



The Watershed Institute: Policy Means People

By Laura Lee Lienk

Built on the inspiration of early Moss Landing Marine Labs and Return of the Natives Restoration Education Project leaders in 1994, the Watershed Institute (WI) continues today to be an integral link between CSUMB and ESSP and the community.

One of the charters of ESSP (and thus of the WI which is part of ESSP) is to promote understanding of environmental policy and action. For the WI, policy means people. From elementary schools, to the farm, to the agency office, the partnerships that come from bringing science and community needs together ultimately lead to changing public practice and governmental policy.

For example, the Watershed Institute's CCoWS team (Central Coast Watershed Studies) is partnered with the Central Coast Regional Wa-

ter Quality Control Board in conducting water quality research in the Salinas Valley watershed. This research involves a three-phase assessment of habitat and population: 1-reconnaissance 2-habitat assessment, and 3-fish population assessment. Lead by



Dr. Fred Watson, Associate Research Director of WI, the CCoWS research team is made up of five recent ESSP graduates and four to six ESSP students who will turn their part of the project into their Capstones. Beautiful map/posters of their work can be seen at <http://science.csUMB.edu/~ccows/pubs/maps/>

ArroyoSecoPoster_020307.pdf.

Watershed Institute also partners with the School Greenhouse Program, operating 16 school-site greenhouse programs in the Monterey Area. Working with Return of the Natives (RON)

and the Garden of Learning staffs and service learning students, k-12 students and their teachers in the fall grow native plants for area restoration sites and, in the spring, organic vegetable starts for migrant farm workers who are transitioning into be-

coming organic growers. The school students then have the opportunity to go to both the wild land restoration site and the organic farm to out plant the tiny seedlings that they have nurtured in their school greenhouses.

From native seed to restoration site, or from heirloom vegetable seed to farm to your table, these Watershed Institute partnerships grow more than plants. They grow hope of a better future, they grow connections between CSUMB and future students, and they grow amazingly strong bonds between the CSUMB service learners and the community.

Faculty and staff working with these programs include, **David Takacs, Hester Parker, Cristy Cassel, Henrik Kibak, and Laura Lee Lienk.**

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Campus/Community Collaborations

By Annette March

Continuing the focus on CSUMB collaborations, this issue features a wide variety of our campus community partnerships. You will find described here a scope of partnerships that institutes, faculty, and programs engage in with our surrounding communities. The descriptions range from lists of partners to in-depth consideration of student learning outcomes offered in courses when students collaborate with and serve the community.

True collaboration, as Tom Morris has pointed out, "is not the same thing as cooperation. Cooperation [is] a multiplication of hands to get a job done. Collaboration is a multiplication of heads as well. When you collaborate with others, you partner up; you bring the best of who you are and what you know...as do your partners, and together you think and act in ways that might not have been available to either of you alone." (*The Pen Project*, 1997).

As we consider the range of community/campus collaborations we are engaged in, as described in this issue, we might keep in mind the question asked by David Muarrasse: How do we know when our community partnerships are authentic? (*Beyond the Campus*, 2002). And, we might also

ask, what is the role of service in our partnerships and collaboration?

Muarrasse suggests that we ask ourselves the following questions about partnerships we are initiating and engaged in:

- Are the partnership activities and dialogue truly driven by both the university and the community?
- Is the partnership truly benefiting both sides?
- Are grass roots community residents involved or benefiting?
- How well do community partners truly represent the issues and needs of the community?
- Has enough time been spent to build relationship?
- Are faculty, staff, and students well-trained to enter community and to work with partners with respect?
- Are community residents informed about how to approach and navigate the university?
- Is an outside mediator/facilitator being used to promote communication?
- Is there support from upper level administration?
- Are partnerships part of the big picture of university commitment, Vision, and

mission?

- Has long-term capacity been expanded?

Many faculty and staff across campus responded to my request for information and articles for this issue. Thanks to all of you for making this issue as widely descriptive as it is. My regret is that many of the other fine campus/community projects currently in action are not represented here. My hope for this issue was to illustrate not only the range of collaboration our campus engage in, but also to suggest that new and continuing partnerships might be further strengthened and enriched by becoming aware of others on campus who are already collaborating with the same partners. In this way, we might follow the lead of the Outreach Program's new approach to collaborating among ourselves in our community partnerships (see p 5).

In future issues, *Faculty Focus* will continue to feature our campus core values. The February 03 issue will feature new technologies. I encourage you to contact me about the work you are doing with technology in your courses, research, and scholarship so that this issue can widely represent the ways our campus engages with new technologies to provide student learning. ■

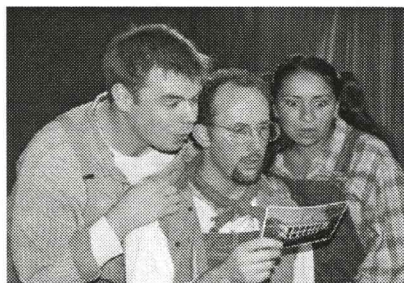
TAT Uses Drama for Community Building

By Shannon Edwards

The Institute of Teledramatic Arts and Technology and the Service Learning Institute collaborated together last Spring 2002 on a Cesar Chavez program, "Salt and Pepper." The production was part of a statewide celebration of the Cesar Chavez days of Service and Learning sponsored by a grant from the Governor's Office on Service and Volunteerism (GOSERV).

Set in 1952, "Salt and Pepper" deals with the lives of working class youth, the day-to-day struggles of migrant families, and the role of women in 1950s society. The play conveys positive messages about the benefits of knowledge and the power of young people to make change. The grant cele-

brates the values of Cesar Chavez: service to others, sacrifice, a preference to help the most needy, determination, non-violence, tolerance, respect for life, celebrating com-



Esther Rosales, Greg Pool and Jeff Silence
In "Salt and Pepper."

munity, knowledge and innovation.

Emily Gonzales of the Service Learning Institute organized the days of service. TAT faculty member **Shannon Edwards** directed the World Theater production with CSUMB students to perform for over 1200 local children ages 10 and up.

Shannon Edwards will be working in Fall 2003 with the Service Learning partner, Community Project for Youth at Marina del Mar Elementary School in Marina. TAT and Liberal Studies students studying TAT for Teaching (TAT 332S) will be using drama to create lessons on the topic of community building. ■

Share Your Best Teaching Practice

Let's learn more about each other's creative and innovative teaching practices. *Faculty Focus* invites you to share your best teaching practices with your colleagues by submitting short articles (100-200 words). You might describe your innovative techniques, strategies and approaches that facilitate student learning, as well as your analysis of their impact on students. Send submissions to annette_march@csumb.edu.

