

Vision Re-Affirmed on Welcome Day



CENTER FOR TEACHING, LEARNING, AND ASSESSMENT

Faculty Focus

Amalia Mesa-Bains, Director of Visual and Public Arts and CSUMB founding faculty, modeled engaged pedagogy for large classes at the Community Welcome Day event August 18. Asking us to join in

developing a deeper renewal and celebration of our achievements and in recalling our Vision at a time of scarce resources, she reminded us that scarcity can provoke competitiveness, a sense of deprivation, fear, defensiveness, and a reduction of our morale. Or, "like a good family", we can turn towards greater collaboration and support to achieve our goals and meet our responsibilities by trusting the Vision to guide us in our best efforts.

With (as one participant noted) "compassion, clarity and genuine purpose," Amalia led the audience in a simulation of a large class pedagogy using a reciprocal model of teaching and learning. Based on the equation $E + T = M$ (Experience plus Text equals Meaning), she invited the audi-

ence to join in small groups led by faculty facilitators to create a Heritage Portrait as a way of developing dialogue and community across the staff, faculty and administrators present in the audi-



George Station

identified values common to the members.

When a composite of the values of the eleven groups was projected on a large screen, the audience was able to view the total value portrait of the participating community. The audience then commented about similarities and differences in values as a community and the ways this pedagogy might be used in their particular settings and disciplines.

ence. This strategy, she explained, can also be used by faculty and group facilitators in staff and administrative settings as a diagnostic of the participants to tailor content for those who are "really in the room."

During the activity, participants first reflected about a family or community member who helped to develop their values. Sharing in pairs, many participants described heartfelt and moving stories about their heritage. In small groups, the facilitator recorded the values of the members and the group

Amalia reminded participants that this activity highlights the value of making multiculturalism a reality in our own settings through the understanding of heritage. It maximizes the interpersonal resources of the participants and provides useful information for customizing curriculum, materials or activities in the classroom or in the work setting. She noted that distribution of opportunity, relevancy of feedback, and application of personal courtesy have all been shown to increase student achievement.

TLA conducted an assessment of the event (and thanks to all of you who sent in your feedback forms.) Preliminary analysis of the assessment reflects a high level of participants' engaged learning during this session, including rich and meaningful connections among colleagues.

(con't on page 8)

Inside this issue:

Welcome to New Faculty	2
Beginning My Carnegie Year	3
Writing Across the Disciplines	3
Recent Faculty Scholarship	4-5
New Faculty Orientation	6
New Integrated Studies Program	6
ULR Learning Communities	7
The Edible Tao	7

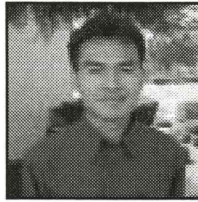
Welcome to New Faculty

Carla Bundrick-Benejam
Earth Systems Science and Policy



The wonderful collaborative work of faculty and administration to address the student learning outcomes at this university has given a fresh new dimension to my teaching. I hope to give back to CSUMB my best efforts as an instructor, and to give to my students the gift of enthusiasm for lifelong learning.

Phuong Tran
Mathematics and Statistics



Natalie Zayas
Earth System Science and Policy



Judith Kildow
Earth Systems Science and Policy



I bring to CSUMB years of interdisciplinary teaching experience in science and policy and look forward to helping students of science and technology (and social sciences) to understand political processes and policy outcomes so that they can become effective agents of change, particularly for the environment. I also bring with me my research program, The National Ocean Economics Project, (www.oceaneeconomics.org) that could be a foundation for many research projects for our students.

Burke Pease
School of Business



William Martin
School of Business



Kevin Raskoff
Earth Systems Science and Policy



Dan Tian
Information Technology and Communications Design



Tuyen Nguyen
Mathematics and Statistics



As a visiting professor from Cal Poly Pomona, my goal is to extend CSUMB's collaborative partnership with Cal Poly Pomona by creating a hospitality management area of emphasis for students in the School of Business. We'll greatly expanding the internship program in the local hospitality industry and emphasize the integration of work and learning. A hospitality management program at CCUMB will emphasize those topics most central to the local area's economy.

