

11-2009

John Hazen White School of Arts & Sciences Newsletter, November 2009, Vol. 15, Issue 1

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NEWSLETTER

November 2009

Volume 15, Issue 1

*A&S Publicity
Committee*

Come Together for *Campus Reads*

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Books can ignite our imagination, quench our thirst for adventure, and teach us about ourselves as we explore the lives of others. Books open our minds and bring us together. It is with this goal that the Providence campus of the John Hazen White School of Arts & Sciences proudly launches an exciting, new program called *Campus Reads*.

Modeled after many similar programs at colleges and universities across the country, the A&S Cultural Life Committee has planned a month-long event designed to bring the Johnson & Wales community together by encouraging everyone across the campus to read the same book. For this inaugural year, the committee has selected a riveting memoir by Helene Cooper entitled *The House at Sugar Beach – In Search of a Lost African Childhood*. Cooper, now a celebrated journalist with the *New York Times*, has penned a powerful account of her childhood years growing up in Liberia in the midst of the brutal coup of 1980 that left President William Tolbert dead and his entire cabinet executed. Cooper, as a member of the Congo class in Liberia, recounts with the power and raw emotion of a survivor the struggles of living a life of privilege only to become a member of the hunted class after the coup. The story is a dramatic account of the Cooper family's struggle to cope with the political, social, emotional, and cultural upheavals tearing apart their country. In the midst of this account of Liberia's political turmoil is the personal story of two young girls, raised as sisters but representing two very different social classes. In many ways, the memoir is a personal journey as Cooper finds her way back to Liberia to reclaim her childhood, her heritage, and her sister.

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Cooper's visit to Providence will be yet another journey home. Her journalistic roots were nurtured here in Providence when she was hired as a reporter for the *Providence Journal*. During the early days of her career, Cooper's beat was covering news in North Providence and the surrounding community. One can only imagine what it will be like for her to return to the city that launched a journalistic career that would take her to all parts of the world from the desert of Iraq to the Press Room of the White House.

A month-long series of events have been planned prior to the culminating event – Cooper's February 3 visit to our campus. These events range from informal book discussion groups at residence halls, Starbucks, and offices and conference rooms throughout campus to more structured panel discussions focusing on Liberian history and culture. Two viewings of an award winning documentary entitled *Pray the Devil Back to Hell* will be shown at both the downtown and Harborside campuses followed by discussions led by faculty, students, and staff. We are very fortunate to have the help of some members of Rhode Island's Liberian community to engage us with first hand accounts of life in Liberia during the coup and in subsequent years as the country tries to rebuild. In addition, the Inter-Cultural Center has planned a week-long series celebrating the music, art, and history of

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Alan Weisman and The World Without Us By Sue Hirst

Ironically, Korea's "unpeopled" DMZ has reverted to tranquil wilderness and is home to one of the rarest cranes on earth. New York City's extensive subway system, without massive water-pumping, would be flooded within two days, as underground rivers re-emerge. Eventually, Manhattan would revert to forest. These are examples of the earth's resilience that award-winning environmental journalist Alan Weisman detailed in his talk on September 23 in the Xavier Auditorium.

Weisman's book, *The World Without Us*, has been translated into 30 languages. In researching his thought experiment, "What would happen to the earth if humans vanished?," Weisman interviewed experts from miners to botanists to engineers to paleontologists. He visited an ancient European forest, the Amazon, Chernobyl, and the Arctic. He witnessed vast seas of plastics in our oceans and saw, firsthand, the global environmental crisis that is upon us. His optimistic conclusion – that nature is resilient and consistently invades and persists – is marred only by two potentially devastating possibilities, the meltdown of nuclear power plants and runaway global population.

Weisman ended his lecture with a second thought experiment: the effect upon the earth if all inhabitants for the next one hundred years adopted the one child policy. While the idea might be unpopular, it may be, according to Weisman, what is called for if the earth is to achieve a sustainable population and survive.

The lecture was the first in the 2009-10 Arts & Sciences Cultural Life Speaker Series.

Veggin' Out Program Receives 2009 Innovation Award By Susan Connery

Providence Business News recognizes the importance of innovation and the organizations and individuals who create new products, services, and processes – or improve existing ones. Acknowledging that innovation is central to economic prosperity and growth, *Providence Business News* launched the 4th Annual Rhode Island Innovation Awards recognizing and honoring recent innovations in six key industry sectors: healthcare & biotechnology, information technology, manufacturing & construction, professional services (law, hospitality, and finance), energy & the environment, and community and social services (nonprofits, education). In addition, there were four other awards: Innovator of the Year, Student Innovator, Rising Star Innovator (under age 35), and Innovation Champion.

Johnson & Wales University's *Veggin' Out* program is the proud recipient of the 2009 *Providence Business News* Innovation Award in the community and social services category. In collaboration with Johnson & Wales University's Feinstein Community Service Center, the RI Department of Health's WIC program, and the RI Division of Agriculture's Department of Environmental Management's Senior Farmers' Market Nutrition Program, the *Veggin' Out* program provides culinary and nutrition education programs at farmers' markets and produce distribution sites to help increase produce consumption among low-income residents.

The winners were selected by a panel of judges, honored at an awards dinner and ceremony on Wednesday, September 23, 2009, at Bryant University's Bello Center, and profiled in a *Providence Business News* supplement. The Innovation Awards are sponsored by *Providence Business News* in partnership with the RI Economic Development Corporation.

Many thanks to Feinstein Center chefs Linda Kane, Michelle Pugh, and David Rocheleau as well as culinary student assistants, co-op nutrition students, and center staff who make this program run smoothly and effectively all summer and into the fall!



Teaching Multicultural Literature

By Wendy Wagner

On October 21, 2009, the first inservice on Teaching Multicultural Literature of the year was held. Professor Ann Kordas (Humanities) spoke on Cathy Song's "Girl Powdering Her Neck," which was written in response to a ukiyo-e print by Utamaro, a Japanese artist. Professor Kordas described Song's background and interest in Utamaro's prints. In addition, she explained the history and culture surrounding courtesans (the subject of the print and poem) in Japanese culture.

The participants in the inservice learned about the social class stratification of Japanese society and how the Yoshiwara (pleasure district) of Edo (the former name of Tokyo) served people from all class statuses. However, the primary focus of the presentation was the courtesan culture that was the foundation of the Yoshiwara. Song, Kordas argues, concentrates on the courtesan applying make-up as a way of exploring the themes of individuality, rebellion, and escape from oppression. Kordas' presentation provided faculty with not only an approach to teaching Song's poem but also greater knowledge of an aspect of world history that was little understood.



Look Who's Rappin' Now!

By Laurel Lapane

The Residential and Academic Partnerships (RAP) Committee was formed to establish productive working relationships between university faculty members, Residential Life, and Office of Student Conduct professionals and students in an ongoing effort to create and maintain a university climate that identifies, expects, and values civil behavior.

The committee started the year with a Civility Poster Campaign in which posters promoting civility were displayed in classrooms and high traffic areas. Faculty members were encouraged to use these posters as a tool in creating learning environments that promote respect for all and a classroom environment in which academic excellence is supported.

Residential Life professionals hosted a series of Open Houses in the fall during which faculty members were invited to visit the residence halls and spend time with students in a setting other than the classroom.

October 19-22, 2009, marked Alcohol Awareness Week. During this week, several events were supported by the RAP committee to educate the JWU community on the dangers of excessive alcohol consumption.

Finally, during final exam week, several RAP committee members volunteered to spend time in the residence halls and serve as tutors in assisting students with their final exam preparation.

Learning Active Learning

By Ryan

On September 30, 2009, the School of Arts & Sciences was treated to a lively and informative presentation on the theory and techniques of active learning. The faculty welcomed Dr. Jennifer Goldman-Levine, an associate professor at Massachusetts College of Pharmacy and Health Services, to the Culinary Arts Museum and Archives.

During her presentation, Goldman-Levine shared many of her experiences and successes using active learning in her classes. Professor Goldman-Levine has been using active learning to convey to her students challenging and voluminous scientific material in her courses. Goldman-Levine explained many of these best practices to the audience by involving them in the presentation, a hallmark of active learning. She opened the presentation by asking the audience to participate in a dance to break the ice and then continued with example exercises that included the participation of the attendees and could be used across curricula. Goldman-Levine quickly convinced many attendees of the value of active learning as a teaching tool that could be used by all of the Arts & Science faculty. With the presentation a success, faculty left the in-service with an updated impression of active learning and a collection of new instructional techniques.

Plato's Café: Providence

By Paulette Levy

The sixth season of Plato's Café rolled out on September 23 at the Johnson & Wales Intercultural Center with sixteen students in attendance – some old members (seniors) and some new members, as well. This made for exciting discussion! Topic of the day was “What is life's meaning? Why are we here?” This is certainly not a new topic for the Café members, yet this was first time a real answer was suggested; might the purpose or meaning in life be that every one of us is bound to be productive and happy, subsequently leaving our world a better place for those who follow?

After snacks, the group determined their next topic: Scientology and the belief that the mind takes pre-eminence over the body. Shall we throw away all those medicines – who needs them? Or, is this not rational? The group had some homework to do!

October 14 brought an amazing 35 attendees to Plato's Café as Jackie K. led the discussion on Scientology. Jackie began the meeting with a brief history of the Scientologist philosophy and then proceeded to ask some relevant questions – with some surprising responses about how group members view the mind and the body and the subsequent dilemma of using drugs (medicines) to heal illnesses. Most attendees agreed that some outside intervention in the form of prescription drugs/medicines is needed to heal bodily ailments but that, perhaps, emotional problems are better handled with professional interactions (psychologists etc.) rather than relying too heavily on prescription drugs. Some members expressed feelings that, since researchers have discovered and produced these drugs for us, we might be ethically bound to use them! Others felt that a more natural approach is far healthier.

October 28 brought a new topic and a sad goodbye to a long standing Plato's Café regular, Christine G., who will graduate at the end of this fall term. Christine has barely missed a meeting since she was a freshman in Professor Levy's Introduction to Literary Genres class. Christine has always been cautiously outspoken and provocative, and, with her unfailing good humor, a significant void will be created by the absence of her personality at meetings. Appropriately, Christine introduced the day's topic: the philosophy of Georg Simmel's work. In all, 23 members participated, and, at the end of this final meeting until December, warm hugs were exchanged along with many ideas for a next meeting!

Mole Day

By Mark Duston

The American Chemical Society sponsors National Chemistry Week, which is an annual event to promote public awareness of the importance of chemistry in our everyday life. The centerpiece of the observation is Mole Day, which, in the United States, is celebrated every year on October 23. In fact, the week runs from the Sunday preceding Mole Day to the following Saturday.

Mole Day honors the Italian chemist Amedeo Avogadro of the early 1800s. This scientist was the first to propose that one molar volume of any compound contains the same number of atoms. In 1909, it was proposed that number of atoms be referred to as Avogadro's number and is approximately 6.02×10^{23} .

In the early 1980s, Maurice Oelher, a chemistry teacher in Wisconsin, proposed the creation of Mole Day as an unofficial holiday. The holiday would be observed from 6:02 AM until 6:02 PM of October 23 (in the US mm/dd notation, 10/23). On this day, schools would celebrate anything chemical or mole. For details, see the web site <http://www.moleday.org>. The holiday has grown to be celebrated in South Africa, Australia, and Canada as well as in the United States.

Lest anyone accuse Mole Day of being a “small” holiday, remember that 6.02×10^{23} is the scientific way of denoting 602,000,000,000,000,000,000,000. This makes it one of the biggest holidays to be celebrated all year long.

A Visit from Sadia Shepard

By Gwenn Lavoie

Many years ago, one of my literature professors told the class that a well-written memoir is an inspiring gift wrapped in words. I have recalled that comment quite a few times over the years but never did the comment seem more apt to me than while I was reading and savoring Sadia Shepard's *A Girl from Foreign*. When the Cultural Life committee of the John Hazen White School of Arts & Sciences chose Ms. Shepard as one of this year's speakers, it seemed certain that she would be a presenter who would capture the imagination of our students with an articulate but down-to-earth look at just how much personal growth can result from tracing and sharing one's family history. She did not disappoint! In fact, an auditorium full of our students sat in rapt and respectful attention as Ms. Shepard told of her two-year odyssey to uncover her grandmother's story and, in so doing, to understand and appreciate her own.

Ms. Shepard, the product of a multicultural upbringing, learned as a child that her religious heritage was not only Christian and Muslim, as she had long believed, but also Judaic. Her mother's mother, to whom she had been particularly close, had been born in India of a Jewish family, likely descendants of a lost tribe of Israel. This discovery led to her promise to her grandmother that she would return to India one day to explore the current existence and ancient traditions of the Bene Israel religious community there. As a Fullbright scholar at the Film and TV Institute of India, Ms. Shepard embarked on a fascinating journey of self-discovery that she has managed to share so movingly in her exquisite memoir.

