

## The Community Service Learning Center Has Moved!

We hope you will visit us in our new offices in Suite 304 in the main library. The staff of the CSLC is always available to answer your questions and to work individually with you to integrate a service learning component into your course or to set up community partnerships with non-profit agencies appropriate to your course content. We currently have a database of nearly 200 agencies all over Southern California who have requested assistance from our student service learners. We are eager to meet their needs and yours, so do not hesitate to come in and talk with us.

Some of the services we provide are:

- Information on service learning activities/programs/conferences locally and nationally
- Curriculum development workshops
- RTP workshops (service learning related)
- Service learning conferences and advanced training opportunities
- Awards for community service learning-related travel
- Service learning resource library
- Web-based resources (see [www.csulb.edu/centers/cslc](http://www.csulb.edu/centers/cslc))
- Facilitation of campus/community partnerships
- Co-sponsoring community events and activities
- Facilitation of community access to the university.

Service learning differs from other types of experiential education in its explicit connection to course content and its emphasis on learning *and* meeting community needs. Service learning is a teaching method that allows students to see and experience the relationship between theory and practice. Students have intentional learning goals and reflect on what they are learning through the experience. Academic credit is for learning, not for service.

The CSLC was founded in 1998 by Dr. Patricia Rozee. Over the five years of the center's existence, we have increased from just a handful to over 100 service learning courses at CSULB. Our center is known as one of the most effective

service learning centers in the CSU, a reputation that has provided additional positive exposure for our university.

We would like to introduce our staff to you:

- Tammi Baltin, program coordinator and office manager (5-7131)
- Carina Sass, community partnerships coordinator (5-2376)
- Raul Reis, faculty fellow (5-7131)
- Valerie McKay, associate director (5-2342)
- Patricia Rozee, director (5-7324)
- Heather Mulbach, student assistant (5-2446).

## CALENDAR

**Nov 14** Legacy Lecture - Dr. Nancy Briggs  
4:00 p.m. to 6:30 p.m.

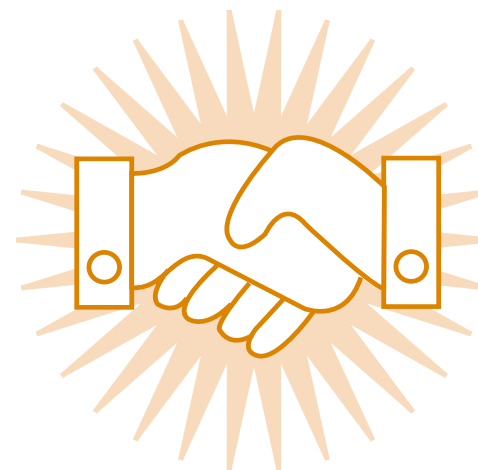
**Nov 18** E Call for Proposal deadline at  
5:00 p.m. in the Faculty Center.

**Jan 14** Grant Writing Institute

**Jan 15** Grant Writing Institute

**Jan 16** Grant Writing Institute

**Jan** General Education Winter Institute



**News and Views** is published semi-annually for the faculty and friends of the California State University, Long Beach. **News and Views** can be accessed at Website <http://www.csulb.edu/centers/fcpd> Information for this newsletter should be submitted on a 3.5" disk using Microsoft Word to Faculty Center for Professional Development, Library West - Suite 500 or by e-mail to [phousto1@csulb.edu](mailto:phousto1@csulb.edu). Submissions may be edited for length, style and appropriateness. Submission does not guarantee publication.

# NEWS *from the* AND *Faculty Center* VIEWS

## FCPD Welcomes - Class of 2002-2003 at New Faculty Orientation

Class Photo here

### Inside this issue...

- New Faculty Orientation
- Director's Column
- Legacy Lecturer
- Summer in Brazil
- PEN Project
- Cool Reflections
- Lecturer Faculty on Campus
- Teaching Practices
- Disruptive Student Behavior
- Freshmen and Large Lectures
- Making Technology Commonplace
- FCPD Website Gets Facelift
- Community Service Learning Relocation
- Calendar

**4th Row - L to R:** Peter Kreysa, Omar Valerio-Jimenez, Jennifer Fleming, Ravi Sharma, Wendy Quinton, Nicole Hirschfeld, Carrie Petrucci, Sara Goldberg-Hamblin, Yechiel Goldberg, Weng-Qing Xu, Chunxu Wang.

**3rd Row - L to R:** Olga Korosteleva, Feng-Ying Ming, Genelle Belmas, Stephanie Brown, Beth Manke, Colleen McCarthy, Jeffrey High, Leslie Anderson, FCPD Director Mark Wiley, Paul Gilmore.

