary will help individual students revise and edit those very important documents.

Dr. Jim Brosnan (English) participated in the 6th annual CONNECT Writing Conference held at Cape Cod Community College in Hyannis, Mass., in May. The keynote speaker was Carol Severino who directs the Writing Center at the University of Iowa. From June 9-12, Jim attended the 16th annual Poetry Conference at West Chester University in West Chester, Penn., where he studied under poet Chelsea Rathburn, who teaches in Atlanta. Poet Rhina Espaillat was the keynoter. From June 24-26, he attended the Ocean State Summer Writing Conference held at the University of Rhode Island in Kingston, R.I., where novelist Julie Glass, author of three novels gave the keynote address. Jim studied under Jody Lisberger, fiction writer. In July, Jim attended an author reading by Alice Kociemba. This event was sponsored by Poet's Pathway in Middleboro, Mass., From August 9-13, Jim and his wife, Donna, co-chaired the 70th annual Writers Conference *A Celebration of Words* at Ocean Park, Maine. During that conference, Jim presented three writing workshops: "Searching Shoreline Silhouettes," "Beach Inspirational Poetry," and "Examining Flash Fiction." Also, in October, Jim presented a follow-up, one-day workshop entitled "Turning Memory into Fiction" in Maine. At the end of August, he attended an author reading by Maine novelist Lily King sponsored by Baker Books in Dartmouth, Mass. In September, Jim attended a presentation by authors Thomas King, a professor at the University of Guelph, in Canada, and Debra Magpie Earling, a professor at the University of Montana sponsored by the Martin Institute Author Series at Stonehill College. In October, he attended the 109th annual New England Association of Teachers of English Conference held at the Holiday Inn and Conference Center in Mansfield, Mass. Jim participated in the "Poetry Competition and Workshop" session. At the president's reception, Jim was named second place winner in the 2010 Poet of the Year competition. Jim attended the Rhode Island Council of Teachers of English Fall 2010 Conference, *Present Learning and the Living Past: Local History, Literature, and the Composition Classroom*, held at NEIT. At this conference, he presented a workshop, "Transforming Memories into Memoir." Jim was also a featured poet in the 15th anniversary issue of *the Aurorean*. His poems "River Afternoon," "Both Sides, Now," and "Postcard Jottings" were published in *the Aurorean*.

Scott Palmieri (English) attended and presented at the Two-Year College Association's Annual Conference in Washington, D.C. this November. The presentation, entitled "Moments of Resistance: Challenging Career Perspectives of Career-Minded Students," introduced ways for English instructors to help give students perspective as they consider their career paths, so they may be open to considering personal and social change in their futures. There is the hope that, through the creative use of examples from literature (work poetry) and visual media (commercials and news programs that depict work/career themes), students in English courses will be surprised and enlightened at unexpected times.

Donna Thomsen and Mary Barszcz (English) also presented at the 2010 TYCA Northeast conference held in Washington, D.C., from November 4-6. The title of their presentation was "Navigating the Gap: High School to College-level Writing."

A Movement, Not a Business

By Valerie Balkun

On October 5, 2010, Xavier Auditorium was completely filled as Blake Mycoskie, founder and chief shoe giver of TOMS Shoes, spoke with gusto to a completely riveted audience. He narrated how he began his "movement" in which, for each pair of shoes sold, a pair is donated to a child in need. This one for one business model is redefining social entrepreneurship for a new generation.

Explaining that the idea to give came first and his business plan second, Mycoskie discussed how giving within the parameters of a for-profit company actually is a matter of sustainability. This social entrepreneurship business model is quite different from "charity." A successful businessman with a flair for risk-taking and creativity, Mycoskie has given away a million pairs of shoes.

A wonderful, vibrant speaker with a talent for knowing his young, business-minded audience, he was received with excitement and pertinent, post-lecture questions. Many students even posed for a picture with him!

Some students came to evaluate his speaking style, others were there from sociology classes, and still others were actually profiling him in their Collaborative Learning Program writing and entrepreneurship classes. Whatever the reasons for attending, all left with enthusiasm and a wealth of ideas for incorporating this business model into their future careers.

English/ESL

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Others dressed in costume and/or got the audience involved through games that tested their active listening skills. Although the majority of my students performed beyond what I had seen from them in previous class presentations, there were certainly a few who could have made a stronger effort. However, the ESL students, in their evaluations of my students' presentations, said it was as valuable to them to see those students who were nervous or less than fully prepared as it was to witness the confidence and public speaking skills of those who were well prepared and communicated their message clearly and with concern for their audience. This is because they were able to see that even native English speakers sometimes have trouble speaking publicly, and they learned both what works well and what not so well. They were also empowered by the realization that they had the skills necessary to evaluate others' performances, and they enjoyed the cultural exchange of ideas.

