

Visions

Quinsigamond Community College



A Newsletter of the Staff Development Committee

A QCC Adjunct Inside the Beltway

Photos and Story
by Ellen Gillespie



I arranged to meet an old Nigeria buddy, Rose Koch of New Jersey, at a motel in Alexandria, and we got to taste the nightlife of Alexandria (sidewalk restaurant tables on a popular strolling block), and also to learn the ropes of the Washington Metro system, as we travelled back and forth from Union Station and from conference events. (We learned that the Pentagon station, till recently a bus depot, was now only for the use of authorized Pentagon personnel with badges.) We were also able to tour "the Mall" and the Smithsonian's gardens and African art exhibits.

At the "Friends of Nigeria" conference, we were briefed on current developments in Nigeria, which recently elected its first civilian government since the 1960's, after years of military rule. Expert speakers analyzed the reasons for continuing political difficulties, which include overly-centralized decision making and revenue collection. A panel of former PCV's who now teach African literature briefed us on the recent literature of West Africa and Nigeria. We learned that Nigerian literature has not flourished in the difficult political situation.

Then we gathered at a "vigil" at the Lincoln Memorial, with other returned volunteers who had served in other countries and regions, and listened to speakers including Sargent Shriver, first director of the Peace Corps. Then at an evening dinner and dance featuring Nigerian cuisine, we were honored by the presence of the Nigerian ambassador.



In late September, 2001 I had been scheduled to visit Washington, D.C. for a Peace Corps volunteers' reunion conference in honor of the 40th anniversary of the Peace Corps. This became a questionable event after the September 11 attacks. In follow-up phone calls, I learned that most of the overall conference had been cancelled, but that my "Friends of Nigeria" group (I had been a volunteer/teacher in Nigeria in 1966-67) decided to go ahead with its planned Saturday activities. My plane reservations into Reagan International had been cancelled by the airline, and I opted to take the daily Amtrak train between Worcester and Washington, rather than to fly into another Washington area airport in those uncertain times.



Edited by Paul Connell
(and Mr. G4)

Deadlines

4/12, 5/2

Publication

Dates

4/18, 5/9

Encouraged by that successful Washington trip, I continued to develop plans to attend another Washington conference that interested me as an anthropology PhD: the annual meeting of the American Anthropological Association. This later fall event (Nov. 30 - Dec. 2) took place as planned, with perhaps fewer attendees

Inside the Beltway, continued

but no cancellations. I again opted to take the train for a combination of reasons: lower costs (all this travel was at my own expense), a greater feeling of security at that time, and convenient connections right in Worcester or Boston. (Neither of my Washington trips had interfered with my midweek teaching schedule.)

The "Triple A" meeting was an exciting opportunity to hear updates on recent work in various areas. In one session on social movements, I heard descriptions of some recent social movements in various world areas, and also one ambitious attempt by a discussant (Kay Warren) to present social movement theory in postmodernist terms. In a 'business meeting' session, I found myself part of a fascinating discussion of research ethics in South America, involving allegations of shortcomings in the research of Napoleon Chagnon on the Yanomamo people. Further investigation of the matter was re-delegated to the reporting committee (the "El Dorado Task Force"), with emphasis on the value of increasing communications and cooperation between U.S. and Brazilian anthropologists (in the face of some patently false allegations). I also viewed several excellent recent ethnographic films on Africa, on topics including tradi-



tional healing rituals and the music of South Africa. And I attended a session describing the "Triple A"'s central role in carrying out a new NIMH grant-funded "Public Education Initiative" concerned with the topic: "Understanding Race and Human Variability".

There was also the unexpected thrill, after so many years out of graduate school and working outside academia, of meeting some old friends from

Indiana University, hearing their session on the ethnography and ethnohistory of Mesoamerica, and then socializing with them over brunch. This was a doubly interesting experience for this trained Africanist who has only recently become somewhat of a Latin Americanist through recent studies of Spanish language and culture. Then my recent Metro training became useful again, as I easily and inexpensively travelled between the conference hotel (Marriott Wardman Park) and Union Station, which were on the same ('red') line, about five stops apart. And so, fortified with new knowledge from the centers of power, I was whisked safely back into the world of QCC in the last hectic weeks of a fall semester!