The students to whom I spoke after the lecture agreed that Sadia Shepard had inspired them to think a bit differently about their elders and about the family history that has molded them into the people they have now become. A speaker who makes her audience think has surely done her job to perfection. Thank you, Sadia Shepard.

Community Action

By Shannon Hull

On November 6, the first *Casual for Community* day for the 2009-2010 school year raised \$316 for Providence Interim Middle School (PIMS). The Providence Interim Middle School's mission is to provide an educational setting for students excluded from the city's middle schools due to violations such as possession of a weapon, assault, and/or possession or distribution of a controlled substance. This school seeks to stabilize their students emotionally and psychologically through clinical and academic services. JWU students work with PIMS students on their math and English skills.

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

Auditions for *Urinetown*

By Mari Dias

The JWU Players, along with their co-chairs Mari Dias, Geraldine Wagner, and Michele Forand, invite all staff, faculty, students, and alumni to audition for our spring musical. *Urinetown* is an award-winning, satirical musical that pokes fun at capitalism, social irresponsibility, bureaucracy, and petty, small-town politics. In the musical, a terrible water shortage has crippled the town. In an attempt to regulate water consumption, the government has outlawed the use of private toilets. The citizenry must use public, pay-per-use amenities owned and operated by Urine Good Company, a malevolent corporation run by the corrupt Caldwell B. Cladwell. Billed as the "Most Unique Musical ever" (musicalheaven.com), this comedy is full of large song and dance numbers, and we are looking for solo vocals for leads, and many, many extras for the ensemble, either as homeless and/or members of the Cladwell team. Join JWU Players, now over a 100 members strong, as we plan to bring this satire to the Xavier stage! See: www.jwuplayers.org for further information.

Gita Desai of *Raga Unveiled: India's Voice* at the Intercultural Center

By Dorothy Abram

With a four-thousand year old tradition and evolution, Raga, as Gita Desai explained at the ICC lecture and showing of her documentary video, is a Indian musical art that, "at its core, is an ambition to profoundly change the performer and the listener at the deepest level."

Desai's presentation was a fascinating challenge, and complementary system, to Western psychological understandings of the mind, human behavior, and teaching and learning relationships. After defining the musical term raga, and explaining that it combines elements of musical notes, tempo, rhythm, composition, and audience response, Desai told of the history of Indian music and its connection with the Hindu concept of chakras as the energy centers of the human body and human consciousness. Music is performed to assist in the goal of enlightenment. For this tradition, a unique learning environment is established whereby the student submits to the teaching of the guru. With the goal of performance, the student continues the musical and mystical tradition taught by his or her master teacher or guru. Oftentimes, it involves a lifetime commitment. The opportunity for enlightenment is offered to the audience through the performance and experience of a master raga musician.

For raga, instruments accompany the voice of the singer. The two work together in improvisational interpretation of traditional raga melodies – achieving a synchronicity that demonstrates the mastery of the musical performers. There are numerous traditional Indian musical instruments used for this outcome.

My students were fascinated by this entirely different understanding of the mind and music, one which is supported by a four thousand year tradition and a billion person population. Understanding behavior and motivation beyond our limited Western perspective is crucial for our students in our current global world. Gita Desai's presentation made an important contribution to our student's understanding of the world beyond our assumptions.

Recycling the Gift of Education

By Tom Gaines

In the waning hours of the spring term 2009, as faculty were clearing their desk preparing for the summer break, a last minute request was made. A young man from the African country of Liberia contacted faculty member Thomas Gaines with a request for used books. The timing could not have been better; many of us agonize over discarding old books as we hate to think of them going to a landfill or being milled to make pulp in the rebirthing of other paper products. Tom sent an e-mail blast to all the Providence Arts & Sciences faculty, and they responded in grand fashion. In total, 29 boxes with 352 books were collected from all departments in the School of Arts & Sciences.

A thank you letter was received over the summer from Mr. Teto Moulton, a student at nearby Providence College, who made the original request. Mr. Moulton informs us that the books will be used to help start a library for students in war-torn Liberia. Many children in Liberia are hungry for education but cannot afford to purchase textbooks and school supplies; therefore, his group, Bronkan Sports Liberia, a documented nonprofit association, is collecting these materials in a humanitarian effort.

Tito writes, "We endeavor to change the war mentality of the young adults in Liberia to productive citizens and to mold their minds through education and sports. The transformation process begins with a book as a tool for a brighter future. We need the collective loving heart and resources of generous people like you at Johnson & Wales to give Hope to a Child for a Change."



Cultural Events Coming This Winter and Spring!

By Deb Ridolfi

On the heels of an event-filled fall, the School of Arts & Sciences departments and the Cultural Life Committee have even more to offer students, faculty, staff, and the public in the way of exciting programming this winter and spring.

Lecturers include Dr. Richard Heinzl, noted on *Report on Business*' Top 40 Under 40 list and founder of Doctors Without Borders Canada, who is visiting the university in January. In February, A&S DVP Helene Cooper, author of *The House at Sugar Beach*, the Campus Read selection of 2009-2010, will address the "Search of a Lost African Child." Chuck Klosterman, noted author and cultural critic, will give a presentation in March, followed in April by Jabari Asim, editor-in-chief of *Crisis* magazine, a journal published by the NAACP. Also lecturing in April is Richard Benjamin, whose presentation is entitled "Re-imagining Social Change."

In keeping with the year's umbrella theme of "Crossing Cultures," the Humanities and Social Sciences Departments will present the film *Slumdog Millionaire* and lead discussions following it. The Science Department is offering *Gattica* and *Cane Toads* in its film series, while the Social Sciences Department will present an International Film Series featuring *Rice People* and *Water*.

There are offerings in the theater arts line-up, as well. In April, The JWU Players are presenting *Urinetown, The Musical*. The Social Sciences Department will focus on human rights in a play entitled *Songs of an Apsara*, in March.

Visual arts are given the nod in the annual A&S photo contest, *JWU>Click<Picks*, which will be on display in the Pepsi Forum in January, and the performing arts program in March will feature Pendragon presenting "Music in the Celtic Tradition."

The English Department will sponsor a variety of events: the annual Cassola Conference on the Teaching of Communication, a Poetry Slam, the annual Speak-Up contest for student orators, Gallery Nights, Plato's Café's philosophical discussion groups, and the African American Read-In. In addition, faculty members will facilitate multiple book discussion groups on the Campus Read selection. The ESL Department will sponsor its annual International Festival, which features our own international students giving presentations highlighting their home cultures.

Details for all the programming mentioned can be found in the *John Hazen White School of Arts & Sciences Cultural Life Calendar 2009-2010*.

A Passionate Message of Peace

By Deirdre Newbold

On October 20 in Pepsi Forum, Teny Gross, Executive Director of the Institute for the Study & Practice of Non-violence, and streetworker Alfred Amoury presented at the Social Action Series sponsored by the Feinstein Community Service Center and the Arts & Sciences Cultural Life Series. Focusing on the topic, "Can youth violence be prevented? Can we afford NOT to prevent it?," Gross and Amoury spoke candidly to 225 attentive JWU students about the challenge of violence in the city of Providence.

The rapt audience was asked by Gross if they know that the high school drop out rate in urban RI districts is almost 50% in some schools? Do they know that there are 1,500 gang members in Providence? Do they think about why kids join gangs? How about safety? Lots of kids as young as middle school join gangs or create gangs to feel safe. Teny Gross, a former Israeli Army sergeant, asked the question, "Is it education or environment?"

The institute's mission is to teach by word and example the principles of nonviolence and to foster a community that addresses potentially violent situations with nonviolent solutions.

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Bridging the Gap: A Symposium

By Mary Barszcz

There is exciting news! Things are evolving in a big way for What Is College-Level Writing?, a collaboration of faculty from the JWU English Department and high school teachers from Rhode Island and nearby Massachusetts who met all last year to explore answers to that very difficult question. The collaboration continued on October 8, and important decisions were made.

Composed of high school English teachers Priscilla Abrahamson (Barrington High School), Julie Lozinski (Norwood High School), Tom Hynes (Smithfield High School), Chris Nalalizia (Quincy High School), and David Tansky (LaSalle Academy), as well as JWU English Department faculty Mare Davis, Terry Novak, Valerie Balkun, Donna Thomsen, Eileen Medeiros, and Mary Barszcz, the group now has a new name and a new 2009-2010 objective. Joined together in what is now called the College-Level Writing Collaborative, these educators will spend the year preparing for a...symposium!

With the theme *Navigating the Gap*, the event will be held at Save the Bay on April 29, 2010, from 4:00 P.M. until 7:00 P.M. and will feature Deborah Gist, the controversial new Rhode Island Commissioner of Education, as the keynote speaker. In an attempt to introduce new voices to this very important conversation about college-level writing, announcements and invitations will be sent to members of high school and college English departments throughout Rhode Island and Massachusetts...and, of course to faculty at Johnson & Wales. Additionally, the event has been added to the list of approved Arts & Sciences inservices for 2009-10.

So save the date. This is a must-attend for anyone who has a stake in writing that should be, and needs to be, at the "college level." (And did I mention that dinner will be served?)

Operation Stand Down

By Scott Papp

As has become the annual fall tradition, culinary arts students enrolled in my Foundations of Leadership Studies course ventured forth to Diamond Hill State Park in Cumberland, R.I. The purpose of their visit was to give back to a group of men and women who have given much to the country – veterans. For three days, nearly 40 students participated in Operation Stand Down, a program designed to aid homeless veterans. During the event, homeless veterans (and, in some cases, their family members) were given food, clothing, shelter, haircuts, and showers. In addition to these more superficial services, doctors, dentists, and counselors were on hand to provide immediate attention to those needs which are unseen but not forgotten.

The phrase "stand down" is a military term used to imply safety, rest, and well-being, usually granted after a soldier, sailor, airman, marine, or coast guardsman has been in combat. Most young people would be understandably apprehensive about serving over 1100 meals and continual snacks out of an Army "field kitchen" to over 180 Vietnam, Iraq, and Afghanistan veterans, 100 of whom were homeless. I am proud to say that Johnson & Wales' culinary arts students are not like most young people. They showed up ready to work and provided not only meals but also a clear signal to the proud veterans that they and their efforts are respected and remembered.

Even though the students were present to fulfill their Community Service Learning requirement, the vast majority of them expressed a desire to do more for this often forgotten segment of society – credit or no credit. Hooah! (*hü-ä* or *who-ah*: a military battle cry used primarily by US Army soldiers referring to or meaning anything except no. Note: "Oorah" is the Marine Corps equivalent.)



September Gallery Night

By Paul Merluzzo

Gallery Night Providence is a free introduction to Providence's art scene! Every third Thursday of the month from March to November, the Providence art galleries hold an open house from 6:00 to 9:00 in the evening. JWU students gather at Abbott Park at 6:00 pm to participate in these events.

Due to our school calendar year, the September Gallery Night is the first of the season. On the five possible gallery nights in September, October, November, March, and, finally, April, Professor Paul Merluzzo guides small groups of students, faculty, and friends to some of the participating Downcity galleries. Twenty-five students accompanied Paul on Thursday, September 17.

Beginning with the Chapel Gallery and Labyrinth at the Matthewson Street Methodist Church, students met with artist Saberah Malik, a Pakistani woman trained in Lahore and in New York at the Pratt Institute. Her *UnGlassed* exhibit consisted of what appeared to be glass bottles of various shapes and sizes, but it wasn't that, at all. She kindly explained to students that she begins by stitching polyester or silk directly over the glass form, then heats and cools them and removes the bottles, leaving the nearly weightless silhouettes of the glass form. She then stitches a plexiglass weight to the bottom of the shape. Sometimes, she covers the glass with multiple layers of fabric so that moiré patterns develop. The tables were filled with pink, green, white, and light blue bottle shapes – ethereal reminders of the original form and content. Beautiful!

At the URI Feinstein Gallery, an exhibit entitled *Imagination! The World of Children's Book Illustrators* showcased an incredible array of children's book art, both published and unpublished. All illustrators were RISD students, and talent was evident throughout this amazing display, which included illustrations of stories from the personal to the fantastic. The color, line, form, and materials were as varied as they were skillful.

The Peerless Building held a black and white/color photography show, *Most Endangered Properties*. These crumbling structures of a bygone age are documented so that the public may help preserve architectural styles and history – advocacy through fine art. Indeed, the Peerless, itself, has been rehabbed into retail shops and lofts.

BankRI Gallery presented *Living in the Wind* by Jill Brody. Through black and white photography, Brody captures the intimate, yet epic, connection between man and land. One can almost hear the wide-open spaces in her photographs: the atmosphere, the presence beyond what is actually depicted. Lastly, students ended the tour at Copacetic Rudely Elegant Jewelry's new location at 17 Peck Street.

