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# John Hazen White School of Arts & Sciences Newsletter, March 2010, Vol. 15, Issue 2

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# NEWSLETTER

March 2010

Volume 15, Issue 2

*A&S Publicity  
Committee*

## Campus Reads Year One: Helene Cooper

By Karen Shea

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- Deb Ridolfi
- Ryan Tainsh
- Geraldine Wagner
- Wendy Wagner

Over the past six months, many members of the Johnson & Wales community have enjoyed reading *The House at Sugar Beach* by Helene Cooper. On February 3, students, faculty, staff, administrators, and guests all came together as part of the Campus Reads Program in order to learn more about the civil war in Liberia through the eyes of one Liberian woman. As I took my seat, I caught a glimpse of Helene Cooper, who shook hands with faculty members and waited to share her story.

Dean Angela Renaud began with an introduction of the Campus Reads Committee, co-chaired by Donna Thomsen and Ann Schroth, and the newly implemented Campus Reads Program at JWU. She spoke with excitement about the success of the Campus Reads activities that had spanned the previous 6 weeks: book discussion groups, a visit from former Senator Lincoln Chafee to discuss his experience in Liberia, classroom visits from members of the Rhode Island Liberian community who shared their experiences and held Q & A sessions with our students, and multiple showings of the movie *Pray the Devil Back to Hell*, a documentary film about the Liberian Civil War.

Dean Renaud also introduced Semir Hasukic, a freshman student studying international business, as the recipient of the DVP scholarship. Following Dean Renaud's introduction, Semir introduced Helene Cooper as a White House correspondent for the *New York Times* who was born into a wealthy family in Liberia and fled the country in 1980 at the age of thirteen when a military coup forced the Congo people out of power.

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"I am ecstatic to be here," Cooper began. "I feel like I've come home in so many ways." She explained how she moved to Rhode Island as soon as she had graduated from college to work at the *Providence Journal*. She spoke of having fond memories of Providence because it was here that she first felt that she was treated like an adult. Although coming back brought many memories and felt familiar, she did note that some things seemed different. "You've moved the river since I was here," she quipped.

She went on to share with the audience how *The House at Sugar Beach* came to fruition. A few years ago, while sharing crabs and beer by the Chesapeake Bay with some friends, she began to relay stories about her ancestors, Elijah Johnson, from New York, and the Coopers, from the Chesapeake Bay area, who established a two-tiered system in Liberia that was similar to the life of slavery which they had left in the United States. For 150 years, her family enjoyed life in the highest level of society of Liberia until many of the government elite were executed or overthrown by a military coup in 1980.

"Why haven't you written about it?" her friends asked. "It's complicated," she replied.

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# Teaching and Technology

By Wendy Wagner

On Wednesday, January 13, about 15 faculty members attended a workshop designed for faculty beginning to use technology. Dr. Wendy Wagner (English) led the workshop.

The workshop began with two statements. The first was, "If it's not working, turn it off, then turn it back on." When technology doesn't work for us, very often the problem is that some sort of computer setting has been changed, and restarting the computer will reset these settings. The second statement was, "Your students don't know as much as you think they do (or as they think you do!)" This statement is important to remember because faculty who are beginning to use technology assume that everyone else knows more than they do. However, although students have been raised with computers, they often know only enough to get by. Faculty should not feel intimidated by students or make assumptions about them.

The workshop had three main topics: Using Microsoft Outlook, Using the Smart Classroom, and an Introduction to Social Media. The first topic addressed the differences between the web application for Outlook (the e-mail program most faculty use) and the stand-alone program that is part of Microsoft Office. Participants learned how to filter e-mails, create distribution lists, and locate e-mail addresses.

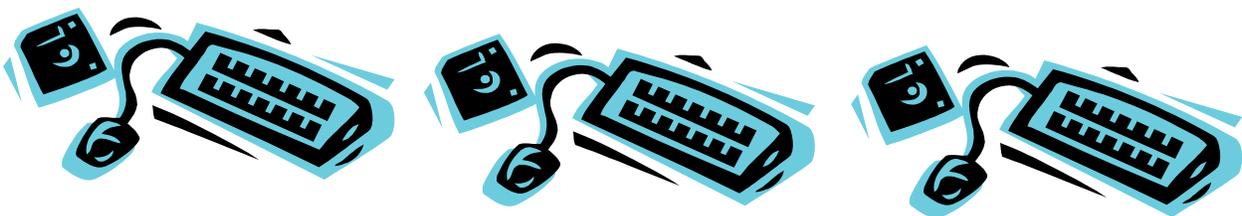
The second part of the workshop involved the smart classroom, which consists of the computer, the VCR/DVD player, the projector, and the audio receiver. It is important not only to know how to use the smart classroom but to consider why we, as faculty, might use it. We use it to show videos/DVDs, to give a PowerPoint slide presentation, to use Microsoft Word to show documents to our students, and to access the Internet.

Participants also learned how to transfer older materials to digital forms. Every Resource Center at the university now has a special scanner that can scan documents and transmit them via e-mail. This is very useful for those who have overhead transparencies that they want to turn into digital files. Faculty also learned about what to do when students send files in formats that cannot be opened in Microsoft Word. There are web applications, including Zamzar ([www.zamzar.com](http://www.zamzar.com)), that convert files.

Faculty, particularly those in English, often use Microsoft Word in the classroom to share documents with their students. One way of collaborating on documents is through a web application called Etherpad ([www.etherpad.com](http://www.etherpad.com)). Etherpad enables two or more people at different computers to view the same document at the same time. A chat window is open on the right hand side of the screen so that both people can discuss the document they are looking at. Both people can also edit the document at the same time.

Finally, the workshop addressed social media. Although Twitter may sound like a silly application, it is actually one of the fastest growing social media applications worldwide. It has become a crucial source of live news reports, as demonstrated by the use of Twitter to convey information during the election protests in Iraq and the earthquake in Haiti.

Two hours were barely enough time to scratch the surface of the uses of technology for teaching. A second presentation, addressing additional web applications that can help faculty maximize their personal productivity, will be given in the spring.



# Actively Researching Active Learning's Role in Student Success

By Geraldine Wagner

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For the past three years, the Active Learning Committee at Johnson & Wales, under the direction of Judith Turchetta, Associate Professor of Social Sciences, has been compiling and editing best practices (last year a full book in CD form was created from assignments shared by A&S faculty) and presenting inservices to explain and demonstrate active learning techniques as well as motivate faculty to employ these learning strategies in their classes.

This year, the committee is expanding its objectives to include field research and scholarly publication. The committee (in tandem with non-committee A&S colleagues who have agreed to join them in gathering data from their classes) is currently engaged in research that compares active and passive learning techniques to assess whether active learning does, indeed, make a positive and measurable difference in student retention of course content and/or acquisition of skills.

Each researcher has been given the task of using both active and passive learning techniques to teach the same course material to two different sections of the same course. The material must be integral to the course, and the learning outcomes must be measurable. Researchers must give a pre-test and post-test to students, the results of which are being compared by members of the committee, especially Dr. David Mello of the Math Department, who has agreed to do the number crunching for the research. The objective of this field research is to judge whether the course sections employing active learning have consistently higher or lower rates of course material retention than those sections using traditional, professor-centered strategies. The research was conducted throughout the winter term and will continue to be analyzed during spring of 2010. When the numbers have been calculated, the committee will work together to examine the results and attempt to publish their findings.

This is a major undertaking that will, hopefully, yield insightful results valuable to both students and faculty and allow us to take our engagement with this pedagogy to a new and more professionally challenging level. The committee looks forward to sharing its findings with the university, especially Dean Renaud of Art & Sciences and Vice-President Senese, both of whom have taken a keen interest in, and lent their support to, this scholarship.

## Bob Christopher: Economics Department Architect

By Eileen Medeiros

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"Two BC," Bob Christopher says to me with a twinkle in his eye. "I tell people I started at Johnson & Wales in Two BC."

He chuckles as I give him a puzzled look. "Before culinary. I started at Johnson & Wales two years before the culinary program began."

I laugh, instantly feeling at ease as I sit in his corner office in TACO.

Bob Christopher, Chair of the Economics Department, has been here at JWU for quite a while, starting in 1971. He did not, however, intend to end up in education. He studied economics at Brown University and then went to work at Dun & Bradstreet, a business credit rating company, conducting credit analyses. Shortly after he started there, though, he realized that he wanted a career that allowed more interaction with people, so he left the company, taught at a Catholic middle school, completed a master's degree at the University of Rhode Island, and then ended up at Johnson & Wales in 1971. That was the same year he got married. It was, he says with a laugh, "a busy year."

During his tenure here at the university, Bob has developed and taught a variety of economics courses — Micro and Macro economics, Economic Geography, Economic History, Honors Economics, Labor Economics, Money and Banking, and International Banking and Finance — and has been a primary player in bringing the department

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# Working—and Playing—with Our Refugees

By Dorothy Abram

You will always hear excitement when you talk with JWU students about working with our recently arrived refugees. This year, we have had the opportunity to work with many refugee families. In the fall, we “adopted” a family from Eritrea. This family consists of the father (a former Eritrean farmer with no English language skills), an Ethiopian mother, and two little boys. They also arrived in the US with an additional daughter and son. These two children turned out to be the parents’ niece and nephew whose parents had been murdered in Eritrea.

What a lovely family they are! Since they are Christian Eritreans, we celebrated the holiday with them — complete with feast and presents. All term, students went to their home to provide individual tutoring five days a week. They took the older children to the movies and ice-skating — a different experience from life in a refugee camp in Ethiopia for the past six years. And, every other Friday night, we had a potluck at this family’s home. My students found not one, but two, jobs for the father and his translator — quite an accomplishment in this economy. JWU students made sure that the entire family had warm clothing and water-proof shoes and boots for the winter — and all the fun videos they could find to help the children with their English.

Yes, we provided support, but the excitement that you will hear from the students who work and play with our recently arrived refugees comes from their realization that they can be part of our global world in a meaningful and joyful way through becoming “family” with our new refugees. We eat together, we laugh together, we cook together, and we read together. They laugh at our attempts to pronounce words in their languages, and so do we, but we never laugh at their attempts at English. Most of all, we celebrate life that has brought us together.

Recently, I began another refugee program to teach English pronunciation through play practice and performance. Little did I know what fun we would have with our Bhutanese refugees who participate in this program. I knew it was a success when one of the shy women in the group, who spoke extremely little English, offered a joyful word in English one afternoon when we were all laughing uproariously over a part of the play. She asked, “Party?” Yes, we all agreed, we were having so much fun that we would have to call this class, in English, a party.