The final assignment was for the ESL students to create a short presentation comparing one of the histories they had learned about with something from their own cultural heritage. Since these were not communications classes, Ann and Anne emphasized research and comparative synthesizing of knowledge. To our overwhelming surprise, the ESL students not only did an outstanding job of drawing these comparisons (which we expected) but also of presenting them for my English Communication Skills classes. Most of Ann and Anne's students read very little from note cards or their PowerPoint slides, and, when they did, they made an effort to elaborate the information for their audience and to maintain eye contact. It was obvious that they felt comfortable with their audience of new found friends, enough to even insert some humor and not to worry much about their accents.

To say that my students, in turn, were impressed is not to begin to do justice to the satisfaction they expressed in being an audience for the ESL friends. They actually felt proud that the knowledge they had helped our international students gain was being used to help them learn about their new friends' cultures. These final presentations were very meaningful for both classes as they brought the learning full circle and gave both domestic and international students a true sense of cultural exchange. As educators, the whole experience was highly satisfying, and we were encouraged to continue by the fact that the project not only met but even exceeded our expectations for peer to peer teaching and learning. My most gratifying moment, however, was when the ESL classes came to give their presentations and engaged in friendly banter with my students before the presentations even began. It was a small gesture, but it proved that such collaboration goes beyond the acquisition of knowledge, skills, and even cultural enrichment to the kind of interpersonal communication that so often eludes our domestic and international students. We plan to continue this collaboration with new topics, including this year's campus read *No Impact Man*, and we look forward to new ideas for further collaboration with our colleagues from other disciplines within Arts & Sciences.

Leadership Development Center Programs Update

By Laurie Lapane

The fall term was a busy time for the Leadership Development Center. Leadership Development Center trainers and Director Laurie Lapane worked with other university departments to implement new programs and co-sponsor events.

Suicide Prevention Week

Through the work of the JWU Student Counseling Center, the Leadership Development Center, and the Division of Student Affairs, Dr. Sally Spencer-Thomas, an expert in suicide prevention, came to campus on September 21 and 22 to speak to students about signs to watch for when they are concerned about the wellbeing of their friends. She also spoke to student leaders about the importance of staying mentally fit and avoiding burnout.

Connecting Students

September marked the beginning of a new program called Connecting Students. The purpose of the program is to enhance the university's retention efforts by connecting first year students with accomplished members of the sophomore, junior, and senior classes. First year students are partnered with a "connector" who serves as a guide: answering questions, providing referrals, and assisting the new student with the transition to university life.

Career Ambassadors

The President's Leadership Counsel (PLC) sponsored a career day for 80 middle school children from Park View Middle School in Cranston on Friday, October 29, 2010. Members of PLC are committed to contributing to the improvement of the JWU community. This select group of students works as an effective link between the student body and Dr. Schneider, promoting leadership through motivation, communication, and implementation of clearly defined goals. One of their goals is to serve as "career ambassadors" to young people in the state of Rhode Island by sharing their college experiences and providing an intensive field day on the JWU campus.

Culture in Motion

JWU international students are spending Fridays visiting a fourth grade classroom at Veazie Street Elementary School in Providence through the Culture in Motion program. Through this program, JWU international students are providing vibrant and engaging presentations to the youngsters about important cultural differences and the importance of understanding different cultures as well as encouraging the elementary school children to learn a foreign language to enhance their cultural knowledge. Twenty JWU students participated in the program during the fall term.

Trainings, Trainings, Trainings

Trainers from the Leadership Development Center conducted trainings through the International Center for ESL students and students involved in the Culture in Motion program, the I-Club, and the Buddy program. Training topics included conflict resolution, communication, teambuilding, and understanding behavioral styles. Trainer Valerie Balkun conducted a training for the Student Leaders in Community Engagement (SLICE) program on the best ways for students to discuss and relay information about important social issues. Laurie Lapane conducted training on examining behavioral styles as the foundation of leadership development to the same group of students.

Is it Social Science, or Is it Just Another Way to Do Social Science?

