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John Hazen White School of Arts & Sciences Newsletter, March 2011, Vol. 16, Issue 2

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NEWSLETTER

March 2011

Volume 16, Issue 2

*A&S Publicity
Committee*

No Impact Man makes a deep and positive impact through Campus Reads

By Geraldine Wagner

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Colin Beavan’s controversial book *No Impact Man* is the subject of this year’s Campus Reads, a campus-wide effort to integrate into class curricula literature which explores crucial current issues that can be addressed across a broad spectrum of disciplines. The book (and film by the same name) documents Beavan’s and his family’s (his wife, Michelle’s, and daughter, Isabella’s) attempt to go a whole year in, of all cities, New York, without leaving any carbon footprint. The inhabitants of a 15th floor Fifth Avenue apartment, the Beavans decide to quit all electric and fossil-fueled transport and energy supplies, eat (and drink) only locally grown organic crops, stop buying and consuming all but survival-essential products, and create as little non-biodegradable waste as is humanly possible. This leads to a healthier lifestyle (he loses 20 lbs., and his wife’s onset of diabetes is reversed), and some sincere insights as to how dispensing with supposedly indispensable modern conveniences can improve the quality of our lives; it also leads to some ridiculous behavior that makes very little ecological sense for such a city as New York (forbidding themselves public transport). These overly strident, self-imposed rules, furthermore, necessitate quite a bit of “cheating,” for which the Beavans have been, perhaps, too harshly criticized. (Come on, what middle-aged woman working for *Business Weekly* could forgo having her hair colored for a year?!)

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Many critics (both conservative and liberal) have also complained that the project was more a publicity gimmick to win Beavan fame as an author than a sincere effort to make a difference in the world—but Beavan has always been forthright in conceding that, of course, he wanted to sell books. How else do authors influence people? There’s also the argument that Beavan’s project, when compared, for instance, with all that is being done to create 2nd generation biofuels and promote sustainable agriculture, is small in the extreme. However, as he himself has said in numerous interviews, that was the whole point of the experiment. He wanted to see what individuals could do to make a difference in their own lives without waiting for companies and governments to lead the way. Beavan never expected everyone else to give up toilet paper (this has probably received more attention than any other action the family tried); he only wished to raise awareness that we use millions of trees for this purpose and to pose the question of whether we can do anything to change this wasteful (okay, I went for the cheap pun) behavior.

Personally, I find that after reading the book and viewing the documentary (both of which I approached reluctantly), I have gained respect for Beavan as an idealist who did — and continues to do — his best to walk the talk. Toward the end of his family’s project, he began to get more involved in community action and to attempt political action, as well. He also continues his blog, which provides readers practical tips on how to make small but relevant

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JWU Recognized on National Philanthropy Day

By Susan Connery



On Tuesday, November 23, Johnson & Wales University received two National Philanthropy Day awards; one from the College Crusade, honoring Dr. Schneider, and the second from Ronald McDonald House of Providence, Inc., for demonstrated commitment to improving the quality of life for others in Rhode Island through active participation in volunteer and philanthropic activities.

The award from the Ronald McDonald House was in recognition, in part, for the Feinstein Center's Community-Service Chef Educators' "Careers in the Nonprofits" practicum rotation work with our students. Weekly, they tour Hasbro Children's Hospital and prepare a meal at the house for up to 16 families of children receiving treatment.

National Philanthropy Day, set aside by an act of Congress, is an opportunity to recognize and celebrate the priceless contributions made by countless individuals, businesses, and organizations. The contributions have a profound impact and are felt across the state. For over 20 years, the Association of Fundraising Professionals has proudly brought this event to Rhode Island's philanthropic community.

Teaching Conversation: Faculty Evaluations

By Erin Wynn

Donna Thomson's teaching conversation in November was a great success. It had been a while since I went to a teaching conversation, and I'm glad that I attended this one.

About a week before the conversation, we were sent an interesting article about teacher evaluations in the university setting. The article came from Vanderbilt University Center for Teaching and is called "Student Ratings: Myths vs. Research Evidence." Well, this piqued my interest as we had just been evaluated by our students. The article, itself, was interesting even though there was some skepticism amongst the people at this in-service about the results reported in the article. Donna pointed out that the evidence in the article was derived from numbers and facts about teaching evaluations, so, even if we didn't agree with the article, facts are facts.

There were about 10 of us who were at this teaching conversation, and we were able to carry on a very fruitful discussion about evaluations. The general feeling was that they are, indeed, necessary, but they can also be very frustrating. Some of us wondered if evaluations aren't just a tool to measure the most popular professors and if students are really capable of subjectively evaluating us. I'm not sure everyone agreed with what was said in the article or at the teaching conversation, but it was all very interesting.

In addition to the article on evaluations that Donna provided, she had copies of the new evaluative tool that JWU is using. She also had last year's evaluative tool, so we could compare the two and see the pros and cons of each. There were some interesting realizations about both evaluations. For some of us, this was the first time we had actually seen this year's evaluation. Being able to analyze the two allowed us to see the similarities and differences between evaluations, and this was eye-opening.

Overall, this teaching conversation was quite thought provoking. I think it was agreed that, overall, teacher evaluations are necessary even if sometimes they feel like they are a popularity contest or tools that are not 100% accurate.



No Matter How You Do the Math, JWU+ Lucy Ligas = A Winning Combination

By Geraldine Wagner

One of the greatest fringe benefits of teaching in the Johnson & Wales study abroad program is that you become part of yet another community of colleagues who share a common bond. I mention this because my own friendship with Lucy Ligas of the Math Department began in earnest when I was chosen to spend last spring teaching in Sweden. Lucy, who was already a veteran of two spring terms in Sweden, immediately offered me the benefit of her knowledge and experience of both the program and Sweden itself—especially Goteborg. When we got together to talk about what I could expect, she showed me pictures, told me great stories, explained the program and school in detail, described the apartment where I would live, as well as all the best things to do and places to eat and shop, and even gave me travel advice for weekend trips. Not only did she prepare me for my adventure (as much as anyone can ever be fully prepared for such a life-changing experience), but she was a patient and generous advisor and confidant throughout my trip; we must have corresponded at least every other day, and she always knew the answers to all my silly questions, from what to buy for a cold to how to best travel to Copenhagen! So when the opportunity arose to write a profile of this dynamo, I jumped at it, rightfully suspecting that, however much I thought I knew about my good friend and colleague, she would not fail to surprise me with more interesting facts about her life and career.

As many of us know, Lucy was born and raised “in rural Western Pennsylvania about 8 miles from Clymer, Pennsylvania,” which she affectionately calls “a one stoplight town!” The rest of her family — her mother, two older brothers and their families—still live there. She says of herself, “I was the renegade of the family...I've always had traveling in my blood.” That traveling sort of began with her 16 mile daily commute to Indiana University of Pennsylvania, where she received her degree in secondary math education. “Indiana's claim to fame,” she notes, “is that it is Jimmy Stewart's hometown and the self-proclaimed ‘Christmas Tree Capitol of the World.’ During the holiday season, Downtown Street transforms into Bedford Falls from *It's a Wonderful Life*.” If you know Lucy, the idea that she and Jimmy Stewart are from neighboring towns makes a lot of sense. The integrity, strength of character, good humor, and sincere caring that defined Stewart’s persona both on and off screen are all qualities that come to mind when I think of Lucy — who, by the way, has the most infectious laugh I’ve ever heard. Oh, and, by the way, Indiana, Penn.’s other famous resident — who is nothing like Lucy, since she will venture out in any kind of weather, including the cold arctic temperatures of Northern Sweden — is Punxutawney Phill!

Lucy’s first teaching position was at “a small Catholic high school (DuBois Central Catholic)” where she earned “a whopping \$7,000 per year,” which she supplemented by working the checkout at Kmart, all the while continuing to commute to her alma mater in order to work toward her M.Ed. with a concentration in math — and coaching junior varsity softball and cheerleading! (I told you there’s always more to learn, even about your best friends and closest colleagues.)