One of my students, who is part of the Bhutan group, sent me this letter. You can see the enthusiasm, wonder, and learning that he has felt in working with refugees from Bhutan. Here is his letter:

## A Letter to America

Dear America,

I am leaving. Growing up, I have learned many things, but I haven’t learned as much as I have working with people from other countries. The most influential people I have worked with are the Bhutanese refugees. I always knew that I wanted to help people by working in a hospital and treating the ill. I never thought to myself that I wanted to travel across the world and help people that speak a language I have never heard. It was when I learned about the Bhutanese people in a volunteering opportunity given to me by my professor Dorothy Abram that I realized I want to leave. I was allowed to join her and a couple of other students to visit a Bhutanese home here in Providence and help teach them English. The experience was mind opening. I had only heard Hindi in Bollywood films, but that is such a small exposure. In teaching the members of the household English, I was able to learn a few small Hindi and Nepali words through basic motion conversational skills. From what I have learned about the Bhutanese and Nepali people, as well as seeing how pleasant and friendly they are, I am determined that I am going to go to India once I have completed all of my schooling. A new friend and an international student at Johnson & Wales University, who also was part of Dr. Abram’s program, has helped me learn more and more about the Indian culture. I have become exponentially interested in Hindu, Indian, Bhutanese, and Nepali cultures.

I thoroughly enjoyed helping the Bhutanese and Nepali people learn English. But as much as I enjoyed that, I enjoyed learning Hindi and Nepali even more, and working with these kind and generous people who had been through so much. Next time, I will travel to India to truly experience life in a different culture — my purpose that I found here that will bring me there.

Sincerely,  
Gabriel Beury-Moore

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# **International Student Experience: An inservice by Katie Gilbertson and Shain Panzeri**

By Erin Wynn

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Katie Gilbertson is the Director of Immigration Affairs, and Shain Panzeri is an advisor to the international undergraduate students on the Downcity campus. Together, they held an interesting, educational, and eye-opening inservice on international students at Johnson & Wales University.

Katie and Shane began the two-hour workshop with some interesting statistics on the population of international students at Johnson & Wales University. At the university, there are 853 international undergraduate students this year. The number of undergraduate students exceeds the target number of 850 undergraduate students that the Focus 2011 initiative had hoped to meet in 2011. The total number of international students, including graduate students at JWU, is 1,530 with 1,311 of these students at the Providence campus. Looking at the handout that Katie and Shain provided and finding out about how many international students are on campus, it is obvious that the focus on international recruitment has, indeed, worked.

After learning about the International Center, its role at JWU, and who the international students are, the fun began. The people attending the inservice were in groups that had been arranged prior to their arrival. Katie handed each group the directions for a card game called BARNGA. The rules seemed clear, but were they? After each group read through the directions, we were told that we could practice for one hand and then begin playing the card game. When the card game began, no one was allowed to speak. People could gesture, but that was it. What players didn't know at that time was that each group had a different type of card and different rules. When Katie called time, the winner in the group then moved to another group. Again, without talking, the winner began to play another game. There were different rules, and the new people in the group had to figure out what the rules were and how they could win without any verbal communication. Moving from group to group and trying to adjust to the new game, new people, and new rules without even basic information was challenging, frustrating, and, at times, very funny. The purpose of this exercise was to have the faculty become aware of different issues such as language, cultural assumptions, and academic differences that their international students may be facing. Overall, playing BRANGA was a very effective technique, which helped players to imagine for just a moment what it must feel like to be an international student in their classes.

The inservice ended with a group brainstorming session about problems and solutions when there are international students in classes. Many attendees had the same concerns: writing, group work, class participation, and communication. The solutions suggested were very helpful. Some of the most useful solutions included placing an emphasis on office hours, emailing students who find asking questions in class difficult because of either language or cultural differences, and trying very hard to be clear with expectations. This portion of the inservice left participants thinking of different ways to reach their international population.

In this two hour inservice, attendees learned the details and statistics about JWU's international population, experienced BARNGA, and tried to come up with helpful solutions to some of the challenges that students and faculty face in their classes. The information given and the overall experience in this inservice made it time well-spent.

## **An Encounter in April**

By Eileen Medeiros

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Mark your calendars now for an Encounter of the Communications Kind. Friday, April 9, is the date for the 13<sup>th</sup> annual Cassola Conference on the Teaching of Communication. In addition to hearing Chief Sachem Matthew Thomas' keynote address, you'll encounter presenters from various New England universities and colleges and learn about working with international students, using case studies, teaching negotiation skills, implementing the "Crossover Model" of teaching, embedding study skills in academic courses, as well as a variety of other topics and ideas that will help you in the classroom.

For more information, visit the Cassola website at [jwu.edu/providence/cassola](http://jwu.edu/providence/cassola) or contact Eileen Medeiros at [emedeiros@jwu.edu](mailto:emedeiros@jwu.edu) or extension 2439.

## Helene Cooper *Continued from page 1*

Here, Cooper confessed that she had left out a major part of her story, which was the fact that her family had left her adopted sister Eunice behind when they escaped to the U.S. after the coup.

Cooper's story began when she was seven years old. Growing up in Sugar Beach, Liberia, she shared an enormous home with her parents, her adopted sister Eunice, and her baby sister Marlene. "I was worried that the country devils were going to come 'n get me," she said. Although the house had twenty-two rooms, Helene, Eunice, and Marlene slept in the same room for comfort.

Cooper read several excerpts from her book throughout her presentation. The first was about Saturdays at the movies with Eunice during her teenage years. Wearing "short shorts and white go-go boots," they went to the theater to watch American movies, looking with disbelief at what they saw on the screen, saying, "White men can lie, oh!" Living an "idyllic" life, her main worry, at that time, was whether or not she would be able to buy "Trouble" cologne for her Congo boyfriend, Lawrence.

In stark contrast to this idyllic scene, the next passage that Cooper read was about the day of the coup. She described herself sitting in the kitchen, drinking Ovaltine, and wondering where all of the servants were. When she heard her mother exclaim that there had been a coup, she remained perplexed. Soon after, a truck carrying eight soldiers came to the house and threatened to kill the family but only shot into the air. When they returned later, however, they raped Cooper's mother after she made a deal with them to leave Helene, Eunice, and Marlene alone. After suffering multiple rapes, Cooper's mother packed up what she could and announced that they were leaving as soon as possible. Since Eunice wanted to stay in Liberia to continue her education, she returned to live with her birth mother. In the meantime, Cooper's father's cousin and several of his classmates were executed. Although Cooper's father suffered a gunshot wound, he survived and later joined the rest of his family in the United States.

In Knoxville, Tennessee, Cooper had an understandably difficult time adjusting to her new life and fitting in with people who "didn't even know where Liberia was." Keeping to herself, she wrote several letters to Eunice in which she bragged about her new life in the US as a cheerleader dating a basketball player. Despite her attempts to romanticize her American life, Eunice could see the reality. "Eunice could read me like a novel," she said. "Eh, Helene, you know you not no cheerleader," Eunice wrote back.

Despite her attempts to convince Eunice that she was happy in the US, Cooper was painfully aware of what she had lost. Speaking of her life before the military coup, she said, "That was the world that I cared about. That was the world that I missed. That I was somebody and I came from somewhere. As I tried to be as American as possible to fit in, I didn't think about what I was losing."

Next, Cooper read a passage about her experience as a newspaper reporter for the *Providence Journal*. She chuckled as she recalled her naivety as she moved to Rhode Island for her first job. I-95, she said, was what she considered to be her "gateway to the world." She spoke of her experience as a reporter in North Providence, which she referred to as "a typical New England town: parochial and Italian."

It was during her stint as a reporter for the *Providence Journal* that she wrote a story about her older sister Janice, who had been suffering through the Liberian Civil War while Cooper was in the U.S. In 1991, the story was published in the newspaper, and Cooper later received a job offer from the *Wall Street Journal*. Leaving Providence, she knew she would choose to pursue life in the US and never go back to Liberia. "Liberia wasn't a place where you lived. It was a place where you died," she wrote.

Saying farewell to Eunice and to Liberia, Cooper remade herself as an American journalist, traveling all over the world but never to her birthplace. In fact, it wasn't until April 2003, when she was nearly crushed to death by a US tank as she traveled in a humvee while covering the story of the Iraq war, that she thought she should go back to Liberia to find Eunice.

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## Helene Cooper *Continued from page 6*

It was here that Cooper ended her talk, giving JWU students and audience members a chance to ask her questions. Coming down off the stage with her microphone, she seemed eager to be closer to her audience.

When asked if she had been afraid to use her native dialect in her book, she replied that it was important for her to maintain the dialect throughout the book since “Liberian English is such a rich part of the culture.” She got a chuckle out of the audience when she noted that people come up to her now and say, “I hol’ yo foot,” the Liberian expression meaning, “I’ll do anything for you if you do this favor for me.”

Cooper was surprised when one member of the audience asked her why she hadn’t gone into more detail in certain parts of the book. She explained that, in the first draft, she was succinct, perhaps to a fault. The rape scene, for example, was only two paragraphs, but her editor told her that she had to “dig deeper.” Reluctantly, she delved into the painful memories of the terms on which she left Liberia. “I struggled with going further and deeper — so it’s interesting that you think I didn’t go too deep,” she said.

When asked how it felt to go back to the house where she grew up and where her mother had been raped, she replied, “It was intense...but necessary to move on.”

One audience member asked Cooper why she had spent so much time in the book focusing on the two-tiered system in Liberia. She received hearty applause from Liberian members of the audience when she replied, “I am a journalist. My first priority is to tell it like it is.” She went on to say that Liberia has “so sugar-coated” the situation. Although she shared that her book was not for sale in Liberia in general stores and that she had received some criticism for seemingly condoning one side, she said that most Liberians have shown an outpouring of support in the form of emails, letters, and phone calls. When asked if her friends have been supportive, she replied, “Friends are great. Criticism usually comes from people who don’t know me.” She went on to explain why she had temporarily turned her back on Liberia after she had been in the U.S. for a few years. “In my teenage mind, I turned off my culture...It wasn’t necessary to do that to get to where I am professionally, not in this country, at least, but it was necessary for me psychologically.”

When asked what she would take out of the book if she were to rewrite it, Cooper replied, without a moment’s hesitation, “I wouldn’t rewrite it. I like it how it is. I was honest. I hope I’ve evolved, but there were absolutely things that I accepted and lived and believed at that time.” In fact, she said that it was not until she saw some of her own family members executed and heard the country people chanting, “Who born soldiers? Country woman. Who born ministers? Congo woman,” that she realized how much the Congo people were hated in Liberia.

Cooper was also asked about her mother’s response to the book. Although her mother changed “a few small things” about the book, she approved of what Cooper had written and supported her daughter throughout the writing process. “Retired and addicted to wrestling,” her mother now lives in Alexandria, VA, approximately five minutes from Cooper.

When asked what the one main message of the book was, Cooper responded that she would like her readers to feel “just how alike we all are no matter where we come from. Racism is universal...but that we can all get beyond that...to realize how similar we all are.”

Cooper got another laugh from the audience when she responded to a student’s question regarding what advice she had for anyone who wants to pursue a career in journalism. “Don’t!” she warned with a grin. With technology has come the need for immediacy in the news, making it difficult for journalists to find the space or the time to “push deep.”