By Russ Chabot

At an Arts & Sciences dean's reception at Save the Bay, attendees received a tote bag with the following quotation from Albert Einstein printed on those bags, "Imagination is more important than knowledge." With all due respect to a great scientist, that spirit was exceeded at the in-service presented by myself, Dorothy Abram, and Mari Dias entitled, "Is it Social Science, or Is it Just Another Way to Do Social Science?" as both imagination and knowledge were on display at that presentation. We presented arts-based approaches to the investigation of social and cultural world(s) as both evidentiary/data-collecting strategies as well as strategies for presenting research findings. Animating this in-service was the shared perspective on the limitations of the usual and mechanical applications of scientific proceduralism where imagination has been seemingly purged from both the process of discovery and the presentation of findings.

I began by presenting something of a historical rendering of the use of the artistic metaphor in the examination of society beginning with Robert Nisbet's 1962 proclamation of "sociology as an art form" and his attempt to draw connections between the themes pursued by the early 19th-century sociologists and the artists of the period. As my interest is photography, I pointed out that photographs appeared in the early editions of the *American Journal of Sociology*, particularly from 1893 to 1914. The themes pursued were those common for the period's interest in social reform: immigration, slum living, industrial work conditions, etc. A number of books were also passed around to demonstrate the close connection between this emerging social science discipline and the technology for presenting these images as well as the close connection between them and the wider society. Ironically enough, after 1917, photographs disappeared from the AJS, only to make a singular appearance in 1978. In the intervening years, there had been a growing interest in photographing social life, from the Farm Security Administration's effort during the Great Depression to the rise of picture magazines, *Look* and *Life*, to the growing army of documentarians who pursued sociologically-informed topics without being explicitly sociologically theorized. Eventually, the International Visual Sociology Association was formed, and it became a home for those in sociology interested in pursuing such work. I presented a few examples of this, showed some work I had done, and talked a little about getting students to do this sort of work for my classes at various institutions where I had worked previously.

Dorothy Abram took quite a different angle. For those of you who don't know it, she has devoted a considerable amount of time to work with refugee communities in Rhode Island. This entree has been valuable for her to pursue a line of work that involves visual material culture as well as drama. In a detailed explication of a Hmong wall hanging, which included her long relationship to this item, she proceeded to provide us with a careful and sensitive decoding of the meanings embedded in it. She was accompanied by Yut Yang, a doctoral candidate in social work from Boston University, who is also a member of the Hmong community and who was more than willing to answer questions as well as to assist in Dorothy's interpretive efforts. Dorothy's emphasis was clearly on the problematic nature of cultural interpretation, the difficulty of knowing when you have gotten it right, and the importance of time and attention in getting there. She mentioned that this was also a consideration in the dramatic works she has produced depicting the lives of refugees. Drama, oftentimes, is considered to be a language that is distinct and different from the academic discourse of social sciences. How, then, might it be possible to bridge these two intelligences to offer an integrated pedagogy in the classroom? Dorothy and Yut Yang examined and discussed their cultural and symbolic negotiations in the writing and performances of Abram's play *Tiger, Tiger* about the Hmong community. Clearly, their work together represents an integration of artistic sensibility with academic rigor that serves to bridge diverse communities, different cognitive modes, and multiple educational methods into an integrated unity.

Mari Dias' work went in two directions. First, she began with her work on the meaning of violence via videotaped interviews with a cross section of people from Rhode Island Director of Corrections, A.T. Wall, through those convicted of murder and serving time in the Adult Correctional Facility. As with Dorothy's work, the question of meaningful interpretation as opposed to operationalizing a concept and transforming it into measurable variable was explored. The informing question seemed to be what are we talking about when we talk about violence. If nothing else, it seems that it is perhaps the case that we do little more than assume that we are all talking

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JWU Players do it again!

By Gwenn Lavoie

Although the French and the English have long laid claim to farce as a genre, Neil Simon made the genre his own in 1988 when, after a long and successful career writing clever and insightful plays about upper class New Yorkers and their very quirky lives, he wrote *Rumors*. Those earlier plays, written in the 1960s and '70s, were nothing at all like the frenetic, zany, and truly hilarious *Rumors***,** which was so deftly and skillfully performed by our very own JWU players.

Set in the tony suburbs of New York City, *Rumors* opens at the home of Charley and Myra Brock on the occasion of Charley and Myra's 10th wedding anniversary. It seems that Myra is nowhere to be found, that the servants have decamped, and that Charley is upstairs nursing a bullet wound to his earlobe. Was it a suicide attempt? His friend Ken (played by Andrew Baines) seems to think so and seems to think, too, that hushing the whole thing up is just the ticket! Charley is, after all, the deputy mayor of New York, and scandal could ruin him and touch the lives of his snobby, self-involved, professional-class friends. As four couples arrive and settle in for the world's oddest party, the plot becomes thick with slapstick gags, mistaken identities, talk of affairs and impending divorces, Russian accents, physical injuries, and all manner of other silliness that keep the audience in stitches from beginning to end.