Anthropology and Education: Culture and Socialization in the Monterey Peninsula Area

By Juan José Gutiérrez

Working in collaboration with elementary schools of the Monterey Peninsula Unified School District and the CSUMB Service Learning Program, students in the Social and Behavioral Sciences Department are currently conducting their professional practice in communities of Monterey Peninsula. Students participate in this endeavor by enrolling in the course SBSC384S, Anthropology of Education, taught by Prof. Juan J. Gutiérrez.

In this research-oriented course, students study how education and culture are structuring forces in the social life of the Monterey Peninsula. As a result of this project, students will be able to better understand the role education and culture have as structuring forces of social life, and to under-

stand the social and economic factors that in turn shape the educational practice.

The collaboration in Fall 2002 includes the following schools: Del Rey Woods Elementary, Ord Elementary, Highland Elementary, Manzanita Elementary, Seaside High, as well as the alternative sites of Salinas High, Everett-Alvarez High in Salinas, and Forest Grove in Pacific Grove.

The research focus of this project is organized by the following questions: What are the basic parameters or ideals of education in the Monterey Peninsula? Education is based on principles accepted by the society: what are these principles? What is education in the Monterey Peninsula? What are its formal and informal structures? What is

the outcome of education in terms of socioeconomic opportunities? Who goes where—high school, junior college—after completing their basic education?

Students' research is expected to test a number of existing perceptions and generalizations about education in the county and are certainly applicable to the state of California and the nation at large. The prevalent perception is that formal education is deficient, and that the quality of education is directly proportional to the standard of living of the community (not necessarily directly to school income). I will ask students to question why, although contradictory to the ideal of equal access education for all, differences in educational quality and opportunities are accepted by the society. ■

Community Collaborative Studies Field Programs

By Marty Tweed

The Institute for Community Collaborative Studies (ICCS) is preparing to host the annual Collaborative Health and Human Services (CHHS) Field Mentor Orientation on September 27. This luncheon event provides helpful information and training on the mentoring process to the various health and human service professionals in our communities who serve as Field Mentors for CHHS students participating in the Field

Practice Program. At the luncheon, Field Mentors have opportunities to network with other professionals in the community who will be working with CHHS students and to talk with the faculty.

The Field Program offers students the opportunity to gain professional experience as interns through the completion of four hun-

dred or more hours in community agencies prior to graduation. Students develop knowledge and skills consistent with the CHHS Major Learning Outcomes and focus on serving populations of special interest to them. The CHHS Field Program currently has over seventy agencies located in the tri-county area approved for student placements. ■

Oral History and Community Memory

By Rina Benmayor

Rina Benmayor's Oral History and Community Memory service learning course (HCom 350S) is continuing the oral history project, "First in My Family to go to College." Students will be recording, analyzing, and archiving oral histories of first generation college students at CSUMB, offering qualitative insight into how the

campus can better serve first generation students. At the same time, the course is continuing to partner with Early Outreach programs, this year at North County High in Castroville. Students will engage in a variety of mentoring and advising activities at the high school: tutoring, college advising, personal essay writing, college application

preparation, sharing their educational life stories and mentoring prospective first generation college students. At the end of the semester, the oral histories will be archived in the CSUMB Oral History and Community Memory Archive, and students will hold a public forum to share their learning and insights with the high school and university communities. ■

(Watershed Institute con't from page 1)

This fall the long-standing Watershed Institute partnership with the City of Salinas is taking an exciting new direction. Working with the City's Recreation Department's "Safe Haven" after-school program in the Alisal District, RON staff and service learners will be conducting the City's first Environmental Service Club with 15 middle school students. Funded by grants from the Harden Foundation and the Department of Justice's Weed and Seed Program, more ties between Salinas youth and CSUMB mentors will be forged. Leaders in this program are recent ESSP grad, **Kevin Ghalambor**, CSUMB SBSC student **Maria Elena Navarro**, assisted by numerous Service Learners.

Through our many contacts in schools, agencies, farms, and with government, CSUMB students and faculty are able to truly practice "Science in Service to the Community". ■

VPA Community Partners

Museums and the Community

By Johanna Poethig

The Institute for Visual and Public Art examines the role of the artist in society and believes that the making of art is a significant social act. In Spring 2002, the Large-Scale Digital Public Art class, taught by VPA faculty Johanna Poethig and Gilbert Neri, created the Insight/Outside Museum with the Monterey Museum of Art. This unique project enabled students to learn digital arts through a content based, community collaborative practice.

Developing these types of projects and effective methods of collaborative public art practice has been central to Poethig's work for over 20 years. Gilbert Neri brings an industry knowledge of digital techniques as well as experience working in a number of different media from installation to digital imaging. Drawing on these models of reciprocal learning and the art of digital imaging, Poethig and Neri bring students and community participants together into a think tank to create innovative works of public art.

The Insight/Outside Museum linked elements of the Monterey Art Museum's permanent collection and the diverse histories and cultures of the Monterey County. The public artworks took the form of diptychs, juxtaposing work from the museum's collection with the student's original work. The exhibition had two main components. A museum exhibition showed maquettes of the much larger pieces located throughout Monterey County. The second part of this exhibit was the public presence of



the artwork at each of the locations. The exhibition was accompanied by a website as well as a tour map indicating the locations and information on each of the pieces. The Website, designed with CSUMB alumni Duane Shima, is Insight/Outside.org.

Museum in the Streets

One of the most successful parts of this project was the participation of the Monterey County community. The sites included Sunshine Freestyle Sports, Bookworm, Wells Fargo Bank in Salinas, Blue moon Trading Company, Monterey Youth Center, Blue Fin Café, Monterey Salinas Transit and more. The concept of a museum in the streets was made a reality. This kind of collaboration and exchange is the material of this artistic process through which new ways to communicate are developed as we extend our understanding of the potential of cultural practice.

This work involved a complex improvisation played out between students and their community partners that layers social, historical, theoretical, technical and artistic considerations. The challenge was to interpret the interests and issues relevant to the people involved while learning digital imaging and production in order to design public art works that work socially and aesthetically.

(con't on page 5)

High School Art Day

By Stephanie A. Johnson

For the fourth year, the VPA 300 - Major Pro Seminar class from The Visual and Public Art Institute will host an event called "High School Art Day" this December, an event funded by the Reciprocal University for the Arts (RUAP), a joint project that connects The Visual and Public Art Institute and The Music and Performing Arts Institute with community partners from Watsonville, Salinas, Seaside and Monterey.