As for what advice she would give the current president of Liberia, Cooper said that it is “important to look forward.” With high illiteracy rates, no running water, and an overwhelming number of war orphans, the president, she believes, has an enormous task ahead of her.

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# Navigating the Gap: High school to college-level writing

By Mary Barszcz

On Thursday, April 29, 2010, from 4-7 PM at Save the Bay in Providence, the College-Level Writing Collaborative, a group comprised of high school English teachers from Rhode Island and nearby Massachusetts and English faculty from JWU will sponsor the symposium “Navigating the Gap: High school to college-level writing.” At this gathering, educators will come together to talk about the transition from high school to college-level writing. Featuring a keynote address by Deborah Gist, RI Commissioner of Elementary and Secondary Schools, the symposium will also include table discussions designed to address the following questions: What is college-level writing? What skills do students really need to succeed as college writers? How can high schools and colleges help students to master those skills?

At a cost of \$20.00 per person, the symposium will make three PDPs available for high school teachers and will also include a light dinner.

Registration materials will be available in early March, but please feel free to contact Mary Barszcz at extension 1879 or by email for more information. Other members of the College-Level Writing Collaborative are Priscilla Abrahamson, Barrington High School; Tom Hines, Smithfield High School; Eileen Lambert, Central Falls High School; Julie Lozinski, Norwood High School; Chris Natalizia, Quincy High School; and Valerie Balkun, Mare Davis, Eileen Medeiros, Terry Novak, and Donna Thomsen, Johnson & Wales University.

Please plan on joining this very important conversation.



## Winter Photo Contest

By Paul Merluzzo

There was record attendance for the winter term photo contest at Pepsi Forum — if you weren't there, you were nowhere!

JWU CLIK PIX, the photo contest sponsored by Cultural Life, took place on Monday and Tuesday, January 11 and 12. The voting committee members commented on how tight a contest it was. The subject matter was as varied as the techniques. Whether film or digital, there were pastoral landscape shots, architectural details, club scene portraits, and rock star silhouettes; florals, crystals, fishing buoys, and one photo on the history of painting. Submissions equally represented faculty and the student body.

Color photographs outnumbered black and white photos by two to one. Surprisingly, film technology far outstripped digital imagery. Perhaps the digital age hasn't fully arrived? The most striking portraits were of dancers in a local club. In black and white, the raw energy of the participants was strongly conveyed and mirrored in the faces of the dancers in the photos. The color portrait of a rock star was subdued to an iconic silhouette, with hands reaching up toward the performer. A photo of green crystals appeared to be unfolding as did the photo of a daisy. In “Time Channel,” the wrought iron arches of an expanded gate mimicked the stone arches in another photo of an old cloister entitled “Hallway to Heaven.”

How to judge it all? That was the question. The committee members judged and voted independently and chose student Kayla Gasker as the \$100 first prize winner for “Hallway To Heaven.” The \$75 second and third prizes went to Professors Russell Chabot and Jim Brosnan, respectively.

# Dorm Study Sessions Foster Faculty-Student Bonds

By Ryan Tainsh

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Dormitory life, always buzzing with energy, represents much of a student's college experience. And, although class time represents another significant portion, the two are rarely joined. To attempt to foster a connection between these two elements of students' lives at the university, I was approached by dormitory representatives Michael Myers of South Hall and Kelsy Natoli of West Hall to participate in a study session with residents during the evening hours. This proposal struck me as an opportunity to be a student resource at a time that students least associate with, but may benefit most from, faculty intervention — during their study time.

I met with students on two occasions during the winter term in the two dorms' study rooms. Throughout the night, for both sessions, approximately a dozen students were drawn to our lively discussions and available snacks. These sessions included assignment questions from students in my courses, help with math homework, proofreading a future speech, and discussions regarding study habits and time management for college success. There was an attempt to keep the format open, allowing students to bring their needs to the sessions. This, I think, drew more students to participate and allowed them to obtain more from our time together.

I felt this was certainly a success as the students were lively, interested, and energetic. I must give credit to Michael and Kelsy of Residential Life for organizing these sessions, and we plan on holding more in the spring term.



# Teaching Multicultural Literature: *The House at Sugar Beach*

By Wendy Wagner

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On Tuesday, December 8, 2009, Professor Terry Novak (English) presented a workshop on teaching *The House at Sugar Beach*, by Helene Cooper, the book featured in this year's Campus Reads initiative. She was originally scheduled to co-present with Professor Rory Senerchia (English), who provided material but was unable to attend.

Professor Novak started the presentation by informing those present about the resources available to faculty using the book in their courses. These resources include a web site developed by Rosie Hopper and Ariela McCaffrey of the University Library as well as a film series, cultural events, and discussion groups offered during the winter term for faculty, staff, and students.

Professor Novak also discussed the history of Liberia and shared some sources of information faculty could use to become better acquainted with the history of colonization in Africa, specifically Liberia. The point was made that Liberia's founding was very much affected by the anti-slavery movement in the United States, and the return of Americanized slaves to Liberia in the 19<sup>th</sup> century was accompanied by certain attitudes about race, skin color, religion, and social class that led Liberia to become a country with as much institutionalization of racism and classism as the United States.

In addition to viewing *The House at Sugar Beach* in terms of its historical, social, and cultural issues, the book should be read as an example of its genre, the memoir. The way voice, perspective, and personal voice work in a memoir could also be examined. Faculty discussed whether or not Cooper shows an appropriate psychological distance from her material and felt that such an analysis would make for good discussion in the classroom.

Professor Novak closed by sharing a list of questions that faculty could use in discussing the book. The faculty present at the workshop added to the list of issues, speaking about questions of identity, gender, globalization, and ethics.

# Musings

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## Two Lives

By Scott Palmieri



I often recall a tribute speech given by one of my former students. He was celebrating his grandfather, and the most memorable part came when the grandson showed a photograph that his grandfather had sent him when the young man was feeling frustrated about his studies. In the frame, his grandfather leaned against the side of his BMW, and the note accompanying the photo expressed encouragement to his grandson to keep working hard, to keep reaching for his goals. One day, then, he, too, might know such success. For some reason, I often think about where that young man is today.

I wonder if he has his BMW. I wonder if he was successful enough to buy one but then had to sell it when the economy soured. I wonder if he found, instead, that such material success was not what he wanted, after all. As our career-focused students come to our classes with their specific goals, it is important to help them imagine the future for themselves. I am most interested in unique examples that may lead students to appreciate that, right in front of them, are valuable days and precious choices that will shape their lives to come. In my classes, I try to include these ideas in some way, even if briefly, to keep them appreciating the time and opportunities before them.

In my English Composition class, when discussing ways to open an essay with “a hook,” I include a quote that reflects on the life ahead. In the film *The Natural*, based on the Bernard Malamud novel, one character posits, “I believe we live two lives: the life we learn from and the life we live with after.” The college years may make up a significant part of that first life, but sometimes there are moments when one realizes that he or she is standing at the crossroads between these two lives. There is the hope for our students that, when arriving at such a moment, they are satisfied with the life they learned from and with the life they will then live with.

In my Communication Skills class, I assign a prepared (or dramatic) reading, and I use, as an example, the poem “How to Like It” given its interesting variety of voices and its relation to this crossroads theme. At the end of the Stephen Dobyns’ poem, the speaker utters, “How is it possible to want so many things and still want nothing?” Dobyns depicts an autumn evening where a man is experiencing the restless feelings of the season, thoughts that make a person reconsider the path of his or her life. The question follows a strange conversation the man has with his dog. As the man wonders about leaving his present, unsatisfying life, his dog is there to refute thoughts of change, to pull him back to an easier, safer life. I try to read this poem in class because it dwells on moments when a person rises from the surface of his quotidian concerns to contemplate the decisions of his past which will affect a lifetime of decisions to come.

The moment depicted in the Dobyns’ poem comes at the point when the man realizes that he is standing between those lives. While the man feels the pull to another path, he follows instead the advice of his dog who suggests that the two just “go back inside.” As the conversation ends, the dog says simply, “Let’s not do anything tonight.” As we discuss the poem in class, I try to arrive at the common experience that the poem expresses: times when we feel that we are ready to do great things or tackle great projects but instead decide that they can wait, that curling up on the couch is a much more comfortable option. We want “so many things,” yet, at the same time, we still want “nothing,” which keeps us from pursuing what we really want.

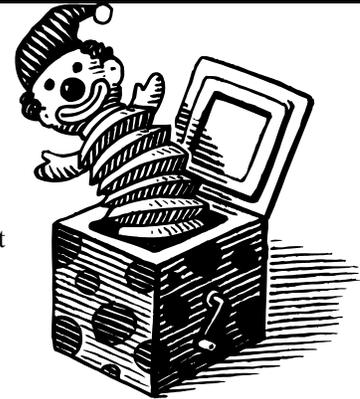
Often, it is one’s career that complicates these struggling moments. The specific choices, both knowingly and unknowingly, which lead us to our professional lives, are satirized wonderfully in a commercial from monster-jobs.com, shown in my Advanced Composition and Communication Skills as a sample subject for a review. The short advertisement, which can still be tracked down on youtube.com, presents children answering the question, “What do you want to be when you grow up?” A series of children appear and state their goals, which include “I want to climb my way up to middle management” and “I want to be forced into early retirement.” The clever idea

*Continued on page 11*

## Above and Beyond— Alexa Abbananto By Eileen Medeiros

“But he asked for a jack-in-the box. I *have* to get him a jack-in-the-box.”

One of the first tasks Alexa Abbananto took on as the new office assistant at the A&S office at HAC was to make sure that all the children in the special needs classroom at Mary Fogarty received the exact present they had asked Santa for. Each year, the A&S faculty at HAC support two classrooms at the Providence elementary school by donating toys or cash. Alexa collected the presents from the faculty who donated gifts, the money from the faculty who donated cash, and went to Toys-R-Us to purchase toys that hadn't been donated. She was able to find the exact present for every child except the jack-in-the box, so, on a Thursday night, she drove to the Toys-R-Us in Taunton to pick up the jack-in-the-box.



That's Alexa for you — always going above and beyond what's required of her.

Alexa is a first-year student who hails from Franklin Square, a small town on Long Island. She's a student in the Hospitality College (no surprise there), studying hotel and lodging management in the hopes of becoming corporate event planner in a New York City hotel or company. She chose JWU because, she says, “When I came to Johnson & Wales, the last college I would visit, I instantly knew it was exactly where I was supposed to be.” She was “really impressed with the university's job placement rate and liked the uniqueness of the trimester system.” She also appreciates the opportunities for real-world experience that are offered in the internships.

She's getting some real-world experience in her new position as she interacts with faculty, helps students, and assists Susan Wolin, the A&S office manager at HAC. “I knew when I first met Alexa,” Susan says, “that she would be the right person for the job. And so far, she has exceeded my expectations. She is a lovely and intelligent young lady. We are so lucky to have found her.”