Celebrate National Association for the Education of Young Children

Week of the Young Child

By attending a educational workshop sponsored by

Norrback Avenue Elementary School

And

Quinsigamond Community College, Early Childhood Education Department

Dr. Paul Rosen, Author /Clinical Psychologist. will lecture on his new book:

TLC: TALKING LISTENING CONNECTING WITH YOUR KIDS

TLC: Talking Listening Connecting is a guide for raising emotionally healthy, resilient children. Therapeutic Parenting will show you how to:

- Solve problems based on values.
- Help reluctant children begin communicating.
- Deal with children who are depressed, anxious, or who have low self-esteem.
- Teach siblings how to get along with each other.

When: Wednesday April 10, 2002

Time: 7:00-9:00 p.m.

Where: Quinsigamond Community College
Hebert Auditorium
670 West Boylston Street
Worcester, MA 01606

(parking available in student parking lots 1, 2, & 3 on hill)

Cost: Free!



Digital Photo Workshops for Staff and Faculty

by Paul Connell

This article is part of an ongoing, multi-issue dialog about digital photography—the theme-of-the-year, if you will.

In February and March—in my role as Instructional Design Coordinator for the Humanities—I offered a two-part workshop, *Introduction to Digital Photography*, for faculty and staff. This workshop will be repeated on April 22 and May 1 at 1:30 p.m. So, if you missed the first one, there's still a chance to attend.

The first major goal of the workshop was to teach people how to take usable photographs with a digital camera, preferably the QCC-supplied Canon G-1. Although we didn't discourage people from using their own cameras, Ken Dwyer and I agreed that we could provide better support if we oriented people on one model of camera. The G-1 is a very capable camera that has point-and-shoot features as well as options that would satisfy many advanced amateurs. It also has outstanding optics and is small enough to carry in a big pocket or purse.

We learned the following things in Part One of the workshop:

1. How to turn the camera on
2. How not to grab the camera precipitously
3. How to insert media (and how to choose media)
4. How to select viewing, reviewing, and downloading modes on the camera's selection dial
5. How to operate the zoom lens
6. How and when to use the LCD screen
7. About battery drainage (overuse of the LCD)
8. About shutter response speed ("motor drive" is an oxymoron)
9. How pushing the shutter halfway down locks the focus
10. How pushing the "*" button locks the exposure in AUTO mode
11. Selecting a target to lock the exposure so you can get a good one.
12. When to use AUTO and when to use "P" to adjust for exposure compensation
13. Macro mode (tulip icon)
14. UUUUUGLY flash
15. How to review your pics
16. How to interface with a PC and download images
17. How to avoid the temptation of thinking that this unit takes good videos
18. How to select a format ("tiff" vs. ".jpeg") and a cautionary tale of sending friends fat JPEGs over the modem.

Personal observations about Part I.

I learned a few things too. Plus, I had some previously-held hunches confirmed.

People are generally confused about "format"—*tiff* vs *jpeg*. Which one should you use?

File Formats for Digital Photos

TIFF

Advantages

- tiff files generally can be manipulated repeatedly in Photoshop without a loss of image quality
- good format to print from

Disadvantages

- big files—9mb-20mb for a 5x7"—8x10"
- huge size prevents use on web site or as e-mail attachment—sucks up bandwidth like a digital vacuum cleaner.

JPEG

Advantages

- Small—in the workshop we converted a 9mb tiff file to a low resolution
- (lo-res)jpeg and it became a mere 32K. How did we get to this small size? Well partly because jpeg is a compression scheme. It loses a little quality, but it compresses some hefty graphic images by an order of magnitude.

Disadvantages

- Can't take much manipulation without losing critical quality, especially at lo-res. Each time you re-save it as a jpeg, after you manipulate it, you lose more and more of the original image. Work on a file, then save it in jpeg format as the very LAST thing you do.

To further complicate this issue, the Canon default format in "auto-mode" is indelibly jpeg—high-resolution jpeg—but still jpeg. This is really not a big problem for most people (me included!). Most folks (me included!) often just print whatever comes out of the camera and the results are usually very nice.