**2nd Row - L to R:** Hiromi Masunaga, Shelley Xu, Courtney Ahrens, Sarah Schrank, Yechiel Goldberg, Susan Mathieu, William Pedersen, Paul Laris, Carl Lipo, Suzanne Daly.

**1st Row - L to R:** Thomas Sy, Jelmer Eerkins, David Shafer, Jeffrey Moriarty, Michael Myers, George Hart, Hector Neff, Ted Shore.

**Not Shown:** Guy Bachman, Michael Berlin, Florian Claar, Karen Clippinger, Linda Day, Colleen Dunagan, Teresa Fiore, David Gast, Darin Goldstein, Cora Goldstein, Richard Haesly, Michael Hoffman, Gary Hytrek, Daniel Jones, Paul Krawietz, Brian Lane, Xuemei Liu, Wade Martin, Lara Nguyen, Hugh O'Gorman, Anna Ortiz, Zoltan Papp, Elizabeth Philipose, Jeffrey Reynolds, Robin Richesson, Ali Rezaei, Dmitrii Sidorov, Fran Siegel, Andrew Vaca, Paul Weers, Michael Whitlow, Kelly Young.

# DIRECTOR'S COLUMN

## In an Age of Assessment, a Useful Reminder

While high on the priority list of many administrators, assessment is not necessarily embraced wholeheartedly by all faculty. And for some, no doubt, the main clause in my previous sentence is grossly understated. This resistance to assessment is particularly evident in colleges like the arts and liberal arts where the outcomes of student learning are complex, highly skilled performances and ways of thinking and perceiving that typically emerge only gradually over periods of time not so neatly measured in 15 week chunks.

This reluctance to embrace assessment might sometimes look from the outside as simply faculty unwilling to be held responsible for their work in the classroom. But this is a misperception that will only create more tension between faculty and administrators and other interested parties who want to see positive “results” in the classrooms. From the faculty side, in addition to the complexity of measuring outcomes that are impossible to quantify, resistance to the assessment movement may signal a deeper division regarding what’s most important about teaching, a topic I would like to explore a bit here.

I would bet that for many faculty the task of measuring the promised learning outcomes of our teaching may be the least interesting aspect of our work with students. Rarely remarked upon, a consequence of the assessment movement is that in the name of accountability—of making sure that faculty are doing good work in the classroom for which taxpayers pay lots of money—is that the essence of good teaching and the personal joy that follows from that work is forgotten. Such a consequence can only work against assessment from ever being attractive to those faculty, ironically, who are probably our most effective teachers.

And what is the essence of good teaching? You probably already know some of the more important elements that have been identified on various lists over the years. Most recently in a “Viewpoints” column in *Exchanges*, the CSU online journal, Mary Allen offered her list based on a survey of faculty participants at the 2002 CSU Teacher-Scholar Summer Institute. Faculty were asked to “identify one characteristic of the best teacher” they ever had. The characteristics most noted were teachers who were “enthusiastic” in the classroom “and who demonstrated respect and support for students through their encouragement, compassion, and acceptance of student effort.”

In her 1993 monograph on *Improving Your Classroom Teaching*, Maryellen Weimer summarized the results of reviews of research in the area of teaching effectiveness. Her analysis generated five elements which she used to organize her book:

1. Enthusiasm
2. Preparation and organization
3. Ability to stimulate student thought and interest
4. Clarity
5. Knowledge and love of content (7).

Again, enthusiasm ranks first, and I suspect the other four items on this list come as no surprise to faculty who have been teaching awhile. Although the language and rankings might vary somewhat, I imagine most faculty would regularly come up with similar lists describing effective teaching. However, I would argue that these lists, informative as they might be, nevertheless overlook a crucial point. Weimer’s “love of content” in item five comes closest, yet doesn’t go far enough. Behind our enthusiasm, our passion, for teaching and motivating our drive to be organized, clear, and interesting in our presentation of the subject matter to our students is love, but this *love* covers more than love of content or the subject of one’s discipline.

Okay, please don’t grimace. I know I risk giving you the impression that I am about to lapse into a touchy-feely sentimental account of teaching and that I have perhaps been permanently damaged from growing up in the Sixties. But stay with me if you can for a few more paragraphs as I hope to steer clear of this slough of sentiment.