One can hope that more students and, especially, more instructors will participate in the future Gallery Nights.

New Mathematics Placement Method

By Mark Duston

Every fall, Johnson & Wales University faces a problem that is not unique. The mathematics preparation of incoming freshman is not adequate for college level courses.

Entering freshmen are required to take standardized computer placement testing designed by AccuPlacer. This testing is from The College Board, the same people who maintain and administer the SATs. Based on the results of this testing, students are deemed ready for college level mathematics or directed towards MATH0001.

MATH0001 Basic Mathematics is part of the Mathematics Department's effort to prepare students for college mathematics. It concentrates on 7 areas of simple mathematics: whole numbers, fractions, decimals, ratios and proportions, percentages, real arithmetic (including negative numbers), and an introduction to algebra. This course is graded S/U and is not for program credit.

Until this past year, any student placed into MATH0001 had to take either lecture sessions or self-directed sections, which covered all seven sections of this basic material.

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Campus Art Exhibition 2009-10

By Paul Merluzzo

The 2009 Campus Art Exhibition took place at the Harborside Culinary Museum from October 20 through October 22. For three days, students, faculty, and staff exhibited their artwork ranging from drawings, oils, acrylics, collages, photography, and graphics to sculpture and furniture. This year 61 entries competed for a top prize of \$100 and for 2nd and 3rd prizes of \$75.

The first place winner was Joceddy German for "Beauty Between the Lines." The 2nd and 3rd place winners were Jim Sheusi with "Borghese Gardens, Rome" and Robert Zielinski with "Autumn Rainbow," respectively.

Congratulations to all who entered and especially those who placed!

In addition to the classic media of charcoal, pencil, oils, and acrylics, this year, our local campus artists expanded their repertoires to include materials from duct tape florals to wood marquetry to glass sculpture to computer graphics. While some of the more ambitious artworks didn't place, the Cultural Life Committee applauds the scope of the entries.

The Campus Art Exhibit provides a wonderful venue for the creative sides of our JWU community. There is much hidden, unexplored talent among us that yearns for expression.

Fogarty Update

By Kaitlin Blake

Fall 2009 kicked-off a fantastic new year of the Mary E. Fogarty Elementary School collaboration with Johnson & Wales University. First and foremost, an exciting shift in leadership has taken place in this collaboration as an extraordinary group of eight JWU student leaders have assumed supervisory roles of JWU programming at Fogarty. This "dream team" of student leaders handle much of the preparation of all service-learning programs at Fogarty, assist with leading orientation and reflection sessions for student volunteers, supervise a program at the school each Friday, and meet to share their experiences and make improvements for future terms. The Fogarty Student Leadership Team is leading the way towards a new caliber of relationship between Fogarty and JWU that is entirely student-driven. These students have blossomed as leaders and are recognized as such by the JWU student volunteers they supervise as well as the children, faculty, and staff at Fogarty. More great things are to come from this group as the year progresses!

During the fall term, the following weekly CSL programs were launched for the year: Literacy Tutors; Math Mentors; USA HOORAY!; Globe Trotters; Leadership Mentoring Program, and Math Busters.

Math Busters is a new program facilitated in one fourth grade classroom at Fogarty and led by a JWU SLICE student and a student assistant from the JWU Leadership Development Center. The program leads the children through mysteries each Friday afternoon that introduce/reinforce math concepts taken from relevant state mandated testing. JWU volunteers help the children to understand each math idea being introduced and guide them through applying their math skills to solve the mystery at hand. On the fifth and final week of the program, the children are challenged to solve the "cold case," which asks them to draw upon math concepts they have learned during the first four weeks of the program. Each child receives a detective kit including a Math Busters detective badge, an engraved "JWU Math Busters" pencil, a bookmark/ruler, and a small magnifying glass. This first pilot term of the program was a success! Math Busters is scheduled to run in two different fourth grade classrooms in the winter and spring terms.

Thanks to the overwhelming generosity of the School of Arts & Sciences, Fogarty received many fantastic and needed donations during the fall term. The Science Department donated petri dishes for the school to use in a

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Refugee Summer 2009: Breaking the Cycle of Poverty through Education and Artistry

By Dorothy Abram

In collaboration with St. Michael's Church in South Providence, the AWARE Alliance volunteer students and faculty conducted an afternoon literacy and theater program for refugee youth. Each morning, from 9-12, St. Michael's staff and volunteers offered one-to-one tutoring for students in subjects that they had difficulty with during the school year. Recognizing that education is the surest method to break the cycle of poverty that threatens these children, this program was designed to advance the educational skills necessary for success.

Afternoons, from 12:00 to 3:00, a special program called BIRD TALES developed by Social Sciences Professor Dorothy Abram with English as a Second Language Professor Ann Shaw, was taught by these professors, students, and community volunteers from the AWARE Alliance. These refugee students – children from Burundi, Nepal, Haiti, and Liberia – were given opportunities to discover their cultural sources of strength and imagination through exploring the folktales of magical birds from the various countries of their origins. Turning these traditional tales into scripts for the stage, designing costumes, and practicing for performance, our refugee students put their cultural discoveries on stage in a special community performance at the end of the term.

The result was a story about a hero in search of a winged dragon's treasure. Unexpectedly, in a dazzling moment of postmodern insight, the students recognized that the captured treasure promised to induce endless conflict among the villagers – and so our hero returned the entire treasure to the dragon and told him he could go and “puff it.”

What a heroic summer experience it was!

JWU: Silent Witness Vigil/March to End the Violence

By Mari Dias

On Sunday, October 18, International Silent Witness Day, the JWU chapter of Silent Witnesses provided a candle-light vigil for those individuals who lost their lives to either domestic or dating violence. Guest speakers included Ann Burke, whose daughter Lindsay was brutally murdered by an ex-boyfriend, and Jazmine Pendergast, the cousin of Jenny Lee Bailey. Jenny Lee was killed when her boyfriend, after learning that Jenny Lee was pregnant, paid a friend to help kill Jenny Lee.

Following the vigil at Pepsi Forum, and despite the pouring rain and wind, JWU students and guests, carrying the witnesses, marched through the streets of Providence. Their final destination was the Garrahy Court Complex where students read stories of the lives and deaths of the victims. For further information on the JWU Silent Witness Chapter, please contact faculty advisor Mari Dias, at MDias@jwu.edu.

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germ demonstration, various A&S faculty members donated money for the school's health and wellness education efforts, and many more faculty and staff donated food, clothing, and money to the annual holiday drive. All donations are very much appreciated and continue to help enrich the lives of the children at Fogarty and their families.

Stay tuned for a full winter term of events for the Fogarty-JWU collaboration. Anyone interested in getting involved should contact Kaitlin Blake at kblake@jwu.edu.

Economics Joins the Arts & Sciences Family of Disciplines

By Geraldine Wagner

This year, the Economics Department officially became part of the Arts & Sciences family of disciplines. I say “officially” because those of us in Arts & Sciences have always seen our Economics colleagues as “close relatives.” After all, the principle courses offered by Economics are general education courses just as are our principle courses, and, as with the other Arts & Sciences departments, Economics offers concentrations but no major. Moreover, in addition to this curricular similarity, the location of the Economics Department on the 2nd floor of TACO has led to many friendships between its faculty and ours due to proximity as well as affinity!

It seems that this move was in the works for a while, basically because such restructuring made a lot of sense both for the College of Business and for the School of Arts & Sciences. As Dean Renaud noted when I asked her to comment on the move: “From a curriculum perspective, Econ is better placed in A&S since it is grounded in the social sciences and is considered a general education offering at J&W.” This curricular alignment has made the transition a smooth one. According to Economics Chair Bob Christopher, there have been minimal curricular adjustments necessary. Money and Banking has been assigned a finance course number (FISV3040), and the content has changed “to focus more on the finance aspects of the subject area.” The same is true of International Banking, which is now FISV3050. Bob also informed me that “a new course, Contemporary Economic Issues, was created and approved by the university and will run for the first time in fall 2010.”

There has also been a slight shift in faculty placement; Ken Rourke, formerly of Management (COB), is now part of Economics, and Christina Coles, formerly of Economics, is now part of Management. Bob explained that Christina was moved to Management “primarily to teach the international business courses since her doctorate and experience are appropriate for those courses.” He also mentioned that this change was not very drastic since Ken has regularly taught economics courses in the past, and Christina will continue to teach an economics course each term.

When I asked him, “What, for you, has been the most significant aspect of this move and why?” Bob replied, “The most significant aspect of the move is that the economics faculty members have to adjust to the culture of A&S after many years in the COB. New course outcomes need to be developed to reflect the A&S focus.” The only slightly frustrating part of the transition that he and his faculty encountered was the change of mailboxes from COB to A&S. New boxes had to be installed, but, thanks to Roger Fowler, even this was not a big problem since Roger made sure economics mail was collected and distributed – and, since this happened in summer, it was even less of an issue.

Dean Angela Renaud, who is very pleased to have Economics housed in A&S, also commented on how smooth the transition has been. “On a personal level, with the Econ Department housed in TACO, through the years, the faculty have formed natural friendships with other A&S faculty, which has made the transfer congenial.” Given this, I think I speak for all of my colleagues when I welcome Economics to the family. We look forward to seeing you at all of our Arts & Sciences holiday parties, A&S orientations, and in the faculty lounge – as usual! We are a dedicated and fun-loving faculty who do not take ourselves as seriously as we take our teaching – and we know, from all of our past and recent encounters with you, that you will fit right in!

Mousetrap - A Review

By Gwenn Lavoie

Audiences have been enjoying Agatha Christie’s *Mousetrap*, a masterfully crafted whodunit, since 1952, when it opened in London at the Ambassador Theatre. Twenty-two years later, it moved to the St. Martin’s Theatre where it remains today, as popular as ever. Millions of theater-goers have delighted in the bizarre goings-on in a snow-bound English inn where murder is on the menu and where the murderer has yet to be exposed. For a couple of hours, spectators lose themselves in the homey décor of the inn’s main lounge and watch as five weary travelers arrive in a snowstorm to take up residence at Monkswell Manor, each traveler a bit stranger than the last. JWU’s ensemble cast, all handling British accents with remarkable aplomb, did a truly marvelous job in building the kind

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Knowledge, Skill, & Reciprocal Civility By Wendy Peiffer

Ever want to scream at your students? (I have.) Do they ever want to scream at you? (I'm sure they have.) But neither of us do. We have all had students that sometimes exhibit behaviors that we don't like, that disrupt the class, and that show their disrespect for us and their classmates. At an inservice presented by JWU psychology professor Cheryl Almeida on October 26, we learned about why students sometimes act out and what strategies we can employ to successfully discourage their behaviors.

Presenting with her husband David Almeida (a professor at Bridgewater State College) and based on their collaborative book, Cheryl challenged us to get to know our students as learners: what their academic strengths and weaknesses are and how they feel about being in our (or any) classroom. Many students, often in the bottom half of their high school classes, feel that they don't belong in a classroom, and, in some cases, they feel that nothing we can do will make them feel like they belong. But, if we have a sense of humor, provide academic help, are respectful of them, and accept their differences, they can come around.

We need to understand that, just as there are differentiated learners, there are differentiated behaviors. Sometimes, the behaviors grow out of their frustrations over our failure to address their different learning styles. Moreover, students have more of a consumer attitude towards education than many of us who accepted the captive audience view of teaching during our own college days. The consumer attitude says, "Since I'm paying for it, I'll work as hard as I feel like working, and I'll do what I need to in order to earn the grade that I feel is good enough for me." That can be hard for us higher-achievers to respect.

We need to accept that our own behaviors and attitudes can have a huge effect on how the students will behave; we need to be competent teachers and avoid offensiveness (like using too much sarcasm and embarrassing students in front of others) and neglectfulness and laziness (Don't be late for class if we want them to be on time! Return their work in a timely fashion. Don't underwhelm or overwhelm them with work.) If we are civil to the students, then, often, they will be civil back: reciprocal civility. We won't scream at each other.

If reciprocal civility fails, we should consider employing the 5C's of classroom management: Clarity (Make your expectations clear); Consequences (It's not punishment); Consistency (Make clear it's not personal); Change (Move from confrontational to clinical); Caring ("People who need love ask for it in the most unloving ways")

And, finally, several of us (perhaps I should just speak for myself) learned a new phrase: "Preppin' to front." Apparently, we assume that the students are doing it even when they are not. Nothing came up on a Google search. But I am pretty sure that I don't want them to do it, and, if I am properly civil to them, and employ the 5C's, hopefully, they won't.

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of tension which can only culminate in a gory, vicious, Christie-esque crime!