However, what can you do if you want to work and re-work extensively on your files in Photoshop? Well, you have a couple of options.

First, because the camera saves the jpeg at a high resolution, you can convert it to a tiff file with the software on your computer. Then you can use the converted file as a master copy and work from copies of it. I do this, once in a while, but I don't like it. It's a workaround at best.

The second, more sophisticated solution is fix it right on the camera. The Canon won't let you take any photo (in auto mode) in anything but jpeg. The solution? Just say "no" to

“auto mode!”—use “programmed exposure mode” (“P” on the dial). “P” mode allows you to get into the camera’s menu and change the default format of your photos to tiff or raw format.

So, what is programmed exposure, as opposed to “auto,” you ask? Actually I can’t tell the difference between the two, with a couple of small exceptions. As I just mentioned, “P” mode lets you save in a variety of file formats. Have it *your* way! The other neat exception is that “P” mode doesn’t use that sorry, cheeseball on-board flash, when the camera senses low light. So, if you don’t have enough available light, you’ll need a tripod or you’ll get blurry pictures, but at least you won’t get groups of pink-eyed people who look like extras from *Buffy the Vampire Slayer*.

Resolution

Simplistically put, resolution is an expression of how many (dpi) dots per inch (or pixels per inch) make up your image. Because computer screens resolve only 72 dots per inch, a full-screen photo, at 72 dpi, looks fine on your computer screen (CRT or LCD). When you try to print it, however, the output will look so jaggie that it will give you fractal vertigo. Ironically, because your CRT resolves only 72 dpi—no more— even a 300-dpi, 20mb, monster of a photo, may not look any better than your 900K, 72 dpi photo. Why? Because the screen can’t see beyond 72—*everything* looks like 72! But, when you print it, you’ll sure see the difference.

Remember too, that resolution is independent of file format. Although we usually associate low resolution with jpeg, you can have a hi-res jpeg and a lo-res tiff. Resolution determines printing quality, independent of format. You don’t really need to understand all the nuances of interplay between format if you just remember this:

- Use lo-res (72 dpi) jpeg photos for your web and power point presentations, as well as for any picture whose final destination is *exclusively* a screen, not a printer. Why? Because your e-mail attachment won’t take 20 minutes to

load or your web page won’t look like the bad poster child on the Charter Cable ad. Because it will load *FAST!* However, be *sure* that you never intend to print these pictures. Let’s say, for instance, you e-mail a picture of your kids to their uncle in Tampa. You send 72 dpi jpegs because the uncle is not rich and has a slow modem. Sure, it will get there in a hurry, but uncle Harry will be disappointed when he tries to print that 72 dpi photo that he got so excited about when it looked so good on the screen. You really have to think through the whole process before you start reducing dpi. Think not about “output” but “endput.”

- NEVER, EVER take your only copy of your hi-res tiff and reduce it to a 72 dpi jpeg. *You can always take pixels out of a photo, but you can never put them back in.* So, keep a master tiff file and work from a copy.

Downloading/Uploading in Windows

We learned that the Canon software was real easy to use to download pictures to the PC. You just plug in the right wires and the software turns itself on automatically. One widow shows you what’s in the camera. The other shows you what’s in the computer and you can *download* from the camera to the computer or *upload* back from the computer to the camera.

Unfortunately, however, by default, it buries them about six layers down into the computer’s folder-hierarchy in a folder called† “Canon Folder,” so when you try to look for them in Photoshop, they can be hard to locate.

The second major goal of the workshop was to teach people how to use Photoshop LE to manipulate and enhance the photos that they store on the computer.

We learned how to resize photos, change the resolution, change the contrast/brightness, and how to select, cut and paste, and manipulate pieces of pictures.