By “love” I do not mean a form of a teacher’s attention extended toward students that might be manipulative. Using students to satisfy one’s personal ego is a distortion of what I am talking about. Rather this love is actually impersonal. It includes a love of content but is also much broader. It is a love of content and a love of communicating that knowledge to others based on the firm belief that this knowledge (or skill or way of thinking and perceiving) will be inherently good for others to have. In communicating this knowledge or skill, effective teachers are continually looking for confirmation through evidence of some kind that students are learning what we hope they will. It is this initial recognition of student learning, no matter how rudimentary, that spurs further effort on the teacher’s part to help students go deeper into the subject matter and to explore its complexity and connectedness to other phenomena. The more the student learns the greater the teacher’s satisfaction. In fact, “satisfaction” is too weak a description. For some students the struggle to learn can be particularly difficult.

Yet satisfaction teacher experiences who, after working with such students, finally sees that they have indeed learned is

more like joy, joy for the student’s success, joy because the teacher’s love for her subject matter has turned into a gift for a specific student who can now build on this hard-won knowledge, no matter how small the knowledge.

These small gifts from teacher to student are offered without any strings attached. Sure grades are recorded and transcripts are filed. But I wonder how many teachers find grading particularly joyful. It is only so when we recognize that the “A” or “B” we record for Jorge or for Natalie, Justin, or Monique was especially deserving because we know how far they had to come to earn it.

Unfortunately, much of the current rhetoric about identifying and measuring student outcomes appears to many faculty as thinly masking a distrust of the work we do with our students. It’s a rhetoric whose perhaps unintended effect is to convey to us that we teach without caring about what our students learn, that although we may love our disciplines and the subject matter of the various courses we teach, we are content to deliver a well-crafted lecture or to cover the content in the time allotted, and if students don’t learn, it’s their fault.

If that is the attitude of some faculty, then I would agree that they need to do some soul searching and reflect on why they decided to teach in the first place. If their teaching has gotten routine, if students have become interchangeable with one another, if the satisfaction at semester’s end arises more from relief that the term is finally over, then the source of truly effective teaching has been obscured. If that kind of “burn-out” has occurred, exhortations to do more assessing misses the point—badly—and probably only creates even greater distance between teacher and student..

When the rhetoric of assessment includes recognition of the sources of teacher satisfaction and joy, it will be met with less resistance. What needs to be understood is that good teachers are always “assessing” their students. They are continually monitoring them to see if what has been taught in the classroom (real or virtual) has been successfully communicated to the students in their charge. This monitoring can take many forms. My background is in rhetoric and composition, so I teach a lot of writing courses. One primary piece of evidence of achievement I look for when teaching first-year students is their willingness to revise and edit their texts until they meet agreed upon standards of quality. This evidence tells me not only that my students have learned something about writing but have also internalized greater personal expectations for the quality of their work. This is no small outcome. They are pleased with the results, and that pleases me.

Instead of talking about assessment, then, as if it were something extra teachers must now do in addition to

everything else they already do, it might be more helpful to describe it as what effective teachers normally do to ensure that their love of content is a gift being shared with their students.

### Works Cited

Allen, Mary J. “The Human Side of Teaching.” *Exchanges* Aug. 2002.

3 September 2002 <[http://www.exchangesjournal.org/viewpoints/1118\\_Allen.html](http://www.exchangesjournal.org/viewpoints/1118_Allen.html)>.

Weimar, Maryellen. *Improving Your College Teaching*. Newbury Park, CA: Sage Publications, 1993.

## Dr. Nancy Briggs, Fall 2002 Legacy Lecture

One might think that Dr. Nancy Briggs, Communication Studies, communicator *par excellence*, is best known for her dedication to studying great ape communication and saving the apes and their habitat. According to co-author and friend, Dr. Jane Goodall, “Nancy is one of a kind.”

One might also think that Dr. Briggs is best known for her illustrious thirty-plus year career. At a young age, she received her Ph.D. from Annenberg School of Communication at USC. She has lectured at Oxford as well as to a sold out audience at the Natural History Museum in New York. She has authored six books and published over 70 articles, covering topics on great ape communication, storytelling and rhetoric, and intercultural communication based on her travels around the world.

Perhaps most might even consider that she is best known for her impressive list of prestigious friends— Dr. Jane Goodall, animal activist Tippi Hendren, world expert and co-author, Dr. Birute Galdikas, and author Maya Angelou among others. Or perhaps best known for the various non-profit organizations she serves on— Literacy Volunteers of America (includes board member Barbara Bush), the Los Angeles Free Public Theater (includes board member Peg Yorkin), and the Orangutan Foundation (includes Gordon Getty and Norman Lear).

But, as it turns out, Dr. Briggs is best known for her genuine humanity and sincere love for her fellow person. Dr. James Saucedo, Director of the Multicultural Center remembers, “Nancy organized the memorial service of one her students, a police officer who was shot in the line of duty. Not only was Nancy able to get United Airlines to fly his entire family to campus for his service, but also the Compton Police Department as well as, over two-hundred of her students.” Dr. Saucedo also adds, “While Nancy was on sabbatical, she taught seventh grade science for a young teacher who needed back surgery, and Nancy gave him the paychecks.”