Just before earning her graduate degree, Lucy applied for and attained a temporary position in the Math Department at IUP. This job completely changed the future direction of her teaching career; “Having had a taste of university teaching, [Lucy] didn't want to go back to high school.” Her search for a permanent position took her to Miami’s Barry University where she taught in the math department for eight years. At that time, Johnson & Wales was set to open their Miami campus, and Lucy was immediately interested in the opportunities that a multi-campus university might offer. Despite the attraction of the warm Miami climate, Lucy always wanted to eventually teach closer to home (even though she obviously has never lost her wanderlust). “My ultimate goal,” she admits, “was to start at the North Miami campus and eventually work my way up the coast (at the time the Charleston and Norfolk campuses were in existence) and end up in Providence.” Two weeks after interviewing with Chef Robert Nograd, she was hired as “the” math department — a “distinction” she had for almost 3 years. She humorously recalls her first days on the job: “Little did I know that everyone would be wearing many hats during the opening...including construction hats.” Orientation, it seems, included actually “helping complete construction at the new facility.”

During the last three years of her seven year tenure at the Miami campus, Lucy also wore the “hat” of chair of arts & sciences. Although this position increased her appreciation for administrative work, it also made her realize that

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Social Media and the Haiku: Creating Meaning in the Kitchen

By Dorothy Abram

I enter the class
All my students bow their heads
Hands busy texting.

Texting in the classroom is a challenge for both teaching and learning. Recently, poets and scholars have proposed an unexpected confluence of expression between the historical Japanese poetic form of haiku with contemporary social networking, texting, and tweeting.¹ They suggest that haiku, and Twitter, Facebook, and other social media, are a natural blend of linguistic expression and sources of salience. Similar in brevity with the tweet, haiku, through this perspective, may be a means to reach a depth of meaning in teaching and learning. Even as I write this essay, I am listening to a report about the coup achieved in Tunisia via the means of social networking, texting, and tweeting. What example could speak with greater authority to argue for the ultimate connectivity and potential for liberation through this social medium than this? Still, we must question: Can this form of technological communication also offer us the depth of content that haiku promises?

I began to wonder if the structure of haiku, with its emphasis on insight through poetic juxtaposition, divulges a fundamental contradiction to the medium of texting. In other words, could haiku reveal a basic absence in the presence of social networking? Specifically, social networking functions in the domain of typing, the text, and information; that is, it works in the absence of the sensory clues of human interaction. Without the involvement of the senses — sight, sound, taste, hearing, and touch — in our human communication and expressions, social networks may ultimately deprive us of human engagement, intimacy, and responsibility. Accordingly, the revolution in Tunisia has been expropriated with the names “Twitter Revolution,” “Internet Revolution,” or “Facebook Revolution” in the West, but the Tunisians, themselves, name their extraordinary effort to implement democracy in their nation “The Tunisian Revolution.”

The haiku, while it also employs text as its medium of communication, aims for a different outcome: not communication or information or networking. Instead, haiku proffers enlightenment and union through reference to sensory experience. Scholars, particularly those writers working in the fields of psychology and sociology, have recognized that social networking is, in itself, a contradiction.² Specifically, they identify the concern that this medium serves to alienate its participants rather than forge connections, contradicting our popular understanding of this medium. Certainly, social networking has its important role and place in our lives and in the world, but have we given it more potency to knit us into community than it deserves? Additionally, we may ask in the classroom whose purposes does it serve to shape such a population of youth without the complexity, aesthetics, and humanity of interaction through the senses?

Admittedly, not all students come to internet texting with the same background, interests, purposes, or goals. I began to wonder if my Johnson & Wales University culinary students — master texters, social networkers, and tweeters, one and all — might have a special entry into this potential world of haiku feeling and expression. Their professional and personal lives revolve around the senses — preparing local and seasonal foods, blending ingredients, differentiating appropriate cooking methods, mastering the subtlety of spices, creating the sensuous scents of soup pots and the beauty of plated desserts, composing the magic of menus, music, and the motion of the meal, establishing serenity in a well-set table, and so much more. With this framework for understanding their senses and sensibilities, could my culinary students have a particular ease and depth of expression in writing haiku? Or, at least, could I identify an untapped source of poetry in their lives?

When I presented this possibility to my classes, I can’t claim that the idea for them to write haiku about their culinary experiences evoked cheers; rolled eyes, yes, but certainly not exclamations of joy and anticipation. I decided to reduce their anxiety by making the challenge short and sweet — an in-class assignment. Some daring students took on the challenge. What follows is a selection of their in-class writings of haiku. I hope you enjoy these haiku that are written by chefs who may someday be cooking for you.

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The R.I. Local Food Forum: Engaging Everywhere We Eat with Fresh Local Food

By David Rocheleau

How many working farms are there in Rhode Island? Take a wild guess. Fifty? A couple of hundred? Certainly not more than a thousand, right?

In fact, there are over 1,200 working farms in the state according to the most recent (2007) USDA census of agriculture. This is a 42 % increase over the previous census taken in 2002. In a struggling economy, it's difficult to find industries that are just holding their own and even harder to find those that are expanding. But, against all odds, the state of agriculture in R.I. is "blazing hot," according to Ken Ayers, the chief of the R.I. DEM Division of Agriculture.

His remark was addressed to an enthusiastic crowd of chefs, students, farmers, government professionals, and interested "eaters" at the 7th Annual R.I. Local Food Forum. Held at Brown University in February, it is a yearly networking event for Rhode Island food producers, buyers, and consumers. It was sponsored in part by the R.I. Farm Bureau, *edible RHODY* magazine, the Apeiron Institute for Sustainable Living, ecoRI, and Farm Fresh Rhode Island.

The theme was "Fresh Where We Work." Only one percent of the food we consume in R.I. comes from local farms. Workplaces, hospitals, and schools represent a great opportunity to stimulate growth in local agriculture even further, to develop the infrastructure for the local food system, and to increase access to good food for thousands of Rhode Islanders.

Noah Fulmer, the executive director of Farm Fresh Rhode Island, mentioned that the one percent figure represented over 27 million dollars in sales of locally grown and produced food products. "That's a 99 % opportunity," he stated, and not just for the freshness and quality of locally grown produce. "It's also an opportunity to improve our health and environment, to improve food security in the state, to provide support to economic development, and more."

Not surprisingly, Fulmer agrees that targeted sales to workplaces, businesses, and other institutions via a wholesale market is a huge growth area. But he mentioned several other prospects including expanded direct sales to consumers (through farmers' markets); year-round sales now that there are more venues (including the Wintertime Farmers' Market in Pawtucket); and, perhaps most importantly, capturing a share of food sales among SNAP ("food stamps") and WIC recipients. People who qualify for government food assistance could potentially create a \$170 million market for local produce.

Despite the rosy picture, however, there are several challenges to achieving this remarkable vision. Even though demand for local produce is flourishing, consumers often want what they want regardless of the season—tomatoes in winter, for example. These old habits are hard to break especially in the deep of winter when supplies are depleted, and there's little else but a seemingly endless supply of carrots, potatoes, beets, and cabbage to get us through until summer.

Furthermore, especially from a business point of view, the cost of sourcing local ingredients can be prohibitive. It's not just about how money is needed to purchase these items; there's also a learning curve in terms of preparation. To save time and much money, many chefs and food-service managers will buy pre-sliced, peeled, washed, or otherwise already-prepared vegetables that need minimal processing. Training workers to deal with inconsistent and unfamiliar food items can seriously impact the ability to meet today's tight food budgets.

Finally, there are infrastructural concerns. Broad-spectrum wholesale suppliers, like Sysco or PFG, are successful for a reason: among other things, they offer one-stop shopping. Order online, or make a single phone call; then, wait for the truck to arrive with everything that's needed for the week's production. Buying local could require ten separate phone calls, each to a separate farm: one for chicken and eggs; one for beef and pork; one for apples;

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2011 Diana Hacker Award

By Mary Barszcz

When the Awards Committee of the Two-Year College English Association (TYCA) of the National Council of the Teachers of English (NCTE) announced the winners of the 2011 Diana Hacker TYCA Awards for Outstanding Programs in English, Johnson & Wales University's "The College-Level Writing Collaborative — Navigating the Gap" was recognized as the exemplary program in the category of Reaching Across Borders. Supported by the School of Arts & Sciences and the English Department, the College-Level Writing Collaborative's mission is to bring together those who teach students to write on the high school and college levels in order facilitate dialogue that will result in helping students to master college-level writing. In addition to the award, a description of the program will be included in an article in *Teaching English in the Two-Year College*, the national two-year college journal, as well as on the national TYCA Web site.