I come from many years at the Monterey Bay Aquarium Research Institute (MBARI) where my research efforts focused on the ecology and taxonomy of deep-sea jellyfish. I also have a strong interest in K-12 science education and teacher training, having been involved with both for over ten years.

I am excited to be part of the CSUMB community. My goal is to help students develop a broad understanding of the software and network industry so that they can use technology effectively.

I am very excited to return to this university to serve the needs of students. Students with various backgrounds encourage me to develop new teaching ways every semester in order to help them in learning math and graduating with outstanding math skills.

Jeff Groah
Mathematics and Statistics



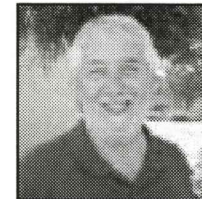
My principal passion is Mathematics, and sharing my love of this subject via new learning modalities while providing a high-quality education is my chief goal. I am also dedicated to a gender-equitable learning environment, and hope to help CSUMB someday reach this goal.

Karen Dunn-Haley
Faculty Mentor Program



I bring a commitment towards helping first-generation students adapt to the university environment. I also have a strong attachment to the Tri-County area and a desire to help improve the lives of its residents.

Robert Cotant,
Interdisciplinary Degree Master of Arts



Nancy Wahl-Scheurich,
School of Business



Not pictured:
Teresa
Arambula-
Greenfield

Photo Credit: Lark Simmons

Beginning My Carnegie Year

By David Reichard

Last spring, I was selected as a 2003-2004 Carnegie Scholar. In my project, I will study how undergraduates learn about law, focusing on a free speech course I will offer in the spring. There has been little research in this area and I am excited about contributing to this emerging area of the scholarship of teaching and learning. Since I offer many courses addressing legal issues, this project will immediately impact my own practice.

Moreover, I expect that researching whether students' analysis of legal systems can translate into more sophisticated understanding of decision-making in their communities will give my project a particular CSUMB spin! I am thrilled by that opportunity.

Before I applied to the Carnegie, I became familiar with the scholarship of teaching and learning through a 2001 teaching cooperative facilitated by Carnegie Scholars Gerald Shenk and David Takacs, and made possible by Amy Driscoll and the Center for Teaching, Learning and Assessment. Despite this stellar introduction, I had much to learn. This became very clear to me after participating in a Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) summer residency in June.

As the first leg of my Carnegie year, this residency was a notable experience in my academic career, bringing together 26 Carnegie Scholars in my cohort from throughout the United States and the world. In an engaging, nurturing, stimulating and

food-infused environment, we developed our projects, learned about innovative research methods, and gleaned from the experiences of Carnegie scholars who completed or are completing their projects. When I left Palo Alto, I was excited about getting my project underway.

I am now working to fine-tune the research design. During this coming year, I look forward to sharing my experience as a Carnegie Scholar with the CSUMB community.

Read about the CASTL program at the Carnegie Foundation for the Advancement of Teaching: http://www.carnegiefoundation.org/CASTL/highered/scholars_program.htm ❧

Writing Across The Disciplines

The Commission on Composition of the National Council of Teachers of English recently prepared this position paper to describe essential principles in the teaching of writing. The statement presents a useful way to think about situating writing in all academic areas here at CSUMB, not only in courses that have writing as subject. It's design embraces our assets-based approach to learning.

The Act of Writing

Writing is a powerful instrument of thought. In the act of composing, writers learn about themselves and their world and communicate their insights to others. Writing confers the power to grow personally and to effect change in the world.

The act of writing is accomplished through a process in which the writer imagines the audience, sets goals, develops ideas, produces notes, drafts, and a revised text, and edits to meet the audience's expectations. As the process unfolds, the writer may turn to any one of these activities at any time. We can teach students to write more effectively by encouraging them to make full use of the many activities that comprise the act of writing, not by focusing only on the final written product and its strengths and weaknesses.

The Purposes for Writing

In composing, the writer uses language to help an audience understand something the writer knows about the world. The specific purposes for writing vary widely,

from discovering the writer's own feelings, to persuading others to a course of action, recreating experience imaginatively, reporting the results of observation, and more.

Writing assignments should reflect this range of purposes. Student writers should have the opportunity to define and pursue writing aims that are important to them. Student writers should also have the opportunity to use writing as an instrument of thought and learning across the curriculum and in the world beyond school.