Dr. Briggs has taught thousands of students and has inspired many to teach well. She has helped to send many students off to complete their Ph.D.’s, including James Saucedo, and Dr. Tim Plax of Communication Studies. She infuses her students with dreams of learning, volunteering

### Brigg's Photo here

and giving back to the campus and the community. Her enthusiasm bubbles over when teaching and her students feel that passion ignite in the topics that she teaches. She is highly skilled at inspiring others to examine the etymology of their names, their traditions, and the appreciation of their cultures. She continuously captures the attention and admiration of her students, past and present.

According to some of her colleagues, Dr. Briggs is an extraordinary individual who downplays her role to support and uplift others, and who gives other promising and gifted individuals the opportunity to experience some of the joys that she has lived. Because of this belief, Dr. Briggs has been nominated as the Fall 2002 Legacy Lecturer.

*Nancy Briggs, a professor in the Department of Communication Studies, has been nominated by her peers as the Fall 2002 Legacy Lecture. Dr. Briggs Legacy Lecture is scheduled for November 14 at 4:00 p.m., in the Faculty Center for Professional Development. To RSVP, please contact the Faculty Center at extension 5-5287.*

## Summer in Brazil: Taking Students Abroad as Part of a Course by: Raul Reis

Last summer, I took seven CSULB students to the Brazilian Amazon as part of a journalism course. Before you picture hot, humid, mosquito-infested jungles and piranha-laden rivers, and call me crazy for even thinking about organizing a trip that included taking 20-year olds to a semi-deserted island on the Amazon River’s mouth, let me assure you that I can introduce you to at least three or four people who can vouch for my mental sanity.

In trying to understand what would possess an instructor to face unknown jungle dangers with a group of students whose previous idea of adventure, for the most part, consisted of crossing the border to Tijuana without valid Mexican car insurance, it helps to know that I grew up in the Amazon and am quite familiar with the area. It is also worth mentioning that, for most of the time, we stayed in Belém, a big city by American standards— although the students did spend one weekend on that deserted island.

The idea of taking students abroad occurred to me after I first heard about CSULB’s study abroad programs. The prospect of traveling overseas as part of a course sounded very enticing to me as an instructor, and I imagined it would sound exciting for students as well.

I was right. As I organized the course and the two-week trip to Brazil, student interest in the program was overwhelming. At one point, 50 students had signed up a “Need to know more about this trip!!!” list. After September 11, and as the deadlines for ponying up the money for the trip, and getting vaccinated and “visaed,” drew closer, several students, for one reason or another, just couldn’t commit. We ended up with a tight group of very enthusiastic students, several of them venturing abroad for the first time in their lives.

The course itself, JOUR 312 Global News Media, looks at different mass communication systems in the world, and covers theories and models that explain how those systems work and why mass media can be so different throughout the world. It was pretty obvious to me that this course could profit immensely from any kind of first-hand experience that exposed students to a different media culture.

The first week of classes was spent here at the CSULB campus, as students got familiarized with media systems, theories and concepts, and got a crash course on Brazilian culture and the country’s media. We spent the two following weeks in Brazil, having lectures/class discussions in the morning and visiting TV stations, newspapers, museums, parks, and other cultural or historic sites in the afternoons.

There are many reasons why I would strongly recommend that other faculty try this at home—or on their own courses. Most of our students have grown up not in California per se, but in Southern California, this wonderfully messy place where people can be incredibly relaxed AND passive aggressive at the same time. The world, for most of them, revolves around L.A. and surrounding freeways.

At the same time that that gives them savviness and exposure to cultural diversity that students in other parts of the U.S. can only dream about, it can also limit their ability to see the world beyond SoCal’s finite boundaries. An organized short trip abroad, which is part of a well planned and developed course curriculum, has the potential to shatter some of those artificial boundaries and barriers. By getting exposed to realities completely different from their daily, protected lives, and being asked to reflect on what those differences mean, students can grow and thrive in ways that will surprise them, their peers, and you.

Benefits for the course and the instructor are also pretty obvious. We get to experience academic life outside CSULB; we learn how to supervise and deal with students under diverse and unpredictable circumstances; our leadership, decision-making and conflict resolution skills grow exponentially; we get tons of ideas on how to improve our teaching and the content of our courses. I could go on and on talking about the benefits of taking students on a trip, but let’s me ask you this: Did I mention that we actually get paid to go abroad and spend several weeks in incredible places like the Brazilian Amazon?