The project began from the VPA program's philosophy of community empowerment through reciprocal relationships. Several of the course outcomes of the VPA 300 learning experience radiate from this core philosophy, including the introduction of the MLOs of the VPA program (Historical/contemporary analysis skills, community and audience understanding, collaborative and community planning, production skills, critical and evaluative skills and distribution skills) the facilitation of an atmosphere of collaboration, compassion and collegiality among the members of the VPA 300 class and the encouragement of students in the examination and formulation of their own intellectual and ethical points of view regarding social and public policies connected to issues of ethnicity, class, gender, age, sexual orientation and disabilities as related to public art.

The High School Art Day event provides a practical opportunity for students to learn the VPA MLOs in the context of activities planned and implemented by the students. Working together in groups during the Fall semester, the students plan the day's activities and menu, create and submit a budget, design T-shirts, posters and souvenirs, prepare the space, and design and distribute posters and announcements to the Seaside High School art class. Students go to Seaside High School and work with Ms. Joan Wethington, the art teacher, to get input from the students and encourage them to participate in a process of self-selection for attendance.

The event provides students a vehicle for critical and ethical reflection: How does one work with youth from the local community in a mutually beneficial manner? What are some of the considerations involved in developing and assessing cross-cultural exchange? How can we identify and then circumvent potential institutional problems such as favoritism and exclusion when we invite students from another institution? What activities could be relevant, inspiring, educational and fun for these particular youth? Where are the bridges between the VPA students and the Seaside High School students? What are some of the deeper meanings of this activity as related to contemporary social issues and their historical precedents?

The event begins in the early morning when the Seaside High School bus delivers the students to the VPA buildings. After an introduction by **Dr. Amalia Mesa Bains**, the students tour the VPA facilities. **Todd Kruper**, the Instructional Support Technician and **Vicky Gomez**, the Program Coordinator provide an inside view of the technical facilities and administrative systems which maintain the VPA program. The VPA students then present and facilitate the day's art activities. Past projects have included wire sculpting, found art sculpture creation, pastel drawing and mural painting.

(con't on page 6)

CSUMB/Community Colleges HELP Partnership

With Cabrillo, Evergreen Valley, Gavilan, Hartnell, and Monterey Peninsula Colleges, CSUMB has established the Higher Education Learning Partners (HELP) to "improve the quality and productivity of higher education."

During AY02-03, among other work, HELP plans to

- continue to build the Degree Partnership Programs at Hartnell College and Monterey Peninsula College, increasing the number of participants and to expand the program to include Cabrillo College and Gavilan College during fall 2001.
- Continue current efforts to exchange student data including demographics, success rates and other data on community college transfers. Community colleges will distribute information about CSUMB to community college students who have thirty transferable units.
- Distribute literature on CSUMB's Liberal Studies Degree Completion Program, emphasizing the 2+2 aspect of the program, for use on HELP community college campuses.
- Work further on articulation between CSUMB and the community colleges, including information about CSUMB.
- HELP also plans to continue the meetings that were initiated in 2000-2001 between the writing, science, math, technology and human services faculty and to expand the faculty collaboration emphasis to include Service Learning, Library Directors and art faculty. HELP's faculty collaborative objective is to complete or update course-to-course articulation, to explore ways to create a seamless transfer for students articulating from HELP community colleges to CSUMB, and to share curriculum and pedagogy. Each group will develop a work plan, which will include outcomes and a schedule for review by the Steering Committee.

Steering Committee meeting minutes and announcements of upcoming HELP activities can be found on their website. <http://www.csumb.edu/consortia/help/>

TLA Assessment Lunches This Semester

October 25 Please join Renee Perry to consider Formative Assessment: Fostering Learning Awareness.

November 15 Join Juan Gutierrez to discuss Summative Assessment: Extending Learning

Both brown bag sessions meet 12-1:15, TLA Bldg. 10. Bring your lunch—drinks provided.

(Museums con't from page 4)

Media literacy and the deconstruction of commercial images is central to the tactic of making public art that contradicts the relentless messages of our consumer culture advertising. By using the same medium and imitating some of its forms we, as part of diverse society whose members are mis-represented or not represented at all, are able to redefine ourselves in the public arena. The use of advertising and alternative venues for public art works is a necessary step in reclaiming our landscapes and social spaces.

In previous years the Large-Scale Digital Public Art class, under the instruction of Johanna Poethig, has worked with inmates from Salinas Valley State Maximum Security Prison, the Monterey County AIDS Project and Watsonville Community School. The Insight/Outside Museum project brought public artist Johanna Poethig and installation artist Gilbert Neri, VPA students, the Monterey Museum of Art and the wider community together in the creation of the Insight/Outside Museum—a unique public art museum.

Student Outreach Services Partnerships

The new Early Outreach Programs Office is implementing a new collaboration between two federal programs (ETS and Upward Bound and two CSU programs, CAPI and PAD) to offer a comprehensive package of motivation, tutoring and advising to a larger number of the students each program works with. The Office serves all students, with an emphasis on schools with large numbers of low-income and first generation college students.

CAPI (CSU Collaborative Academic Preparation Initiative)

- *Service:* Offers after-school tutoring and academic enrichment support, faculty development opportunities, ELM/EPT test preparation, and intense academic summer programs to increase academic performance in math and English for high school students entering CSU.
- *Full Partners:* Watsonville, San Benito, and Gonzales high schools.
- *Limited Partners:* Greenfield and Soledad high schools.

ETS (Educational Talent Search)

- *Service:* Serves 1,200 students to provide academic, career, and financial aid counseling to students to help increase high school completion rate and college participation among low-income and first generation students.
- *Partners:* High schools in Watsonville, San Benito, Monterey, Seaside, North Monterey County (Castroville), Salinas, Alisal (Salinas), Gonzales, Soledad, Greenfield, and King City.

HEP (High School Equivalency Program)

- *Service:* Offers assistance in GED completion, job-placement, transition to further education or training, and personal wellness to migrant workers and out-of-school youth.
- *Partners:* Salinas, Watsonville, Pinnacles, Ventana and King City Adult Schools and local Migrant Education Regions, Monterey County Aids Project, Even Start, Migrant Even Start, Instituto Nacional para la Educacion de los Adultos, Clinica de Salud, Women's Crisis Center, Lions Club, Citizenship Project, Hartnell College, and CET Salinas and San Jose.

PAD (Pre-Collegiate Academic Development)

- *Service:* Offers tutoring, test preparation training, and innovative faculty training opportunities to help reduce the need for remediation of future CSU students by intervening in their early education. Coordinates College Making It Happen conference to create awareness of college opportunities for middle school students and their parents.
- *Full Partners:* Seaside, Alisal and North Monterey County high schools and King, El Sausal and Gambetta middle schools.
- *Limited Partners:* King City, Monterey and Salinas high schools.