The JWU members of this committee are Donna Thomsen, Mare Davis, Valerie Balkun, Eileen Medeiros, Terry Novak, and Mary Barszcz. These JWU English faculty and Dav Cranmer, New England Institute of Technology; Sarah Leibel, Blackstone Academy Charter School; Laurie Sherman, Community College of Rhode Island; Ruth Trainor, Scituate High School; Chris Natalizia, Quincy High School and Johnson & Wales University (adjunct) comprise the steering committee for this collaborative. Currently, this group is planning the second annual symposium, scheduled for Thursday, April 28, 2011, at Save the Bay. Information about this event, which will feature Julia Steiny, education writer for the *Providence Journal*, as the keynote speaker, will be forthcoming.

Meet some of our exceptional A&S Office Assistants!

By Gwenn Lavoie

Have you ever wondered about those super young people who seem to keep our departments humming with their good humor and faithful service? The newsletter staff decided that a bit of an introduction might be in order!

Edgard Hunt (English) hails from Waterford, Connecticut, where he attended the Williams School. He is a hotel and lodging management major and has already gotten quite a lot of experience in his field by working in Hilton and Marriott hotels near his hometown. He is also not a stranger to hard physical work having spent four summers working for a landscaping company.

Ray Wellen (Humanities), a senior about to graduate in May, is a computer graphics and new media major. An aspiring graphic designer, Ray hopes to begin his career by doing freelance work, moving up a bit later to a position working for a design firm in either New York or Colorado. Ray loves art, photography, biking, hiking, reading, and learning. It's been wonderful having such a "tech savvy," delightful young man assisting the Humanities Department members for the past two years!

Michelle C. Gray (Social Sciences/Mathematics) is also studying graphic design. She is mulling career paths just now, trying to decide whether to choose print design or web design. She hopes to start her career in a major corporation and later open her own design firm. Michelle describes herself as "artsy-craftsy" and spends any free time that she has reading and enjoying her friends.

Sarah Cavanaugh (Science) is from Milton, Massachusetts, and is a hotel & lodging management major. One day, she hopes to work in a hotel doing event planning. On campus, she is furthering her professional dream by participating in the SES (Special Events Society). She is a member of the JWU field hockey team and loves skiing, traveling, sports of all kinds, and the Celtics! Sarah even finds time to waitress in her free moments!

Omar Essalhi, a Berber student from Casablanca, Morocco, has been in the United States for two years and

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An International Panel: China, Japan, Korea, Morocco, and Russia

By Erin Wynn

The final in-service, the International Student Panel, was a perfect in-service to end this cold winter term. After talking to some faculty last year, the ESL Department realized that the students, themselves, could best teach what the professors want to know about international students. So, the planning of our student panel began.

The students chosen to represent the international population at JWU were a top-notch group of students representing five countries: China, Japan, Korea, Morocco, and Russia. Some of our panel members are still in ESL while others are enrolled in undergraduate or graduate school programs. However, what they all shared was a sense of humor as well as a sense of courage about their situations as students who speak English as a second language while making it in a country that is not their own.

The two hour panel session began with an overview of the international population at JWU and the ESL program, which was given by Rory Senerchia. The main focus was on the panel and the students' voices, so the introduction was just that, a brief introduction. Then, the students introduced themselves to the faculty. Although they may have been nervous, the personal touches added to their introductions seemed to break the ice, and there were smiles all around.

After the student introductions, Professor Spitzman asked individual students on the panel a few questions to get them talking about being students here and in their home countries. This was when very honest and thought provoking opinions and experiences were shared. For example, Kelvin from China told the faculty members that English was taught very poorly in his school at home; he thought that, because he could say "apple" over and over again, his English pronunciation and spoken skills were excellent until he took the English test at the end of the year. It was during this part of the in-service that we learned about how each student was taught in his or her country. The overall teaching environment in these countries is so very different than here that it is not a surprise that our international students seem shy, even if they really aren't.

The question and answer part of the panel was well facilitated by Professor Shea. First, all of the students and faculty were given color-coded note cards: pink for ESL professors, green for students, and orange for professors who don't teach ESL. We got into groups and took about 15 minutes to write questions to both the student panel and to faculty. The students also wrote questions to the professors, so it was an interesting combination of ideas, concerns, and real-life questions. Professor Shea then chose questions and, acting as the MC, asked them to the panel and the professors. This began as very organized, but then, as everyone felt more comfortable, the questions were sometimes asked directly by faculty and students and not by Professor Shea. By the end of the in-service, personal stories were being shared, jokes were being told, and there was a real international-gathering feeling in room 304.

The participation by the students and the faculty at this in-service was greatly appreciated. This workshop was a significant follow-up to last year's international in-services, and those who attended appreciated the candor of the students and the honesty that existed between student and professor.

Save the Date: Narrowing the Gap Symposium

By Mary Barszcz

It will happen again, and it promises to be another example of collaboration at its best. The second annual symposium, *Narrowing the Gap: from high school to college readiness* is scheduled for Thursday, April 28, 2011, at Save the Bay. This event, sponsored by the College-Level Writing Collaborative, will bring together those who teach students to write on the high school and college levels for a dialogue about how to best help students reach college-level writing proficiency.

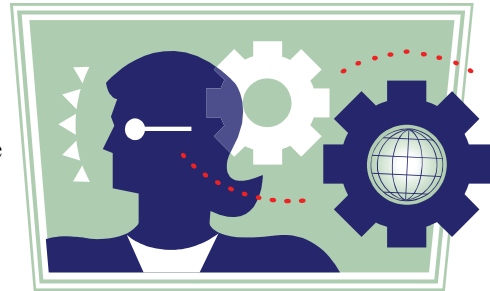
Information about this event, which will feature Julia Steiny, education writer for the *Providence Journal*, as the keynote speaker, will be forthcoming. But once the registration information is received, don't delay. Last year, people had to be turned away, and you do not want to be left out.

Musings

Some A&S “Whatifs”

By Eileen Medeiros

“Whatif” is one of my son’s favorite poems in Shel Silverstein’s collection, *A Light in the Attic*. I think it’s because my son is a “whatif” kind of kid. Honestly, though, he drives me crazy sometimes with all his “whatif” questions. But I can’t really blame him for that; his mother a “whatif” kind of a person, too. I’m always thinking about the “whatifs” in the college classroom. For this edition’s “Musings,” I decided to write my own “Whatif” poem about teaching in the School of Arts & Sciences.



What If?

- What if we taught reading skills and strategies as a way to teach content?
- What if we taught writing skills and strategies as a way to teach content?
- What if we had a zero-tolerance policy for sloppily edited papers?
- What if we had zero-tolerance policy for sloppy thinking?
- What if our students called us by our first names?
- What if we addressed our students as “Mr.” and “Ms.”?
- What if, instead of giving grades during the term, we gave written and verbal feedback and then gave a final grade at the end of the term?
- What if we got rid of grades completely and wrote a narrative for each student instead?
- What if we did research with our students and presented that research collaboratively?
- What if every A&S class was writing intensive?
- What if we adopted a zero-tolerance policy for late work?
- What if we all had to teach at a different JWU campus at least one term?
- What if we all had TESOL (Teaching English to Speakers of Other Languages) training?
- What if we had a zero-tolerance policy for late students?
- What if we all did the work we assign to our students along with our students?
- What if we all wrote regularly?
- What if we started an A&S teacher book group?
- What if we started an A&S teacher writing group?
- What if we all engaged in the scholarship of teaching and learning?
- What if everyone in A&S taught at least one collaborative course a year?
- What if we went completely paperless?
- What if we organized an A&S retreat?
- What if our in-services focused on sharing the content and objectives of our courses so we knew what each other was doing and teaching?

And just to clarify: I’m not trying to communicate sideways that we should do these things; I’m not even sure some of these are worth discussing. However, I have learned that the “whatifs?” can lead to some very interesting thoughts and creative ideas.



“Sometimes questions are more important than answers,” writes the poet Nancy Willard.

What if *that was the* concept our students left with after taking our courses?

Fogarty Update: Winter 2010

By Katie Jourdenais

The winter season encourages us to reflect on the people and places that bring warmth and joy to our lives throughout the year. This winter brings many reasons to celebrate the strong relationship between Mary E. Fogarty Elementary School and Johnson & Wales University.

Kaitlin Blake, service-learning coordinator, welcomed a new addition to her family on December 15. Daughter Emily Blake weighed 8 pounds, 8 ounces at birth. Kaitlin is enjoying some much deserved time with her family and will be back to campus this spring.