We are lucky. And so is the child who wanted Santa to bring him a jack-in-the-box.

### Musings *Continued from page 10*

cuts to the heart of this theme. Never would these people imagine that they would find themselves in such difficult and unfulfilling careers.



Ultimately, our jobs are so caught up in our identities that “What do you do for a living?” is often the first question asked in conversation. In some way, I want my students to imagine what might happen in hopes that it will not. To keep them reaching for their goals and to keep them aware that the future comes more quickly than they think are two goals helped by these pieces of literature and popular culture.

As for the grandson paying tribute to his grandfather, I hope that he is driving his BMW and that is what he truly wants and that, whatever he is doing, he will not find himself regretful. Perhaps, though, what he can remember most about my class was his sincere speech

about a loved one who made a loving gesture, a speech expressed to a classroom of people who were listening openly, including a professor who would later write about it for readers who love what they do for a living.

# Writing (and Cooking) with Passion—*Eat Your Words!*

By Rory Walsh Senerchia

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While teaching ENG 3030 Introduction to Food Writing during fall term, a few students asked if I could help them put together a literary culinary magazine. I was thrilled at the opportunity to help, and we have created a Facebook site.

If you were to search for us on Facebook, all you would need to do is type in “Eat Your Words Magazine.” We are looking for students and faculty to submit essays, reviews, or even poems centered around food. We are also asking for photos of foods created as well as recipes. On April 19, the three students on the executive board and I will pick the best of the best and publish a magazine. We are hoping that, if we get enough interest, we can publish a magazine either yearly or, even better, publish an issue at the end of each term. We also hope, if interest continues to soar, to create a club here at JWU.

The following write up can be found upon entering our site:

*Eat Your Words* is Johnson & Wales' first food writing magazine, run by students who enjoy writing about food with the same passion as when cooking it. With the help and support of Professor Rory Senerchia and other faculty members, we are dedicated to showing you that food is as much a feast for the eyes as it is for the palate. Join us to stimulate the minds and the appetites of fellow students and instructors, alike.

We will only be able to take a certain amount of literary works, though, so remember to dot those i's and cross those t's (as the saying goes). Show us you're ready to be published to the student body.

While late in production, we mean to offer one great collaborative issue prior to the school year's end. Of course, we cannot do this without your help. The magazine is intended to be filled with student-written, culinary/literary works. An A+ homework assignment, an emotional dinner-time memory, or an exciting culinary adventure. If it was written by you, the students, then we're looking to share it with the rest of the university.

While the main focus is on the food writing, we...welcome food photography, so long as it was done by you. And while we cannot offer anything more than printed copies, feel free to share your videos here on the website. And also keep in mind that, even if we do not choose your works for the eventual final printed magazine, you can continue to share them here [on Facebook].

Please support *Eat Your Words*, JWU's latest literary endeavor.

## Bob Christopher *Continued from page 3*

to where it is today. He has helped it evolve from a few courses in the business school to its own department that is now a part of the School of Arts & Sciences.

Also during his tenure at the university, Bob raised two children who now live in Texas with their spouses and children. That might explain why he “summers” in Texas. He and his wife, Leah, drive to Texas every summer to spend three to four weeks with their children and four grandchildren. In fact, they built a house in Fort Worth and plan to retire there eventually. But they don't visit Texas only in the summer; they fly to Texas about once a month to see their family.

In addition to spending time with his family, Bob and Leah enjoy traveling. They've seen most of the United States but have a few places like Napa Valley and the Grand Canyon that they still want to see. But that may not be anytime soon because he and Leah, “a Disney freak,” as Bob calls her, take their grandchildren to Disney every year.

It is obvious that Bob is a wonderful husband, father, and grandfather, committed to his family. And it's obvious that Bob is a wonderful faculty member and department chair, committed to the university, nurturing a few economics classes into a full-fledged department.

# Arts & Sciences Minor: Technical Communication

By Laura Gabiger

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Technical Communication, along with Environmental Sustainability, will be one of the first two minor programs offered by the John Hazen White School of Arts & Sciences beginning with the 2010-2011 academic year catalogue. While it has long been recognized by career planning experts that employers favor college graduates with strong written and oral communication skills, the recent economic recession might have made it even more important for our graduates' resumes to reflect preparation in these areas. Some companies that used to hire writers are now foregoing those positions as "luxuries," and technical communication major programs in some universities are closing down or scaling back their offerings. The demand for clear communication remains, however, so it is likely that graduates with additional preparation in written and oral communication may be at an advantage in career fields.

After a year long study of the discipline, Laura Gabiger and Sue Hirst developed a curriculum that focuses on the main genres of technical communication: instructions and manuals, reports, and proposals. A course in technical editing, a common offering nationwide in technical communication programs, will be a requirement, along with the prerequisite ENG2010 Technical Writing, our long-standing introductory course. Two courses from the School of Technology will be offered as electives to provide education in project management and visual rhetoric, which have been identified as important skills that employers typically need graduates to have. To graduate with the minor, a bachelor's degree candidate will take five courses chosen from the following list: ENG2010 Technical Writing (required and a prerequisite for program); ENG3010 Technical Editing (required); ENG3012 Report and Proposal Writing (elective); ENG3014 Instruction and Manual Writing (elective); PRMG2010 Introduction to Project Management (elective); DME1000 Foundation Drawing and Digital Tools (elective).

In addition to these courses, we also plan to add a course in advanced business communication that may be linked collaboratively to courses in technology or other career fields. During the 2009-2010 year, Laura Gabiger collaborated with School of Technology faculty teaching practicum courses in web development and graphic design to develop the course, which will be presented to the Arts & Sciences and university curriculum committees this spring.

## A Minor of Major Importance

By Mark Hengen

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Johnson & Wales has become a more environmentally friendly university through a variety of efforts including the Green Collaborative, Focus on Green, and the construction of the country's first Leadership in Energy and Environmental Design (LEED) certified culinary facility. However, our greatest potential for impact is in the classroom, which has led the Science Department to introduce a new sustainability minor.

Students are increasingly concerned about environmental sustainability in our industrialized society. Business leaders are seeking out talented individuals who can facilitate their corporation's "green" transformations. The sustainability minor will prepare students to meet the needs of the emerging green economy thanks to the tremendous work of university leaders, faculty, staff, students, and alumni that have helped support JWU's efforts to foster sustainability. The new minor will further strengthen our general education core curriculum by introducing a rigorous set of sustainability classes. Innovative classes will focus on sustainability issues in business, in food systems, and in the application of scientific principles to develop sound policies. These courses will use the Environmental Science course as a foundation on which to build and will integrate sustainability principles into the student's operational knowledge and skill set developed in their major. Students will apply their knowledge to real world situations as part of the capstone Sustainability Research Seminar which will be oriented towards preparing students for sustainability careers in the business world.

Students who are successful in pursuing a sustainability minor will be prepared for jobs in design, finance, executive management, project management, food service, hospitality, or sales because they will understand the ethical and practical underpinnings of effective sustainable business practices.

# Fogarty Update

By Kaitlin Blake

The spirit of the holiday season ran through the winter term at Fogarty Elementary School. JWU faculty, staff, and students all stepped up to help make the winter days a little warmer for Fogarty's children and families. Many thanks to the countless A&S faculty and staff who donated food, clothing, toys, and money to the school this year. Those donations went a long way. A special thank you to Professor Mark Duston who coordinated the collection of a large majority of such donations.

In addition to the above mentioned donations, this winter, ESL sponsored one struggling Fogarty family for the holidays, and the Harborside A&S department fulfilled the holiday wishes of the children in Fogarty's special needs program by purchasing gifts in answer to their letters to Santa. JWU continued their traditional holiday visit to the school when Professor Russ Chabot donned the Santa suit and surprised the children during each of three lunch periods. It was an exciting day, as always, and Russ once again awed the children by tugging on his authentic beard to prove, without a doubt, that he was the real McCoy. He even allowed one of the more skeptical children to come up and tug on the beard. After determining that the beard was not a fake, the fifth grader turned around and yelled into the microphone, "He's real!" causing the cafeteria to erupt with applause. The day was rounded out with a visit to the special needs program where Santa sat in a rocking chair and handed each child a gift, purchased especially for them by the Harborside A&S faculty. The children were amazed that Santa had brought them just what they asked for! They were also thrilled that Mrs. Claus had sent each of them a pair of warm gloves. (Thank you, Susan Wolin and the crew from Harborside A&S.) Finally, as if the above mentioned happenings don't tug the heartstrings enough, Santa had the opportunity to sit with and try to offer words of wisdom to a young boy who had recently and tragically lost his dad. Hats off to Russ for making such a difference in the lives of the children at Fogarty this year.

CSL programs, led by an amazing team of JWU student program coordinators, continued throughout the winter term. Math, English, history, and leadership students spent time mentoring and supporting teachers' efforts to bring the children up to speed in crucial subject areas. State test results (NECAP) for Providence were recently released and, as they were not as high as would have been hoped, JWU students will continue to provide assistance to the faculty of Fogarty as much as possible to help them reach their academic goals. One Friday afternoon this winter, Superintendent Tom Brady, along with Gary Moroch and several other members of the Providence School Department, paid a visit to Fogarty to see JWU programs in action. They were impressed with the level of engagement they saw between our students and theirs and were enthusiastic about every aspect of the collaboration. Our students were dressed to impress for the visitors, and several had the opportunity to chat with Mr. Brady and tell him why they feel their work at Fogarty is so important.

In addition to the academic support our students offered, they also stepped up to assist with other initiatives this winter. More than 15 students showed up to help chaperone a school dance that was offered as a reward to students who had been meeting academic and other goals set by the school. They danced with the kids, served refreshments, and helped monitor the exits. Dr. Mari Dias also kicked off her annual theater program on Friday afternoons, during which she and several JWU students are teaching the children the lyrics and choreography for several song and dance numbers. The final performance will take place in May! This year's theme is "Fogarty Takes to the Road," and there will be a fun performance exploring various geographic locations.

The winter was packed full with fantastic programs and wonderful JWU volunteers. I pass along a heartfelt "thank you" from the faculty, staff, and children of Fogarty for the efforts of the School of Arts & Science that make everything possible. But don't just take my word for it...

Dear J&W Staff,

Thanks for helping us in the classroom. I'm very thankful. With you here, I've been able to learn new things. I hope you guys could come again soon. Thank you very much you have been very helpful to our classroom. Have a beautiful Holiday.