Carrie Vail was particularly effective in the part of Mollie Ralston, the lovely mistress of Monkswell Manor, as was Frank Fusaro as Giles Ralston, her husband. They were completely believable as a young couple, green newcomers to the bed and breakfast game, who unwittingly provide the backdrop for a crime of revenge many years in the making. Who is the villain? Who is the victim? Quirky Christopher Wren (Patrick Caron)? Stuffy Mrs. Boyle (Alicia Albernaz)? Odd Miss Casewell (Tiffani Schmitt-Signorelli)? Retired Major Metcalf (played by a Ms. Felicia Rubin)? Peculiar Mr. Paravicini (Marc Coda)? Throw a bumbling police inspector (Shaughn Earle) into the fray, and you have the makings of a brain-teasing mystery. This reviewer, who had the pleasure of seeing *Mousetrap* in London many years ago, appreciated the comic elements incorporated into the story by the JWU cast. How many cookies (Miss Christie would have called them "biscuits!") did this little cast wolf down over the course of several performances? The gag got funnier and funnier as the performance wore on, especially as the actors carried it off with straight faces as if it were really part of the play! Funny stuff, talented thespians, a delightful few hours of complete escapism... You can't ask for more!

A Perfect Match

By Mari Dias

As a strong advocate of community service learning, Mari Dias was searching for such a project for her Sociology II students. The Sociology II course focuses primarily on specific social institutions including families, education, and government. Serendipity came in the form of Deirdre Newbold of the Feinstein Community Service Center who was looking for a group of students to take on a large project for Veazie Street School. The project contained all the aspects of the curriculum! A perfect match.

Veazie Street Elementary School is an inner-city elementary school whose families are in need of information on the services available throughout the state. In the past, Veazie administrators have had difficulty garnering parental support and attendance at their annual Community Fair, designed specifically for the purpose of raising awareness of social services. In addition, many parents do not have the opportunity to spend quality time with their children. Solution: combine activities for the children on the same evening as the fair! This would ensure that families would have an evening out together and parents could access the resources at the fair.

This project entailed three primary responsibilities: research and develop a pamphlet on the effectiveness of parents' involvement in their child's education; design a "spooky fun house" maze for the students; and research and contact community service agencies, inviting them to set up an informational table.

The entire class of Sociology II students collaborated with the Feinstein Community Service Center, Veazie Street School's Principal Susan Chin, and Veazie Street Social Worker Nancy Scorpio as they conducted a needs assessment, developed goals, and completed the project.

On Wednesday, October 28, over 250 Veazie Street students and as many parents attended the Community Fair and Spooky Fun House. Parents were afforded a variety of opportunities since more than twenty-one community service agencies signed on for the fair. The sociology students manned the JWU table where they distributed their user-friendly pamphlet, which encouraged parents to get involved with their children's education.

The project culminated in a research paper in which students reflected on their experiences and reviewed the empirical data on families, education, and governmental social service agencies.

Community Ambassadors

By Shannon Hull

Fall 2009 showed a marked upswing in students demonstrating both an interest in leadership development and a desire to participate in community service. Thus, Community Ambassadors was born. This new leadership program helps students reach their fullest potential through trainings and community and university service opportunities. There is a monthly meeting with trainings offered on topics such as Behavioral Assessment – First Things First, Know Yourself; and Communication – Please Listen to Me, which is followed by discussion. Service opportunities are shared with the group, and students are encouraged to represent JWU at off-campus events. So far, students have volunteered at WaterFire and represented JWU at fundraisers supporting John Hope Settlement House and the Women's Fund.

Recently, on a crisp winter afternoon on November 6, 11 Community Ambassadors and advisors Shannon Hull, Laurie Lapane, and Susan Connery embarked on the first of three annual service projects. The project destination was the Little Sisters of the Poor retirement facility in Pawtucket. The two hours of service went very well with five varieties of cookies being made. These resulted in a fantastic profit for the Sisters at their Holiday Bazaar. Everyone had a fabulous time, and the Community Ambassadors look forward to their next group project during the winter term.

A Teaching Conversation with Terry Novak: Lessons from the Collaborative...

By Russ Chabot

While inservices are often presented as a kaleidoscope, menu, or crazy quilt of options for faculty to choose from over the course of any given year, one part of the program that has stood out in my short tenure here has been the Teaching Conversations series, as it truly is a series presided over by the winner of a given year's Teacher of the Year award. It allows collegial exchanges with one another in ways that other venues such as hallway conversations do not. One could say that these conversations embody both the practical and the more lofty aspects of the pedagogue's side of the classroom experience. Last spring's winner of the award was the intellectually estimable Terry Novak of the English Department, and, as anyone who knows her knows, this is no exaggeration. And, I doubt that many of us have had the chance to sit in her classes, so, as one would expect, many of us have awaited the opportunity to hear what Terry would offer us.

Terry's first of three teaching conversations was entitled, "Lessons from the Collaborative: Just Say Yes!" While not addressed specifically to work in the collaborative, it did address her becoming part of the collaborative effort and what it meant for her pedagogy. Terry got things off to a high-energy start with various YouTube videos of the '70s hit "Yes, We Can Can" featuring the Pointer Sisters, Bonnie Raitt, and a Pointer Sisters remix of that same tune used as a campaign song and slogan for the 2008 Obama presidential campaign. She spoke of her reluctance, change of heart and, finally, seeing her efforts teaching with the collaborative blossom. However, the collaborative was merely a vehicle for a discussion of service and its place in our work. Terry's comments spoke to a number of the facets of service, especially the sometimes unexpected benefits of what she called "saying yes" to the request for service. Clearly, not to be underestimated are the accompanying motives of professional development and contractual and moral obligations that are central to university and college teaching and scholarship. The tone of her remarks framed service as the part of our work that is beyond pecuniary considerations as it exists in the realm of things which interest us or things which we find to be intrinsically important such as better and more effective pedagogy, research opportunities, and community engagement.

At this point, things got interesting as it was here that the gathering turned conversational. Though not a free-for-all, the exchange of ideas, perspectives, and experience was wide-ranging. However, a theme that emerged was the issue of the call to service when placed alongside the teaching load we all carry, which includes class size and time spent in class, preparation, and grading. In a related fashion, concerns were raised that it has happened when, in response to this call to service by administration, there was a great deal of effort expended by a faculty member, only for her to find that the effort wilted on the vine due to a loss of interest on the part of management. Cross-college comparisons were also made by a few members of the assembled. For instance, an anecdote was offered of an Arts & Sciences colleague who, in speaking to a colleague in another institution discovered that, while both were engaged in similar efforts such as curriculum development or governance, the colleague in the other college was being compensated for such efforts while the A&S faculty member was not. Frustrations were also expressed about entering the professoriate to pursue one's interest and a dedication to education only to feel these urges thwarted by calls to service that do not fully appreciate faculty interests. Nonetheless, we persevere out of a sense of dedication to our students and the view that education is a noble pursuit. I would be remiss if I didn't note that collegiality and conviviality were heightened by the snacks that Sue Hirst so graciously provided, especially the cheesecake.

Let's be honest. As Johnson & Wales University faculty members, we are all aware that attendance at inservices is not only a regular but a required part of our employment obligation. As is the case with all things regular and required, they offer the prospect of comfort and security against the backdrop of expected boredom and disengagement but seldom excitement, and, in this regard, inservices are no different. Of course, some of these occasions offer a respite from this seemingly binary inevitability; this was one of them. Thank you, Terry.

As a postscript I would like to make a suggestion. Up to now, the name of the award that gives the recipient the duty and the privilege to conduct the Teaching Conversation has been called the Teacher of the Year. Might we do better to call it Professor of the Year? It seems to me, and others I have spoken to, that those who really do this job well have something to profess as well as teach.

ESL Expansion Brings Diversity, Community, and Collaboration to JWU

By Ann Schroth and Emily Spitzman



In fall of 2006, there were 100 students in the ESL program, and, now, in fall of 2009, there are 300 students. The 2011 target for an increase in international students has already been met two years early. If you happened to stop by the ESL Department during testing or the first couple weeks of classes, you know what this means for our department.

There have definitely been some chaotic moments in this growth, but the students bring with them excitement and curiosity that makes the chaos seem worthwhile. Most of the students come from Mainland China, and we also have handfuls of students from Korea, Thailand, Taiwan, Turkey, Vietnam, Cyprus, Japan, India, and Uzbekistan. Despite the lack of diversity in country origin, the students are very diverse in terms of their ideology, classroom behavior, and academic readiness. Many of our professors talk about how

their Chinese students have such different perspectives on issues when given opportunities to debate or write an argumentative essay.

Many of our students have a desire to learn about American culture, and, with such an increase in numbers, we have seen an increase in participation in our activities outside of the classroom. Lindsay Valdivia facilitates many I-Club events for our students during which they discuss culture shock, intercultural issues, and many other topics as they emerge. In our ESL Department, we also offer a variety of activities for our students including service learning projects and focus groups. We have been amazed at their interest and willingness to be active participants in and outside of our classes. Each term, international students participate in the Globe Trotters' Program at the Fogarty Elementary School. Our students teach the third graders about their home countries. This program is an integral part of third grade curriculum at Fogarty, and, each term, they count on our international students' participation. It was unfortunate to have to turn so many Chinese students away from the Globe Trotters' Program. We can only accept so many Chinese students, and there was such a passionate interest in going to the school on Friday mornings.

As we guide our students toward a mastery of English for academic purposes, it is the collaborations outside of our department that really help our students make progress and understand what being in a class with mostly Americans will feel and look like. Many English classes participate in the Conversation Partner Program through the Community Service Center. Through this program, our students meet outside of class with students in English classes to chat about a variety of topics. We also pair up one of our classes on a regular basis with Amy Neeman's Communication Skills class for an in-class communication exchange and international learning experience. This fall, we also paired one of our classes with one of Michelle Morin's Advertising and Marketing classes. Michelle's class was studying what happened when Starbucks tried to introduce their products in China's market. Our Chinese students were able to give their perspectives on Chinese culture and the relatively slow expansion of Starbucks in China. They talked about how Starbucks isn't popular outside of the big cities as tea is still dominant in Chinese culture. They also explained how, from their perspectives, Starbucks should try to cater to the Chinese market by changing some of its products to appeal to their tastes, just as Kentucky Fried Chicken successfully did. They made many other insightful suggestions, engaging the American students.

Those partnerships with other classes, as well as an evolving relationship with our language learners, show us that this rapidly expanding group of international students brings Johnson & Wales not only a phenomenal international reputation but also diverse perspectives that add to an understanding of global markets, cultural identity, and common challenges in our classrooms.

In the 2008-2009 academic year, faculty in Arts & Sciences were among the first to pilot online courses through the new Office of Online Learning. Cheryl Almeida, Social Sciences, and Wendy Wagner, English, (both from the Providence campus) were in the first class of faculty to be trained to create and deliver courses using the ulearn course management system. These courses, ENG 0001 (Writing Workshop) and PSYC 2001 (Introduction to Psychology), were offered both in Winter 2008-09 and Spring 2009.

The ulearn site is Johnson & Wales University's course management system. Using ulearn's wide variety of features, faculty can facilitate discussion forums, collect assignments, host blogs, wikis, and chats, and administer quizzes and tests. The online gradebook makes it easy to manage grades and keep students updated on their current grades in the course.

In order to teach or develop online courses, faculty must first go through a training course taught by instructional designer Karen Bellnier of the Office of Online Learning. In the course, faculty are introduced to the issues surrounding online learning, explore the functions of ulearn, and complete weekly assignments in a practice course in the ulearn system.

Then, faculty who are developing new courses create a Master Course that will serve as the template for the course as it will be offered in ulearn. The Master Course standardizes the course content and structure, ensuring that course delivery will be consistent across the campuses and among different faculty teaching the course. Faculty who teach the course have the opportunity to adapt the course to their style and change up to 20% of the course content.

Generally, the faculty who develop the course will pilot the course the first term it is offered. Right now, courses are being marketed mainly to students in the Culinary Arts-Food Service Management major, but they are open to students across the university and on all four campuses. Faculty who are interested in training to teach and develop online courses should contact their department chairs.

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Message of Peace *Continued from page 7*

The institute has helped to lower crime rates in the city of Providence, particularly crimes involving youth violence. In 2006, the institute was named a "best practice" by the U.S. Conference of Mayors. The institute carries out five core programs: Nonviolence Training, the Nonviolence Streetworker Program, Youth Programs, the Juvenile Re-Entry Program, and Victim Support Services. Nonviolence Training programs are taught to kids as young as 3rd grade here in Providence.

The institute works with over 1000 Providence youth per year to create an environment with "less blame..." Gross states that they want to "...bring back civilized conversation."