UB (Upward Bound)

- *Service:* Serves 50 low-income and potential first generation college bound students with after school tutoring, a Saturday Academy, an intense seven-week Summer Academy, field trips to colleges, universities and cultural awareness events, professional counseling and academic guidance.
- *Partners:* Watsonville High School

SOAR (Student Outreach and Recruitment)

- *Service:* Presentations to high schools and community colleges, tours of campus for visitors, assistance with admissions and financial aid application process.
- *Partners:* High schools and community colleges throughout the state.

Student Disabilities Resources Community Partnerships

By Margaret Keith

Student Disabilities Resources (SDR) has many ongoing community relationships that support students, especially with Central Coast Center for Independent Living, serving the tri-county area and Monterey College Supportive Services, who graciously conduct time-consuming Learning Disability assessments for CSUMB students who are not enrolled in other MPC courses. Furthermore, to help reduce prejudice, SDR participates in the CSUMB campus affiliate of the National Coalition Building Institute <http://www.ncbi.org/>

SDR's new Workability IV Cooperative Contract is the only formal contract between SDR and the community. It serves the mutual clients of the California Department of Rehabilitation (DOR) and California State University Monterey Bay Worka-

bility IV Program (WAIV) students, through the combining of resources. CSUMB participants include approximately 45 students who are clients of the DOR, Student Activities and Career Development, Student Disability Resources, and the Service Learning Institute. As a result of the services provided under this contract, it is expected that in AY 02-03, DOR will open 45 new cases and develop 10 new Individual Plans for disabilities.

Services are designed to assist DOR clients/students in the transition from education to permanent employment. These services include individualized career/internship placement counseling, CSUMB Student Disability Resources advisement, workshops, job search assistance and access to

various Career Development resources. The cooperative agency receives referrals from the community colleges including Cabrillo, Gavilan, Hartnell, and Monterey Peninsula, CSUMB Student Disability Resources, San Jose State University as well as other universities in the state of California, and various other community agencies.

Referrals to off campus agencies include the California State Department of Rehabilitation, The California Employment Development Department, The Central Coast Center for Independent Living, Social Security Administration, Interim, Monterey County Commission on Employment of Persons with Disabilities, and the Santa Clara County Commission on Employment of Persons with Disabilities. ■

MPA, RUAP, and the Community

Music and Performing Arts does many collaborative projects with the community, as well as with other institutes on campus. With VPA, MPA is working jointly on the Reciprocal University for the Arts Project (RUAP). RUAP works within four local communities—Salinas, Watsonville, Seaside and Monterey, to further arts education in schools and community agencies. Its main objective is to stimulate and facilitate

interaction between art programs in the community with art programs at CSUMB. Partners in this project include the Boys and Girls Club in Seaside, YWCA in Monterey, AIDS Project of Monterey County, Second Chance in Salinas, and Community High School in Watsonville.

Richard Bains (Director, MPA) has been

working with the Monterey Bay Blues Festival to arrange for more involvement of the two programs. He also met last semester with the Alisal School District to advise them in setting up Arts Education protocols. **Paul Contos** (MPA) is a co-director of the Monterey Jazz Festival's High School Music Project which conducts workshops on a regular basis in several local high schools. ■

(High School Art con't from page 4)

The presentation of the art works is a challenging and important moment in this day of activity. Last year, the VPA 300 students requested sculptures from the Advanced Sculpture class to use as inspiration for the high school students. The Advanced Sculpture students offered their

works and attended the event while providing a lively discussion as well as modeling compassionate and knowledgeable art critique. After lunch, the Seaside students exhibit and discuss their work encouraged and supported by their instructor and the VPA students.

Seaside High School students from past

years have written their letters of appreciation acknowledging their enjoyment of High School Art Day. It has always been my intention and hope as an instructor to provide inspiration, mentorship and a vision that the youth of the local communities are welcome to join the CSUMB community now as visitors and in the future as students and potentially as staff or faculty. ■

Read *Faculty Focus* Online

All issues of *Faculty Focus* (October 2001 to present) are available at the TLA website at <http://csumb.edu/academic/centers/tla>.

Personal Growth and Counseling Center Community Partnerships

The Personal Growth and Counseling Center (PGCC) have established close partnerships with the community in a number of ways in order to provide mental health services to our students and to serve the community with resources. Partnerships include:

- *Community Hospital of the Monterey Peninsula (CHOMP)* A part-time clinical psychologist provides PGCC counseling services, evaluation and assessments as needed. A major benefit of this arrangement is the admitting privileges to the best inpatient mental health care facility in the area, in case students need to be hospitalized or see a psychiatrist. PGCC works closely with the Crisis Team at CHOMP to ensure that our students are admitted and treated appropriately.
- *Monterey Rape Crisis Center* The

PGCC bi-annually participates in the crisis center's advocates' training program and MRCC provides training on sexual assault and harassment prevention and related topics to CSUMB students.

- *Planned Parenthood* provides PGCC's health education program with condoms and related materials. In conjunction with POSTPONE, Planned Parenthood collaborates with PGCC to provide training for peer educators.
- *Monterey County AIDS Project (MCAP)* provides the health education program with related materials. In conjunction with POSTPONE, MCAP collaborates with PGCC to provide training for peer educators.
- *National Coalition Building Institute (NCBI)*, Monterey Chapter. The PGCC oversees the campus affiliate of NCBI, a leadership development program

focusing on diversity awareness and prejudice reduction. PGCC collaborates on Training of Trainers programs with the Monterey Chapter of NCBI as well as offering both community and university-based diversity programs.

- *Monterey County Dept. of Health* PGCC collaborates with the Health Department's POSTPONE program, a peer health education program focusing on reproductive health, sexuality education and sexually transmitted disease prevention. Peer educators at CSUMB, Alisal and Everett Alvarez High Schools provide educational workshops on their own campuses as well as in middle schools on the peninsula. These workshops are designed to decrease the number of unplanned pregnancies and the transmission of sexually transmitted diseases among young people in the communities of Salinas and Seaside. ■

Race In The Classroom Series 1: By Annette March

How Do My Own Identities Impact How I Teach About Race?

On September 13, 20 faculty, representing a wide spectrum of institutes across campus were led by **Pam Motoike** (SLI) and **Deb Busman** (HCom) to consider this question. The session, the first of five in the TLA series "Bringing Identities and Strategies to Race Issues in the Classroom," opened dialogue, reflection, and awareness about the identities we bring with us as faculty into the classroom and the ways these identities influence our teaching about race.

The group reflected on personal histories, thinking about critical issues around race in our lives—those events and experiences that have formed the sense of self we carry into the classroom with us. Meeting in small groups to share experiences, faculty described the ways that one or two of these events affect us in the classroom,

considering these questions, in what ways do these experiences support our teaching about race? In what ways are these events "triggers" for us in our work with students in the classroom?