As he does each year, Santa Claus visited Fogarty School and brought smiles, laughter, and candy canes to children during lunch time. Food Service Management internship student Benjamin Stukey was gracious enough to be our Santa this year. He and Feinstein Center staff members Shannon Aiton and David Rocheleau, along with six other JWU students who acted as elves, brought holiday warmth and fantasy into these children's lives. After lunch, Santa and his very merry elves visited the special needs classrooms where Santa delivered presents and holiday cheer to the children. The Fogarty special needs classroom teacher, Peter Kay, shared that his students were so excited and thankful to receive gifts from the Arts & Sciences Department at Harborside who held a department-wide toy drive to meet the wish lists of these special children.

As usual, Arts & Sciences faculty and staff were generous in supporting Fogarty children and their families this holiday season. Cash donations were gratefully accepted by the school nurse who distributed them to the children and families most in need. Thanks to Professor Mark Duston for heading up the Downcity A&S donations drive. The ESL Department was also very active in donations and provided Christmas presents to all members of a large family which has children attending the Fogarty School.

Arts & Sciences students turned out in strong numbers to take part in JWU service learning activities at Fogarty School. Sixty-six students registered to assist at Fogarty through A&S courses during the winter term, and, as usual, they brought pride to the university through their positive and active roles as mentors, tutors, and role models at the school. During the winter, A&S students participated in 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).

Some of the CSL students working at Fogarty School shared their experiences in reflective journal entries. This excerpt from a student reflection really speaks to the reason behind our continued involvement with the school:

"The first day of community service at Mary E. Fogarty Elementary School was a unique experience for me. I remember sitting in the small chair next to a Hispanic child named Eduardo as he stared at the math sheet in front of him. He moved the chips slowly, counting and adding more to fit the formula the question was asking, but every time he tried he was getting it wrong. Since I noticed him counting the same piece twice, I advised him to line them up so he could go down as he counted, passing the ones already touched by his hands. He watched as he re-counted, got the correct answer, and my eyes started to water because I realized that I was actually teaching and he was actually learning." Hosea Moore

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.



Documenting Our Place

By Scott Palmieri

When hearing about the third film in a trilogy, one might think of grand epics such as *Star Wars* and *Lord of the Rings*. Much closer to home is a recently completed trilogy that helps us understand the epic journey that has led to our careers, the story of Johnson & Wales University. Dr. Marian Gagnon, from the English Department, is celebrating the release of her third film in that effort with the documentary *Jack Yena: Finding a Sense of Place*.

The first two films, *HERstory: The Founding Mothers* and *Men of Vision*, chronicled the earliest history of JWU, leading us to the more recent past where this film begins. The Yena years, as described in the film, help us understand how our university was shaped into what it has become today. Reflecting on the filmmaking process, Marian reveals, “I love how a good story reveals itself. It was never ‘This is the story.’ It was ‘What is the story?’” That humble spirit has served her well from the start of the trilogy; especially in *HERstory*, when she could not rely on present day testimony, she was led to always ask herself, “Am I getting this right?” In this film, she was able to allow a myriad of voices from the university to shape the narrative. This particular story focuses on the innovative spirit of Jack Yena, who was at the forefront of the some of the major breakthroughs for the university in this generation.

Marian has been a part of the university for over 20 years, from her position as director of public relations to her present position as professor. She has seen many of the changes detailed in the film, especially the development of the Providence campus, which Yena steered as president. The documentary shows the various buildings and areas that JWU purchased and renovated creatively in a way that built a unified campus downtown. Yena shared the vision of urban planner Andres Duany who believed, in Duany’s words, that “there’s nothing that gives better energy [to a city] than a university.” That spirit extended not only to Providence but to the other campuses that were created across the country, eventually leading to the vibrant and growing ones in North Miami, Denver, and Charlotte. The success of all of our campuses is Yena’s proudest achievement. In unique and varied ways, JWU has found its “place.”

Marian celebrates the great changes she has seen at the university and admires in her film’s subject “the drive he had to finally give us a sense of place.” This film, as with the other two, involved hundreds of hours of work. In these last 18 months, she researched, conducted interviews, and traveled to each of the campuses. Weekends, breaks, and summers were filled with the filmmaking process. Both in time and content, “It was like I was still working on my Ph.D.,” she admits with a smile. Marian’s doctoral studies in documentary filmmaking served as an extension of an impressive background that included fifteen years as a journalist. That experience pushed her to always remember that it was important “to get the story first but first get it right.” Marian also credits President John Bowen, who not only supported her but gave her the freedom to create these films independently. Her success has been enjoyed beyond the campus to Rhode Island PBS, which has aired all three films.

With these impressive works behind her, Marian is now turning to projects outside of JWU. Her current effort will tell the story of Ida Lewis, who, according to Marian’s web site (www.goodnightireneproductions.com), was “America’s most famous lighthouse keeper and heroine.” “It’s my true love,” Marian reveals, “telling untold or forgotten women’s stories.” We look forward to those films and are fortunate to have her as a colleague and storyteller, someone who continues to make our place very proud.



International Students: Understanding Plagiarism and Why the Student Next to Me Is in Pajamas

By Amy Neeman & Eve Condon

Eve Condon and Amy Neeman recently presented an in-service through the School of Arts & Sciences. Some of the material was based on information that came from panel discussions with international students here at Johnson & Wales. Other information came from research into plagiarism, highlighting how it relates to our international student body.

The workshop began with a discussion of academic and cultural differences. These ranged from language differences between British and American English to how different cultures show respect in the classroom. Some students saw wearing pajama-style clothing in class to be disrespectful to the professor; similarly, they viewed students who spoke in class without raising their hands to also be disrespectful. Another topic discussed was the stress some of the international students are under in terms of academics, visas, funding, and completion of their programs within a satisfactory time period.

This discussion was followed by a presentation on the issue of plagiarism and international students. It began with what has been written recently about the Internet and technology and how it has influenced students' views of intellectual property and authorship. Other topics included different countries' and cultures' attitudes towards using other people's work, plagiarism resulting from pressure and culture shock, and plagiarism with respect to specific countries. The presentation was followed by a discussion of the problem and different ways to understand and address it.

Cassola 2011: The Impact of *No Impact Man*

By Eileen Medeiros

Garbage is being hauled out into the ocean on barges and dumped. Polar bears are drowning because the ice is melting and cannot support the weight of the bears. Olives on olive trees in Italy are not appearing on the trees when they should be. The birds aren't flying south.

The state of the environment is depressing to read and think about, and many of us wonder if our efforts to help the planet — recycling our papers and bottles, taking shorter showers, eating less beef — are making a difference. If you're distressed about the state of the environment and want to learn more about what you can do to restore it, please plan on attending the 14th annual Cassola Conference on the Teaching of Communication on April 8 at the Harborside Academic Center.

The conference kicks off with a keynote address by Colin Beaven, author of *No Impact Man: The Adventures of a Guilty Liberal Who Attempts to Save the Planet, and the Discoveries He Makes About Himself and Our Way of Life in the Process*. In his keynote, Beaven will address not only the impact his attempt to save the planet has had on himself but the impact his communication — book, blog, and documentary — has had on others.

But Beaven isn't the only reason you should consider attending. During the conference, you'll have the opportunity to hear from local college and high school faculty about communication in the classroom. Workshop topics include "Cell Phones in the Classroom? A Cheaper Alternative to Clickers," "The Impact of Theme-Based Writing: From College to Career," "Helping Students Make an Impact Through Term Project Consultations," and "InterMEDIARies: Mediating Student/Teacher Worlds with Communication Technologies," among others.

In addition, you'll be served a delicious lunch over which you will be able to meet new faculty and catch up with old friends. Furthermore, you'll have the opportunity to win a \$25 gift certificate to Barnes & Noble at the end of the conference.

It'll be a day well spent. If you'd like more information, please contact Eileen Medeiros at emedeiros@jwu.edu or ext. 1474.

Haiku *Continued from page 4*

You snap a carrot
Water droplets flee the scene
Chills run down the spine.
Time for the harvest
Bleeding out to quench our thirst
A full bodied glass.
By Lucio Battista, Junior, Culinary Nutrition, Hopewell Junction, New York

A prickle of heat
Cayenne awakens the tongue
In a butter sauce.
By Carrie Vail, Junior, Culinary Nutrition, Sasebo, Japan

Flour and water
Sticky between my fingers
Warm and soft center.
By Tyler Reinhart, Senior, Culinary Nutrition, Holland, Massachusetts

Consider your own physical response as you experienced Lucio's crisp break of the carrot and felt the intensity of his poured goblet of red wine. How did you feel after Carrie's comforting application of butter to our shocked taste of a touch of fiery cayenne in the sauce? Tyler recorded the power of transformation of touch as his project of making bread turns from wet and sticky to warm and soft.