Harrisburg, Here We Come!! *by Anne Malkasian*

Last semester I attended the 39th annual North-east Regional SADHA Conference in Harrisburg, PA. with six of our second year dental hygiene students and clinical assistant, Charlotte Santimaw. We shared a bus with students from Middlesex Community College. At the Conference our students presented table clinic presentations such as Antioxidants and PST Genotype and The Influence on Periodontal Disease. These topics were very innovative and explored new horizons in dentistry and dental hygiene. Faculty from around the country including myself, judged the presentations based on originality, scientific accuracy, visuals, enthusiasm and interest

of the presenters, communication skills and general creative approach. Although our students were not among the top finalists, the experience proved to be enriching and the exposure to other students in dental hygiene programs was a fun and fulfilling one. It was positive to see our students networking and sharing their clinical tales with others. In the evening we were entertained by dental companies such as Sonicare and also were exposed to new product lines. The students were also invited to attend a review course the next morning in Oral Pathology in preparation for their National Board Examination. All in all it was a fun-filled, jam-packed two days!

Palm Trees and Pedagogy- The 2001 PAMLA Conference by Mark Vasquez

This past November, I attended the Annual Conference of the Pacific Ancient and Modern Language Association (PAMLA) at Santa Clara University in Santa Clara, California. I not only had the opportunity to present a paper there, but also to chair a session and to attend several interesting discussions--all of which seemed, at some level, to focus on language, power, identity, and self- development.

My own paper for the "Rhetorical Approaches to Literature" session was titled "The 'Appearance of Truth and Simplicity': *The Coquette* and Revised Religious Rhetoric." I discussed how Hannah Webster Foster's tremendously popular 1797 novel *The Coquette* illustrates a simultaneous critique and revision of religious rhetoric and power. The figurative sermonic language in the novel empowers female characters and readers by privileging their abilities to make associative and comparative connections, while the novel also warns against the dangerous independence encouraged by such rhetoric. Eliza Wharton's predicament thus becomes a metaphor for the new nation itself, throwing off the shackles of the traditional power and struggling with independence.

Also part of this panel was a presentation by Carol Kountz from Grand Valley State University on "Interpreting Non-Fiction as Rhetoric"; this presentation led to a discussion of teachers as "rhetorical models" in society. While the rhetoric of other models--specifically, politicians and religious leaders-- is analyzed, evaluated, and validated as rhetoric, what teachers say--while it might follow exactly the same rhetorical patterns as what politicians and preachers say--isn't validated as a cultural rhetoric of persuasion. I found it fascinating that stu-



dents who can remember the addresses of John F. Kennedy and Martin Luther King might be taught to recognize the rhetorical strategies in those addresses and to understand that their own professors (and they themselves) use and can sometimes master those same strategies.

While the panel I chaired on "Interdisciplinary Nineteenth-Century Studies" was also interesting-- drawing together Lewis Carroll, Oscar Wilde, Mark Twain, and their themes of language and self- control-- there were several other worthwhile sessions I attended that helped me to develop different perspectives on teaching. These included "Shaping the Web for Cultural Studies" and "Writing Identity," a panel focusing on the writings of Iranian-Americans, African-Americans, and Asian-Americans as forms of selfcomposition. This panel encouraged me to think not only of the benefits of student writing as "identity formation" but also of the anxieties and difficulties of that formation. Perhaps the most pedagogically beneficial part of the conference, however, was the presidential address by Thierry Boucquey from Scripps College called "Beyond the IQ and SAT: Teaching to the Whole Person." Dr. Boucquey's presentation seemed especially applicable to a learning population such as the one here at QCC, where the raw numbers of measurement have often stigmatized students and hindered their educational experiences.

In short, what I found in the heart of Silicon Valley were some cutting-edge ways to think about my teaching. The 2001 conference was the third consecutive PAMLA conference I had attended; and since I am chairing another session at the 2002 PAMLA Conference, I hope to report more successes next year!



Quantum-light Processor may thrash supercomputers

May 17, 2001 Posted: 9:21 AM EDT (1321 GMT) By Richard Stenger

(CNN) — Mimicking quantum mechanics and using laser technology, scientists have constructed the prototype of a lightning-fast computer that could render conventional supercomputers obsolete.

The new processor is expected to be capable of conducting myriad computations simultaneously, unlike traditional electron-powered ones that must trudge through number-crunching tasks in sequence.

Researchers say that by using light instead of electrons to drive the processing, the quantum computer can break encryption codes or search huge databases billions of times faster than its contemporaries.