The Nonviolence Streetworker Program is a group of outreach workers who serve as advocates for families in court, hospitals, schools, and on the streets. Streetworkers are recruited from Providence's diverse populations and encourage ex-offenders to serve and save their own communities. Alfred Amoury told his emotional story as a new streetworker who is on parole after 14 years in prison for murder. When Amoury spoke, you could hear a pin drop in Pepsi – the JWU students got it – his passion for the institute's work was evident.

Urban youth need people in the community who demand respect and speak the truth about violence and gangs, in other words, people who are in the trenches. Teny Gross and the streetworkers are there in the hospital right after a shooting trying to mediate the situation before there is more bloodshed. Gross and Amoury are not doing this work to be "nice guys;" they are doing it because they are passionate about nonviolence.

Throughout the presentation, JWU students listened to a message of social activism. Gross asked the students to ask themselves, "Am I going to lead a meaningful life?," and they listened to his passionate message of peace.

Following their acceptance to an academically rigorous, robust, and intense Leadership Institute, they arrived by train, plane, and automobile. They seemed excited and perhaps a bit apprehensive as they met their roommates, resident assistants, teaching assistants, and instructors. These were the people with whom they would spend the next two weeks.

“They” are 36 high school students from the United States, Belgium, and Bosnia. All are advanced placement students in all of their classes, and they hold several leadership positions including in their student senate; each will apply primarily to Ivy League schools, and all will have nearly perfect SAT scores.

Now, imagine you are the lead instructor. Might you say intimidating? Stimulating? Refreshing? If so, you are correct. The experience as the lead instructor for Duke University’s Talent Identification Program (TIP) Leadership Institute proved to be all three, and more.

On a very hot and humid Durham morning, I arrived in the classroom to greet these 36 high school students who anxiously sat, waiting for their unending curiosity for knowledge to be satisfied. Luckily, I was not alone. I was fortunate to choose my own instructional staff: Brian, my TA, who holds an advanced degree in business and leadership from URI; Alexandra, my second TA, who holds a degree in leadership from San Diego State; and my second chair instructor, Mehdi Moutahir from the College of Business at JWU.

Now what? Following lengthy introductions, lists of expectations, and basic logistics, we forged ahead. The course contained four interrelated constructs: Leadership in Theory and Practice, Leadership in Real and Imagined Worlds, Personal Leadership and Self-Reflection, and Leadership in Action (a service learning project). No intimidation, just a host of opportunities to be stimulated and refreshed. Questions posed by any member of the instructional staff were met with more than 25 hands waving, all belonging to students anxious to provide input. We also recognized that a healthy dose of competition proved to motivate the students. According to one student, who asked to be sent home on the second day, “I don’t belong here. At home, I rank number one in my class, and I am president of the debate team, the student senate, and the choir and have taken first place in all the art and academic awards. Here, I don’t fit in. Everyone is smarter than I am. I see myself in a very different way now, here where the competition is not in my favor.” This statement was made in the large group and proved to be a catalyst for catharsis providing an opportunity for open dialogue, which was germane to our construct on Personal Leadership and Self-Reflection.

The group bonded, and we persevered. Our days were filled with small group exercises, self-assessment inventories, ropes courses, and service learning at Ronald McDonald House. The students were given a budget and charged with creating a menu, shopping for the ingredients, and preparing a brunch and dinner for 50 inhabitants at the RMH. Surprisingly, this proved to be the most difficult task of all. Most of the students had never worked with a budget and had no concept of how much to purchase. “How many pounds of hamburger do we need for 100 tacos? How many eggs for scrambled?” One could see the level of anxiety increase as they were faced with an unfamiliar task. However, in class, one is amazed at the knowledge base each student possesses and the students’ ability to draw from that knowledge base and connect theories, thoughts, and insights into a large web of interconnected information.

One evening, a dozen high school students from Iraq joined us. They were visiting the United States to study civic engagement and leadership and had just returned from Washington, DC. What a wonderful, combined group to behold as they laughed and joked and exchanged Facebook information. It warmed the heart to see students from a variety of cultures and religions invested in and enjoying something as simple as a pizza party.

One afternoon, we hiked to the Sarah Duke Gardens and developed conflict producing role-plays. We videotaped the skits and roared aloud when viewing them late into the evening, amid pillows, blankets, and popcorn.

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Roger Lavoie: A Life-Long Learner

By Eileen Medeiros

“I’m not teaching full time because I was bored in retirement,” Roger Lavoie says with a laugh. “I had plenty to do in my retirement!” Roger Lavoie is one of the new full-time hires in A&S this year. He has been “retired” since 2001— if you consider “retiring” “working with a friend who owns rental apartments and, later, helping customers at Lowe’s and The Home Depot. Home improvement work is something he has always done for friends, family, and for himself, so he figured during his retirement he would enjoy working in those different venues. It was also during the early years of his “retirement” that he taught Spanish part-time at J&W Harborside.

Roger taught French and Spanish for 30 years at Portsmouth High School. But he didn’t start off as a teaching major at Providence College. Accounting was what he thought he wanted to study. “I hated it!” he says with a rueful laugh and a wave of his hand. “I couldn’t stand it!” Though interested in the sciences, physics, in particular, Roger ended up studying languages. He grew up speaking French, and many of his friends were studying language education, so Roger finished with a degree in French education. After a year of teaching at Norwood High School, Roger went back to school and completed a master’s degree in French literature at URI. It was during this time that he met Gwenn. They’ve been married now for 34 years, during which time they’ve traveled all over the world – North Africa, Europe, Central America, South America – and raised a daughter who now lives in Florida with her husband and step-son.

Roger’s work experience also includes 6 years as a guidance counselor at Portsmouth High School. He completed a master’s degree in guidance at Providence College so he could learn about students’ needs from a different perspective. He returned to the classroom for a final six years with a better understanding of education as seen through the eyes of administration, faculty, parents, and students. This year, he’s furthering his education as a member of the ESL Department. “It’s really interesting,” he says, and he finds that his numerous years of teaching foreign languages has helped prepare him well for his new role but readily admits he’s still learning a lot of new things about the English language as an ESL teacher.

What’s next on his learning agenda? Well, after he gets teaching ESL “down,” he declares, with a smile on his face and a gesture with his hands, that he wants to learn Chinese. “A fascinating language,” he says earnestly.

One of the best ways teachers can have a positive influence on their students is by being learners themselves; if Roger’s “retirement” is any indication, the students here at J&W have a great model of the importance and exhilaration of life-long learning.

Musings *Continued from page 18*

The last evening produced hugs, tears, and photos as we signed each other’s *Duke Legacy* yearbook.

The students went to a Durham Bull’s game and stayed awake until the sun rose, anxious to savor each remaining minute. In the morning, vans departed every hour to take small groups to the airport, and many were reluctant to take that last trip. They were not ready to leave.

The Duke TIP Leadership Institute Facebook page contains over 300 pictures of our experiences, and many of the students are still in contact with each other and with the instructional staff. Requests for letters of recommendation for Princeton, Duke, Brown, Yale, Stamford, and Harvard fill my inbox. One student’s Facebook page echoes the sentiments of the majority: “It was the best two weeks of my life.”

As for the instructional staff, well...we were prepared to utilize Bloom’s taxonomy in an upside-down fashion as suggested for gifted students. We revisited Vygotsky and re-entertained and re-developed pedagogues as often as we ate.

In the end, the learning that took place in that small classroom and the dorms of Duke University’s West Campus in Durham, North Carolina, during two weeks of hot, sticky, humid July weather was stimulating, refreshing, and, once in a while, intimidating. But most importantly... immeasurable.

Murder In The Name Of Honor

By Mari Dias

On Wednesday, November 11, 2009, Rana Hussein, a Jordanian journalist and author of *Murder in the Name of Honor*, spoke to a standing room only crowd at the JWU Intercultural Center. Sponsored by the Department of Social Sciences, the Feinstein Service Learning Center, and the Intercultural Center, Hussein's visit provided an opportunity to hear the inspiring story of the impact one person can have on the laws and culture of a country. What is this so called "murder in the name of honor?" According to Hussein, "Chewing gum, laughing at a joke in the street, wearing make-up or a short skirt, choosing a boyfriend or husband, or being raped by a brother. All have been cited as 'honorable' motives for murder."

As a journalist, Hussein covered a story about a young girl who was raped by her brother. The young girl became pregnant and had an illegal abortion; shortly after the abortion, her other brother killed her. All in the name of honor. Hussein stated that the cause came to her in the guise of this story; it was not a cause she chose. The story, printed in *The Jordan Times*, caused a great deal of controversy. Prior to her article, the local press shied away from addressing the issue of such crimes: the topic was considered taboo.

Despite the controversy, Hussein pursued the issue and helped raise awareness of these so-called crimes of honor. Her tenacious zeal resulted in international recognition of such crimes, and, when, in 1998, a group of young Jordanians contacted her wanting to organize a grass-roots movement, she formed the National Jordanian Committee to Eliminate Crimes of Honor. In just four short months, the committee of only eleven succeeded in collecting over 15,000 signatures demanding the cancellation of all the laws that offer leniency for such murders. The government intervened by introducing legal changes that suggested tougher punishment for perpetrators of such crimes. The committee succeeded in changing the laws; penalties for perpetrators of such crimes went from three months to fifteen years. The book jacket makes this clear. According to HM Queen Noor of Jordan, "Rana Hussein has almost single-handedly brought this crime to the public attention." Jane Fonda adds "...If enough people read this book, maybe the next time a young woman is being stoned to death for having fallen in love, someone will intervene to save her life."

In addition to serving on many global boards and committees, Hussein was named, along with the Dalai Lama, as one of the "top 50 people changing the world."

Hussein's story proved to be an inspiring example of resiliency, tenacity, and passion. She will continue to work on the front lines to make the world a safer place for women and girls. Hussein provides the world with a powerful role model, one who works to change cultural norms, taboos, and government laws.

There Are Some New Kids on Campus! By Laurel Lapane

You will find a new group of students using the John Hazen White School of Arts & Sciences classrooms on Fridays during the academic year. They are from BCLIR, a not-for-profit, peer-run organization whose mission is to provide a diverse population of mature adults with varied opportunities for lifelong learning – seminars, lectures, cultural and social events – in a pleasant, accessible environment at a reasonable cost.

Members range from 55 to 85 years of age, and, this fall, they are studying Economics and Political Policy; *The Joy of Opera II: Divas, Tenors, and Bel Canto*; *In Search of the "Perfect" Messiah*; and *From the Art House to the Multiplex: Independent Films Come of Age*. Several BCLIR members have also signed on to serve as mentors to JWU international students through the Friendship Families program, and Dean Renaud has extended an invitation to the group to attend all of the Cultural Life events held on campus.

Addressing the group during their convocation, Dean Renaud commended them on their dedication to lifelong learning and discussed the positive contributions the group will bring to the JWU community. There is a \$25 fee to join the BCLIR organization. For more information about BCLIR, go to their website at www.bclir.org.

An Ongoing Conversation

By Scott Palmieri

In the late summer, Kaitlin Blake, of the Office of Community Service, emailed a request to the English Department, asking for any faculty members who would be interested in incorporating the Conversation Partners program into their courses. Conversation Partners is one of the more popular options for the community service hours that our students must fulfill. What makes the program unique is that the service that our students complete is service to their peers. Students enrolled in the ESL program are paired with students from various courses, and the pairs meet for a total of ten hours to help our international students improve their communication skills and get acclimated to their new culture. This summer's request came with the realization that there were more international students than ever in need of this service. English faculty members Mare Davis, Terry Novak, Desiree Schuler, and Scott Palmieri have involved their students through English Composition and Communication Skills. Approximately 150 students have partnered with an ESL counterpart.

The biggest challenge of the program for the students is scheduling as partners try to juggle their busy calendars. When the meetings happen, however, there is a great experience shared. David Hood, from ESL, comments on the benefits his students report: "Many times our students come back saying that they get a lot of help on ESL work and are learning quickly what it is to be a college student in Providence and America. As you can imagine, the ESL students have a large issue with culture shock here in the States, and it appears that domestic students sometimes calm their fears when trying to understand our culture and systems."

The English students have also reported positive experiences. In a reflection paper, freshman Melissa Guzman writes, "Throughout this whole experience, I have learned so many different things about Chinese culture, but I've learned that by giving people the chance to open up, you also open your eyes to the differences that people have...I loved the opportunity I got through this experience."

There is great hope that this constructive conversation will continue to thrive for all involved.

John Hazen White, Jr.

By Scott Papp

John Hazen White, Jr., president of TACO Inc. in Cranston, member of Johnson & Wales Class of 1996 (honorary doctorate), and benefactor to the School of Arts & Sciences, appeared at the request of the JWU Student Alumni Association to give his perspective on leadership and responsibility. In a town hall meeting format, Dr. White explained to a packed Pepsi Forum how a common sense approach to committing one's time and effort not only helps others grow and develop but promotes values sorely lacking in today's society.