Cake made by GrandMa
Strong and black from rum-soaked fruits
Taste of Jamaica.
By Anrika Colbourne, Junior, Baking & Pastry, Kingston, New York

Feel the pleasure and pride of Anrika who writes about her grandmother making traditional Jamaican cakes. She expresses her awe of her grandma (the language of Jamaican Patoise puts the accent on the second syllable: GrandMA), posing a poetic identity between the person and the plate in her suggestion that the words "strong and black" to refer to both.

Whisk against the pan
Rich pan drippings and fresh stock
The boat meets the table.
By Sarah Baker, Sophomore, Culinary Nutrition, Elkridge, Maryland

The light glares sharp blade
My hand is a stranger new
Food has met its match.
By Tauryn Carter, Junior, Nutrition Major, Bowie, Maryland

Hear Sarah's ping against the pan with her repetition of the "p" sound in the first two lines and the magic of service as the pan pours into the boat to arrive at the table. There is also Tauryn's first experience of being overwhelmed by the professional kitchen's glare and demand for performance and then rising with courage to the occasion.

Close your restless eyes
Sizzling, chopping, yelling, steam
Another late night.
Spanakopita
Succulent and savory
Simply tastes so good.
By Brian Smith, Junior, Culinary Nutrition, Philadelphia, Pennsylvania

Continued on page 13

Haiku *Continued from page 12*

Lush brownie half-baked
Luxuriant cookie dough
Thanks, Ben and Jerry's!

By Samantha Krivorot, Senior, Baking & Pastry/Food Service Management, Brooklyn, New York

Brian, an aspiring chef, who also is a United States Marine Corps officer candidate, describes the late night labors of the food world in one haiku while playfully using alliteration to describe the pleasures of Greek food in his next haiku. Finally, consider Samantha's prayer of gratitude to Ben and Jerry's for the delicious blessing of their novel ice cream flavor combinations!

Not being a chef myself (but identifying as a serious foodie), I do not possess the intimacy with the kitchen as my students do. I believe, however, that they demonstrate a capacity and capability to reveal that the domain of the physical is a means of achieving perceptions of the emotions and unseen worlds of the spirit. Considering the restrictions that were imposed on upon them both in terms of time and syllabification (5-7-5), they composed some truly provocative first drafts. What they accomplished through haiku was a celebration of the senses that only they could write through their long hours and beginning years of labor in professional kitchens.

The culinary students' poems made me wonder if other students, who are not blessed with the life calling of the kitchen, could also employ haiku to articulate their experiences of the senses. In this way, they could retrieve the relational richness and dimensional connections of the human encounter. Haiku offers us a possibility of providing an antidote to the alienation of the text and texting. It enables us to dive deep into one's own alienation to retrieve the capacity to connect through the very mechanism that pushed us into such dislocation — text and texting. Can we use haiku as a paradoxical palliative for constrained young lives that are devoted to texting? Can we, as educators, make the writing of haiku available for all students who are disconnected in our connected world?

NOTES

¹ This article was inspired by the speakers on Tom Ashbrooke's radio program, *On Point*, National Public Radio, Wednesday, January 12, 2011. Ashbrook himself wrote a haiku in acknowledgement of this confluence of expression: "In the ages of tweets/We look back to haiku/And its new appeal." Also on his program were the speakers George Swede, poet and editor, *FROGPOND*, the journal of the Haiku Society of America; Dylan Tweney, columnist for the Haiku Society of America, and senior editor, *Wired* magazine; and Stephen Ziliack, economist and professor, Roosevelt University, and author of "Haiku Economics: Little teaching aids for big economic pluralists," *International Journal of Pluralism and Economics Education*, 1.1/2 (2009): 108-29.

² See, for example, the recent publication of MIT Professor Sherry Turkle, *Alone Together Why We Expect More From Technology and Less From Each Other*. New York: Basic, 2011. Also, consider the works of Evgeny Morozov, *The Net Delusion: The Dark Side of Internet Freedom*. New York: Public Affairs, 2011; and Nicholas Carr, *The Shallows: What the Internet is Doing to Our Brains*. New York: Norton, 2010.

Helping the Needy Get Nerdy!

By Shannon Aiton

On February 4, the second *Casual for Community* day for the 2010-2011 school year raised \$276.00 for Free Geek Providence. As a nonprofit 501(c)3, grassroots, volunteer-run organization, Free Geek Providence is dedicated to addressing the digital divide by providing recycled computers, training, and technical assistance to the community and responsibly recycling items that can no longer be used. JWU students assist Free Geek Providence by troubleshooting and de-manufacturing computers, loading operating systems, and building computers from new and re-used parts.

The *Casual for Community* program is designed to enable staff and faculty to join 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.

An Irish Perspective: Marie Finnegan— Visiting Lecturer in Economics

By Robert Christopher

During the week of December 5-9, 2010, the Economics Department hosted Marie Finnegan as a visiting lecturer in Economics from the Galway Mayo Institute of Technology (GMIT) of Galway, Ireland. Professor Finnegan spoke in selected classes for both the Economics Department and the Department of Management on a variety of economics and banking topics including the financial crisis in Ireland, the workings of the European Union, and European governments' debt issues.

She also was the featured speaker at the Economics Department's ongoing Economics Forum program, which was developed to bring together students with an interest in current economics issues. Students and Economics Department faculty members met with Professor Finnegan and discussed the current economic conditions in Europe and Ireland and the future of the euro as a currency.

Faculty members and students provided positive feedback on Professor Finnegan's visit.

The CLP Family Grows

By Terry Novak

Looking to expand its horizons, the Collaborative Learning Program (CLP) added a Travel & Tourism cohort this year. Chris DeSessa from the Hospitality College collaborated with Eileen Medeiros from the English Department in this new CLP adventure. "I had a good time," DeSessa acknowledged at the CLP awards ceremony. Working with Chris next year will be Mare Davis, also from the English Department, who will continue to develop the cohort with Chris. Mare is already dreaming of ways to weave the romance of travel into the maturing cohort. This doesn't mean that Eileen is leaving the CLP; no, she is embarking on her own new CLP adventure with the brand new Digital Media cohort. Eileen will partner with Brian Alves from the School of Technology. Brian brings a distinct brand of creativity and possibilities to the CLP, which blends perfectly with Eileen's collaborative style. Also joining the CLP next year will be Alison Goodrich from the College of Business. Alison, who was voted Teacher of the Year by her students at the end of last year, will partner with veteran CLP English faculty member Marian Gagnon to create a Criminal Justice cohort, which promises the addition of a different kind of adventure! Congratulations to all of the CLP faculty members who continue to make this first-year learning community a truly exciting signature program for A&S and all of JWU!

Students for Change: Using Social Entrepreneurship to Access Change in Our Communities

By Deirdre Newbold

Trinity Academy for the Performing Arts (TAPA) received a \$10,000 grant from Learn & Serve America to create a service-learning program for 34 seventh graders. The program, Students for Change: Using Social Entrepreneurship to Access Change in Our Communities, is a collaborative outreach and education project designed to address the educational needs of South Providence's TAPA middle school students and Johnson & Wales University's career-focused college students.

The program will speak to issues of hunger, homelessness, and poverty as well as teach the TAPA students about graphic design and social entrepreneurship. JWU students will work with the youth to create products (i.e. t-shirts, mugs) that will be marketed and sold. All of the proceeds will be donated to the community partner agency Amos House, a nonprofit social services agency that provides hospitality and direct services to Rhode Island's homeless and poor.

Community Service-Learning Coordinator Deirdre Newbold is a member of the TAPA board and a member of the grant's leadership team. Associate Professor Peter Bortolotti, Marketing Department, JWU College of Business, is also on the leadership team.

LibGuides for All

By Eve Condon

We're all well aware of how drastically the research process has changed because of the Internet. Once upon a time, we gathered information by sequestering ourselves in the stacks and hunting through mountains of moldering periodicals for that one elusive article that might or might not be useful. Now, the problem is one of abundance: endless amounts of information are available at a keystroke, and the challenge is to filter through all the noise to find what you need. Faced with the avalanche of articles available on Google and our library's databases, many of our students feel understandably overwhelmed and intimidated.