The whole group discussion that followed the group work continued to deepen the dialogue among the participants. Some faculty of color described ways that hurtful past experiences impact their teaching about race. Some white faculty observed the impact of their power and privilege in the classroom. Participants acknowledged the complexities of the issues about racial identities, both for ourselves and our students.

The series of 5 Race Issues in the Classroom sessions scheduled for this semester are designed to begin to address some of the important questions raised in the workshops held in

Spring 02. The 3 Spring sessions were motivated by student concerns that CSUMB faculty did not always seem well-prepared for working with race issues in the classroom, whether the issues were an explicit or implicit part of curriculums. Participants in these Spring sessions raised a series of complex issues they felt CSUMB faculty needed to address. This semester's sessions begin to address some of these issues more specifically, focusing on sharing concrete strategies for teaching about race.

On Friday, September 27, **Christine Sleeter** and **Kia Caldwell** will facilitate the second in the series (see calendar below), asking the question, "How do I help my students talk about race?" We hope you will join your colleagues for this and all of the upcoming sessions this semester to share your strategies and to further consider this crucial teaching issue. ■

Race in the Classroom Series

You are invited to attend the 3 remaining sessions of the Race in the Classroom series at TLA, Bldg. 10, 12-1:30 Fridays.

October 18:

How can I facilitate classroom racial dynamics from the position of my own racial identities?

Facilitators: Faculty of color—Stephanie Johnson and Diana Garcia, Multiracial/white faculty of color—TBA, White faculty—Henrik Kibak and Seth Pollack

November 8:

Given my own racial identities, how do I create meaningful learning about race for all students?

Facilitators: Adrian Hull and Gerald Shenk.

November 22:

How do I integrate issues about race into my discipline and course curriculum?

Recent Faculty Scholarship

David Reichard (HCom) recently published an article entitled "Forgotten Voices and Different Memories: How Students at California State University Monterey Bay Became Their Own Historians" in the March 2002 issue of the *Journal of American History* a part of the section "Textbooks and Teaching: Teaching Outside the Box," profiling innovative teaching and learning of U.S. history in general education/survey courses. The article focused on how students in HCOM 253 created a public history display for the University Center during the Spring 2001 semester which interpreted the complex multicultural histories of what became Fort Ord. Research for the article was supported by an action research grant from the Center for Teaching, Learning and Assessment.

Will Shephard (Director, TAT) is preparing to make his directorial debut in the Monterey area with a new teledramatic play, *FLATFISH BLUES*, co-authored with Florida State anthropologist Bruce Grindal. Based on a short story by Grindal, "Redneck Girl", the play explores the life of its central character as a story being told to a stranger on a Greyhound bus, traveling between Lake City, Florida, and Tallahassee. The unique "teledramatic" approach to theater combines elements of film, video, and live performance to produce a captivating story of courage and redemption. "The play speaks to Central Coast audiences about racial intolerance, mixed racial parentage, a woman's determination to succeed on her own, and the hope of finding the family she feels she's never had," explains Shepard. The play involves not only characters on stage but also film sequences shot on location in Florida by Shephard. The play runs November 20-24 at the World Theater.

Diana Jones (Field-Based Teacher Ed) has recently written and edited a publication for the Santa Clara County Office of Education entitled "English Language Development: Standards in the Classroom." Her publication is currently being used by school districts as a resource for K-12 teachers in designing English Language Development (ELD) lessons to align with the new California ELD standards.

She also recently presented sessions on "Aligning ELD Lessons to the Standards" at the International Association for Supervision and Curriculum Development Conference in San Antonio, Texas and at the California Association for Bilingual Education Annual Conference in San Jose.

In June, **Johanna Poethig** (VPA) presented her digitally designed work and the work of VPA's LargeScale Public Art class at the Art Institute of Chicago. The event was a National Endowment for the Arts sponsored conference for high school art teachers from

across the United States.

Poethig has just completed a ceramic mural for the Ted Fairfield Park in Dublin, California. This work titled "Birdwatch" is a 200 foot long ceramic tile mural with a hand built 4 foot bird at the center and hand painted birds of California set throughout the multi-fired tile. She also recently completed the mural "Sign of Spirit/Symbol of Survival" for New York State's St. Lawrence University's Art Center. This mural process involved student collaborations in research on public art and images of diversity. Students participated in an electronic discussion with the artist on concepts of diversity for the mural design, and participated in the final creation of the mural itself. The images of this mural are drawn from the landscape, history and social context of its site.

This last summer, Poethig, in collaboration with composer Chris Brown, created the installation "Marking Time" using sound, LED text, video and window transparencies at the Headlands Center for the Arts in the Marin Headlands. This work investigates the many overlapping ways in which people keep track of time; from calendrical systems to daily activities, biological time, linear or spatial perceptions of time.

Frauke Loewensen (WLC) presented last May at the 2nd Annual Colloquium For Lecturers, By Lecturers at Cal Poly Pomona. Her presentation featured project-based learning in the Foreign Language classroom. She also received a scholarship to participate this past summer in a one-week workshop on Topics in Foreign Language Testing on the Web sponsored by the Language Acquisition Resource Center at San Diego State University.

Marsha Moroh (Dean, SMART) was recently awarded the President's Medal for seven years of "day-to-day leadership, mutual respect, scholarship and community involvement."

Ilene Feinman (HCom) presented in an American Political Science Association Short Course entitled "Activism, Research, and Teaching: Living A Meaningful Life in the Academy" at the APSA annual meeting in August. This semester she is piloting a version of HCOM 260: Politics and Participation with 80 students. In this course she is exploring the use of small to large group organizing to test seminar style at lecture hall size. Stay tuned!

Caitlin Manning (TAT), **Julie Shackford Bradley** (Global Studies), **Steve Levinson** (TAT) and **Michelle Riel** (TAT) are working with students to produce another segment of the "Global Wake-up Call" series.

The first two episodes of the "Global Wake-Up Call," "Roots of the Current Crisis," and "Media at War," were procured this summer by Free Speech TV for national satellite distribution. The second episode was produced by two TAT students, **Soua Her** and **Timothy McCarley**. A screening of the first show took place in San Francisco at Artist Television Access on Sept 11. Edited-down versions of both episodes are available to any faculty/student at CSUMB.

Josina Makau (HCom) was recently honored as Scholar of the Year for Excellence in Ethics Education for the Mind, Heart and Soul by Duquesne University. The university honors individuals who have made significant contributions to the field of ethics education.

Paul Contos (MPA) conducted and performed with the Monterey County High School Honor Jazz Orchestra in summer 2002 at Jazz Festivals in Austria, Switzerland, and Italy.