The University of Rochester team members unveiled the demonstration machine this week, likening a conventional computer to a librarian searching for a book by inspecting the entire collection one volume at a time. The new machine, in effect, makes clones of the librarian and puts them all into the search at once.

Equally efficient

The new device imitates quantum interference, an important property that makes quantum computers exponentially faster at tasks requiring serious number crunching.

But rather than power the computations by relying on quantum "entanglements" — mysterious subatomic groupings highly resistant to human control — the scientists instead have used directed beams of light, which are well understood and easily manipulated.

"What we've shown here," says team-leading optics professor Ian Walmsley, "is that if you have a quantum computer based entirely on quantum interference, we can build you a computer that is equally efficient, based entirely on light interference. And light is a whole lot easier to manipulate than quantum systems."

The researchers, who receive funding from the United States Department of Defense, revealed the science behind their machine at a laser science conference in Baltimore, Maryland.

Chicago NLNAC Forum *by Jane June*



Ahh! Chicago, THE WINDY CITY, A nice place to visit in October. On October 13, 2001 had the privilege of attending the National League for Nursing Accrediting Committee (NLNAC) Site Evaluator Forum at the Knickerbocker Millennium Hotel in Chicago, Illinois. My weekend began early in the morning as I flew out of Worcester Municipal Airport into Chicago's O' Hare Airport. After the tragedy of 9/11/01 the challenge of flying again was utmost on my mind, but I was committed to attending this conference to

become a site visitor for the NLNAC. This has been a long-term goal of mine since I became Coordinator of the A.D.N. Nurse Education Program in October 2000.

Former Director Ruth Pelkey had set the example by becoming a site visitor, and I felt compelled to follow in her footsteps for the benefit of the Nurse Education Program. When I was selected as Coordinator this became one of my ambitions and I happy to say that with the support of Quinsigamond Community College I was able to complete this goal. I spent three exciting days at the Millennium Knickerbocker Hotel. During that time I was fortunate enough to network with nurse educators from across the United States, exchanging ideas and offering support. This aspect of communication and networking within the nurse educators realm was worth the trip.

I arrived in to Chicago on Saturday to 4 inches of rain and a full understanding of the nickname "Windy City." I had the opportunity to spend some time walking and exploring the streets of Chicago taking in the sites and sounds of this bustling metropolis. Although drenched by the pounding rain, I was able to walk the mile that includes a shopping district that is nicknamed, "the magnificent mile." Being an avid shopper, the excitement of so many interesting shops in such a small area was exciting and challenging.

But after the walk and exploration it was on to work to complete the goal I had set for myself. The conference began with a brief overview of the National League for Nursing (NLN) and the history of the accreditation process. The accreditation process is a peer driven process that recognizes programs that meet established standards of program quality. Nurses have been accrediting educational programs since 1920. The National League for Nursing began accrediting nursing programs in 1952. The accrediting portion of the NLN became the NLNAC in 1997, and in 2001 NLNAC began as a separate corporation. Being a history "buff" of sorts, I found this very informative and interesting. Next we reviewed the organizational struc-

ture, including the board of commissioners along with the NLNAC mission. The mission of the NLNAC is to enhance the quality of all program types of nursing education programs through specialized accreditation. The NLNAC accredits five major types of programs, Master of Science Bachelor of Science, Associate Degree, Diploma Degree and Practical Nursing. This topic concluded the first day. The second day began bright and early with the definition of the program evaluation. Program Evaluation is defined as the constant assessment and refinement of the program through a combination of process-focused and outcomes-focused approaches. This is adapted from Cronbach. For the NLNAC all criteria must be evaluated. All criteria must have identified levels of achievement or decision rules for action. We as site visitors are looking for a written document that:

1. Directs the ongoing systematic assessment of all areas of the nursing unit
2. Notes results of the assessment
3. The actions taken based on those results

Next we began to review the actual accreditation process and the site visit. The site visit consists of 2- 3 peer evaluators and last 3 approximately days. The visit consists of a review of documentation, program evaluations and assessment of outcomes, along with meeting with students, faculty, administration, support services, agency representation and members of the public. We as site visitors observe facilities, class, and practice learning environment, technology and modes of distributed learning. The next aspect involved learning about the review process and the right of the school to appeal the actual recommendation. Next we were introduced to the method of writing a program evaluators report. It was emphasized that the preparation of the report is clear, concise, well organized and coherent. The site visitor must clarify, verify and amplify the self-study report. The program evaluator is the content expert/specialist. The reviewer has the responsibility to verify data and supporting evidence. Finally we discussed the exit meeting including the purpose. We learned that the exit interview involves a summary of the team's findings, including strengths, concerns and advice along with a recommendation for accreditation status.