That is why our library's website has LibGuides. We direct our students to them, but how many of us are aware of the many ways we can use them? On Monday, January 24, our library's Instruction Coordinator Ariela McCaffrey and LibGuides Administrator David Meincke presented an in-service on how to navigate, use, and even create these versatile, helpful resources.

Ariela defines LibGuides as "mini-websites" that compile all manner of information to aid students in specific courses and assignments. Articles, links, book listings, and multimedia sources can all be gathered and organized to professors' specifications. Different pages can be created and tabbed in each individual LibGuide, allowing for maximum content and optimal organization. The individual pages can also be organized with pull-down menus.

The library offers LibGuides by subjects and courses, but they also can be used to assist students with specific assignments — a practice Ariela encourages as she noted that, the more specific the LibGuide is, the more likely students are to use it. As an example, she showed us the user-friendly LibGuide Mare Davis created for her "American Education" project, which included Helin and education database search options, e-books, research tips, and news video clips.

A few things Ariela and David shared that many of us didn't know: LibGuides have calendar and comment features, making them a more dynamic alternative to public folders; instructional LibGuides, such as one on copyright compliance, are available to faculty and staff; LibGuides can be set to private; and LibGuides can also be created for advising, committees, and events.

You can ask the librarians to compile them for you, or, if you're tech-savvy and feeling brave, you can create your own. You can even tailor the appearance of your LibGuide with different layout and multimedia options. Ariela showed us a comprehensive and beautiful LibGuide about textiles that was created for Diane McCrohan's Retail 1010 course. She and David walked us through this process during the last half of the in-service by having us each create a LibGuide.

The librarians are more than happy to help all who are interested in creating their own LibGuides. They'll also gather information for you based on your research and assignment needs. For more information, contact Ariela or David.

Office Assistants *Continued from page 6*

contributes his multilingual and multicultural expertise to the ESL Department. Omar speaks five languages fluently and hopes to return to his native Morocco to work in his father's corporation once he has completed his international business degree at JWU. Here in the U.S., Omar enjoys making friends with people of many cultural backgrounds, and, for relaxation, he loves playing drums.

Alena Gavrilina, also an OA for the ESL Department, comes to us from Russia. Alena holds an M.A. in communications and is pursuing her second master's degree at JWU, this time in hospitality management. She is also enrolled in a doctoral program in higher education! Alena, a great lover of travel and international cultures, is a busy young woman! She says that school is her life and that learning new things and meeting people from all over the globe are her greatest passions. She sees teaching in her future, a natural extension of her love of being a student.

African American Read-In 2011

By Tom Gaines

This was another great year for Johnson & Wales University's involvement in the African American Read-In, which is sponsored by the National Council of Teachers of English (NCTE). The John Hazen White School of Arts & Sciences spearheaded this year's event by expanding the participants in the program. This year, the Providence Library and the Intercultural Center joined the activity.

On January 7, Mr. Ray Rickman, a local scholar and historian, spoke to students and staff at the Intercultural Center. Mr. Rickman's lecture was about Mr. William J. Brown, a free black man who lived in Providence in the late 1800s. Mr. Brown's literary accomplishments are of note because so few African Americans wrote memoirs during that time.

The Johnson & Wales library supported the read-in by producing a wonderful library guide (LibGuide) with an internet link that took the reader directly to a collection of literary works penned by black authors. This link made available a host of works that are currently a part of our library collection or holdings in other libraries to which our students have access. Rosita Hopper and her staff at the library did a wonderful job with this resource.

As always, the faculty on all the Johnson & Wales campuses reported back with a robust array of selections of poetry and various other readings which they offered to their classes. A partial list includes *Love Poems* by Nikki Giovanni; *A Raisin in the Sun* by Lorraine Hansberry; Robert Hayden's "Those Winter Sundays;" Langston Hughes' "Goodbye Christ" and "Cross;" "A Letter From a Birmingham Jail" by Martin Luther King, Jr.; Alice Walker's "Expect Nothing;" "We Wear the Mask" by Paul Laurence Dunbar; and Tupac Shakur's "I Cry."

For the past four years, Johnson & Wales University has been the only institution in Rhode Island supporting the NCTE as a participant in the African American Read-In.

Geraldine Brooks: The Art of the Historical Novel, Making Fiction from Fact

By Dorothy Abram

Geraldine Brooks considers herself to have been blessed to have been born into a family that considered books to be as necessary as food and clothing. At her talk at the Xavier Auditorium on Tuesday, December 14, 2010, Brooks described her process of writing fiction from fact. She traced her early childhood beginnings of her love of reading. Brooks described her memory of her encounter with the first book that "carried her away." At nine years old, she had difficulty describing this "extraordinary feeling." It took another six years before she found the right word to describe that feeling. In her adolescence, she recognized that strange feeling as "lust." In this way, she describes an intensity of emotion that could never quite be satisfied and that became her passion for reading.



Brooks, a war-zone correspondent for the *Wall Street Journal*, became a novelist through her profession as a journalist. Specifically, Brooks explained that her novel, *People of the Book*, came out of her experience in Sarajevo during the conflict. Though the story is set in medieval Spain, the novel focuses on a document that can be a symbol of cultural harmony across disparate religious affiliations and epochs. That document was the famous Sarajevo Hagaddah (the text used at the Passover table to explain the meaning and sequence of the meal and narrative). This illuminated manuscript has survived through the centuries, and, since its beginning in medieval Spain, numerous people of many faiths have recognized its uniqueness and rescued it from war time destructions.

Brooks configured this manuscript as expression and symbol of survival of the multiethnic city, which Sarajevo represented before the turbulent conflicts and ethnic cleansing of the former Yugoslavia. Using the history of the repeated rescue of this document, Brooks began her novel by asking herself the question, "What can tie events and

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Get the F.A.C.T.S.

By Ann Kordas

Would you like to introduce yourself to your class “in person” before the term starts? Have you ever wished you could “sell” your class to prospective students through a movie trailer to show them how interesting history, economics, statistics, or chemistry can actually be? Would it benefit your students if they could attend mini-lectures to refresh their understanding of important topics that they still have trouble with? (When *do* you use a semi-colon?) Faculty can currently do this for their online classes, and, in fall 2011, all faculty will be able to do the same for their traditional face-to-face classes, as well. All of this is possible thanks to the tech-savvy staff at the Office of Online Learning (OOL).

On Friday, February 4, Amy Ricci, the director of OOL, and Instructional Technologist Christine Sweet presented an in-service entitled “Get the F.A.C.T.S. (Faculty Academic Course Technology Strategies): Incorporating Media.” At this in-service, they taught faculty members from the School of Arts & Sciences and the School of Business how to make use of the resources provided by OOL (located on the lower level of Xavier Hall) to enhance their classes and deliver content to their students through the use of technology.

During the two hour in-service, Christine and Amy showed the attendees how to record voiceover narrations for PowerPoint presentations and videos. This technique can be used to provide students with a brief introduction to your classes. For examples of this, visit OOL’s support site (see the address below) to view Maureen Farrell’s introduction to her Food in Film and Literature class and Geraldine Wagner’s narrated video clip explaining how a roller coaster ride is similar to Introduction to Literary Genres. Faculty can also use this method to deliver lectures or provide supplemental instruction, especially on difficult-to-grasp concepts, which students can access anytime they need to.

Attendees also learned how to capture onscreen images (like taking a snapshot of your computer screen) to illustrate a concept for students. Many faculty members already use this technique in their classes. For example, the author uses screen captures in her Food in Film and Literature class to show students examples of different types of camera shots and angles. Voiceover narration and capturing screenshots require the use of Camtasia and Snagit. Faculty who teach online courses already have these programs installed on their computers, and other faculty can also request that they receive these programs.

In addition to Snag-It and Camtasia, OOL also has digital cameras and camcorders, tripods, a variety of microphones, and a professional lighting kit that faculty can use to take their class on video “fieldtrips,” record interviews, offer helpful tips, or make introductory videos for their classes. Also available at OOL is a tablet PC that faculty can use to mark and comment upon electronically submitted student assignments.

The friendly staff at OOL are happy to teach you how to do all of the above and more. If you are sorry that you missed this exciting presentation, Amy Ricci promises that additional in-services will be offered in the near future. In the meantime, if you want to see additional examples of faculty multimedia projects, would like to have Camtasia or Snagit installed on your computer, or wish to reserve equipment, visit OOL’s support site at tech4academics.jwu.edu.