The Scenes for Writing

In the classroom where writing is especially valued, students should be guided through the writing process; encouraged to write for themselves and for other students, as well as for the teacher; and urged to make use of writing as a mode of learning, as well as a means of reporting on what has been learned. The classroom where writing is especially valued should be a place where students will develop the full

range of their composing powers. This classroom can also be the scene for learning in many academic areas, not only English.

Teachers in all academic areas who have not been trained to teach writing may need help in transforming their classrooms into scenes for writing.

The writing teacher should provide leadership in explaining the importance of this transformation and in supplying resources to help bring it about.

The Teachers of Writing

Writing teachers should themselves be writers. Through experiencing the struggles and joys of writing, teachers learn that their students will need guidance and support throughout the writing process, not merely comments on the written product. Furthermore, writing teachers who write know that

(con't on page 8)

Karen Davis (TAT) co-produced a broadcast-length documentary on the life and work of seminal Nuyorican poet Piri Thomas, which screened at the TriBeCa Film Festival in NYC in May. The film airs on PBS in the spring of 2004. She also coordinated a CSU Summer Arts masterclass in screenwriting at Fresno State University in the month of July, featuring such guest writers as Pamela Wallace, the Academy Award winning screenwriter of the film "Witness."

David Reichard (HCom) was selected by the Carnegie Academy Scholarship of Teaching and Learning (CASTL) as a Carnegie Scholar for 2003-2004. He was recognized for his work in history and law. (See David's article about his work on p 3.)

Jim May (SITCD) is an invited participant at the Instituto Tecnológico y de Estudios Superiores de Monterrey (Tec de Monterrey or Monterrey Tech) in Monterrey, Mexico, October 12-14. This international working session for selected leaders in distance education and knowledge systems will consider ways these can be applied in the Western Hemisphere. Dr. May will specifically address "next best technology" or how to network and accomplish two-way distance learning with limited resources, using multiple means of communication. The meeting aims to develop a consensus among experts on the major distance education possibilities and trends in order to prepare a concept paper and work plan prior to an upcoming UN Summit.

Rob Weisskirch (LS) and **Laurel Murphy** (CSUMB '02, ISSM) presented a research poster at the American Psychological Association Annual Convention in Toronto, Canada entitled, "Sensation Seeking & Internet Activities, Music Preference, and Personal Relationships among College Students." The study was part of Laurel's capstone project. An article based on the study has been accepted for publication within the next year in the research journal *Adolescence*. Laurel Murphy is currently a master's student in Child Development at Tufts University.

Rob presented a teaching research poster entitled "Dealing with Piaget: Analyzing Card Games for Understanding Concepts" at the *APA National Convention*, Toronto, Canada. In summer 2003 he also published an article in *Academic Exchange Quarterly* entitled "Analyzing Student Journals in a Service-Learning Course."

Frances Payne Adler's (HCom) new book of poems, *The Making of a Patriot: Poetry and Prose, 1991-2003* is just being published by Red Hen Press in Los Angeles. Adrienne Rich, Howard Zinn, and Diana Garcia have endorsed the book. Fran will be reading at the Cherry Center for the Arts in Carmel (at 4th and Guadalupe) on Thursday evening, Nov. 13, with community activists Bill Monning and Michael Stamp. Also, of interest: in response to President Bush naming Sept. 11 'Patriot Day,' the City of Santa Cruz recently issued a proclamation declaring Sept. 10, 'Matriot Day.'

Kevin Raskoff (ESSP) has recently published "Foraging, Prey Capture, and Gut Contents of the Mesopelagic *Narcomedusa*, *Solmissus* spp. (Cnidaria: Hydrozoa)" in *Marine Biology* (141, 1088-1107, 2002). An article by Kevin and K. A., Sommer, F. A., Hamner, W. M., & K. Cross, K. (2003), "Collection and Culture Techniques for Gelatinous Zooplankton" appeared in *Biological Bulletin* (204, 68-80) in 2003. And, with G. I. Matsumoto, D. J. Lindsay, D. J. he also published "Tiburonia Granrojo, n. sp., a Mesopelagic Scyphomedusa from the Pacific Ocean representing the type of a new subfamily (class Scyphozoa: order Semaestomatae: family Ulmaridae: subfamily Tiburonidae subfam)" in the November issue of *Marine Biology* (143, 73-77, 2003).