*— Raul Reis is an Assistant Professor in the Department of Journalism.*

## THE PEN PROJECT

The PEN Project Workshops - Fall 2002

*This semester the PEN Project Workshops are highlighting innovative methods for engaging students. On October 3, 2002, Catherine Martin (Science Education) and Peter Hodum (Biological Sciences) presented a workshop on their team-taught SCED 401 - A Process Approach to Science. Below is a short report of their project.*

• Faculty Co-Teaching Makes Science Course for Prospective Elementary Teachers More Authentic  
Students in SCED 401—A Process Approach to Science became semi-experts on Antarctic seabirds during the spring 2002 semester. With the help of a PT3 Grant (Preparing Tomorrow's Teachers for Technology), real research data on Antarctic seabirds were integrated into two sections of Catherine Martin's SCED 401 classes. The objective of incorporating real scientific data was to improve students' understanding of the "nature of science" and what actual scientists do, and to use technology in meeting this objective. To this end, Peter Hodum, the ecologist/conservation biologist from the Department of Biological Sciences who contributed his research data on seabirds, co-taught the course from Chile via a satellite connection, and then in person during the second half of the semester.

SCED 401 is a required course for all students pursuing a Liberal Studies degree at Cal State-Long Beach, and for those planning to become elementary school teachers. Basic scientific principles and concepts in the life, physical, and earth sciences comprise the course's foundation, but in Martin's two sections, concepts were learned in relation to seabird biology and ecology.

One major assignment for the course is the completion of a large experimental design study. This includes proposing a scientific question, doing background research on the issue/topic in question, planning/selecting a methodology for conducting the research, collecting, analyzing, and interpreting data, forming conclusions, and suggesting implications based on research findings. During the spring, students in Martin's classes used Hodum's seabird data posted on the course's web site for this project. Hodum's research described four species of birds called petrels, rarely studied seabirds in

Antarctica, and specifically recorded chick growth rates based on four anatomical features. These data were compared to new seabird field data that Hodum collected between January and March on the Juan Fernández Islands, 400 miles off the coast of Chile in South America.

Since Hodum was away for the first half of the course, Martin and Hodum produced a series of short video clips. The videos served to introduce Hodum, his work in Antarctica and Chile, and to explain how scientific research is conducted in the field. PowerPoint presentations that utilized Hodum's outstanding collection of photographs gave students a better sense of the two regions and the seabird species.

--by Catherine Martin

## COOL REFLECTIONS: Finding Optimism

This is an interactive workshop series for faculty. Come prepared to participate in a forum for learning and exchanging new ideas. In these workshops you will:

- Learn the habits of healthy people
- Give yourself permission to reclaim the pleasures of life
- Learn the language of hope and joy
- Understand how to inoculate yourself from the effects of stress
- Develop a high sense of resiliency

In session one, we will examine the research on the healing properties of the brain. We now have new interventions to increase our personal resources that can be tapped, to minimize the effects of negative stress-emotions and enhance our positive emotional states. The first session will present the broaden and build model for developing a range of coping strategies.

In session two, entitled "Developing Resiliency and Hope", we will examine the research on overcoming adversity. Resiliency, and hope fostering strategies and practical applications methods will be discussed.

In session three, entitled "Healthy Pleasures", we will focus on reclaiming the pleasures we have denied ourselves along the way. Healthy pleasures goes beyond self-help. We will discuss specific ways to bring joy back into your life.

Why should you attend these workshops? Because, **HAPPINESS IS A GOOD THING!**

By Toni Aquino

## Supporting the Teaching and Professional Lives of Lecturer Faculty on Campus

Half of the faculty on our campus are Lecturers, with full or part-time temporary appointments. These faculty are completely integrated into the activities of the Faculty Center for Professional Development. A recent PEN Project presentation, for example, was a collaborative effort of a Lecturer in Science Education, Catherine Martin, and a tenure-track faculty member in Biological Sciences, Peter Hodum. The audience attendance was about half Lecturers and half tenure-track faculty. At the General Education Summer Institute this past August, a large group of faculty gathered for three days to focus on the practice and theory of teaching and learning, and, again, these participants were comprised of about half Lecturers and half tenure-track faculty. The two groups of faculty may have different conditions of employment, but they share a dedication to teaching and to their professional disciplines. This is as it should be, for the students in the classroom deserve such dedicated teaching from faculty who receive the institutional support necessary to do their work effectively.