Geraldine Brooks *Continued from page 16*

people together?” In her writing process, historical facts were used as the scaffolding for her to imagine the history of survival of this extraordinary artifact — as history involving Christians, Muslims, and Jews, over the centuries in and through wars, oftentimes putting their lives in danger to assure the survival of this manuscript.

As we enter a world where the printed words in books are ceding their place to electronic means of communication that could never offer the history of danger and rescue as had the Sarajevo Hagaddah, Geraldine Brooks reminds us of the ability of the book to be personal inspiration, multiethnic metaphor, historical document, and brilliant mystery novel.

People in the News

Professor Marian Gagnon (English) presented her documentary *The Yena Legacy: Finding a Sense of Place* to the JWU Student Alumni Association on February 1 at the Pepsi Forum. After a brief talk on all three of her films chronicling the history of JWU, which continue to be aired on R.I. PBS, she introduced former President John Yena who fielded questions from the audience of 200 students.



Ernest Mayo (Humanities) was reappointed to a seventh two year term (1/11-12/12) as Municipal Court Judge for the Town of Warren, Rhode Island. Also, at the invitation of the Superior Court, he mediated five cases as a *pro bono* mediator this past December.

Sharon McMahon Joyal (ESL adjunct) and her husband, Michael Joyal, welcomed a new daughter, Holly Celeste, on November 26, 2010. Holly also has a proud big sister named Hope, age 3.

In December, **Karen Iacobbo's** (English adjunct) short story was awarded first prize in *The Animal Print* magazine's dog story contest. Karen also spent several days in December and January shooting her first film, a *Twilight Zone*-like short, which she wrote and directed. The film, which was produced in conjunction with Anthony Ambrosino's 989 Project, will be released in the spring. This winter, Karen has also been busy working on hydroelectric and gardening projects for the town of Gloucester's Resource Commission on which she serves as vice president.

Kenneth Schneyer (Humanities) had his short story "Tenure Track" published in the Australian magazine *Cosmos Online* in November. The story is available for reading at <http://www.cosmosmagazine.com/node/3719/full>.

At the 70th Writers Conference, **Paul Merluzzo** (English) received Second Place in the Beach Inspirational Tournament and an Honorable Mention in the Jakeman Poetry Tournament.

Evelina Lapiere (Math) has been in the Ph.D. program for Mathematics at URI since the fall semester of 2006. By the end of this current semester, she will have completed her course requirements and her residency. This spring, she has also been invited to speak at the regional meeting of AMS (American Mathematical Society). She is currently working on three research projects and hopes to have a second article published before the summer. If all goes as planned, she should be ABD by October 2011.

At the end of November, **Dr. Jim Brosnan** (English) attended a reading by Irish author Gemma Whelan sponsored by the Irish Cultural Center in Canton, Mass. Ms. Whelan read from her novel, *Fiona: Stolen Child*. In December, Jim attended the Irish History Lecture Series. Professor William Matthews of the University of Massachusetts-Amherst presented a multimedia lecture entitled, "The Irish Fight For Freedom: 1919-1921" at the Irish Cultural Center. In January, Jim participated in the monthly Brockton Poetry Series sponsored by the Brockton Public Library. The workshop was led by Robin Lynn, poet and faculty member at Lesley College. Following the workshop, he participated in the open mic session and then attended poetry readings by the featured poets: Lea Banks, David Surette, and Deborah Bernhardt. Also in January, Jim attended a reading by poet Caroline Knox sponsored by Baker Books in Dartmouth, Mass. Ms. Knox read and discussed her latest collection, *Nine Worthies*. Jim's recent publishing credits include "Transparent Dream" and "In the Shadows" in *Smile*. Also, his poem "River Afternoon," published in the 15th anniversary issue of the *Aurorean*, is read by Jim on the internet as featured poet of that issue.

2010-2011 Academic Symposium

By Lucy Ligas

Please remember that the A&S Academic Symposium will be held on Thursday, May 5, 2011, from 4:00 - 6:00 p.m. in the Yena Center Presentation Room.

Nomination forms and a copy of the student's work (completed between April 1, 2010, and April 5, 2011), should be submitted to your symposium representative by Tuesday, April 5.

Teaching with Technology

By Wendy Wagner

Wikis. Blogs. Twitter. RSS. The words sound strange, and the social media technologies they describe sound even stranger. On Monday, December 6, I presented an in-service designed to get to the bottom of these technologies and explain how they can be used in the classroom. Faculty from arts & sciences, culinary, and business all attended.

Rather than focus on the tools, themselves, I designed the workshop to focus on the activities we want students to engage in: collaborating, creating, discussing, thinking, reflecting, and keeping informed. Several of the social media tools out there can multi-task, enabling a space for collaboration and creating or for discussing and keeping informed.

The first concept was collaborating and creating. There are many collaborative writing tools available for faculty and students to use. One such tool is a wiki, and sites such as PBworks.com and wikia.com provide the spaces for students to collaborate to create documents, web pages, and sources of information. Another tool is an online whiteboard. A few examples of such tools are Writeboard.com, Dabbleboard.com, and PrimaryPad.com. These spaces allow students to share text and images and to chat about them at the same time. Students can work on a document together and discuss the document as it is in progress.



The next concept was collaboration and discussion. For this topic, I brought up Twitter, an application that allows users to communicate ideas in 140-character tweets. Twitter is very easy to use for those with mobile phones and computers. I discussed the experiences of one professor who was using Twitter so her film class students could discuss a film while they were watching it in class as well as after the film was over. While reaction from the class was mixed, she was pleased by the results. Other faculty use Twitter to create backchannels during a lecture or presentation. In other words, a screen is projected alongside the speaker, the audience makes comments and asks questions, and the speaker addresses them during the talk. This process may allow audience members to have more input into the talk.

Most of the workshop participants were aware of blogs, but I explained more about how they could be used by professors to lead discussions, by students to create topic-based blogs, and by universities to promote student life. Unlike Twitter, where space is limited, blogs allow for more in-depth discussion of ideas, readings, and classroom activities. Most blogging platforms allow multiple authors to contribute to the blog, making it a great opportunity for students to write and share their writing.

Finally, I discussed the importance of keeping track of all these social media technologies and keeping informed. The tool that helps faculty and students keep informed is RSS, which stands for Really Simple Syndication. RSS is a process that brings updates to blogs, Twitter, and other social media to one centralized location, usually known as a feed reader. Examples of feed readers are Google Reader, Netvibes, Protopage, and iGoogle. Feed readers provide a one-stop solution to keeping up with multiple blogs and Twitter feeds. A student doing a research project on Haiti, for example, could create a Netvibes page designed to collect updates on news from Haiti, photos from Haiti, blog posts on Haiti, and even the weather in Haiti! RSS is the tool that makes social media not only useful but efficient.

All of the social media tools I discussed are free for the public. Some services have premium services for which users have to pay, but all have at least some free options. Interestingly, the one social media application I did not discuss very much was Facebook. Facebook is our students' favored application, but it also can be challenging to integrate some other social media tools with Facebook. However, most social media applications have mobile options including text message alerts, making them appealing to college students.

Lucy Ligas *Continued from page 3*

her true passion will always be teaching. She notes that “as chair of all of A&S (which at the time had only 13 full time individuals), I had to hire people out of my discipline...now that was daunting to me.” However, she appears to have had a fine instinct for recognizing talent. One of her hires “was none other than Paul Merluzzo!” She continues to maintain friendships with many of her colleagues from Miami and considers her start there “the best career move of my life.” Nevertheless, Lucy never lost sight of her goal to ultimately be closer to family. Her road from Miami to Providence, however, was more direct than she had originally imagined it might be. During her final few years at Miami, she regularly visited the Providence campus in order to participate in the Leadership Academy. It was through this collaboration that she became acquainted with many of the Providence faculty. But the real turning point in her JWU career was when she took part in the Senior Management Academy where she was required to write a Personal Development Plan. As she tells it, “While many in my class were writing that they aspired to be VPs or presidents of the university, all I wanted to do was teach...and teach at the Providence campus.” Having always believed that “faculty are the true backbone” of a university, she “wanted to be part of that backbone!” When her PDP was read by administration, it was not long before she had their blessing and that of Miami campus President Donald McGregor to apply for the next math opening in Providence. One soon became available; she interviewed with Dave Mello, and “the rest is history!”