It wasn't easy for college-age students to convincingly carry off the roles of middle-aged, upper crust, professional types, but the JWU players did so with aplomb! The cast consisted of Emily Brannen and Connor Langton (Hospitality College); Andrew Baines, Kevin Flynn, Alyssa Luning, and Shaughn Earle (College of Culinary Arts); Tiffani Schmitt-Signorelli, Laura Hosmer, and Brittany Forand (College of Business); and Michael Magyar (School of Technology).

An extraordinary amount of time and energy goes into each production, and Johnson & Wales University owes a huge debt of gratitude to Drs. Mari Dias and Geraldine Wagner for their roles as producer and director and to Michele Forand, Alicia Albernaz, and Michelle Eckels for all of their work and support.

Not surprisingly, *Rumors* had a 535 performance run on Broadway, and we can be pleased that it finally made its way to Providence and onto our Xavier Auditorium stage!

Social Science

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and thinking about the same thing, but, when cases are lined up from these interviews, the assumption of shared understanding quickly fades. Of particular relevance for the pedagogically interested was the fact that this project was conducted as a university service-learning project, which, of course, should provide inspiration for all of us. Second, Mari presented a piece she had written by way of a personal memoir/narrative about her relationship with her father, his work as a mortician, her early interest in handling the dead, subsequent interest in entering that family line of work, the rebuffing of that interest by her father because, "You're a girl," and the subsequent reconciliation of father and daughter. This description does not do justice to the vividness of her reading. Nonetheless, the personal memoir/narrative is certainly worthy of consideration for all regardless of field.

By my count, there were nine of us. We filled the time, and we filled our heads with high-nutrient thoughts. However, there was no food, but we were all stuffed. While we didn't fully answer the question we posed for ourselves, we at least opened up the possibility for its discussion at another in-service, perhaps?

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Responding to Local Needs

By Shannon Hull

On November 5, the first *Casual for Community* day for the 2010-2011 school year raised $246.00 for Steere House Nursing & Rehabilitation Center. Steere House is an independent, nonprofit organization serving adults and senior citizens who require skilled, restorative, and long-term care services within a secure and caring environment. JWU students assist with events and activities and also read newspapers, magazines, and books to bed-bound residents.

The *Casual for Community* program is designed to enable staff and faculty to partner in the valuable work done by the Providence area nonprofit agencies that serve as Community Service-Learning (CSL) sites for our students. We schedule one *Casual for Community* day each term with the proceeds benefiting one of our CSL sites. Faculty and staff buy a $3 badge that allows them to dress down on the specified day. Thank you to everyone who helped to make this *Casual for Community* day successful!

F.A.C.E.S.: Teaching in an International Classroom Environment

By Amy Neeman

On August 30, Eve Condon, Erin Fitzgerald, and I paired with an amazing group of international students for a presentation at faculty orientation on teaching in the international classroom. Following an overview by Erin of the demographics of the international student population at JWU, Eve and I ran a student panel consisting of Fatima Cisse from Mali, Nghi Doan from Viet Nam, Salamat Zhumagazin from Kazakhstan, Gyalsten Ethenpa from India, and Nanying Cui from China.

Even though the students came from various backgrounds, many had similar academic experiences, which they were willing to share with faculty. What follows are some points that came up which might be particularly useful for us to be aware of:

- In China and Mali, there are only final exams. It can take time for students to get used to our testing system and for them to learn how to study for multiple exams in a course.
- Some students were not familiar with a syllabus and asked for more of an introduction to public folders and the library.
- More than one student came from an educational system where they were used to memorizing. They weren't used to the level of interaction we have in our classrooms and were not used to asking questions in class.
- Some students had never given oral presentations in class before and working on group projects was new to them.
- The concept of plagiarism varies across cultures, and students talked about having to get used to quoting, citing, and MLA format.
- The use of humor and sarcasm was hard for some students to pick up in class.
- Some writing and discussion topics were too culture-bound for students, i.e., politics and sports.

One session ended with a discussion on how faculty can encourage questions and discussion in class. Students advised faculty to let them know from day one that questions are encouraged and that it is acceptable to disagree with the instructor. Students should also be encouraged to voice their opinions in class.