Samantha, Grade 4

# Library 2.0 at JWU

By Rosie Hopper

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Maybe you've heard the expression Library 2.0 but aren't quite sure what it means. According to the article, "Coming Together around Library 2.0: A Focus for Discussion and a Call to Arms" by Paul Miller, it's a term which has gained increasing popularity in the second decade of the 21<sup>st</sup> century and "provides focus to a number of ongoing conversations around the changing ways that libraries should make themselves and their services visible to end users and to one another" in response to 21<sup>st</sup> century socioeconomic and technological trends. Library 2.0 refers to making library resources and services more mobile. It refers to a greater willingness to experiment with new methods of resource and service delivery. And it refers to the networking of users as active participants in the cultivation of library resources. What you might not know is that, here at Johnson & Wales University Library, we are actively applying Library 2.0 concepts to meet the expectations of our own millennial student base while continuing to also preserve the best principles and practices which, as detailed by James Thompson in his work *University Library History: An International Review*, have evolved from a tradition of academic library service in the United States dating back to the first academic library at Harvard College in the 1600s.

## Mobility 2.0

Ask Us! That's the JWU library's customer service mantra, and we are making it easier than ever for students, faculty, and staff to bring to the library all questions, great and small (*pacem*, James Herriot.) In keeping with the Library 2.0 principle that users expect quick access and just-as quick feedback, our instant messaging application requires no login: from the *Ask a Librarian* window within the JWU Library website as well as within our LibGuides, users can just type a question and hit <enter>. During regular business hours, they will generally receive an immediate response. As Library 2.0 users also increasingly rely on handheld telecommunications devices, they can turn to text messaging to get library and research assistance. All the user has to do is type 66746 into their phone and start their question with TxtJWU. No question is off limits. JWU Library is now averaging 200 reference transactions per month through IM and texting, alone.

## Do It Yourself 2.0

Although we make it easier than ever for library users to ask us, we also know that some prefer to pursue answers without asking for help. Thus, we provide new ways for such users to independently get to the answers they need. One way is through *JWU Library FAQ*, a freely accessible website populated with answers to frequently asked questions. From the opening page, library users can browse all previously answered questions or choose to view just the questions on a specific topic. They can also simply type in their own question. If it matches any previously answered questions, they'll be brought instantly to the relevant information. If not, they'll have the option to input their contact information in order to receive a personal answer within 24 hours.

Another way we get library users independently to the right answers is through *JWU-RI LibGuides*. These are web-based guides customized by JWU librarians to the library and information needs of specific courses, curricula, departments, or activities. Like many of our other resources, the guides are freely accessible and require no login. Anyone can view and use them. They are often created in partnership with faculty, all of whom are welcome to request the creation of a customized LibGuide. Some of the guides created specifically to support the School of Arts & Sciences are Campus Reads: The House at Sugar Beach; ENG1021; CLP Commentary Assignment; Problems in the Workplace (Levy); ESL: More Ways to Learn English; HIST4010: American Government (Fein); and SOC2020: Culture & Food.

## Discovery 2.0

Regardless of how the JWU library provides answers and assistance to library users, our information resources — books, journals, videos, etc. — are at the core of our services. As a participating institution in the Higher Education Library Information Network (HELIN), information about Johnson & Wales library's print and online collections can be readily obtained through *Encore*, (<http://helin.uri.edu>), a powerful Web 2.0 discovery platform, as well as from the JWU library database A-Z list. Library collections are developed primarily to support the JWU curriculum, and library administrators rely heavily upon JWU faculty for resource requests and recommendations.

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# A Different Kind of Wealth: Haiti and Humanitarian Aid

By Deb Ridolfi

“The true wealth of Haiti is its people,” stated Dr. Richard Heinzl, founder of Canada’s Doctors Without Borders and featured guest of the A&S Cultural Life Speaker Series. On January 26, 2010, he delivered a lecture entitled, “Lessons from Abroad: The Opportunities of a Borderless World,” which focused on stories of world crises, humanitarian aid, and, in particular, the current situation in Haiti. He has been in touch with colleagues there who have said the Haitians are already speaking of transformation and hope. Dr. Heinzl stressed the importance of listening to the heart, cultural differences, and traditions of the Haitian people if the rebuilding process is to be effective. Additionally, he spoke inspiringly about what it means to be “rich.” In Haiti, economic disparity is evident; one percent of the people own half of the country’s value. However, he said that “poverty is not about not having material goods; it is, rather, about not having choices.” He sees riches in the smiles and laughter of the Haitian children steeped in a culture of family and gratitude.

It was as a medical student at McMaster University that Dr. Heinzl took a trip to Uganda that changed his life. While traveling, he was introduced to a small group of doctors who so impressed him with their humanitarian work that he started Canada’s Doctors Without Borders. He studied at the universities in Toronto and Oxford and at Harvard and has since traveled in over seventy countries; his book *Cambodia Calling* is an outgrowth of some of those travels. He is highly accomplished and esteemed, having received many awards for his work, and yet presented himself as a caring, intelligent, down-to-earth individual. His message was delivered in a narrative style, full of touching stories of resilient children and content monks on the one hand, and refugee camps and dying elders on the other, all with a positive and upbeat tone. Stories of human challenges and courage were accentuated with powerful PowerPoint slides, which put a very human face on every crisis Dr. Heinzl discussed.

The audience attending this program was comprised primarily of students from English, leadership, and business classes. All were left with questions to ponder and lessons to consider as they fashion their own lives. For example, they were asked, “What do you do when facing ANY crisis?” Dr. Heinzl reminded the audience that half the world’s population is under twenty years old so the potential for transforming the world is enormous. He stressed that all JWU students have the potential to achieve their dreams and can, literally, change the world. He advised that they take risks, travel to broaden their horizons, gain knowledge of the world’s citizens, and read. He concluded with the admonition to be peaceful, for “peace brings health” and that, certainly, is a different and, yes, more important, kind of wealth to have than what may come to mind when thinking about “riches.”

## Supporting Youth

By Shannon Hull

On February 5, the second *Casual for Community* day for the 2009-2010 school year raised \$338 for Whitmarsh House, a non-profit agency serving the needs of “at risk” youth. At the present time, there are 60 boys and young men ages 12 to 20 receiving residential, educational, and treatment services through group homes, an independent living program, and a residential program for adults with developmental disabilities.

Whitmarsh House is committed to providing a safe, supportive environment in which each youth and adult resident entrusted to their care will find acceptance and hope for a significantly better life in the future. JWU community service chefs and culinary, pastry, and hospitality students in the internship program visit and prepare a nutritious meal with the residents. It’s a hands-on way for the residents to learn about nutrition and to make healthy food choices.

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. *Casual for Community* days are scheduled once a term with the proceeds benefiting one of our CSL partner sites. Faculty and staff buy a \$3 badge that allows them to dress down on the specified day.

This term’s *Casual for Community* day was very successful! Thank you to all the faculty and staff from many departments on both campuses who participated.

## Academic Symposium

By Lucy Ligas

The Arts & Sciences Academic Symposium will be held on Wednesday, April 28, from 4-6 PM in the Yena Center Presentation Room. The symposium will highlight the best in undergraduate scholarship through work completed in an A&S class during the 2009-10 academic year.

A&S faculty were encouraged to think back to exemplary material completed during the fall and winter terms and to keep the symposium in mind for projects early in the spring term. All nominations were to be made to symposium departmental representatives by Tuesday, March 30, 2010.

Submissions are held to the same general standards although work will be reviewed in the categories of research papers, creative work, and multi-media presentations. Departments will help the symposium committee in the vetting of submissions for quality and accuracy. The committee will then select winning submissions. Those selected submissions will be awarded prize money in conjunction with the opportunity to present at the symposium.

This forum will highlight our students' many talents. It is hoped that the process of encouraging students in the revision of their work and assisting them in the completion of the submission cover sheet, which requires the completion of a project abstract and a statement that articulates the project's scholarly value, will foster greater opportunities for faculty mentorship of our most talented students.

For more information about the symposium, please refer to the attachments included in an email sent to all A&S full-time and adjunct faculty. Additionally, any questions concerning the symposium may be directed to your department's representative: English: Sheila Austin; ESL: Ann Schroth; Humanities: Michael Fein (committee chair); Economics: Alexander Katkov; Mathematics: Lucy Ligas; Science: Matthew McConeghy; Social Sciences: Nancy Jackson.

## Raise Your Voice and Speak Out Against Sexual Violence Awareness!

By Jen Rowan

Did you know that someone is sexually assaulted every two and a half minutes in the United States, and it is reported that one in eight women in Rhode Island experience a forcible sexual assault in her lifetime? Johnson & Wales University students are directly impacted by the issue of sexual violence every day as shown in the JWU Providence Campus Clery Act statistics that reported that 13 incidents, not taking into account the number of sexual assaults that go unreported each year, of "forcible" sexual assault (defined as rape) occurred over the past three years. Many students are entering college without knowledge of what constitutes sexual violence and how they can prevent it, and they are unprepared to deal with sexual violence when it happens. The Sexual Violence Awareness campaign will educate students about sexual violence, how to prevent it, and what to do if it does happen.

The *Raise Your Voice (RYV) Campaign* is a competitive grant program sponsored by Campus Compact, a national, nonprofit organization dedicated to promoting community service, civic engagement, and service-learning in higher education. The 2009-2010 *Raise Your Voice Campaign* is focused on collaboration among campus communities and empowering student leaders to raise awareness and create social change about a local or statewide issue. Johnson & Wales was awarded one of seven RYV grants in the state of Rhode Island and will focus on sexual violence awareness.

Three JWU Student Leaders In Community Engagement students, sophomore Katie Gerrety, sophomore Samantha DeGroff, and freshman Rosie Garcia, joined forces to create programs intended to help raise awareness about sexual violence. During Civility Week, the students offered the JWU community three events intended to educate and encourage discussion about sexual violence. The first event, a panel discussion, took place on Monday, March 15, from 6:00 PM-8:00 PM, on the Downcity Campus in the Yena Center Presentation Center. The panel consisted of organizations specializing in the area of sexual assault awareness and included groups located on the JWU campus and in the Greater Providence community.

*Continued on page 19*

# Passport to Nutrition Exploration

By Michelle Pugh

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The start of the school year also marked the piloting of fresh and exciting new nutrition programming from the Feinstein Community Service Center!

“Nutrition Passport” is a nine-week program that was designed to creatively address and prevent the increase of obesity in Rhode Island’s youth through interactive, hands-on nutrition education sessions. The program is provided weekly to children enrolled in after-school programs at the South Side Boys & Girls Club of Providence as well as the Urban League of Rhode Island. The kids, whose ages range from 3-12, are encouraged to earn stamps in their Nutrition Passport each week by completing a nutrition activity, tasting and learning about exotic fruits and vegetables, and enjoying a healthy snack. The weekly program topics are varied, ranging from “Healthy Breakfast Showdown” to “Snacks vs. Treats.”

“S.H.E. Eats” is a five-week nutrition education program designed to educate young women about their specific nutritional needs. The program is modeled after the “Nutrition Passport” program, with weekly topics relevant to girls ages 11-14. The program is presented as part of Project S.H.E., an innovative collaboration between Johnson & Wales University (specifically the Hospitality College, Athletic Department, and the Feinstein Community Service Center) and Sophia Academy, an all-girl middle school located in Providence. Project S.H.E. utilizes JWU’s state-of-the art classrooms and facilities and opens our campus to Providence youth who would otherwise have few opportunities to engage with the higher education community. JWU students have worked with JWU faculty and staff to deliver lessons and activities intended to stimulate youth to be curious about the inter-related roles of sport, competition, physical activity, health and wellness, team building, intellectual development, and self-empowerment.