Of her twelve years here in Providence, Lucy says that they have been filled with many great opportunities. “I’ve always had the pleasure of teaching a variety of courses and not getting pigeon-holed into any one course.” She remembers with a laugh that she did panic a little when Dave asked her to teach the 4000 level Advanced Math class for the engineering majors. “Let’s just say going from teaching basic math to a physics-based advanced class had me prepping many more hours than the class actually met. I think I was only one step in front of the class that first time I taught it and was a pioneer in active learning ‘by default’ by asking them to provide applications and work on the electronics parts of the course as a group...I had to learn right along with them. It made me a better teacher, and I certainly was better prepped the next time I got to teach the course!” This can-do attitude is what keeps Lucy at the top of her game, professionally. Not only is she unafraid of new challenges, she welcomes them.

This is why she is such a natural for teaching in the study abroad program. Faculty who are willing to up-root themselves for a whole term must have more than just an adventurous spirit to do well. Lucy exemplifies what it takes. She adapts easily to new environments because she has a genuine interest in different cultures; she enjoys the effort it takes to customize her courses to the learning abroad experience; she knows how to inspire students to give their best to their studies while still making the most of their travel experience; and she’s able to balance academic rigor with the nurturing that students often need while studying abroad. This takes a special kind of gentle strength and a respect for students that they implicitly recognize and respond to. I don’t know any professor who is more loved and admired than she is—and that’s saying a lot at a place like Johnson & Wales where so many professors are noted for their wonderful rapport with their students.

She also brings this dedication and charisma to her university service. Lucy has served as a member of Faculty Council for 10 of her 12 years in Providence; she is the Math Department representative on the A&S Academic Symposium committee; she helps out with Collegiate Honors Society whenever she’s needed; and, for the last few years, she has given her support to recruiting students for study abroad (the Study Abroad Fair as well as attending orientations — even last year’s when I was the one traveling). Somehow, amidst all of these teaching and service commitments, she still finds time for scholarly work. For instance, this year she authored the *Basic Math Guidebook*, which can be “use[d] as a supplement in MATH0001 or for any student who needs to brush up on basic math skills.” Her other scholarly interests include gaming and combinatorics, and she has presented about both at math conferences.

Beyond teaching (and the travel she has done related to it), travel, in general, is her passion. “I’ve done everything from a wagon train on the Oregon Trail, [and] white water rafting on the Snake River, [to] riding a freighter through the Panama Canal, [and] cruising in French Polynesia,” she beams. “And how can I forget my many (and I do mean MANY...I can’t even count them) trips to DisneyWorld, Disneyland, and Paris Disney.” She adds with a smile that that’s only “the short list.” Still, she will tell you there is truly “no place like home: “Family means everything to me. I make the drive home to western Penn. as often as I possibly can.”

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Thinking about thinking

By Paulette Levy

“When all think alike, no one is really thinking.” (Walter Lippman)

Plato’s Café, the student focused, open forum discussion group, heralded in this cold, snowy winter term with meetings on January 3, January 19, and February 2. All meetings saw high attendance and some interesting, often mystifying insights into the topic choices.

Yet, more than discussion was brewing! Along with the hot coffee and warm smiles, relationships and friendships that endure are part of what pulls these students together several Wednesdays each term. The discussion is the bonus!

The café is beginning to see some new faces at the table including international students who are a wonderful and welcomed addition to the discussion group for their often unique perspectives about our topics and for their friendship.

This winter’s discussions ran the gamut as the café looked first at the workings of the human mind and then addressed loss in our lives and the definition of success.

The February meeting was a finale for two of Plato’s Café senior members: Jackie Kravitz (who started attending discussion sessions as a freshman) and Nicole Wertzberger, who joined the café shortly thereafter. Jackie and Nicole will be interning in the Big Apple this spring and won’t be on campus or at our meetings. Interestingly, Jackie will be working on *Sesame Street* and Nicole on Wall Street. Hopefully, they will bring a little bit of Plato’s Café wisdom to the job! There is a little known book (1997) titled: *If Aristotle Ran General Motors* by Tom Morris. Maybe a new book needs to be written: *If Plato Ran Sesame Street. If Plato Worked on Wall Street*. Best of luck to Jackie and Nicole! Think Spring!

R.I. Local Food Forum *Continued from page 5*

another for milk; another for cheese and dairy... this scenario means that a school or restaurant will receive ten separate deliveries! Clearly, not the best way to run an operation.

Obviously, there will be growing pains as farms, businesses, and consumers adjust to the changing needs of an evolving, locally-based food system. But, as challenging as this growth may be, the results could be well worth it in the end. “We view the supermarket as a voting booth,” says Gary Hirshberg of Stonyfield Farm. “When you buy a product, you can vote for local or not; organic or not; natural or not; synthetic hormones and pesticides or not.” We can all take small steps that will collectively contribute to building a more sustainable Rhode Island that nourishes healthier people *and* a healthier planet.

Lucy Ligas *Continued from page 20*

Thankfully, her definition of family embraces her Johnson & Wales colleagues, too. She says of her relationships here: “I like the big dysfunctional family that we are. Friendships here have no boundaries from departments to schools to administrations, and I think that’s one of the things that keeps me going. I know I can be anywhere on campus and feel comfortable.”

Given that Lucy seems to be right where she wants to be at the moment — especially, since she is once again teaching in Sweden this spring! — I felt I had to ask the proverbial question: “Where do you see herself in five years?” Luckily, the answer was not “Running away to Sweden for good!” though perhaps, on the inside, she was mischievously considering this! No, she didn’t even hesitate to assure me that we won’t be losing her (at least not for more than a term) any time soon. “I can honestly say that 5 years from now, I want to be exactly where I am now, doing what I love the best...teaching. Life is good. If I can still be at the top of my teaching game, have the friends and family I have now (and then some), continue to travel and live my life to the fullest, I’m one happy person.” For myself, I, too, am very grateful for such opportunities as teaching in Sweden, but I’m even more grateful for such friends and colleagues as Lucy Ligas.



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The Newsletter and ScholarsArchive@JWU

There is a new way to access the John Hazen White School of Arts & Sciences Newsletter.

This issue and several back issues are now available at ScholarsArchive@JWU.
http://scholarsarchive.jwu.edu/arts_sciences_newsletter.

Thanks to Reference Librarian Erika Frank, all future issues of the newsletter will be available on ScholarsArchive@JWU.



Campus Reads *Continued from page 1*

changes in their own lives and how to get involved in community and national/international organizations that are striving to make positive environmental changes.

What makes Beavan's book such a great choice for Campus Reads is that it gets people talking. Every student of mine who has read the book and seen the documentary has wanted to discuss it and has had strong opinions about and has been inspired by it. Not only is Beavan's project a wonderful spark for academic debate on environmental issues, but it is a flexible learning tool that can be employed across Arts & Sciences and the JWU colleges.

Indeed, the Providence Campus is revved up for a spring term that fully participates in the Campus Reads initiative. In addition to individual class assignments and unit plans that revolve around sustainability and related environmental issues, there will be a film series that includes showings of *The 11th Hour* and *Six Degrees*; a recycled clothing drive benefiting Hope House (sponsored by the International Fashion Society); various book discussion groups meeting both Downtown and at Harborside; a LibGuide website providing teaching materials, links to further sources, updates on the "No Impact" project, etc.; a Campus Reads presence on Facebook and Twitter; a poster contest; and a three day "Eat Local at the Marketplace" event.

Of course, the main event will be a two day visit by the author, himself! On April 7, 2011, (1:40-3:35 p.m.) Colin Beavan will speak in Xavier Hall in conjunction with Campus Reads and the Arts & Sciences' annual Cultural Life series. This lecture is free and open to all classes though arrangements need to be made through the office of the Dean of Arts & Sciences on a "first come" basis as seating is limited. On April 8, 2011, (9:00 a.m.) he will be the keynote speaker for the Johnson & Wales sponsored Cassola Conference on Communications. This annual, one day conference is open to the public; the registration fee varies depending on academic status (fulltime, part time, etc.). For more information, contact Professor Eileen Medeiros at emedeiros@jwu.edu.

This year's Campus Reads featuring *No Impact Man* continues the tradition of bringing authors of socially and politically relevant books to Johnson & Wales University, Providence. The program thrives on the collaboration of instructors, disciplines, and schools/colleges. The success of this Arts & Sciences-based program can be attributed to faculty, administrators, staff, and students whose enthusiasm for, and dedication to, the issues raised by Campus Reads fuels so much inspired curricula and so many exciting events.

Beavan, I'm sure, will be happy to learn when he visits our Providence Campus that *No Impact Man*, as a Campus Reads selection, has had an enormous impact on our university and the community, at large.