About to be published in the *Journal of the Marine Biological Association of the United Kingdom* is Kevin's article with G. I. Matsumoto, "Stellamedusa ventana, a new mesopelagic scyphomedusae from Monterey Bay, CA representing a new subfamily, the Stellamedusinae."

Amalia Mesa-Bains (VPA) contributed a chapter to the recently published *Critical Reader: Chicana Feminisms* (edited by Gabriela F. Arredondo, Aida Hurtado, Norma Klahn, Olga Najera-Ramirez and Patricia Zavella) and pub-

lished by the Post-Contemporary Interventions Series, Duke University Press (2003). Her chapter is titled "Domesticana: The Sensibility of Chicana Rasquachismo."

Amalia's article on the Filipino artist Carlos Villa appears in *Fresh Talk, Daring Gazes: Conversations on Asian American Art*, edited by Elaine H. Kim, Margo Machida and Sharon Mizota, University of California Press, 2003.

Amalia will be listed in *Latinas in the United States: An Historical Encyclopedia*, forthcoming from Indiana University Press in 2005. The Encyclopedia will document the history of Latin American heritage women in the shaping of the nation from the 16th century to the end of the 20th century.

Rachele Kanigel (HCom) assistant professor of journalism and media analysis, published an article in the August issue of *Reader's Digest*, entitled "EnTWINed," about the relationship between a textile artist with Down's syndrome and her twin sister. She also published an article this summer about breast cancer and obesity in *Weight-Watchers* magazine.

Rachel spoke on a panel at the annual meeting of the Association for Education in Journalism and Mass Communication in Kansas City last summer. Her talk about small journalism programs, was titled "If You Build It, They Will Come."

Denise Smith (LS) presented two poster sessions at the Hawaii International Conference in Education January 3-6, 2003: "Utilizing Individual Video Language Samples and Hyperstudio Applications to Facilitate Pre-literacy and Literacy Skills in Young Children Ages 3 to 8" and "Using Multisensory Toys to Increase Pragmatic Communication Skills in Young Children Ages 3-8 Diagnosed with Autism, Autistic Spectrum and Pervasive Developmental Disorders."

At the European Applied Business Research Conference in Venice, Italy, June 9-16, Denise offered two presentations. "Technology Innovations and Premature Births: Implications for School and Community Resources" focused on significant delays in cognitive, language, motor, and social devel-

Scholarship

opment and resources necessary to address the academic, social, and adaptive skills essential for quality of life and equal access. "Nanotechnology and the K-12 Math/Science Curricula: Reorganization and Changes" centered on the changes necessary in our K-12 math/science curricula to increase the number of engineers (especially women, Latinos, and African-Americans) needed to continue these innovations in technology and to keep future jobs in nanotechnology in the US.

Denise also made two presentations at the conference at of the Society for Information Technology and Education in Albuquerque, New Mexico, March 25-29, 2003: "Multimedia Computer Applications and Fine- Motor Planning of Pre-writing and Writing Processes for Children Ages 5-8" and "Building Computer Literacy in Young Children (Grades K-1) Who Are Field-sensitive Learners."

Linda Bynoe (LS) and Denise Smith are working on an article "Multicultural Community Partners: Resources for Teachers in Grade 6-8." They present multicultural community partners as seamless unions which form a reciprocal alliance between students, parents, schools and community to assure that students are appropriately depicted in the curriculum and can envision themselves as successful future citizens in and out of school.

Jennifer Colby (LS and SLI) is directing a project with Lois Robin called "Rumme Living River: The Pajaro River Watershed Experience." This multimedia exhibition scheduled for the Pajaro Valley Gallery, Watsonville and Gavilan College, Gilroy in 2004 received a grant from the California Council for the Humanities: California Stories Fund. With many collaborators, children and adults of the watershed are taking photographs and interviewing river neighbors for a "River of Photos" and multimedia stories that will be combined with art works in the galleries and available in a DVD and on the web site mmpublishing.com/pajaroriver. Teachers and Liberal Studies students are invited to a workshop in San Juan Bautista on September 27th sponsored by CSUMB's Watershed Institute. Contact Dr. Colby about how to participate and visit the exhibit in 2004.