Both programs offer a great opportunity for JWU students to utilize and practice the skills they have learned in the classroom in a “real life” setting. We hope to expand both programs in the future and are continuing to look for new and exciting ways to deliver nutrition information to the youth of the Greater Providence area.

## Of Special Interest

By Lindsay Valdivia

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We all know that many different activities that have special appeal to Arts & Sciences are regularly held across campus. The Friendship Family Program and the celebration of International Women’s Day are two cases in point.

### Friendship Family Program

The International Center is seeking families interested in meeting international students as a part of JWU’s Friendship Family cultural exchange program. Friendship Families meet with JWU international students at least once a month over a three to six month period, welcoming them into their homes for visits or arranging outings to local places of interest. The time spent together helps the students adjust to American culture while giving the families the opportunity to learn about the students’ traditions and customs. The friendships that develop between the family and the student often last a lifetime and can help build a bridge between countries and cultures. Those interested in learning more about JWU’s Friendship Family program should contact Lindsay Valdivia, International Community Coordinator at JWU’s International Center, 401-598-1855 or at [lvaldivia@jwu.edu](mailto:lvaldivia@jwu.edu).

### International Women's Day Events

The Intercultural Center, in conjunction with the International Center celebrated International Women's Day. Events for the occasion included Welcome Wednesday on Wednesday, March 10, at the Intercultural Center at 11:30 AM. This celebration was to mark Harriet Tubman's birthday. On Friday, March 12, artist Bili Mason and JWU staff, faculty, and students were at the Intercultural Center for an engaging discussion on the role of women around the world. The opening of Bili Mason's art exhibit took place on Wednesday, March 17, at 4 PM at the Intercultural Center and featured powerful portraits of women and children from all around the world.

Please watch for flyers for other activities sponsored by the International Center that may be of special interest to Arts & Sciences!

# Terry Novak's Teaching Conversations Part 2 Lessons from the Collaborative (and the Sea): The Long, Winding Road of Respect

By Laura Gabiger

What do a young Paul McCartney, capsizing sailboats, five decades of Aretha Franklin, the College of Business, and the John Hazen White School of Arts & Sciences all have in common? As we found out on January 27, they serve as a dynamic starting point for the lessons generated in the second annual Teaching Conversations held by our A&S Teacher of the Year, Terry Novak. Keeping with the theme, as in Conversation 1, of using the Collaborative Learning Project as a starting point for our enquiry, Terry expertly managed a multimedia show and discussion in which the participants explored the lessons of the collaborative and its implications for their own teaching. Thanks to smart classroom technology, we also had the privilege of seeing Terry capsize a sailboat in Narragansett Bay and have to be rescued by her son Ryan, a sailing instructor.



R-E-S-P-E-C-T. What if another faculty member's manner of interacting with students, attitude toward deadlines, and overall teaching style seem radically different from our own, and we are paired with this colleague to teach two consecutive courses per academic year in a collaborative program? What if we find out that the values, habits, and priorities of our divergent professional spheres — business and academics — are not at all the same? What if we have to discuss these differences, or arrive at compromises, in the presence and hearing of the students?

We were invited to get comfortable with a professional environment in which the old must be mentored by the young, in which teachers with vastly different styles, disciplines, and priorities must respect each other as they travel the long and winding road of developing a team-teaching model. We heard how faculty is able to demonstrate to students that senior professionals can show respect for one another while working out their differences and, finally, get the job done. We learned how honors program faculty invite brutally honest criticism of their work from students and how students support each other in getting their work published. This faculty member found a receptive forum for exploring her dual role as professor and expert by day, student and novice by night, all among the very same cohort of students participating in a collaboration between A&S and the School of Technology. English faculty learned that even in mathematics there is more than one way to solve a problem, and we all learned — experientially — that Professor Sheila Austin's dancing skills are better than ours.

Last, but not least, we learned that our Teacher of the Year manages not only to carry an impressive load of projects but also to integrate an excellent selection of refreshments, including pizza and cheesecake, with provocative conversation. Thank you, Terry — we look forward to the announcement of the year's third conversation.

## Raise your voice *Continued from page 17*

The second event, a Self-Defense Demonstration, took place on Wednesday, March 17, at 12:30 PM, at the De-laney Gym on the Harborside Campus and was open to the campus community. The final event was the creation of an art project, which asked JWU students, faculty, and staff to raise their voices and speak out against sexual violence. The project allowed the JWU community to create a canvas of hope, telling what the end of sexual violence will mean for them.

For more information on any of the *Raise Your Voice Campaign* events, please contact Jennifer Rowan at [jrowan@jwu.edu](mailto:jrowan@jwu.edu).

# A Spirited Winter at Plato's Café

By Paulette Levy

"Dreams are our sleeping persistent vision" — Aristotle

Plato's Café members enjoyed a highly spirited winter session, discussing the spiritual world, the real world, and the world of ideas — everything from love and pain to our duty of care toward one another, from the ethics of torture to Aristotle's view of dreams.



One special event was the Collaborative Learning Program (CLP) Plato's Café session where CLP students, selected or invited by their respective faculty, convened and handled the question, How do we define success in life? For some, it was the first visit to the café, but with CLP/ Plato's Café regulars Connor, Abby, Mark, Kylen, Michelle, Chanee, and Adam leading the groups, some interesting and varied opinions were tossed around. Students all envision the idea of success quite differently, it seems.

The February 10 meeting was cancelled as school was closed for a snow alert, but members look forward to a busy spring schedule — all at the Intercultural Center. Speaking of spring, Plato's Café may collaborate with a group from another local Rhode Island university at one of its spring meetings. Look for updates on this.

Obviously, Plato's Café members genuinely enjoy each other's company, the idea of open forum discussion, and soulful reflection on some of life's big questions — this is one self-evident truth.

## Refugees *Continued from page 4*

What is so wonderful about working with our refugees in Providence is that, for those of us now a bit too old to dream of a life worlds away like this student, we can experience the wonder and beauty of diverse cultures from around the world — and still sleep in our own beds at night. That is, we enjoy learning about the world by giving back to those who have such tremendous need amongst us — our newly-arrived refugees. In this way, our worlds become a little closer, and a lot kinder, too.

## Helene Cooper *Continued from page 7*

When asked about Eunice's decision to give up her son Ishmael for adoption rather than let him suffer the fate of becoming a child soldier, a hush fell over the room. Giving Ishmael away, said Cooper, was "a supreme act of sacrifice." Of Ishmael, who is twenty-five years old, living in London, and talking about marriage, Cooper noted, "He doesn't have much of a relationship with his mother, but he has a life."

A special thanks goes out to Dean Renaud, Donna Thomsen, Ann Schroth, and all who were instrumental in getting the Campus Reads program off the ground and for inviting Helene Cooper to our campus. Many members of the JWU community learned so much about a part of the world that they may not have paid much attention to before. Surely, anyone who has read *The House at Sugar Beach* and who has heard Helene Cooper's story will not be able to forget the profound suffering that has plagued Liberia for years.

On a final note, if the members of the Campus Reads Committee wonder whether all of their efforts were worthwhile, they need only to look at the reaction of Lyndsey MacLeod, one of Professor Mary Javarey's students, who demonstrated the effect that the experience had on her when she wrote, "I would recommend that students attend similar events because it opens our eyes to life outside 'our little bubble.' As college students, we need to know more about international events to truly be active learners. The book was intellectually stimulating and forced me to question moral obligations to those who share my world and to myself."

## Library 2.0 *Continued from page 15*

### Publishing 2.0

In recent years, JWU's library has also launched an initiative to digitize and make available, on the Web, special collections unique to JWU. One of these is our collection of 7,000+ restaurant menus from around the world. Available in the *Scholar's Archive*, which is the library's digital platform, these menus would be of interest not only to those interested in the culinary arts but to any student of food culture, graphic design, history, or sociology. The *Scholar's Archive* also provides access to dissertations by graduates of the Educational Leadership Program, and the archive site is available as a platform for any JWU department interested in digitizing and making available on the Web such items as departmental newsletters, student honors projects, or faculty presentations and publications. Additional information can be obtained by contacting reference librarian Erika Frank.

### Instruction 2.0

Every student enrolled in ENG1020 attends at least one librarian-led classroom session on how to use the library and conduct course-related research. At the discretion of individual faculty members from across the JWU curriculum, librarians also lead instruction sessions related to many other courses. In fact, in this academic year alone, JWU librarians on the Providence Campus have already taught 179 classes to 4,051 students. Working with the instructor, librarians customize each classroom presentation to the learning outcomes of the specific course. These days, librarian-led instruction is no longer restricted to taking place in the library. JWU librarians are just as likely to conduct a session in any one of the smart classrooms now available throughout the Providence campus. To schedule a librarian-led instruction session, faculty can call, e-mail, or simply complete the library's "request a class" form available at [http://library.jwu.edu/ask\\_class\\_ri.htm](http://library.jwu.edu/ask_class_ri.htm). Furthermore, with the launch of Ulearn, librarians can — at the request of the instructor — be "embedded" within a course site and provide library support online directly through that interface.

### Library without Walls

Library 2.0 means being wherever the users are. That's why the JWU library now has a Youtube channel on which users can watch the video tutorial "Course Reserves @ Johnson & Wales University" in order to learn how to find resources set aside for a specific course. This video tutorial is just the first of many in development and is aimed at using new technologies to teach students, faculty, and staff about JWU's library. Community tags in *Encore* (<http://helin.uri.edu>) are another way to get users to recommended resources and engage them in the act of both obtaining and evaluating information. Any JWU library user can use this feature. If you would like to see how it works, go to the Encore opening page and search Rosie Hopper to see the readings I've tagged.

### Administration 2.0

The new vision for the JWU library includes library departments without boundaries. Through cross-training, the use of "cloud" computing to co-edit and store departmental documentation, and the recognition that libraries work best when guided by principles of collaboration and centralization, JWU librarians are showing up in some surprising places. That's why, on most weekdays from 8-10 AM, you will find me, your Dean of Libraries, fielding reference questions through IM and texting. If you have questions about what JWU Library can do for you, just ask me!



## People in the News

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In December, **Mari Dias** (Social Sciences) joined a dozen of the JWU Players as they regaled the guests of the JWU Alumni Holiday Reception with holiday caroling. Adorned in their hand-made JWU Players scarves, the group sang several favorites. The festivities were held at the Marriott. Additionally, in celebration of V-Day, Mari served as one of the keynote speakers on the panel at the press event, held at the Pepsi Forum, celebrating the *Vagina Monologues*. As part of a class project, students were required to design a promotional strategy for the upcoming performances. The press event was an integral part of the promotion and was attended by over 100 students. Mari also served as judge for the NSO competition held at the Harborside campus of JWU. Mari judged both the public speaking and the business ethics competition. In addition, Mari provided a workshop during the competition entitled "Talking Heads," which consisted of strategies for powerful presentation skills. Lastly, Mari provided a workshop on "Dream Analysis" for the residents of Imperial Dorm.