With a genuine passion for helping others both within and beyond his company, Dr. White learned early in his career how the reciprocal traits of honesty and trust not only help business but reinforce how leaders and followers can grow together as people. Based on the continued success of his company, his employees, and his causes, John Hazen White, Jr. has proven that, with the proper attitude and commitment, communities as disparate as businesses, educational institutions, and governments can do good and do well.

Live Online *Continued from page 17*

Additional Arts & Sciences faculty have undergone training to develop and offer online courses; these faculty include Maureen Farrell (Humanities, Providence), Matthew McConeghy (Science, Providence), Velda Iverson (English, Denver), Jim Anderson (English, North Miami), Christine Thompson (Associate Dean, Providence), Ann Kordas (Humanities, Providence), William Thralls (Mathematics, Miami), Nadine Dame (Mathematics, Denver), Emmanuil Agest (Mathematics, Charlotte), Howard Slutzky (Social Sciences, Charlotte), Lisa Smith (Social Sciences, Miami), and Janice Taraborelli (English, Denver).

In Fall 2009, courses are being offered in Writing Workshop, Introduction to Psychology, Food in Film and Literature, and Science and Civilization. In Winter 2009-2010, courses will be offered in Writing Workshop, Introduction to Psychology, and Statistics.

Collaborator-in-Chief: Terry Novak, Teacher of the Year

By Scott Palmieri

Albert Einstein once said, “Each of us is here for a brief sojourn; for what purpose he knows not, though he sees it. But without deeper reflection one knows from daily life that one exists for other people.” Such a notion could be an underlying reason for any of us who have chosen the teaching profession, but, for Terry Novak, it is most certainly a driving force behind her work in and out of the classroom. Terry’s collaborative spirit has shined throughout her career and has made her a most deserving Teacher of the Year.



“It was quite a surprise,” Terry admits, reflecting on the announcement of the honor last May at Save the Bay at the annual Arts & Sciences Faculty Appreciation Day. What is not surprising is that Terry was thinking of her other very deserving colleagues when accepting her award although her peers know how good a choice she was. Donna Thomsen, Department Chair of English, speaks of her unselfishness: “She is an outstanding mentor and is regularly sought out by her colleagues for support and guidance.” Her leadership role is merely an extension of what happens in her classroom as she embodies the collaborative spirit that she preaches, proving herself to be “a woman of words and action,” as characterized by Dean Angela Renaud.

Upon considering her tendency to gravitate toward collaborative opportunities, Terry points to the Collaborative Learning Program as a hallmark of that spirit. The program, which pairs her composition courses (English Composition and Advanced Composition and Communication Skills) with courses from another school or college, allows for both students and faculty to work together. Presently, she is paired with Paul Gounaris from the School of Business, and the collaboration extends to Ariela McCaffrey of the University Library as the team sets up assignments each term that address skills from each course. Terry credits John Hazen White, Jr. with helping to resurrect the program in its early days, and she believes that it fulfills the mission statement of the Taco Center in bringing together Arts & Sciences and Business. Fully aware of the typical student reaction to team work, Terry admits to her students, always through her honest smile, that, for her and Paul, “It wasn’t always a happy partnership” as they adjusted to the challenges of such a collaboration. However, they have come to greatly enjoy their work together, which includes not only assignment creation but classroom visits and frequent meetings to enhance the learning experience. As partners, they are a part of a team of fifteen faculty and staff members who not only work together throughout the academic calendar and beyond but attend a yearly retreat sponsored by the Atlantic Center for Learning Communities.

This program has affected her work in all of her classes. “I learned that having people work together really helps,” Terry explains. “It’s very much about getting them to work in teams and explaining how this really does end up being important in their professional lives.” Despite the inherent difficulties of teamwork, Terry exclaims, “Whether they like it or not, they’re going to have to work together!” The program helps to also remind our career-minded students that their education must be well rounded and must include the Arts & Sciences foundation. “Those who will hire want that breadth,” she asserts, and the hope of the program is that our students will continue to develop their skills across their course work. “It also helped me,” she explains, “to know a lot about residential life and the day to day life of the students,” as the two terms with the students allow for not only stronger teamwork but more substantive relationships.

Terry’s participation in the program also inspired her to advocate for the two-hour block that the program used even before the block schedule was campus-wide. “We knew it could work,” she recalls, and she worked with the Faculty Council to propose the change. Years later, Dr. Irving Schnieder, when announcing the schedule change to the council, publicly thanked Terry for her work in this effort.

Faculty Council is just one of the several committees Terry sits on. As Donna Thomsen explains, “Terry serves on

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People in the News

In mid-August, **Marian Gagnon** (English) spent 10 days on Majuro, an atoll in the Marshall Islands in the South Pacific, as part of a four-person communications team which audited and made recommendations to improve both internal and external communications for the College of the Marshall Islands. Marian was also recently awarded a \$2,000 mini-grant from R.I. Council for the Humanities for additional research and development of her next documentary, *America's Forgotten Heroine: Ida Lewis, Keeper of the Light*.

Valerie Balkun (English) conducted a working session on effective workplace writing for the Johnson & Wales University Creative Summit on June 10, 2009, at the Agawam Hunt Country Club in East Providence. The Creative Summit was a three-day conference for JWU Communications and Media Relations staff as well as Design and Editorial Web Team staff. This was a multi-campus initiative.

Scott Papp (Social Sciences) and his family experienced an education of a lifetime when they rented a minivan and covered 11,000 miles and visited 28 states, seven national parks, and numerous out-of-the-way places in just 34 days.

Richard Hoppmann (Science and Social Sciences adjunct) announces that his daughter Lori Hoppman married Chris Patterson on August 8. In addition to being Richard's daughter, Lori is also a JWU graduate.

Geraldine Wagner (English) attended the 69th Maine Writers Conference where she won three 3rd place poetry awards. She also had a number of her poems published in the Spring 2009 *Leaflet*, a publication of NEATE.

Jeffrey Baluch (ESL Institute) had his original poem "Aunt Anita" featured in *The Providence Sunday Journal* Arts Section in June 2009.

Michael Fein (Humanities) received the 2009 Abel Wolman Award for his recent book, *Paving the Way: New York Road Building and the American State, 1880-1956*. The award is given annually by the Public Works Historical Society for the best book published each year in the field of public works history. Michael travelled to Columbus, Ohio, in September 2009, to receive the award. He also had a chance to discuss his work with attendees at the Annual Congress of the American Public Works Association, an annual trade show and conference that brings together public works practitioners, industry specialists, policy makers, academics, and the latest in very large pieces of yellow earthmoving equipment.

Erin McCauley (Feinstein Community Service Center) attended the *No Better Time: Promising Opportunities in Deliberative Democracy for Educators and Practitioners Conference* at the University of New Hampshire from July 8-10, 2009. The conference was sponsored by the Deliberative Democracy Consortium and the Democracy Imperative. Erin, with **Kaitlin Blake** (Feinstein), also attended the CLP Retreat in West Hartford, CT, with thirteen faculty members from the College of Business, School of Arts & Sciences, University Library, and the Hospitality College at JWU. The collaborative attended the retreat to plan for the upcoming winter term and learn from other colleges and universities in the Northeast who work with learning communities. Additionally, with **Katie Jourdenais** (Feinstein), Erin, through the Community Action Association, an academy within the National Student Organization, advised a group of 10 students on a week-long trip to Empire and Denver, Colorado. The advisors and students spent time at an Easter Seals Camp, Rocky Mountain Village, where they built and repaired trails to make them more wheelchair accessible and also worked with adults with physical disabilities. The CAA group connected with Matt Gray and the Community Leadership Institute at the JWU campus in Denver as well as with staff members from Volunteers for Outdoor Colorado, a non-profit organization. Both contacts were instrumental in helping to plan and coordinate logistics, trail work, and other activities for the trip.

Brian McVety (English adjunct) married Elizabeth Hamlin on July 25 at the Warwick Country Club in Warwick, RI.



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People in the News Continued from page 23

All 15 faculty and staff members of the Collaborative Learning Program (CLP) attended the annual Atlantic Center for Learning Communities Curriculum Planning Retreat in West Hartford from October 21-23. This year's theme was *Learning Communities in the Community: Practicing Civic Engagement*. The CLP members **Sue Hirst, Marian Gagnon, Valerie Balkun, Paulette Levy, Eileen Medeiros, and Terry Novak** from the School of Arts & Sciences; Bernie Kenney, Christina Coles, Frank Duchala, and Paul Gounaris from the College of Business; Leslie Kosky and Bob Wahl from the Hospitality College; Ariela McCaffrey from the library; and **Kaitlin Blake** and **Erin McCauley** from the Feinstein Community Service Center – spent their time working intensively on both fall and winter term CLP projects. In addition, Kaitlin Blake co-facilitated the workshop “Finding, Building, and Sustaining Community Partnerships,” Erin McCauley co-facilitated the workshop “The Importance of Teambuilding in Community Engagement,” and Eileen Medeiros and Terry Novak co-facilitated the workshop “Integrating Civic and Community Engagement with Learning Communities.”

Eileen Medeiros and **Terry Novak** co-presented on learning communities at the New England Teachers of English conference on October 24 in Warwick. The title of their workshop was “A Collaborative Learning Program as a Means to Interdisciplinary Literacy.” Medeiros and Novak also co-presented “Collaboration: Within, Between, Beyond” at the Two-Year College Association conference in Boston on November 13.

Mari Dias (Social Sciences) spent three weeks this summer in North Carolina, teaching a Leadership Institute for Duke University's Talent Identification Program (see Musings). Following her stint at Duke, Mari attended several workshops including the CASA inservice entitled “The Rights of LGBTQ Youth in Rhode Island,” the 49th Annual Meeting of the New England Psychological Association, and the Northeast Conference for Teachers of Psychology at Worcester State College. Mari also attended the New England Sociological Association's Fall Conference at Northeastern University where she presented a workshop entitled “Memoirs as Case Studies in Teaching Introduction to Sociology Courses” and was voted in as Secretary of NESAs. Mari continues her work with the North Kingstown Senior Citizens Program and is directing a musical review. As co-chair of the JWU Players, she served as producer for the performance of Agatha Christie's *Mousetrap*, which was held during family weekend. In addition, Mari maintains her position as a CASA volunteer and has begun a new cycle of her Changing Lives Through Literature course at Men's Maximum Security Facility at the RIDOC. Here at JWU, Mari is the faculty advisor for the JWU Chapter of Silent Witnesses and was featured on Channel 12 News “Street Stories.”

Rory Senerchia (English) presented at the annual 2009 Clute Institute's Teacher's Learning Conference held in Las Vegas, Nevada. She presented “Integrating ‘Real World Experience’ into the college classroom: Enhancing Classroom Experience with Experiential Education.” Rory, along with **Geraldine Wagner** (English), also presented at the 2009 TYCA-Northeast Two Year College English Association, 44th Annual Conference held in Boston, Massachusetts. They presented “Communications and Community Service Learning: Enhancing Classroom Rigor through ‘Real World’ Experience.” Finally, Professor Senerchia and her ENG1030 Communications Skills class worked with Providence Interim Middle School (P.I.M.S) and created a community service learning project that involved Professor Senerchia's students writing pen pal letters to the students at P.I.M.S. Professor Senerchia and her students also visited P.I.M.S where they painted a mural in the cafeteria for the middle school students to recognize and to appreciate cultural differences. Jessica Torgan, School Counselor, visited Professor Senerchia's class at the start of the term to discuss problems that many students and faculty face at P.I.M.S. During week 10 of the term, Ms. Torgan re-visited Professor Senerchia's class to view problem/solution presentations based on the issues discussed by Ms. Torgan.

Dean Christine Thompson and **Maureen Farrell**, Humanities Chair, attended the AAC&U Conference on Integrative Learning in Atlanta, October 22-24, 2009.

On November 17, in what has become an annual event, **Scott Palmieri, Bill Lenox, and Mary Barszcz** (English) conducted a workshop for Culinary Nutrition students who will be applying for dietetic internships this year. In addition to facilitating the workshop during which content, format, and the need for correctness were emphasized, Scott, Bill, and Mary will be available to help students edit their application materials.

On September 20, **Elaine Hargraves** (English) ran in the CVS Caremark Downtown 5K Race with a time of 38 minutes and 41 seconds.

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People in the News Continued from page 24

Charles J. Fogarty (Social Sciences) was one of several national participants at a forum held on October 8 to discuss the role of the newly established office of lieutenant governor in New Jersey. Fogarty, who served as Rhode Island's lieutenant governor from 1999-2007, participated on a panel which discussed the role and responsibilities of lieutenant governors in other states. Later, he was a guest at the televised debate between the 3 candidates. The forum, sponsored by Leadership New Jersey, the New Jersey League of Women Voters, and several media outlets, was held at Monmouth University.