Natasha Oehlman (ASAP Writing Coordinator) was voted to the board of the Association of Colleges for Tutoring and Learning Assistance and is head planner for next year's conference of this organization. **Marc Oehlman** (ICST) was selected as webmaster for the organization. At the Spring conference, CSUMB ASAP tutors **Jay Singh, Kimberly Rolliions, Erin Justice, Jessica Holt, Sundy Sosavanh, and Girolamo Aliotti** presented a session titled "Tutors Training Tutors."

Stephanie Johnson staged the lighting for a last April's San Francisco production of "OG" (directed by Rhodessa Jones) and *Speak*, (directed by Edros Cooper-Anifowoshe.) The *San Francisco Chronicle* reported that "Johnson's lights add another layer of context to both pieces with an eloquent selection of slides, ranging from slave-ship diagrams and portraits—of jazz greats and local folk—to pictures of war protests, Iraqi refugees and headlines."

Dan Shapiro (ESSP) has recently published (with Virginia S. Lee, Marcia Mentkowski, Cheryl E. Drout, Susan McGury Sharon J. Hamilton) "The Evolution and Uses of a Framework for Placing Student Learning at the Center of Institutions of Higher Education," in *Assessment Update*: 15(3), 2003. Another of Dan's articles, "Facilitating Holistic Curriculum Development," appears in *Assessment and Evaluation in Higher Education*: 28(4), 2003.

Hongde Hu and math major students **Patrick Finch, Jonathan Offi, and Kimberly Takacs** were selected to participate in the international Mathematical Contest in Modeling last February. The contest attracts diverse students and faculty advisors from over 600 institutions around the world. The open-ended modeling problem required the CSUMB team to determine the size, location, and number of cardboard boxes needed to cushion a stunt person's fall using different combined weights and different jump heights. CSUMB's team received an honorable mention for their solutions.

Eve Connell (Business and H Com) is currently writing and editing 500 reading comprehension passages for a junior high school and high school level English textbook project with Hiroshima

City University. The project will be completed in Spring 2004.

Eve also conducted intensive presentation and business writing skills seminars for the VISTA volunteers for the Monterey County Reads Project at the Panetta Institute as part of their orientation and training in August 2003.

Eve continued her intensive workshops in public speaking skills development for the MA candidates in International Trade Policy at the Monterey Institute of International Studies (MIIS) this past spring. She has taught intensive workshops for the graduate schools at MIIS for over 8 years. □

New Vista Academic Program

A new collaboration has as its goal to develop and offer undergraduate-level Service Learning Institute courses in conjunction with the AmeriCorps*VISTA program. Linking the Leon & Sylvia Panetta Institute for Public Policy in partnership with AmeriCorps*VISTA, Monterey County Reads, and California State University, Monterey Bay, the project is the nation's first under-graduate AmeriCorps*VISTA project. Student will become AmeriCorps*VISTA members, giving them the practical skills needed to achieve a high standard of conduct in public service.

The program curriculum will fulfill major-specific learning outcomes in majors across campus and will offer students the option of fulfilling their upper-division Service Learning and Senior Capstone requirements through the VISTA experience. Students may also choose to apply this work towards a minor in Service Learning.

Students will receive extensive training in oral communication, English composition, Spanish language, cultural diversity and sensitivity, leadership skills, self-reflection, group learning, and action-based research. □

Your Recent Scholarship

Faculty Focus invites you to send news of your recent publications, creative activities, pedagogical innovations and other scholarly work. annette_march@csumb.edu

Welcome to New Faculty

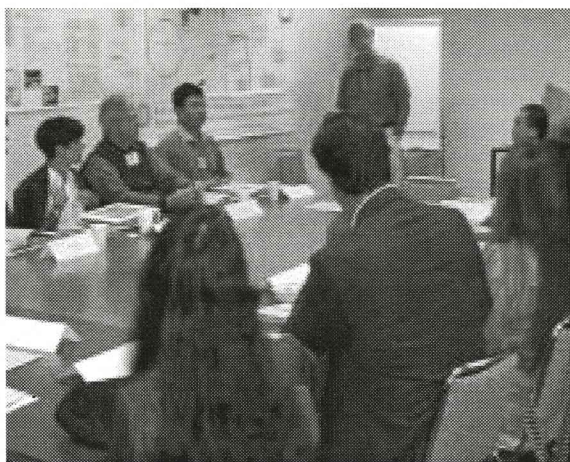
By Amy Driscoll

Fifteen participants attended New Faculty Orientation August 12- 15, representing the following colleges: College of Professional Studies (4), College of Science, Media, Arts and Technology (10), and College of Undergraduate Programs (1).