The regular activities of the Faculty Center are part of that institutional support. The Lecturer Project in the Center provides additional support to insure that Lecturers feel connected to the campus community and are informed about campus and system-wide policies that affect their professional lives. At a variety of events throughout the semester,

Lecturers have an opportunity to meet with representatives of campus resources such as Academic Computing Services, University Ombuds, and Faculty & Staff Assistance. President Maxson, Provost Reichard, and Associate Vice President Cohn has attended several of these events to hear directly about the concerns and issues of Lecturers. Every fall, workshops on periodic and range elevation procedures help Lecturers effectively represent themselves in the evaluation process. More information about these events can be found on the Lecturer page on the Faculty Center web site: <http://www.csulb.edu/centers/fcpd> provisions of the faculty contract.

Despite such institutional support, individual Lecturers will, of course, have questions or problems. As a longtime Lecturer on campus and the Lecturer Project Leader in the Faculty Center, I will do my best to provide information and assistance. If you have a Lecturer concern, please feel free to contact me by phone or e-mail or come by the Faculty Center.

Elizabeth Hoffman  
Lecturer Project Leader  
x5-5692  
[ehoffman@csulb.edu](mailto:ehoffman@csulb.edu)

## Advice on Best Teaching Practices Offered at GESI\*

Over one hundred faculty registered for and participated in the sixth annual General Education Summer Institute (GESI) last August. In one well-attended session, a panel of distinguished teachers here at CSULB shared their thoughts on what they believed made them effective in the classroom. Below is a summary of what they said.

Art Levine (Finance, Real Estate, and Law), a winner of last year's Distinguished Teaching Award, said that his success in the classroom was based on being able to communicate to students in a clear and open manner. He thought that students would gladly trade 10% less expertise on the instructor's behalf if that instructor could make presentations students could understand and relate to. Professor Levine also advised those attending to take a genuine interest in their students. Each is an individual and not just a name on the roll sheet. "If you take an interest in them as persons, . . . they are more likely to go the extra mile in your class."

A final point Professor Levine stressed was relevance. Teachers, whenever possible, should try to relate their subject matter to the real world and to what is happening in the daily news. If students can see the relevance of what they are studying, they will be more motivated to learn. Art noted that last spring semester was made to order for those who teach law and ethics. He dubbed it the "Enron and Arthur Anderson semester."

Many faculty on campus recognize the excellent work in the Lecturer Program by Faculty Center Associate Elizabeth Hoffman. But Elizabeth has also been doing consistently excellent work in the classroom for years. In her presentation, she focused on her work with other faculty. She said that teaching can be a lonely business in which we can disappear into the classroom with only the students as witnesses to what we do. When things don't go well, we may blame the students rather than re-examine our own teaching practices. What challenged Elizabeth and helped her begin the process of becoming a more reflective and effective teacher was her participation in four different collaborative teaching projects.

She began collaborating in the later 1980's with Sue Belles of the English Department. Both teachers developed a computer-assisted composition course for high risk students. The pair developed a common curriculum with rigorous standards, but it was also a course in which they

accommodated the individual needs of their students. Elizabeth said that in this first collaborative process, "almost all of my assignments, models, and strategies changed as they came under the scrutiny of another teacher's eye."

Other collaborations included teaming up with Barbara Stricklin (also of the English Department) in developing a common standards-based curriculum for the Integrated Teacher's Education Program, and work with Maria Carreira (of Romance, German, Russian Languages and Literature) in designing common links between Spanish 250 and English 100. Currently, Elizabeth is collaborating with Don Hohl (English) in teaching English 309 students who want to become teachers themselves. She continues to learn not only from Don but also from her students. "I am still on a journey myself to be a teacher—much more humble than when I started some twenty-five years ago, and with the help of many others, more thoughtful, and I hope, more effective."

Katherine "KJ" James (Recreation and Leisure Studies), another Distinguished Teaching Award recipient, explained that while good teachers carefully planned their course content, outstanding teachers also attend to *how* they teach. Professor James said that for her three keys to effective teaching include enthusiasm for one's discipline, pedagogy that addresses multiple learning styles, and a concern for one's students.

Concerning enthusiasm, KJ says that when she lectures, she is moving continuously because she is so energized by what she is teaching that she cannot stand still behind a podium. She wisely observes that teachers demonstrate enthusiasm in different ways, yet the key is to show true enthusiasm and not to fabricate it. KJ went on to say that teachers also need to address multiple learning styles. Lectures, for instance, address auditory learners; using overheads and PowerPoint address visual learners; and class exercises requiring students to apply content incorporate kinetic learning style.