In October, **Gwenn Lavoie** (Humanities) attended the annual Rhode Island Foreign Language Association conference held at Salve Regina University in Newport. The theme this year was *The Fifth C – Embracing the linguistic richness of our communities*.

Chef **Linda Kane** and Community Service Student Assistant **Julissa Quinones** (Feinstein Community Service Center) appeared on the *Rhode Show* on July 29 to promote *Veggin' Out*, the award winning farmer's market cooking program that demonstrates delicious and easy to prepare recipes using produce found at RI farmer's markets. On September 18, Chef Kane was invited back to join representatives from the RI Community Food Bank and the Franklin Farm, a nonprofit farm in Cumberland, which has donated thousands of pounds of vegetables to the food bank.

Alexander Katkov (Economics) presented "The influence of the recent economic crisis on oil prices" at the Second International Conference, *Energy in XXI Century: Economics, Politics, Ecology*, which was held in St. Petersburg, Russia, from October 15-16, 2009. He also published "The Influence of Oil Prices on the Economic Growth in the USA" (in Russian) in *Materials of the First International Conference Energy in the XXI Century: Economics, Politics, Ecology*.

Paulette Levy (English) joined her husband Ken and several thousands across the globe, in locations such as Copenhagen, London, Paris, New York, San Francisco, Los Angeles, and places in between, at the *Learning Odyssey's* first annual SLO ART event at the Museum of Fine Arts in Boston on October 17, 2009. In Boston, 17 business people and educators from Rhode Island and Massachusetts met and enjoyed the two hour art event.

Dr. Jim Brosnan (English) attended the Concord, MA Poetry Center's author series featuring poets Annie Finch and Moira Linehan in May. Later that month, Jim attended the Seacoast Writers Association Spring Conference held at Chester College of New England in NH, where he participated in a workshop, "Contents Under Pressure: Four Word Poems," presented by poet Kimberly Cloutier Green. Also in May, he participated in the Fifth Annual CONNECT Composition Conference held at Bridgewater State College. At the end of May, Jim attended a poetry workshop led by poets Kate Chadbourne and Cheryl Perrault sponsored by the Cultural Arts Alliance held in Hopkinton, MA. From June 10-13, he attended the 15th Annual West Chester Poetry Conference at West Chester University in Pennsylvania, where he studied under poet Lisa Williams who is the Director of Creative Writing at Centre College in Danville, KY. U.S. Poet Laureate Donald Hall was the keynote speaker. From June 18-20, he participated in the Ocean State Summer Writing Conference held at the University of Rhode Island where memoirist Louise De Salvo was the keynoter. During the months of July and August, Jim participated in the Rehoboth Village Poetry Series. In August, Jim and his wife, Donna, co-chaired the 69th Annual Writers Conference at Ocean Park, Maine (Spinning Words in Prose & Poetry), August 10-14. During that conference, Jim presented a writing workshop entitled "Searching the Shore Mind." He also led the Beach Inspirational Poetry session on the beach at sunrise. The conference was attended by Johnson & Wales students and former JWU graduates. Jim presented a follow-up, a one-day workshop in October entitled "Flash Fiction: Writing It Successfully." In September and October, Jim participated in the Rehoboth Village Poetry Series and the Lakeville Library Poetry Series where he read several of his poems. During the Massachusetts Poetry Festival, Jim attended the opening night at Seaman's Bethel in New Bedford, MA. In early November, Jim attended a poetry weekend retreat *Live Free and Write* held in Sunapee, NH, and hosted by New Jersey poet Peter Murphy. His recent publication credits include: "North of Colorado Springs," "I Never Told You," and "High Noon" in the 2009 *Tidepool Anthology*; "Learning To Meditate," "Saturday Morning Sale," "Vanishing Point," and "After We Met" in *Smile*; "Where Poems Come From," "After Midnight," and "Visiting Emerson" in the *Leaflet*; "Violin Lament" in the *Aurorean*; "Practicing Scales," "Only in Daydreams," and "Walden's Message" in the *NEATE News*, the NEATE newsletter. Jim also had "A Haunting Presence," a fiction piece, published in the *Leaflet*.

Pixar Picture Popular

By Ryan Tainsh

The fall 2009 edition of the Science Film Series occurred on November 3, 2009, in the Harborside Recreation Center with the showing of Pixar's WALL-E. Approximately 25 students were in attendance for the presentation of the acclaimed computer animated science fiction film. The attendees were treated to an introduction by Laura Galligan, Science Department chairperson, presenting the major environmental and human health themes of the film. The students enjoyed another thought-provoking science film and left with a new-found perspective on sustainability and the effects of humans on our planet.

National African-American Read-In

By Tom Gaines

Over the past three years, Johnson & Wales University has been a participant with the National African-American Read-In which is sponsored by the National Council for Teachers of English. Professor Thomas Gaines, the Providence coordinator of the activity, notes that we started out with small numbers. Only a few faculty members initially participated, and we had 600 or so students involved each year for the first two years. The third year, we increased those numbers by 1000 and reported that over 1600 individuals were engaged in February of 2009. We grew so tremendously because more Providence faculty got involved, and the Miami, Charlotte, and Denver campuses joined in.

Hopefully, this year the numbers will be even larger. Please keep in mind that it doesn't require an entire class period to participate and that all members of the campus can be active in this endeavor; it's not just for the English Department. In fact, the community service office had a group of readers last year.

The 2010 Read-In will be held on Monday, February 22; plan now and put some time aside that day. Remember, as a group or class, you could read one poem, or one short story, or simply a passage that was written by an African-American author.

Email reminders will be sent to the university community on all Johnson & Wales campuses after the New Year begins.

Campus Reads *Continued from page 1*

Liberia. All of these *Campus Reads* events are designed with one goal in mind – spark interest in Cooper's memoir, encourage everyone to read her book, and, most importantly, get our campus community excited about the written word.

Many faculty have expressed interest in integrating Cooper's memoir into their courses. Certainly, the story has relevance for many classes beyond A&S, and we encourage faculty to consider adding the memoir to their syllabus or encouraging their students to read Cooper's work outside of class. The outstanding staff at University Library has created a LIBGUIDE for *The House at Sugar Beach*, and it is filled with outstanding links that will give all readers a very unique perspective on Liberia, its people, and their history. In addition, the library will also host a number of book discussions for anyone interested in participating.

How can you get involved? Read the memoir, volunteer to lead a discussion, attend a campus gathering, and come hear Cooper speak on Wednesday, February 3, 2010, at 9:20 a.m. in the Xavier Auditorium. We expect a full house on the 3rd so plan ahead and reserve a seat by calling Roger Fowler at X1400.

A complete, updated list of all *Campus Reads* events can be found at www.jwu.edu/providence/campusreads. Please check the website regularly for the most up to date events, times, and venues.

Books surely bring people together. Please join in some or all of our events to discuss, debate, and celebrate Cooper's memoir.

Stay tuned for next year's selection!

Singapore - Two Views

Singapore, 2009

By Mare Davis

As part of the Johnson & Wales partnership with At Sun-rice Global Chef Academy in Singapore, I spent two weeks there in July, teaching Communication Skills to students enrolled in the Advanced Culinary Placement course. My girlfriend Monica traveled with me, and we enjoyed every minute of our time in Singapore. Our hotel on Clark Quay was full of guests from all over the world; we ate breakfast every morning at the hotel buffet, sitting at tables next to European business travelers drinking coffee and eating croissants on one side and large Chinese families drinking spicy soup on the other. Only 40 miles from the Equator, Singapore is hot, so every day we swam in the hotel pool with Muslim women covered head to foot in complicated bathing costumes and young European girls in bikinis.



We were ready for adventure, and Singapore was fascinating; it was a new part of the world for us, exotic and beautiful, a little strange, but easy, too – everyone spoke English, the hotel staff was helpful, and the cab drivers were friendly.

In fact, Singapore was so easy and comfortable that we wanted to stretch a little; we wanted to push beyond the safety of its clean, well-tended streets and challenge ourselves to go somewhere further afield, somewhere different.

And so we planned a train trip north into Malaysia.

It was a trip we'll never forget – breathtaking views from the train of palm plantations, rainforest, and mountains shrouded in mist. Little boys waving to the train from rickety front porches, tin-roofed, rickety houses with shiny new cars in the yards, Brahmin cattle, chickens, goats, women in beautiful head scarves, and turbaned men in plaid sarongs.

We left our air-conditioned car and sat in the canteen where greasy fans turned slowly overhead, and the windows were open, letting in the damp, fragrant air. We drank strong, dark tea with condensed milk, feeling the heat of the tropics and listening to the evening call to prayer broadcast from a gold-domed mosque.

A young woman named Aisha sat down with us to be our guide, answering our questions, and telling us about her life as a student, her family from a little village near Bahau, her fiancé, and her wedding in October. A little girl in a bright green headscarf danced and sang in our car, then posed with me for her picture. A group of young boys and girls from a technical university laughed shyly and said, "We want to learn about U.S." They grouped together for a picture and took pictures of us with their cell phones.

After about ten hours of travel, we left the train at Gua Musang in the early evening. Gua Musang is a small town with several streets of Chinese owned stores, many lively "cafes" full of local people drinking bright colored fruit juices, a stand stacked with durian fruit and coconuts, a couple of suspicious looking hotels, and a Kentucky Fried Chicken. The buildings and streets of Gua Musang cluster at the base of limestone cliffs; the setting sun was brilliant. We watched a group of young boys play soccer; they reappeared later, some in long plaid sarongs, and others in baggy shorts and oversized t-shirts – everyone talking on a cell phone.

After a small walk around town and a little shopping, we sat down at the railway station for a five hour wait for our return train to Singapore. I say "station," but what I mean is an open platform, covered overhead, with rows of plastic chairs and a few restaurant tables. Local men sat around the tables, groups of young men roamed in and out. There was lots of travel activity – families with babies and little children waiting for trains or arriving to meet trains, young students arriving from school for the weekend, women in light, colorful saris and scarves car-

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Singapore Experience Continued from page 27

rying plastic bags of groceries. The sky grew dark, and we put on our mosquito repellent. More and more people arrived at the station, some curious about us, some watchful. An old Chinese man gave us some sweet, juicy langsat fruit, which we peeled and ate. We gave him an orange – he left and came back with more langsat. Everyone around us was peeling and munching.

A little later, and after the cafe tables had been folded up and pushed aside, the train arrived. We got on and climbed into our upper berths, then settled down to sleep while the train rocked and banged through the night. The sleeper car was peaceful and quiet, with only an occasional baby cry to interrupt the sleeping silence.

In the morning, we woke up with Malaysia rushing past outside the train window and drank tea in the canteen. We then arrived back in Singapore in time for an early lunch at a French bistro beside the quay. Months later now, we still feel like we are shaking off dreams.

My Singapore Experience

By Saiyeda Khatun

This past summer, I had the opportunity to teach abroad for two weeks at the At Sun-rice Global Chef Academy in Singapore. I always wanted to go in the summer, so I could take a side trip to my native country, Bangladesh. Although Singapore is only three hours away from Bangladesh by air, I had never had a chance to visit either Singapore or any other Southeast Asian country. Thanks to Chef Jack Chiaro, the faculty liaison for the Singapore program, and Donna Thomsen, my chair, I got my opportunity last June to fly with my daughter to Singapore.

Singapore's equatorial temperature, which stays almost the same year round, is not easy to adjust to. Fortunately, I kind of knew what to expect. Yes, it was hot but, thankfully, not as humid as a Bangladeshi summer normally is. On the way from the airport to Evelyn Mansions (that was our address in Singapore), the tropical landscape, with its tall and elegant palm trees, very much felt like home, except Singapore roads definitely had a first world look or even better; unlike the streets of Bangladesh, there was no sign of poverty anywhere.

Settling in after the long plane ride was pretty smooth. The apartment was spacious, homely, and comfortable. My daughter helped me figure out all the important stuff – from the metro system to technology in the classroom to how to call Bangladesh from Singapore. In addition, before my trip, my colleagues, who had been to Singapore, offered so much support and so many tips (not to mention Jack's emails detailing all the important information) that I was definitely prepared for Singapore teaching.

Talking about adventure, the culinary wonders of Singapore were inexhaustible. With my great love for rice and dry fish as well as hot and spicy food, I found Singapore to be a nice fit for me. I sampled food pretty much in every food court. When Chef Mizuho Hara, the faculty manager of the school, welcomed Chef Ray McCue, my colleague from Johnson & Wales University, and me with the school's signature drink – iced lemongrass tea – she won my heart. For lunch, Mizuho took us to the Soup Restaurant near Raffles Hotel. The name of the restaurant was no match for the many savory dishes that unfolded in front of our eyes: chicken sam sui (chicken wrapped in lettuce with ginger and garlic sauce and cucumber), braised peanuts (fried yet tender), olive rice, and leaves of sweet potato cooked in shrimp paste (my favorite). Such tasty food was the result of a fusion of Malay and Chinese cuisines. During the rest of our stay, we never ceased to wonder at the quality and the variety of Singaporean food. For Indian food, we went to Little India where my daughter and I had *biryani* served on a banana leaf; chewing *betel nut* after the meal was relaxing.