Faculty and staff from across the campus provided information, experiences, and support to new faculty. Appreciation is expressed to **Eleanor Funk, Annette March, Ilene Feinman, Renee Perry, Valerie Brown, Sya Buryn, Pam Motoike, Laura Lee Lienck, Swarup Wood, Blanca Campbell, Cindy Lopez, Christine Limesand, Sharon Anderson, Bobbi Bonace, Ursula Borg, Toni Uribe, and Wes Scheibly** for dynamic contributions that truly welcomed and informed new faculty about our CSUMB community.

Laura Lienck coordinated our consistently memorable community trip and was joined by community members Wayne Green, Sergio Sanchez, Cindy Rogers, Ann Velasquez, Dale McCormick, Terry Baumgart and Tony Acosta as she introduced the political, historical, economic, environmental, and social perspectives and descriptions of some of our neighboring communities. New faculty visited local community sites at Alisal Healthy Start, The Citizenship Project and downtown Salinas.

In lieu of the usual pre-post assessment by the participants, faculty were asked to submit syllabi or other course materials that were developed after the orientation. Their evidence represents insightful examples of faculty work and reflects influences of specific aspects of the orientation. Follow-up interviews and other forms of evidence collection will be conducted at intervals during the 2003-2004 academic year.



Lark Simmons

Due to budget constraints, the funding for new faculty orientation was limited. However, with support from Academic Affairs, and the generosity of many individuals across campus, new faculty were hosted graciously during the orientation. Many thanks go to the following individuals and units for hospitality support: **Bill Robnett, Mike**

Albright, Marsha Moroh, Dorothy Lloyd, Barbara Mossberg, Ray Gonzales and the entire ASAP staff, and Amy Driscoll. Bill Robnett demonstrated cutlery skills with his spectacular fruit displays and Ray Gonzales brought his famous beans and chorizo.

Faculty participating included Division of Science and Environmental Policy faculty **Natalie Zayas, Judith Kildow, Carla Bundrick-Benejam, and Kevin Raskoff.** New Mathematics and Statistics Department faculty included **Phuong Tran, Tuyen Nguyen, and Jeff Groah.** The School of Business new members **Burke Pease, Nancy Wahl-Scheurich, and William Martin** attended. **Dan Tian** joined from SITCD. **Teresa Arambula-Greenfield** from Teacher Education, **Robert Cotant** from Interdisciplinary Degree Master of Arts Program and **Karen Dunn-Haley**, Faculty Mentor Coordinator also participated.

Members of the planning and coordination committee are also to be acknowledged and thanked: **Bill Robnett, Mike Albright, Troy Challenger, Mary Roberts, Dennis Hungridge, Seth Pollack, Stacey Malone, and Amy Driscoll.** ❧

New Integrated Studies Program

By Armando Arias

Beginning this Fall semester, I am pleased to begin serving as the new Director of the Integrated Studies Special Major. The new major was created to provide an academic degree mechanism that strengthens our capacity to fulfill the Vision Statement by facilitating the development of educational programs which are responsive to regional and state needs, student-centered, interdisciplinary in scope, and innovative in nature. The ISSM program is expected to do this by allowing students and faculty to design specialized degree programs with concentrations in at least two separate disciplines which cannot be accommodated within the existing academic structure and set of degree choices available at the university.

Dean Mossberg (CAHSS), who also wrote the ISSM catalog description, has said, "It is an honor for the ISSM program to have

Dr. Arias bring his founding vision to realize its promise, which is at the heart of the CSUMB mission and core values. The program "provides students the opportunity to link, join, compare, and integrate diverse units of knowledge from across the curriculum," she said.