After 3 exciting days, I learned much new information and met many new colleagues. I returned home via Worcester airport. I am now ready to take on the challenges of an NLNAC site visitor.





Upcoming Retreat: good news / bad news

by Mara Gordon

Our dates for the retreat are Thursday and Friday, May 16th and May 17th at the Light House Inn.

Due to the financial mandates we are living under this year, the President will adopt the "C.S.I." initiative proposed by Maria Addison and ask each participant to pay a \$50 non-refundable deposit, as well as an additional \$10 (the cost of just the overnight stay which is \$60.00). In this way, we will be keeping within the Governor's guidelines not to pay for overnight travel. We think this is a good compromise to having no retreat or a one-day retreat nearby.

Given the sensitivity of the times the President has asked me to request there be a commitment on the part of each one of us to be invested in the retreat's program and to attend all workshops and meetings.

With all that said we are looking forward to a wonderful retreat rich in content and camaraderie.

We will be sending out registration and program information within the next few weeks.

Cost Saving Initiative Update

by Janet Tanski

To all who participated in our first round of Cost Saving Initiatives (CSI's) for February, we thank you. In fact, please have a free drink at the cafeteria, compliments of the president. We have listed below all those who submitted proposals:

Maria Addison
Michael Brosnahan
James Buckley
Fred Gonyea (2)
Jane June
Marilyn Kalal (4)
Jenny Shih
Jeri Thornton (2)
Charulta Trivedi
Priscilla Underwood

We will be returning your proposals with comments from the president.

The following is the list of those proposals that the president's cabinet have approved. Congratulations!

James Buckley, Adjunct Humanities Faculty, proposed:

(1) To place a ban on one-sided printing. If one-sided printing must take place, unused notices should be collected so blank sides may be used for scrap paper.

(2) Instead of using one side of a paper notifying college community of the death of a staff member's family, a tastefully designed notice which uses only half of a sheet of paper could be sent out instead.

(3) A watchdog committee should be organized to assess whether all mailboxes in the mailroom need to receive a certain notice. (Much of this paper gets thrown out).

Cost savings of \$100-\$500

Jim will receive a 15\$ Gift Certificate to Tatnuck Bookseller

Priscilla Underwood, English Faculty, proposed:

Timers or motion sensors on lights in classrooms, or at least a sign that says, "turn off the lights."

Cost Savings of \$100-\$500

Priscilla will receive a \$15 Gift Certificate to Tatnuck Bookseller

Jane June, Nursing Faculty, proposed:

Faculty and Staff customize lab supplies—lab packets for students so they could purchase them and practice at home.

Cost Savings of \$500-\$1000

Jane will receive a \$50 Mall Gift Certificate

Jenny Shih, Coordinator, Library, proposed:

Publications for QCC Community be published electronically, such as the President's Bulletin, Visions, etc. Encourage the college to use e-mail as the basic form for distributing information.

Cost Savings of \$100-\$500

Jenny will receive a \$15 Gift Certificate Tatnuck Bookseller

Maria Addison-Coordinator, Health Care, proposed:

Faculty Retreat—Each year participants are asked to provide a \$50 deposit, which is returned to them when they appear at the Retreat. This year we do not return the \$50 deposit but use it to defray the cost of the retreat.

Cost Savings of \$1,000-\$5,000

Maria will receive a Gift Certificate to The Beechwood Restaurant.

Staff Development will be presenting your awards ASAP.

Please continue to submit your applications. Our next round will be for April and we will accept proposals up to April 15th, and all decisions will be made, and the college community informed by the end of the month. All proposals received after the 15th of the month will be considered for the next month. All proposals are given a number so that they are forwarded to the president anonymously.