In February, **Dean Angela Renaud** and **Judith Turchetta** (Social Sciences) attended the 30th annual Lilly Conference on College and University Teaching. The conference was held in Greensboro, North Carolina, and addressed such topics as Advancing Active Learning, Teaching Well with Technology, Engaging and Motivating Students, Promoting Diversity, Service and Experiential Learning, Scholarship of Teaching and Learning, and Faculty Development. Several faculty members from the JWU Charlotte campus and a faculty member from the Hospitality College in Providence were also in attendance.

**Dr. Jim Brosnan** (English) attended the RICTE fall author series held at the Providence Public Library on December 3. Colin Sargent, editor of *Portland Magazine* in Portland, Maine, read from his novel, *The Museum of Human Beings*. A question and answer session followed the reading. The event was attended by several JWU honors students. On Saturday, January 30, Jim presented a workshop entitled "Exploring Literary Allusions from Seneca to Hemingway" at the 2010 Kick-off-Conference for Reading Across Rhode Island. The 2010 selection is *The Guernsey Literary and Potato Peel Pie Society* by Mary Ann Shaffer and Annie Barrows. The event was held at Bryant University. He also attended a workshop entitled "World War II Home Fronts: Guernsey, England, and the United States." Jim also was awarded third place in the JWU art/photo contest for a photo taken at Deer Isle, Maine. His recent publishing credits include "Chimes at Noon" and "With Glitter" in *Smile* and "Station Stop in Texarkana" in the *Mad Poets Review*.

**Kenneth J. Rourke** (Economics) attended the 36th Annual Northeast Business & Economic Association conference, which was held at the Crowne Plaza Hotel in Worcester, MA, on November 6 and 7, 2009. Ken is also a member of three committees: Active Learning Committee, Cultural Life Committee, and the Inservice Committee. He is also a participant in the active learning project for the winter 2009-2010 term. In addition, Ken is the contact person for any student seeking internship and volunteer opportunities at the 1st Discount Brokerage, Inc. branch office located in Providence, RI.

**Katie Jourdenais** (CSL Coordinator, Feinstein Center) and her husband Darren welcomed their new daughter, Julia Francis, on January 4, 2010. Congratulations!

The poetry and personal reminiscences of **Paul Merluzzo** (English) were published in *Languages of the Land: A Dialogue with the Downs*, which was originally presented at the Warwick Art Museum and St. John College Gallery, New York, as a visual and sound installation by H. Ewald and M. Bell.

**Nancy Jackson** (Social Sciences) is very pleased to share that her son, Lt. Col. P. Drake Jackson, returned from a year's deployment in Iraq. He was awarded the Bronze Star in honor of his service in Baghdad.

# The ESL Department Gets a New Chair

By Geraldine Wagner

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The “changing of the guard” is always bittersweet and never more so than when you professionally admire and personally adore both the leader who is stepping down and the leader who is stepping up. The ESL Department at Johnson & Wales University has been chaired for the past three years by Ann Schroth, whose direction has been nothing short of phenomenal. Ann, a veteran of many years in the ESL Department here at JWU, took the helm when our much beloved Ellen Nicholas retired.

In these few years, she has seen the department grow its numbers exponentially, and, being the kind of hands-on leader she is, Ann has not only managed scheduling, hiring, curriculum, and the many other responsibilities that comprise the day to day realities for chairs in all departments, but she has also managed to remain highly connected to our ESL students. She not only knows the names of the majority of students in the program, but she often amazes me with knowing much of their academic and personal history, as well! Indeed, Ann’s love of interacting with students has led her to wish to return to the classroom fulltime. Although she excelled at her work as chair, Ann’s heart has always been in teaching, and she found herself longing to return to that role of mentor and guide. Luckily, Dean Angela Renaud fully understood and was able to find a worthy replacement in Rory Senerchia of the English Department.

Rory is no newcomer to leadership. From her first year as full-time faculty, she has been the coordinator of adjuncts for the English Department, a position which will be taken over by Eileen Medeiros. This job required Rory to manage and schedule, on average, more than 25 adjuncts per term, many of whom are often new hires as the pool of adjuncts is constantly in flux. Having successfully managed this daunting task that sometimes includes such unsavory responsibilities as not rehiring part-time faculty whose performance did not meet university expectations, Rory is more than prepared for taking the helm in her new position. Not only has she already taught quite a few ESL classes, but this exposure to international students has inspired her to shift the focus of her graduate work toward ESL-related issues. Moreover, in fall of 2008, she launched a committee that is now involved in writing, filming, and producing a documentary about culture shock and how Johnson & Wales helps its international students to meet the challenges of studying in the US.

For all of these reasons, both Dean Renaud and Rory’s chair, Donna Thomsen, saw Rory as a perfect match for this position. She is already adept at successfully handling all of the responsibilities she will have, and her academic research will be enhanced by her experience in the department. I think I speak for all of my colleagues when I say that we wish both Ann and Rory great fulfillment academically and personally in their new positions. Rory, I will miss having you a few doors down from me on the 5<sup>th</sup> floor of John Hazen White — but, at the same time, I do envy your new office! Other than that, I could not be happier for both of you!

Below are the full answers I received to the questions I asked both Ann and Rory. My original intention was just to use a few quotes, but their answers were so complete and heartfelt that I decided to let them speak for themselves.

*G: How long were you chair and why did you first accept the position? (I know it's at least three years.)*

**Ann:** I’ve been chair since May 2007 when Ellen Nicholas retired after decades spent building the program from a language school into an academic program granting university credit for students and faculty status for teachers. At the time Ellen retired, Anne Shaw, in her first year as a full-time faculty member, and I were the only full time faculty in the ESL department. So Angela didn’t have a lot of options for chair! And it was certainly trial by fire; enrollment was skyrocketing, and every day brought overwhelming challenges. Angela would stop at my office in the morning and listen to my panic over the latest problem and then head upstairs. Within an hour, troops would be assembled at my door: Roger, Susan, international office staff, or whoever would be able to help, sent by Angela to help put out the latest fire. Because of the strong support of Dean Renaud, we have grown from two to seven full-time ESL faculty. The increase in faculty is a direct response to the increase in the international student population. In September 2007, there were 110 students enrolled in the ESL program; in September 2009, we had 284 students in the program. With all this growth, Angela has been a strong advocate and defender of the ESL program throughout the university.

*Continued on page 26*

# Inservice: Meryl Berstein on Universal Design of Instruction

By Wendy Peiffer

We have all often observed that what works for some students doesn't work for all of them. Students come from a wide variety of ethnic and racial backgrounds. They have many types of learning styles, strengths, and weaknesses. An increasing number of students with disabilities are pursuing postsecondary education, as well. As instructors, we should consider accommodating these different student needs, but addressing each need individually as it presents itself could become time consuming beyond all reason. It, therefore, makes sense that we should plan from the start to design our courses to take into account these different needs and provide each type of learner what is needed. The goal is to maximize learning for everyone, not just those who fit into some pre-determined mold.

This concept, that products, including instruction, be usable by all people without the need for adaptation or specialized design, is called Universal Design and was presented to a group of us on December 15 by Meryl Berstein, the Director of the Center for Academic Support. She says that adoption of Universal Design of Instruction principles would eliminate the need for "special needs accommodations" and put her and her staff out of business!

Visual, auditory, or tactile learners have different needs. I, myself, am almost completely visual in my learning style, which means that I learn by seeing, watching, and reading. As a student, it helps me to read the textbook ahead of class time, to look at figures, and to have order on the blackboard. I seldom find noise distracting, but I am distracted by movement. I sit near the front of every classroom, but my still eye catches students walking down the hall. I often have trouble remembering verbal directions so I need things written down, and I often tell students to send me e-mail reminders after class. Many of us are, in fact, visual learners. (This probably sounded familiar to you, right?) and many of our students are, also. They benefit from our instructions to them being written down, and they use flashcards and highlighted notes for studying.

Some of our students, however, are auditory learners, and, for them, a lecture setting is helpful since they learn best by hearing information and instructions, even speaking them out loud. Sometimes, using a recorder in class for later playback will improve retention. These students benefit more from a class discussion and may do better on an oral test. Auditory learners can easily ignore diagrams and charts. External noise bothers them.

Tactile or kinesthetic learners are especially numerous among the culinary students. They learn by doing and want to examine and touch things. Taking notes, highlighting, and underlining in the textbook along with active games, including role playing, will best help these students learn. Sometimes, the very habits that help the tactile learner cope with an auditory class environment, like pen clicking, doodling, and, yes, even texting, are the targets of our classroom management techniques.

So what is an instructor to do? The very thing that helps a visual learner is going to drive an auditory or tactile learner to tune out. The solution is a variety of presentation techniques; for example, a visual student can watch the images or read the captioning on a video while the auditory learner just listens.

During the presentation, strategies recommended by the University of Washington DO-IT (Disabilities, Opportunities, Internetworking, and Technology) program were presented:

- Make clear your willingness to accommodate student needs upon request. Put this in your syllabus.
- Make sure all classrooms and labs are accessible to students with a wide range of disabilities.
- Use multiple modes, including lecture, discussion, and hands-on activities, to deliver content.
- Provide printed materials to summarize content that is delivered orally and make them available in electronic format.
- Provide multiple ways for the students to demonstrate knowledge.
- Make sure equipment and activities minimize sustained physical effort.

Much more information is available at <http://www.washington.edu/doit> and especially helpful was the handout *Universal Design of Instruction (UDI): Definition, Principles, Guidelines, and Examples* by Sheryl Burgstahler,

*Continued on page 27*

# A Rwandan Experience: The Story of Prudence Ngarambe

By Lauren Fitzsimmons

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Meekly walking into the classroom, Prudence Ngarambe's humility is obvious. He smiles ever so slightly as he takes a seat near the front of the classroom, patiently awaiting the arrival of the professor.

It is immediately evident how painful it is to talk about the horrors that his family endured in Rwanda. The fleeing, raping, massacring. It is not easy to reopen the wounds these events have caused Ngarambe — today an adjunct sociology professor in the School of Arts & Sciences — but it is a story that must be told.

Although the political and economic hatred between the Tutsi and Hutu tribes in Rwanda began in the early 1960s, the most horrific genocide occurred in June of 1994 for 100 days. During these 100 days, more than one million people, both Hutu and Tutsi, were brutally murdered. Included in this million were 30 of Ngarambe's cousins, aunts, uncles, and other relatives.