In April, 2002, Paul performed at the CSUMB Heritage Festival as featured soloist in a special concert, performing with the Bill Berry Big Band (alumnus of Duke Ellington Orchestra), in an all-Ellington program in tribute to the Duke.

In the last year, Paul has performed concerts and held workshops in Crested Butte, Gunnison, Alamosa, and Denver Colorado as part of California Arts Council's Touring Roster, with the Juan Sanchez Ensemble and has performed concerts and held workshops in 18 schools in S. Lake Tahoe Basin as part of California Arts Council's Touring Roster, with the Juan Sanchez Ensemble.

In March, Paul, as Artist-In-Residence, was a featured performer, educator and soloist at the Graded Jazz Festival, Sao Paulo, Brazil. Paul also serves as a mentor in Monterey County for Monterey Arts Academy. His recently completed book on jazz saxophone, contracted by the Monterey Jazz Festival, will be published in 2002.

Aside from team-teaching ESSP 305, **Ernesto Franco**'s day job is in the Department of Ecology, Center for Scientific Research and Postgraduate Education of Ensenada (CICESE), a Mexican government institute. For many years, Ernesto has coordinated a binational team of scientists who work on the Sierra San Pedro Martir, located some 150 miles south of the border in Baja California, and hosts Mexico's only Californian-type conifer forest. The team proposed the re-introduction of California Condors as a way of rallying interest among local inhabitants in the conservation of the mountain. Six condors have now arrived at an aviary built this past summer on the mountain's western ridge. The mountain's old-growth forests, which

More Recent Faculty Scholarship

have never experienced Smokey Bear-style suppression of natural fires, were threatened by logging but the aviary was constructed at the site of the former logging concession. The ranchers who previously were hoping to profit from the logging now see much more potential benefits from tourists hoping to get a view of condors flying overhead.

Ernesto also has a collaborative project with the US Forest Service that involves mapping natural forest fires through remote sensing using a digital scanner aboard a specially modified airplane. In the southern part of this mountain, where the forest grades off into the desert, there is a unique region where are found more than 150 oases inhabited by Blue Fan Palm, an elegant species found only in Baja California. It is likely that a few oases in this remote roadless region have never been visited by humans or their domestic animals. Ernesto's research involves exploring this region for pristine oases and discovering possibly undescribed species of plants and animals.

Deb Busman (HCom) recently won the \$1500 national Astraea Foundation Writers Fund Award for Fiction.

This summer, supported by funding from the Texas Council on the Humanities, **Caitlin Manning** (TAT) and co-director, Erin Sax completed principal shooting on their documentary-in-progress "The Prison Radio Show," an independently produced one-hour documentary about a remarkable call-in radio program that reaches tens of thousands of inmates in Texas prisons. *The Prison Show* offers an intimate and complex look at America's criminal justice system, addressing in particular the issues of retribution, institutionalization, redemption and the human capacity for forgiveness and rehabilitation. Directors Manning and Sax believe the *Prison Radio Show* broadcast provides a unique example of a disenfranchised community empowering itself through grassroots activism.

Students have been incorporated into this project in a number of ways: as sound recordists on location in Texas and as editors and editing assistants. Last semester one student from TAT made a fund-raising trailer for the documentary as part of his TAT Capstone.

"The Prison Show" is fiscally sponsored by San Francisco's Film Arts Foundation and is co-sponsored by TAT. The film has also received support from CSUMB foundation. The co-directors are now in the process of fund-raising for post-production.

At the American Association of Higher Education Assessment Conference in Boston last

June **Amy Driscoll** (TLA) and **Annette March** (HCom) presented a session on "Using Best Practices in Program Review: Expanding Implications Across the Campus Context." Also at this conference, **Swarup Wood** (ESSP) and Amy led one of the new Communities of Practice on "Assessment of Outcome-Based Education."

In Portland, Oregon at the Fifth Annual Continuums of Service Conference, "Activists, Intellectuals, Servants Together: Engaging Campuses with Communities," several campus faculty and students presented sessions last April. **Pamela Motoike** (SLI) and **Judith Flores** (SLI) co-facilitated in a Roundtable on Race and Service-Learning. Along with Judith, students **Angela Bignon**, **Lisa Wakefield**, **Tamara John**, **Bridgette Allen** and **Ruth Rodriguez** presented a session entitled "What's Critical about Critical Reflection? Perspectives for Student Leaders in Service-Learning."

Seth Pollack (Director, SLI) at this same conference presented a session, "Making Civic, Social, and Moral Learning a Legitimate Focus of Your Service-Learning Course."

Jim May (Founding Dean and Professor) has been appointed to the board of directors for AISES, the American Indians Science and Education Society, perhaps the most prestigious AmerIndian professional society in the United States. He will be installed to the board in Tulsa in November.

Ruben Mendoza (SBSC) has recently published several articles in *The Encyclopedia of Food and Culture* (forthcoming Fall 02) including "Maize: Natural History of Maize," "Maize as a Food," and "Swidden." He has also contributed to *Latinas in the United States: An Historical Encyclopedia*, edited by Vicki L Ruiz and Virginia Sanchez Korrol and currently in press at Indiana University Press. His article is "Epfania de Guadalupe Vallejo, 1835-1905 Mexican-American Pioneer Photographer."

Ruben has also published two recent book reviews in *Hispanic Outlook in Higher Education*. He reviewed Douglas Monroy's *Thrown Among Strangers: The Making of Mexican Culture in Frontier California* and Daniel Cooper Alarcon's *The Aztec Palimpsest: Mexico in the Modern Imagination*.

Ruben is currently involved in producing a three-part video series in anthropology for Prentice Hall. He is scripting, storyboarding, and hosting the series that will encompass the areas of archaeology, biological anthropology, and cultural anthropology. The project is

scheduled for release with college and university level textbook in Fall of 2003.

Rafael Gomez (WLC) recently represented CSUMB at the CSU/Queretaro Faculty Partnership Seminar held in Queretaro, Mexico. He has also recently published several articles, including "How to Make the Transition to an Online Learning Environment" in *DigitalStream Conference Papers*; "Can We Get Tenure While Teaching Online Language for Professional Purposes?" in *Global Business Languages*; and "Guidelines for an Online Spanish Course for the Professions" in *CIBER 2001: Explorations in Business Language Communication*.

Lyn Bronson, (MPA) continues to play a strong role on the Monterey Peninsula as an arts advocate and advisor for several arts presenting organizations.

He is Editor of *Peninsula Reviews*, a web based journal that principally reviews concerts on the Monterey Peninsula and in central California, but last summer was extended to review events at the Salzburg Music Festival and the Mozarteum in Salzburg.

Lyn is also Books & Recordings Editor of *The California Music Teacher*, a quarterly in-house publication of the Music Teachers' Association of California that has 5,000 subscribers in California, approximately 25% of whom are on faculties of institutions of higher learning.