I've to add yet more on the topic of food. To offer the widest variety of food, Singapore even has a giant food court called the Food Republic where I had the best paratha and Indian tea. If you want to explore the food and culture of Singapore, you can get it all in one place. What was amazing about Singaporean food was the abundance of exotic green and leafy vegetables at almost every food stall – so much so that you can have a perfectly wholesome diet even if you eat out every day. Add to that menu sweet-smelling tropical fruits from guava to mango to jackfruit in all imaginable colors and textures.

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Singapore 2009 *Continued from page 28*

Good food needs good spices. At Sun-rite prides itself on its spice garden. A walk through the spice and herb garden was like a trip back to my childhood. I'd seen turmeric and ginger plants in the backyard of my relatives living in the villages of Bangladesh, but, although I had grown up with other Asian spices, as well, I had never seen their source. My curiosity could not be greater to find out what some of the other trees and the plants looked like; I thought bay leaf would grow on big trees, but, to my surprise, bay leaf plants are tiny. In contrast, the nutmeg trees were tall and so were the clove trees. Nutmeg and mace, produced from the same tree, are must-use spices for the royal dish, biryani. While exploring in the garden, I discovered the Kaffir lime tree and could not help but pinch its leaves for the lemony fragrance. The garden also had labels with information on health and diet. The *Ayurvedic* recipe for a balanced diet included six tastes: sweet, sour, salty, bitter, pungent, and astringent. Turmeric and ginger were listed as having properties that help people cope with tropical heat.

At the school, everybody was extremely gracious and helpful. The people of Singapore are humble, hard working, and hospitable. I can speak of my students in those terms, as well. They were eager to learn about the U.S., and I loved talking about cultures. While teaching my students there, I was also intrigued by my own cultural identity; born and raised in a South Asian country, trained in the U.S. institutions of higher education, I was a teacher representing the U.S. (Johnson & Wales, to be specific) at At Sun-rite. Very flattering, I must say. In a way, the Singapore trip helped me reflect on the ambiguity of my own identity and the journeys that had shaped and reshaped it.

Let me switch from self-reflection to shopping. Most Bangladeshi rich people go to Singapore for shopping. But there were inexpensive shops everywhere. I went to two places for bargain shopping: Lucky Plaza and Chinatown. After filling up my suitcase with pasmina shawls and summer sandals, I realized I needed to save the rest of my dollars for spending in Bangladesh.

Two weeks in Singapore offered me enough time to see most of what I had wanted to see there. But another chance would be nice. I'm already looking for international conferences in Singapore; maybe it'll happen. I know my daughter will not think twice about joining me.



Cash for Clunkers

By Bob Christopher

On October 29, Vincent Fiore, owner of Fiore Toyota of Fall River, Massachusetts, spoke at the Pepsi Forum to a group students from three economics classes about the federal government's Car Allowance Rebate System (CARS), commonly referred to as the Cash for Clunkers program.

The automobile industry is key component of the U.S. economy and was targeted by the federal government as one way to help stimulate the economy during the 2007-2009 recession.

Mr. Fiore's presentation focused on the provisions of the Cash for Clunkers program and described the impact that the program had on many elements of the U.S. economy including consumers, taxpayers, new car dealers, used car dealers, automobile manufacturers, the federal government, state and local governments, auto repair shops, auto salvage dealers, and the environment.

The program resulted in new car sales of about 700,000 vehicles while removing the same number of fuel inefficient and less environmentally friendly vehicles from the roads. Since new vehicles are also safer, consumers will benefit from greater personal protection.

Although the short-term benefits are impressive, the long-term effects on the economy are not yet known. However, one thing was clear. Students' reactions to the presentation were very positive and were reflected in there being a number of questions asked after the formal presentation was completed.

Real Lives and Dramatic Readings By Geraldine Wagner

On September 21, 2009, the JWU Players and Friends paid tribute to the victims of 9/11 by performing selections from *Twin Towers Anthology*, the well-received play by Albert T. Viola and William S. Kilbourne that celebrates the lives of those who perished on all three flights that day. The players read from over 20 of the 60 biographical monologues, which capture the spirits of so many of those fallen. The performance, held at JWU's Inter-cultural Center, drew a standing-room-only audience that was highly responsive to the series of monologues and let themselves be led from tears to laughter and back again repeatedly. Moreover, the reading intentionally coincided with International Peace Day and its objectives of promoting peaceful coexistence and respect for diversity.

Indeed, *Twin Towers Anthology* was written not only as a way of keeping alive the memory of the 9/11 victims but also with the goal of demonstrating that the attacks, though they occurred on American soil, were attacks on the world – especially when one considers the diversity of those whose lives were lost. Viola, himself a New Yorker for most of his adult life, wanted to celebrate life rather than focus on anger or hatred when he wrote this politically neutral play that steers clear of the issue of terrorism except as a human failing of understanding. Taking *Spoon River Anthology* as its narrative model, *Twin Towers* employs CeeCee Lyles, the former New York detective turned flight attendant on flight 93, as its narrator whose intermittent monologues thread together the great variety of speaker's voices into one great big, colorful quilt of humanity. At the same time, the monologues are not idealized portraits of one dimensional heroes though every monologue has a quiet heroism all its own. This is particularly true because the passengers who tell their stories are presented “warts and all.”

Because Viola is careful not to mythologize the 9/11 victims, his portraits are of complex, charismatic, flawed, and often funny individuals who are thoroughly recognizable as real human beings. Among those passengers who were brought to life on October 21 during the JWU Players' performance were CeeCee Lyles; Mohammed Salman Hamdani, an American born Muslim and one of the lost fire fighters; Eugene Clark, a sassy drag queen who loved his life in the city; Reverend Michal Judge, a Franciscan friar; Shai Levinhar, a former Israeli soldier; and Telmo Alvear, an Equadoran waiter at Windows on the World – just to name a few.

In the final words of the final monologue offered that day, CeeCee (played by Mari Dias with a smooth, enthralling Southern accent) says, “I sat down in an empty seat/ And thought about how much I loved/ My new job.” This, in many ways, typifies, at once, the dramatic irony of the situation but also the sincere satisfaction many of these people felt for what they were doing when they lost their lives. If I may say so myself, as co-chair of the theatre program, this sense of joy in the midst of tragedy was conveyed with subtlety and compassion by the JWU Players and Friends.

We plan next year to perform these monologues again in conjunction with International Peace Day. The only thing lacking in this year's reading was ambiance. Next year, we hope to start planning the event earlier, so that we can make the stage more visually compelling, perhaps with a slide show promoting peace and understanding between all people, so that, one day, such acts of terror can cease.

A Historic Lesson By Nelson Guertin

On Friday, November 6, Slater Mill in Pawtucket, RI, opened its doors to a group of Johnson & Wales University students. Forty-four students in Professor Nelson Guertin's Colonial History and World History classes were given 2 ½ hour tour of the original site of the American Industrial Revolution.

The students were first shown how people lived in colonial times before the Machine Age. This included seeing how clothes were made by hand, an onerous and painstaking process. Then students toured the water-powered mill with its dangerous machines; these machines were operated by children, who were small, easy to train, and demanded little.

Like the Johnson & Wales students, anyone taking the tour leaves with a new appreciation of life in colonial times and the problems people faced as the Industrial Revolution changed people's lives.

This year for the first time the Writing Across the Curriculum Program has begun offering one hour workshops in research writing for students at the library. On Sunday evening, September 20, ten students attended a workshop organized by Mare Davis titled, "Getting Started," which focused on reading a term paper assignment, choosing a topic, doing preliminary research, and making up a schedule for finishing the project on time. Fifteen students attended the second workshop, "Finishing Up," on Sunday, November 1, which covered avoiding plagiarism, MLA documentation, and editing tips.

Between workshops, several students kept in touch with Mare by email, asking questions and sending drafts for comment. They also visited her in her office for help with final editing. Proof of the success of the workshops arrived by email in the final week of the term, when a French exchange student wrote to say, "Thank you very much for helping me with my paper; it was very efficient because we received our grade today and I got a 100."

WAC can't promise every student a 100, but the program was certainly successful enough to continue. Watch for dates of workshops during the winter and spring.

Terry Novak, Teacher of the Year *Continued from page 22*

too many committees to name, but she has made significant contributions to all of them including University Curriculum Committee and the College-Writing Symposium." The latter is yet another form of collaboration as she and other English faculty members have met with local high school teachers in an effort to answer the difficult question, "What is college-level writing?" As Terry explains, "We're looking for a common ground and asking, 'What do we need to help each other?'" It makes sense that Terry would want to take part in such a collaborative effort, one that even reaches students before they arrive in her classroom.

Dean Renaud believes that her service has helped result in "positive change" in the university and that her work includes "old fashioned, hands-on volunteer time for her church and local community outside of JWU. "She is incapable of saying 'no' to any request," Donna posits, "from her colleagues, her community, her students." Terry recognizes this about herself, but she addresses this in her usual candid and witty way: "If everyone says no, then things don't work." Terry hopes that we can all say "yes" a little more. "You never know – you don't know what you're missing," she says, recalling her own hesitation when first participating in programs such as CLP. This call to her peers now comes in the form of teaching conversations, which she is leading this year. "Lessons from the Collaborative: Just Say Yes" runs in three parts, the first of which met this past November.

Outside of her impressive accomplishments and contributions, it is Terry's engaging personality that her colleagues most appreciate. Ever willing to share her experiences, whether for a course syllabus or this very article, Terry shows kindness in every encounter. Donna adds, "One thing not everyone might know about Terry is that she has an incredibly dry sense of humor." Perhaps it is her willingness to share a laugh that makes her such a valuable team member. Her personality stretches easily from work to home, where she cherishes her time with her son Ryan: "I have always tried to make sure Ryan and I are able to spend as much time together as possible," says Terry. Dean Renaud, recalling his frequent appearances in his mother's workplace, comments, "This young man has attended more JWU functions than any one of our graduates. I hope he's enjoying the 'college education' which began at JWU when he was 5 years old."

Terry has returned the favor by participating in her son's interest in sailing. "In order to make it possible for Ryan to take advantage of the open sailing hours at Community Boating Center in Providence," she reports, "I took nine weeks' of sailing classes this past summer. Ryan was actually the teacher of my class for the first few weeks. That was an experience!"

Whether she is taking a 5 AM swim or continuing her research of 19th century African-American and European-American women writers, Terry has found plenty to enrich the moments outside of the personal and professional collaborations she so cherishes. As Dean Renaud summarizes, "Teacher of the Year is an honor given to those who inspire us to be our best. Terry's many contributions to this end are greatly appreciated."



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A Communications Encounter: Save the Date

By Eileen Medeiros

Be sure to mark your calendars now and plan on joining colleagues from JWU and other local colleges and universities on Friday, April 9, for this year's Cassola Conference on the Teaching of Communication.

"Encounters" is the conference theme, and Chief Sachem Matthew Thomas of the Narragansett Indian Tribe is the keynote speaker. As always, this year's conference promises to be a rewarding day of learning, thinking, and talking about communication encounters in the classroom and community. For more information, please contact Eileen Medeiros at emedeiros@jwu.edu.

Math Placement *Continued from page 9*

The self-directed sections were, however, previously designed to allow students to study and submit homework assignments as the student progressed through the academic session.

At that time, the only possible option was that, on the first day of class, students who felt they were improperly placed could attempt to place out of the course and into regular 1000 level courses. It had been noted that students sometimes had partial mastery of the seven basic skills, and student criticism was often based on the realization that "I know most of this stuff," or "I already know how to do this." One possibility to help these students was to accelerate the entire course.

As part of the multi-tiered approach, students with a high AccuPlacer score are directed to the higher level courses. Students with a minimal score on AccuPlacer are directed towards lecture-based sections of MATH0001. Students with scores in between are directed towards self-directed sections of the Basic Mathematics course.

The Providence campus piloted a program directed at these non-lecture format classes. Last spring, a 28 question, multiple-choice test for Basic Math topics was developed. This autumn, the multiple choice test was administered to all of the self-paced sections. After the grading of the initial multiple-choice test, students were notified which of the seven sections they passed and on which sections they still had to complete work.

Now the course is tailored to individual student abilities, and it is not necessary for the students to work on skills they already possess. A student may only need to address one or two of the core areas to complete the course. With fewer sections to complete, the student works on the course at an accelerated rate. Preliminary results show that, while there is some initial increase in faculty workload, more students are finishing and more of them are finishing the course earlier.