Miraculously, Ngarambe and his immediate family survived. Although Ngarambe was a graduate student in Korea during the 100-day massacre, he still suffered, helplessly waiting in the bordering country of Uganda and using all possible media to follow what was happening in his homeland. Most of what he heard on the radio was the government pleading with the Hutus to pick up arms against the Tutsi tribe, stating that "every Tutsi must die."

In the meantime, dead bodies floated down the Kagera River, out of Rwanda and through its neighboring countries including Uganda. Still, Ngarambe waited, helplessly, for it all to end. And still no one came to Rwanda's aid. According to Ngarambe, the United States "was dealing with problems with Somalia, and the United Nations was still trying to decide whether or not these [Rwandan] events were true genocide." The Hutus were doing everything to exterminate the Tutsis, and the Tutsis were doing the same to the Hutu tribes. Families and friends were ripped apart and turned into enemies. About one million of the population was massacred.

Ngarambe's family, like many others, was mixed — both Tutsis and Hutu. During the 1959 revolution, the government issued every Rwandan a national ID. If you were tall with a long face, you were Tutsi. If you had a medium build with a round face, you were a Hutu. The same went for children. If a woman was Tutsi and her husband was Hutu, the children were classified by which parent they most resembled. Because Ngarambe's sister and two of her children were Tutsi (while her husband and two other children were considered Hutu), she and her two children were forced to hide in a swamp for days while her Hutu husband snuck scraps of food to them at night.

When Ngarambe tells his sister's story, his voice lowers and details are spared. He said they eventually escaped when they saw a crowd of people running for their lives. So she and her children climbed out of the swamp and ran with the others. And they kept running. "You lose one shoe, you run," said Ngarambe. "You lose the other shoe, you run. You're wounded, you run. You don't feel the pain." It wasn't until 1995 that Ngarambe found his parents, and he reunited with his family the following year. While the political and economic woes of Rwanda have healed, the same cannot be said for the animosity between the two tribes.

Ngarambe now says it is still hard for him to mend all bridges. He tells how he can't be a part of the Rwandan community here in Providence because they are all Hutu and are suspicious of him. There is still an internal struggle that seems to forestall both forgiving and forgetting, he says. The humbleness, strength, and ease of Prudence Ngarambe are inspiring.

Ngarambe's wife and two children currently live in Uganda, and he works at Johnson & Wales while finishing his Ph.D. at Salve Regina University in Newport. He visits them every summer. Once he has paid off all of his college loans, he will bring his family to the US. In the meantime, he is coping but admits that "it is lonely."

*Lauren Fitzsimmons is a sophomore at JWU and wrote this story as part of Professor Marian Gagnon's Introduction to Newswriting class.*

## ESL Chair *Continued from page 23*

*G: What did you like best about your job as chair? (What will you miss — if anything?)*

**Ann:** The best part of my job as chair has been working with such outstanding faculty. All of my colleagues in the ESL Department are exceptional, both as teachers and as people. I'm sure they don't feel the same way, but I LOVE our department meetings. At every meeting, people share innovative teaching practices, insights about our student population, and suggestions to improve the program and the ESL student experience at Johnson & Wales. I never have to ask anybody to do anything; as soon as a need is determined, there are six volunteers. At the same time, they are wonderful people. Everybody supports each other and takes a genuine interest in the weddings, babies, children, surgeries, travels, joys, and travails of each other's lives.

*G: Why did you decide to step down?*

**Ann:** Just like important political figures, I'm stepping down to spend more time with my family. My mother is 82 and would love to be able to spend more than a hurried weekend at the family summer house on the Canadian border. I look forward to being able to spend a week or two with her this summer. And while my kids have pretty much abandoned my husband and me, we do like to visit them and spend time together (with the kids, not necessarily with each other). In addition, I used to have hobbies and avocations that I haven't had any time for since I became chair. I don't remember what they were, but I'm sure I'll find something to waste time and money on.

*G: What do you most look forward to in returning to teaching?*

**Ann:** I am looking forward to returning to teaching full time. I finish each term feeling, for the most part, privileged to have worked with our ESL students. They are, again, for the most part, smart, funny, and remarkably open to new experiences.

*G: What would you like me to include that has not been addressed by these questions?*

**Ann:** I would never feel comfortable stepping down if I weren't sure that Rory Senerchia will be a wonderful ESL Department chair. The ESL Department has grown and flourished with support and guidance from the English Department, most especially from Donna Thomsen. She has helped us develop and sustain a solid academic program as we have expanded at astonishing rates. And she has certainly been critical to me as chair. Without Donna's constant help, support, guidance, experience, nurturing... I've run out of space and haven't begun to cover all that Donna has done for me, I would never have been able to function as, and I certainly wouldn't have had as much fun as, chair. I know that Rory, too, will have this crucial support.

*G: What made you decide to accept this new position and make the shift to ESL?*

**Rory:** I've loved the administrative aspect of being the adjunct coordinator. For as long as I can remember, I have always been interested in the administrative side of education, and I'm thrilled to have this opportunity to apply all that I've learned working in the English Department under the guidance of Donna Thomsen to this new challenge of helping international students transition from ESL to English. Also, I've greatly enjoyed teaching the ESL classes; they have actually given new focus to my graduate work. I'm now writing my dissertation on culture shock and assimilation of international students, so I look forward to a mutually enhancing relationship between my scholarly work and my experience in our ESL Department. Most of all, however, I am very excited to be working with the incredible ESL faculty!

*G: What do you see as your greatest challenges in the next year?*

**Rory:** Filling Ann's shoes! She has said Ellen did a wonderful job of developing the ESL program before her, and that's completely true, but Ann is too humble to give herself enough credit. Perhaps she doesn't fully realize how far she has taken the department. She has made some tremendous strides: the numbers have grown exponentially, she has forged an incredible bond with the English Department, and she is a respected chair, colleague, and friend among her ESL faculty. So, I realize that I will have to work hard to create an atmosphere similar to that which Ann has developed instinctively. On a lighter side, I hope to pronounce all the students' names correctly! That will be a challenge!

*Continued on page 27*

# Environmental Ethics & Sustainability By Gwenn Lavoie

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On March 17, the Humanities Department hosted a presentation for the university community dealing with the ethical issues related to environmental and sustainability initiatives. The speakers were Robert Hancock and Matthew Pottle of Save the Bay. They discussed ways in which we can all have a more positive impact on the environment.

With the use of a PowerPoint slide presentation, Hancock and Pottle helped their audience to better appreciate the ways in which we can meet current needs while preserving the environment for future generations. They touched upon the impact of plastic, nutrient pollution, climate change, and the enormous negative impact that human disregard has on the world's waterways and air quality. The speakers taught attendees how they can be better guardians of the environment in which they live and on which they all rely. They shared important information relating to successful sustainability projects that have been undertaken in other countries around the world.

A number of JWU students have been Save the Bay volunteers in the past. Information was available at this presentation for students who may wish, in the future, to donate their talent and time to this most worthy cause.

## Inservice Continued from page 24

Ph.D., which is available at <http://www.washington.edu/doi/Brochures/Academics/instruction.html>.

Additional understanding of the principles of Universal Design of Instruction was gleaned through the use of case studies (obviously for the auditory learners among us). How would we accommodate a blind student required to make contour lines on a weather map or help a language-learning disabled student meet the college language requirement? We also discussed whether providing accommodations to the college student would adversely affect his/her later workplace experience. Will employers who value agility and adaptability be as accommodating as we are?

An analogy that illustrates the point of universal design can be found in building construction. A door that automatically opens when you near it will benefit not just the physically disabled but also an ambulatory person carrying an armful of books. Or someone just having a long, tiring day. It is one accommodation that benefits all, and that's what both we and the students need in the classroom.

## ESL Chair Continued from page 26

*G: What will you miss most because of your move?*

**Rory:** I'm obviously going to miss the faculty. I know I'm not going far, but with the new dynamics of being in the ESL Department on the 2<sup>nd</sup> floor, we will have to work harder to see each other as much. Working under the leadership of Donna Thomsen has been an invaluable experience: one I am not able to do justice to here. I could write a book about how much she has taught me! She has been my mentor since day one, but she has also become a close friend whom I trust implicitly and deeply admire. Whenever I have questions, I think to myself, "What Would Donna Do?" As to what I'll miss about teaching English — everything. I've absolutely loved teaching my English courses, and I have forged many close and wonderful bonds with my students over these years. I want to do my best to continue to be there for my former students, as well as reach out to my new students and make lasting and meaningful connections with them, as well. Basically, I see the whole thing as a balancing act: both trying to keep in touch with former colleagues and students and forming new relationships with my ESL colleagues and students.

*G: What would you most like to say to your ESL faculty?*

**Rory:** I'm honored to be able to work with such an incredible group of talented and dedicated professionals. While I expect that the beginning of this transition will have its bumpy moments, I am confident that, with all of us working together, we can continue to improve upon the many successes you have achieved thus far as a department.



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## A Special Request

By Rory Walsh Senerchia

The International Festival is looking for student performers for its April 15, 2010, International Festival. Hopefully, the A&S community will get the word out to their students. Any interested students would need to contact Rory Senerchia at [rsenerchia@jwu.edu](mailto:rsenerchia@jwu.edu). The planning committee is looking for students who would be able to perform culturally significant pieces such as songs and dances as part of the entertainment portion of the festival.



## Read-In Numbers Increase

By Thomas Gaines

Johnson & Wales's participation in the National Conference of Teachers of English (NCTE) annual African American Read-In experienced an 11.75% increase over last year's numbers. The Black History Month program is picking up momentum on our combined campuses as we move towards institutionalizing this activity. This is our third year of involvement and the second year of including all campuses in our count. The total number of students, faculty, and staff involved this year was 1788. (See figure below.)

The National Conference of Teachers of English supports this program as a means of working African American authors into the curriculum in February, the month traditionally set aside for the commemoration of Black contributions in this country. Many academics take this opportunity to read from some of the more obscure Black authors who haven't enjoyed widespread recognition while others take pleasure in the more well-known.

The following is a partial list of authors submitted by participants this year along with other media presentations used: a chapter from *Invisible Man* by Ralph Ellison and "Soul Food" by LeRoi Jones/Amiri Baraka; "I, Too" by Langston Hughes; Pam French's "Picking Peaches;" "Homage to My Hips" by Lucille Clifton; Helene Cooper reading selections from *The House at Sugar Beach*; Yusef Komunyakaa's poem "Facing It;" "Phenomenal Woman" by Maya Angelou; Bill Moyers' (*Bill Moyers Journal*/PBS) interviews of Princeton professor Melissa Harrir Lacewell and gay author Bruce Bawer in a series of discussions about multiculturalism in today's political, religious, and socially charged climates; and "If You Should Go" by Countee Cullen.

Campus	Faculty participants reporting	Total students and or staff contacted
Providence	17	1446
Miami	4	261
Charlotte	3	60
Denver	1	21

This year, faculty participants from math, humanities, business and ESL departments joined the English Department in this endeavor.