During the past twelve months he has been active as a performer, playing chamber music and duo-piano recitals with his wife, Renée, also a pianist. Every other year he performs a piano concerto with the Monterey Peninsula College Orchestra. The most recent performance was in May 2001 as soloist in the Schumann Piano Concerto.

He is currently the music critic for the *Salinas Californian*.

James Ferguson (MPA) is on the verge of publishing his fifth jazz guitar book, *All Intros & Endings For Jazz Guitar*, which includes a wealth of ending chords, vamps, devices, and more extended intros and endings for jazz tunes—subjects of intense interest to musicians. James' popular, acclaimed books are published through his own company, Guitar Master Class, and are distributed by Mel Bay Publications, the largest publisher of guitar music in the U.S. James is also in the process of recording a CD of his own solo guitar compositions, one of which has already been licensed for commercial purposes. ■

New Faculty Community Tour

By Christopher Lee, – Hcom Senior and USA and
Tania D. Mitchell, Coordinator of SLI

On Wednesday, August 16, 2002, a bus filled with new (and a few returning) faculty and student leaders departed from the University Center destined for East Salinas. This "faculty bus tour" was designed to familiarize CSUMB faculty with areas in the county where they might not have been naturally inclined to go. Tour coordinators and guides, **Seth Pollack** (SLI) and **Laura-Lee Lienk** (Watershed Institute), introduced 30 CSUMB faculty and 10 student leaders from the University Service Advocate (USA) program to the historical, environmental, cultural, and contemporary issues of the Salinas Valley.

The goal of the tour was to familiarize faculty members with East Salinas and the issues facing the Salinas Valley. In addition to the commentary of our tour guides, the tour made several stops in Salinas, includ-

ing Natividad Creek Park, Hebron Heights Community Center, and the Center for Community Advocacy. Several members of the community were present to provide insight into the assets and resources of East Salinas and to introduce our CSUMB faculty to opportunities for involvement in different community groups and initiatives aimed towards positive change.

From Hebron Heights Community Center, the faculty members were taken on a walking tour along East Market Street to explore the community and to discuss how the assets and resources of East Salinas might be incorporated into their curriculum. The USAs served as tour guides for this portion of the trip, introducing faculty to community murals, local shops and restaurants, and the work of the Central Coast Citizenship Project. The USAs also shared their experi-

ences with service learning and discussed how the opportunity for community involvement through the CSUMB service learning requirement impacted their student experience.

Besides learning about the surrounding community, faculty and students were able to engage and interact outside the classroom in a dynamic that was both casual and fun. It was a unique opportunity that allowed students to impart their knowledge and experience to faculty...a role reversal for some of the USAs who are now students in the classes of the same faculty members from the tour. The faculty- student dialogue gave the faculty a chance to hear about CSUMB and the Salinas Valley from a student's perspective. This interaction between students and faculty was for some participants, the highlight of the trip. ■

Building Community at New Faculty Orientation

By Amy Driscoll

On August 13th, thirty-one new faculty came together to explore the complexities of being a member of the CSUMB community. The new faculty group was evenly split between part-time faculty and tenure track hires, with representation from the Colleges of Science, Media, Art and Technology (10) Arts, Humanities and Social Sciences (7), Collaborative Education and Professional Studies (5), Service Learning (1) ProSeminar (2), Library (2), and Academic Technology and Media Services (2). The orientation focused on community building among new faculty and the campus to bring new faculty into the CSUMB culture.

The new faculty participants spent their first morning describing what they bring to our academic community and the implications of our Vision for their teaching and other support for students. The introductory session was followed by a whirlwind of campus tours, information services on the library, technol-

ogy and media services, benefits and payroll, RTP and evaluation, OBE, Service Learning, our academic program model, and a community trip. Student University Service Advocates accompanied and ori-



ented the new faculty as they toured Salinas and the surrounding area.

ASAP faculty and staff hosted a Hawaiian barbecue in their new location for new faculty, and a reception was also held for new faculty to meet campus administrators at the Center for Teaching, Learning, and Assessment.

New faculty bring fresh enthusiasm, new insights and perspectives, and a wealth of expertise and experience to our campus. We wholeheartedly welcome them and support their transition to CSUMB.

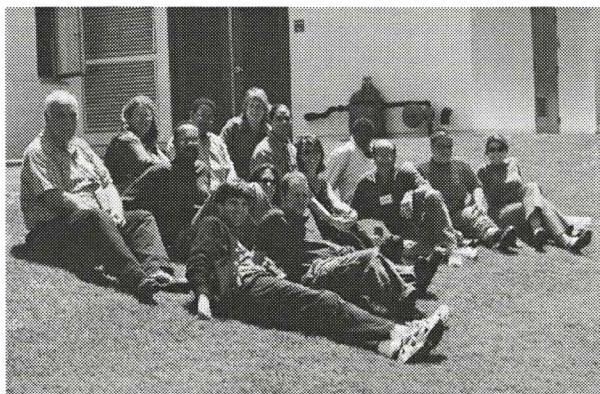
The planning committee for New Faculty Orientation included **Mike Albright, Troy Challengler, Amy Driscoll, Dennis Hungridge, Seth Pollack, Mary Roberts and Bill Robnett**. The orientation program was supported by the following colleagues: **Laura Lee Lienk, Eleanor Funk, Renee Curry, Dan Shapiro, Ilene Feinman, Renee Perry, Sharon Anderson, Wes**

Scheibly, Betty McEady, Colleen Mul-lery, bobbi bonace, Dino Latino, Randy Maule and Pam Motoike. ■

ProSeminar 100 Summer Institute

By Renee Perry

This year was the third annual First Year Program Summer Institute. Faculty met for five days to reflect upon last year's ProSeminar 100 program and to continue to develop curriculum and pedagogies for the program and for their individual classes. On Monday, faculty from the Writing Workshop and ProSeminar 100 met and learned about program changes and developments. Student and faculty resources took over on Tuesday, and faculty were given presentations by Disability Resources, Residence Life, Career Development, Library Instruction, and ASAP. Wednesday and half of Thursday were dedicated to a curriculum development,



assessment, and a learning activities workshop led by Amy Driscoll. On Thursday afternoon, T. Aaron Hans led a series of exercises exploring social identity and diversity. We spent Friday morning discussing issues that had arisen over the week, including the course wide expectations for student work, especially reading and writing. The Service Learning Institute made a presentation, Friday afternoon. Although this institute was two days longer than last year, there was hardly enough time in this full week to cover all the new developments and certainly not enough time for thought and reflection. ■

New Books in the Teaching, Learning and Assessment Library

Come and browse and feel free to check out books.