I practice an integrated paradigm for looking at teaching and learning and I plan to further promote integrated thinking in my new capacity as the Director of the ISSM. For those students who feel that the available majors do not meet their academic goals nor their personal visions, the new major will provide the appropriate "degree vehicle" for those students to follow individual pursuits. ❧

ULR Learning Communities Analyze Student Evidence In Summer Work Sessions

By Amy Driscoll

This is not your typical “how I spent my summer vacation” article but instead a celebration and acknowledgement of faculty learning communities engaged in very productive and insightful work sessions. A total of 34 faculty participated in the summer work sessions: 11 tenure track faculty and 23 temporary faculty. Those faculty represented seven ULR learning communities: Democratic Participation, Ethics, EngCom, Math, Science, Language (Japanese), and U. S. Histories.

Members of each of the seven learning communities reviewed and analyzed representative samples of student work for the following purposes:

1. to determine whether students are achieving the ULR outcomes,
2. to locate examples of criteria in student work,
3. to examine student work for insights that inform pedagogy and curriculum, and
4. to examine student evidence for implications that direct improvement of the ULR's.

I facilitated the work sessions, assisted by Assessment Associates **Josina Makau, Annette March, Swarup Wood, Betty McEady,** and **Brian Simmons.**

Each ULR community devoted almost two full days to the review/analysis work. Evidence included research papers, reflections, midterm and final exams, annotated bibliographies, group projects, book and article reviews, and other

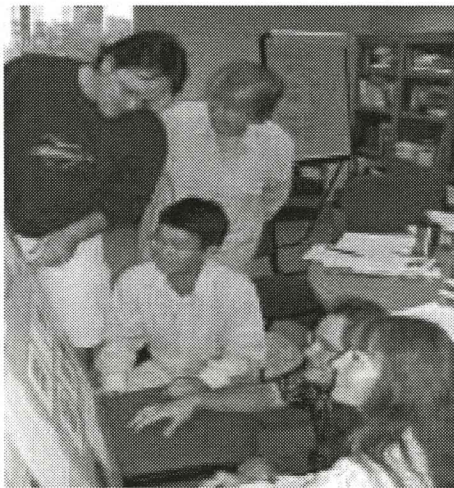
The Edible Tao

By *bobbi bonace*

Ruth Pennington Page of Human Performance and Wellness Education published two books this summer. She collected food memoirs she has written for the *Coast Weekly* and humorous essays into *The Edible Tao: Munching My Way Toward Enlightenment*. Her culinary adventures began when her mother's favorite thing to make for dinner was reservations.

The Edible Tao recounts Ruth's learning how to cook during the seven years she lived in Paris and traveled throughout Europe, during lean years when she came back to the U.S. from Europe, from memories of traveling to China in high school and living in Japan as an exchange student, and exploring Monterey's own culinary offerings.

varied written examples. The Science ULR experimented with a review of alternative evidence—posters—and enjoyed the novelty and challenge of their review process.



ESSP Faculty **Jon Detka, Yong Lao, Swarup Wood, Carla Bundrick-Benejam and Josina Makau,** Assessment Associate

The major recommendations that emerged from the summer work of the 7 ULR learning communities included the following:

1. Revision of both outcomes and criteria for some of the ULR's
2. An in-depth review of the level of achievement required for 100 and 200 level courses
3. Need to orient all faculty teaching ULR courses of the importance of including outcomes, criteria, and standards in syllabus
4. Need to align coursework with outcomes and criteria (all faculty)
5. Need to develop scaffolding and

practice opportunities in ULR courses

6. Need to develop ways to document non-written examples of student evidence for the review/analysis process

Funding for the summer work came from two sources: from the university and from the assessment grant from the Atlantic Philanthropies. The combined funding enabled larger groups of faculty to participate in those larger groups, the insights were expansive in terms of perspectives and expertise.