For Professor James, though, the most important aspect of effective teaching is what she calls a "transparent concern for one's students." When students know that teachers care about them, they are more receptive to learning. This point echoes Art Levine's belief that good teachers show an interest in their students. Professor James stresses that whatever she does from the first day of class and throughout the entire semester, she is showing her students that she genuinely cares about their futures. One example she used to demonstrate this concern is on the first day of class she tells her students that they must learn course content *and* demonstrate effective writing skills. When students groan and complain that "this is not an English class," KJ patiently tells them that "the reason writing skills are a significant part of the grade is that every time I am asked to provide an employment reference for graduating students, I am

asked if they can write well. I spend a lot of time critiquing students' writing so that by the time they are graduating, I can always honestly answer that question 'yes.' So, if any of you do not care about that, please tell me. It will save me a lot of time." Since she began giving her students this opening day speech, complaints have stopped.

The final speaker was Barbara LeMaster (Anthropology and Linguistics), another Distinguished Teaching award recipient, Professor LeMaster stressed five overall goals she has for every course she teaches. She wants her students to learn specific content; she wants them to become engaged learners; she hopes to help students expand on or refine their knowledge in some way; she tries to help them link their academic experiences to what they already know in the real world; and she encourages her students to take ownership of their learning.

Barbara also offered some specific suggestions for working with students. The first day of class is very important, she said. Instructors need to be clear about course expectations and anticipate what their students will need to be successful in the course. Faculty should also encourage students to ask questions but make sure they connect with shy students in class who don't talk. They should also work with students who tend to dominate class discussions or who distract others with constant talk.

Professor LeMaster agreed with Professor James that instructors need to vary their classroom style and approaches. What works for one class may not work for another. Faculty can talk to their students to get feedback about what is and isn't working in the classroom. Barbara advises that faculty should ask for student opinion regarding assignments and exams and be willing to modify a course if it seems necessary, as long as learning objectives are clear and held constant. Students need to know (and be reminded regularly) about the purpose of the course and how everything that is done fits into that larger overall goal. It might even be worthwhile, Barbara suggests, for faculty to meet with students in small focus group sessions after grades have been posted to learn more about what was interesting or boring, motivating or unproductive, about the class.

Each of the four panelists was enthusiastic about teaching and student learning. Yet these remarkable teachers, I am certain, would likewise assent to Professor James's final comment, that while many of us agree that passion is a key to effective teaching, "Outstanding teachers are clearly passionate about their students' futures."

(\*My thanks to these four faculty for participating on this GESI panel and for allowing me to publish their thoughts about teaching. —M. Wiley)

## What are Your Views of Disruptive Student Behavior?

How do you respond when a colleague says to you, "I have a student who is disrupting my 120 class so I can't teach"?

You think disruptive behavior is bringing a gun to class, yelling obscene things to other student in the class, etc.

"Have you called the police?" you reply.

"Police? Really, for a student who sits in the back of the classroom talking to his girlfriend while I am lecturing," your colleague replies.

What is your definition of disruptive student behavior?

The Faculty Personnel Policies Council is struggling with a policy on disruptive student behavior in the classroom. The first hurdle is defining just what exactly "disruptive behavior" is. In talking with faculty members, one hears many variations on this definition. What disrupts one classroom is not a problem in another.

The current Faculty Handbook includes a section on Students with Personal Problems and makes reference to severely disturbed individuals. The Academic Senate has asked the Faculty Personnel Policies Council to address this problem. After reviewing other CSU campuses, we have found only procedures or faculty handbooks that list classroom conduct and that then mention disruptive behavior in the classroom in that context.

Here is one definition: A disruptive student is a student who engages in behavior in the classroom that interferes with the process of teaching and learning. Would you accept this definition as sufficient? What do you feel needs to be addressed to help with the process of teaching and learning?

Any comments or ideas should be forward either to Kelly Janousek, Chair, Faculty Personnel Policies Council [janousek@csulb.edu](mailto:janousek@csulb.edu) or directly to the Academic Senate office.

—Kelly Janousek,  
University Librarian

## “Freshmen and Large Lectures” Don’t Have to be Synonymous with “Oil and Water”

This fall I walked into my Introduction to Psychology lecture and began as I usually do. I said “Hello” and started to discuss the syllabus and my expectations for the semester. After a couple of minutes, I looked up and asked if there were any questions. Two hands slowly went up. One student asked: “What does it mean when there are two dates next to a topic on the syllabus?” Another student asked: “Do we need to have a special folder for your class?” At this point, I paused and started to formulate some questions for myself. “Is this a joke?” I wondered. But as I looked at the 150 students soberly sitting before me, I realized it wasn’t. I then asked the students if they had just graduated from high school in June. One hundred and fifty hands were raised in unison.

This revelation began to explain much of the whispering that was going on in the auditorium. None of these students had ever been in a class with so many pupils, and much of what I was saying was essentially spoken in a foreign language. I realized that I had to take a few steps back and teach a bit about college in general and proper decorum in a lecture hall.