Baxter-Magolda, Marcia (2001). *Making their own way: Narratives for transforming higher education to promote self-development*. Sterling, Virginia: Stylus Publication.

Bolton, G. & Heathcote, D. (1999). *So you want to use role-play? A new approach in how to plan*. England: Trentham Books.

Boud, D. & Cohen, R. & Sampson, J. (2001). *Peer learning in higher education: Learning from and with each other*. London: Kogan Page Limited.

Boud, D. & Feletti, G. (2001). *The challenge of problem-based learning*. London: Kogan Page Limited.

Duch, B.J., Groh, S.E. & Allen, D.E. (2001). *The power of problem-based learn-*

ing: A practical "how to" for teaching undergraduate courses in any discipline. Sterling, Virginia: Stylus Publications.

Fry, H., Ketteridge, S. & Marshall, S. (1999). *A handbook for teaching and learning in higher education: Enhancing academic practice*. London: Kogan Page Limited.

Hertel, J.P. & Millis, B.J. (2002). *Using simulations to promote learning in higher education: An introduction*. Sterling, Virginia: Stylus Publications.

Jaques, D. (2000). *Learning in groups: A handbook for improving group work*. London: Kogan Page Limited.

Kember, D. (2000). *Action learning and action research: Improving the quality of teaching and learning*. London: Kogan Page Limited.

Jon, Lee (2000). *Brothers in the academy:*

Up and coming black scholars earning our way in higher education. Sterling, Virginia: Stylus Publication.

Mabokela, Reitumetse & Gre, Anna (2001). *Sisters in the academy: Emergent black women scholars in higher education*. Sterling, Virginia: Stylus Publication.

McGill, I. & Beaty, L. (2001). *Action learning: A guide for professional, management and educational development*. London: Kogan Page Limited.

Moon, J. (1999). *Learning journals. A handbook for academics, students and professional development*. London: Kogan Page Limited.

Race, P. (2001). *500 tips on group learning*. London: Kogan Page Limited.

Weimer, M. (2002). *Learner-centered teaching: Five key changes to practice*. San Francisco: Jossey-Bass. ■

TLTR Teaching and Learning with Technology Roundtable

By Juan J. Gutierrez

The TLTR has started its third year of reflection on the use of technology in teaching and learning with a very well attended session on September 6th. In this session, Cindy Lopez and Arlene Krebs presented information on the CSUMB Research and Demonstration Grants Concerning Wireless Technologies.

The central presentation of the session was conducted by WLC Professor **Rafael Go-**

mez on best practices in teaching and learning with technology on campus. He proposed the creation of a learning community of teacher-scholars interested in the different applications of technology in the classroom. The learning community would make our teaching public by sharing with our colleagues our reflections on what we do as teacher-scholars and encouraging critical and professional evaluation of our work. Rafael provided an example of a problem

common to many online classes, describing how he dealt with it by following a process of identifying the difficulty, gathering documentation, proposing a solution, implementing the solution, evaluating the results and finally sharing that information with others.

If you are interested in participating in TLTR, contact Troy Challenger at extension x3056. ■

Scholarship Opportunities

New Journals Call for Articles

Theory and Research in Education, a new journal on theory and research in education, will publish theoretical, empirical and conjectural papers contributing to the development of educational theory, policy and practice. The journal is interdisciplinary and welcomes contributions from philosophy, including analytical, moral, and political philosophy, political science, law, sociology, history, and psychology.

The new journal intends to promote fruitful dialogue across the disciplines and to provide an alternative to the prevailing forms of educational theory and philosophy; to bring theory that is informed by the standards of the disciplines to bear on issues of educational policy and practice, and to do so in a way that is appropriately informed by empirical research.

Articles for publication are invited for early issues. Inquiries and expressions of interest should be sent to the editor.

Mitja Sardoc
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Gerbiceva 62
1000Ljubljana, Slovenia
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The Service-Learning Review, a new journal that will promote the expansion and improvement of service-learning programs across the U.S. intends to provide a forum for the recognition and exchange of service-learning practices, and resources across diverse settings: communities, schools, colleges and universities and Tribal Nations.

The journal will publish manuscripts that share new perspectives based of replicated practices, evidence-based studies, or analysis and reflection on key service-learning policy issues.

For inquires, visit www.servicelearning.org/library/journals/nslc_journal/index.html or call 866-245-7378.

Send submissions to Barbara A Holland, Director nslc@servicelearning.org.

The CSU Institute for Teaching and Learning invites submissions to *Exchanges: The Online Journal of Teaching and Learning in the CSU*, a peer-reviewed research publication. Faculty are encouraged to submit their teaching and learning-related articles and creative works at any time. The journal adds new articles to the website on an ongoing basis.

For information regarding the submission process and technical requirements, contact Dr. Christine Mallon, Editor, at Exchanges@calstate.edu or call 562-951-4752 or visit the *Exchanges* website at <http://www.calstate.edu/tier3/itl/exchanges>. ■

Write Exchanges Book Reviews?

Exchanges, The Online Journal of Teaching and Learning in the CSU, extends an ongoing open invitation to all colleagues to write book reviews and to submit manuscripts featuring CSU perspectives, teaching innovations, and research on teaching and learning.

You can read recently published reviews of several new books of interest at [<http://www.exchangesjournal.org/>].

www.exchangesjournal.org/].

- Donald L Finkel, *Teaching With Your Mouth Shut*. Reviewed by Ann K. Kegley, CSU Bakersfield.
- Stephen Brookfield and Stephen Pre-skill, *Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms*. Reviewed by Paivi Hoikkala, Cal Poly Pomona.

- Donald Bligh, *What's the Use of Lectures?* Reviewed by Jeffrey Bell, CSU Chico.
- John M Braxton and Alan E. Bayer, *Faculty Misconduct in Collegiate Teaching*. Reviewed by J. Cynthia McDermott, CSU Dominguez Hills.
- Rosemary Caffarella, *Planning Programs for Adult Learners*. Reviewed by Janice Schultz, San Diego State University. ■

Provost Diane Cordero de Noriega Offers RPT Perspectives

On September 20, Provost **Diane Cordero de Noriega** talked with faculty about Retention, Tenure and Promotion Review issues at a session sponsored by TLA and hosted by **Colleen Mullery** (Director, IMIE).

In this session, attended by 28 faculty from across campus, the Provost offered ways for faculty approaching RPT reviews to create successful portfolios for RPT reviews and to avoid the pitfall and omissions of unsuccessful portfolios. She described Boyer's forms of scholarship upon which CSUMB's RTP policy is built and provided examples of the scholarship of teaching, discovery-creative expression, application and service and illustrated ways to provide convincing evidence of each. ■



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