When I observed the groups at work, I saw a real spirit of learning community and a sharing of expertise and experience. Informal comments from those faculty who participated were positive, enthusiastic, and reflective. Many faculty communicated with the Center for weeks after their review work with descriptions of revised syllabi and course materials. The following feedback was typical:

“Thank you for the opportunity to participate in the review. I learned so much and woke up this morning with outcomes in my head! My table is now covered with course stuff and I have a list with each outcome and assignments listed below each that will be for practice and lead up to assessment of that outcome. I've built in two opportunities for students to get it as well. Everyone's feedback helped me see some areas to work on more with the students as well. I also feel like I have a much better understanding of the outcomes. Too bad this couldn't be done with each new person as they come aboard – it really made things much clearer.” (Natalie Zayas, ESSP) □

The Monterey stories from *The Edible Tao* feature the Turkish, Greek, Italian, Filipino, and Portuguese food festivals as well as stories about India's Clay Oven, Stammtisch, Barn Thai, Orient Express, and the Orient Restaurants.

In *Eating Soup with Chopsticks: Sweet Sixteen in Japan*, Ruth describes her discoveries as a high school exchange student Japan eating Japanese food, discovering fine art, and experiencing first love.

The Edible Tao is currently available in bookstores. *Eating Soup with Chopsticks* will be available online in several months. □

(Vision...con't from page 1)

Participants reported new awareness of their own values and of connections to the values of their colleagues and of the campus. For many, the telling of family stories created a stronger sense of community and a reminder of the community that exists here at CSUMB.

Many responders reported using the pedagogy in their classes during the first weeks of the new semester and many who already use similar strategies in their classroom and work settings commented that the event inspired them to rethink or refine their pedagogy.

Comments were threaded with appreciations for the practicality and relevance of the activity, and for new awareness of each other as resources.

Appreciations were also expressed for the smooth and well organized processes and prompts used throughout the simulation. Some participants

were reminded to more carefully plan group processes in their own classes.

Staff and administrators expressed similar applications and a desire to "explore the experience with staff members for team building in the future.



George Station

Their comments indicated strong interest in continuing to build on institutional culture with comfort and support for the kind of conversations that occurred during the morning.

Several responders commented that it would have been useful to address activities for specific disciplines. A few colleagues reported feeling disconnected from the activity and its purpose. Others expressed dissatisfaction that their own deeply held values did not appear in the composite list.

The overall feedback speaks to the effectiveness of the pedagogy in building a learning community and the importance of such a learning community at CSUMB.

Much appreciation to Amalia Mesa-Bains for sharing her expertise and wisdom with us. Thanks to the facilitators for the day **Donaldo Uriosto, Seth Pollack, Rina Benmayer, John Wu, Valerie Landau, Rafael Gomez,**

Pam Baker, bobbie bonace, Renee Perry, Liz Meador, and Betty McEady. Appreciations go also to the staff of the World Theater and to **Troy Challenger and Dennis Hundridge, Stacey Malone and Rose Pasibe.** ▣

Read Faculty Focus Online

<http://csumb.edu/academic/centers.tla>

(Writing Across Disciplines con't from page 3)

effective comments do not focus on pointing out errors, but go on to the more productive task of encouraging revision, which will help student writers to develop their ideas and to achieve greater clarity and honesty.

Writing teachers should be familiar with the current state of our knowledge about composition. They should know about the nature of the composing process; the relationship between reading and writing; the functions of writing in the world of work; the value of the classical rhetorical tradition; and more. Writing teachers should use this knowledge in their teaching, contribute to it in their scholarly activities, and participate in the professional organizations that are important sources of this knowledge.

Faculty Focus regrets the omission of **Rafael Gomez** from the list of members of the WASC Educational Effectiveness Team in the last (April 03) issue.

The knowledgeable writing teacher can more persuasively lead colleagues in other academic areas to increased attention to writing in their classes. The knowledgeable teacher can also work more effectively with parents and administrators to promote good writing instruction.

The Means of Writing Instruction

Students learn to write by writing. Guidance in the writing process and discussion of the students' own work should be the central means of writing instruction. Students should be encouraged to comment on each other's writing, as well as receiving frequent, prompt, individualized attention from the teacher. Reading what others have written, speaking about one's responses to their writing, and listening to the responses of others are important activities in the writing classroom. Textbooks and other instructional resources should be of secondary importance.

The evaluation of students' progress in writing should begin with the students' own written work. Writing ability cannot be adequately assessed by tests and other formal evaluation alone. Students should be given the opportunity to demonstrate their writing ability in work aimed at various purposes. Students should also be encouraged to develop the critical ability to evaluate their own work, so they can become effective, independent writers in the world beyond school. ▣



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