Although we have all been trained in our specialities and can’t wait to cover the material, I also urge you to make an investment in creating “good CSULB citizens.” I have spoken to a number of my colleagues regarding the issue of disruptive students, and, based on anecdotal evidence, the problem would appear to be pervasive. I believe that this investment of our time will go a long way. If we teach our students how to behave in large lectures as freshman, the interest will be reaped in our upper-division oversized courses.

To be fair, much of the chatter in large lectures is due to students consulting one another to clarify points made by the professor or to get missed notes from another student. I have incorporated the following into my “course material” and find that these items have been helpful in reducing the disruptions due to the students’ inexperience.

1. Explain what the syllabus is and how to read it correctly (e.g. when readings are due).
2. Explain what office hours are and that students can come by to clarify concepts.
3. Explain the usefulness of e-mail to clear up a quick question.
4. Give tips on good note-taking and studying techniques.

6 5. Explain (and provide locations for) the resources available to help students with writing, studying, and

## Making Technology Commonplace on Campus By Wayne Dick, Chair, Academic Senate

This year web enhanced instruction will move from the exotic to the commonplace at Cal. State Long Beach. We will examine policy, information law, resource allocation, social impact, labor issues, educational quality and access, curriculum design and delivery, and the spiritual impact on our academy. The specific focus will be development of hybrid courses (part traditional / part online), but we will also enhance our capability to support all levels of web involvement in instruction from web-enhanced traditional classes to total distance learning. The focus of academic technology policy will move from technological to academic issues.

Web technology in teaching started early at Long Beach, but it only became widespread in the last three years with the introduction of the Blackboard course development system. The original approach to web based instruction was all or nothing. UCES, the original leader, provided experts to help faculty develop entire online experiences. Faculty members who developed their own courseware were self-taught web experts. These early courses were labors of extreme love, and the developers got little recognition for their work.

The Blackboard system, renamed Beachboard, enabled faculty without web expertise to develop web support for courses. Over time, our Academic Computing Service discovered a gentler process to ease faculty into web use without forcing extraordinary preparation up front. Today any

faculty member can augment a course with web based materials. Beachboard is not super-high-tech. It is accessible to faculty and students with minimal technical training. There are other systems with more capabilities, but none are as readily usable. In Fall 2002 more than 1000 courses signed onto Beachboard. That is 1/5 of the total course offering.

Now that web-based instructional technology is accessible, popular, and mature we face the exciting and scary task of managing it for the good of public higher education. Many practices must change to accommodate this move. Our review and reward mechanisms for faculty must change to recognize the work of individuals who spend their time Technology in the academy is no longer futuristic or exotic. We have considerable infrastructure and expertise. Used well, web-based instruction will enhance many forms of learning. It presents a real chance to increase capacity to meet the educational needs of our state. Over the next two years our campus will develop this resource. Our first step will be to incorporate hybrids into our course offering options.

Throughout this process our Senate will be committed to broad scale democratic dialogue so that the critical policy issues that need to be will be addressed. While social change poses danger, and the dangers of academic technology are real, our campus is well positioned to face the challenge. As a community, we are civil, democratic and committed to a common social mission. Given the unique political climate at Cal. State Long Beach, we can take this step and emerge as national leaders among the large public access universities.

## The FCPD Website Gets a Facelift

The Faculty Center is pleased to announce that its new and improved website is up and running and awaiting visitors. Besides trading in the fashionable beige and canary color scheme for something a little more modern, the website has been completely redesigned to provide CSULB faculty with more user friendly information regarding current and upcoming FCPD events, as well as links to several other programs designed to support CSU faculty.

- Using the menu on the left-hand side of the website, faculty can find general information about the Faculty Center and its resources:
- Online requisition forms for use of the Gallery and the Conference Room. Contact information for FCPD Associates and the FCPD Advisory Board.
- An up-to-date listing of current and upcoming events put on by the FCPD
- A listing of Faculty enhancement books, journals, videotapes, and electronic resources
- The FCPD Newsletters online!
- Other general information

Using the menu at the top, faculty can find the most up-to-date information on the Faculty Center’s sponsored programs including:

- ◆ 3E Awards
- ◆ General Education Institutes (Summer and Winter)
- ◆ Getting Grants
- ◆ Lecturer Program
- ◆ Legacy Lecturer Program
- ◆ PEN Project
- ◆ Preparation for RTP

Please check out the new site and let us know what you think! We embrace your suggestions and comments so please feel free to give us feedback!

-- Bryan Brooks is the FCPD Website Analyst