

Arts and Lab. I will meet with adjunct faculty and get input to revise class workbooks and font catalogs. Plan, coordinate and critique web sites for GA. Flex project to be completed by August 30, 2005.” “I am in charge of the graphics art program. I will teach in 4104B and HH115 and will coordinate several adjunct faculty and new fulltime photography teacher Paul Mueller.” “4104B has 25 Macs for art students (IllustratorCS, PhotoShopCS, Quark, Flash, Word) and also 20 drafting tables for interior design students and graphics students. HH115 has 41 stations. Success will be evaluated by student progress and teacher evaluations at end of year.” “I met with Computer Tech Tim Druley, regarding design for GA website; I supervised tech Tim Druley’s and tech Dan Black’s matting of GA student art work for the presidents gallery in Dr. Treadway’s office; I met with tech Stephan Dokko and tech Brian Wang and outlined necessary improvements, repairs, and equipment changes in Mac Lab 4104B and HH115; I revised the workbooks for Art 139, Art 160, and Art 161; I sent the documents to the bookstore for printing and are now available in the bookstore; I sent copies to all adjunct graphic design faculty; I purchased new printers for HH115 and 4104B as well as new inks and papers; I wrote instruction sheets for the new equipment and posted the sheets in the labs; I supervised the revision of the font catalog for 4104B and HH15.”

9. **Name:** Rakesh Swamy **Date:** 8 / 11 / 05

Division: Language Arts

Project Title: *Nickel and Dimed* Project

Synopsis: “Create questions, proofread, and edit final copy of Nickel and Dimed Packet. Put together the final draft for printing. Submit to Bookstore for publication.” “As the coordinator of the English Learning Center, this project falls directly under me. Also, as an instructor, I use this program.” “Outcome will be the completed Nickel and Dimed packet. The success will be measured by the students ability to successfully complete the related work.” “After Alison Kuehner completed creating sample responses and discussions for the Nickel and Dimed reading and writing packet, I worked on proofreading and editing the final copy of the packet. Using Cindy’s questions, I created the response worksheets for the four prompts that students use to write the responses on. I created a cover sheet and put together the final copy for the printing. I submitted a copy to the bookstore for printing and coordinated the timeline for availability of final printed copies in the bookstore. In addition, I worked with my ELC staff to arrange all the necessary orientations and guidelines for the final implementation of this program for the Fall semester.” “The success and competency of the program will be determined by how well the students write their responses to the promptly based on the reading of the book. The outcome of the project is to learn to write based on the reading of the various chapters of Nickel and Dimed. Students’ responses will be graded according to the rubric designed and approved by all English instructors.”

10. **Name:** Tracy Virgil **Date:** 10 / 4 / 05

Division: Language Arts

Project Title: Puente Project

Synopsis: “Puente N. Calif. Regional Conference; this is a follow up training for teaching the Puente courses at Ohlone. I also meet older sites around the Bay Area for support and ideas.” “I teach the English component in the Fall and Spring for the Puente

Project.” “I’d like to share my progress so far, in the first year, with my trainers, and gain more experience and knowledge in teaching Puente.”

11. **Name:** Tracy Virgil **Date:** 10 / 4 / 05

Division: Language Arts

Project Title: M.E.Ch.A Statewide Conference

Synopsis: “M.E.Ch.A. Statewide Conference; support is needed for M.E.Ch.A/ Puente students that want to attend the statewide.” “Since I teach the Puente English courses, I want to extend my support to the Puentistas attending this M.E.Ch.A. event.” “Puente/ M.E.Ch.A. students will meet other Latino students across the state—this helps in validating their experience as a Latino student and motivates students toward their transfer goals.”

12. **Name:** Tiny Mosleh **Date:** 10 / 5 / 05

Division: Language Arts

Project Title: Puente Project

Synopsis: “Sustainability and environmental studies. I have been working on ‘sustainable business’ project since May 2005 with Vicki Shipmen then continued with Leta Stagnaro. A) Completed the course outline for two one-unit courses that can be offered as a workshop or as a one-unit class. Date for offering the courses will be determined by Leta Stagnaro. I am in the process of writing the course materials for a sustainable business course that can be offered fully online using web-ct course management. Completion of the course materials will be done by December 2005. B)I have recommended books, articles, video in sustainable development that can be used as resources for courses in sustainable business. I believe it’s critical to include topics such as: energy issues, food and population, toxic chemicals, and global warming into the curriculum. I have been covering ‘The environmental issues an policies’ in my curriculum since Spring 2005.” “Since there is a trend in the developing world towards better environmental policies, educators are responsible to promote alternative methods of production and consumption hat minimizes negative environmental impacts.” “Promote and harmonize economics growth and environmental protection policies, participating and promoting activities in earth day, offering work shops in sustainable business practice, promote effective methods of conservation, and introduce the ‘sustainable development’ as an ethical and social responsibility to our communities. By educating our community about environmental issues, policies will help to raise more ‘green laws’ written and enforced in the future.

13. **Name:** Bennet Oppenheim **Date:** 10 / 5 / 05

Division: Social Science

Project Title: Church vs. State Project

Synopsis: “My investigation into the nature of the Church vs. State controversy enables students in my research class to use my work as a point of departure into their own investigation.” “Church vs. State is a timely topic implicated in social and legal policy in the legislative, executive, and judicial branches of government. Such info may be useful in SOC101 and SOC102 lectures.” “Project will be discussed and explored with SOC102 students and used as a basis for current and subsequent group projects.”

13. **Name:** Katie Frank **Date:** 10 / 6 / 05

Division: Art

Project Title: National Council on Education for Ceramic Arts

Synopsis: "I will attend the National Council on Education for the ceramic arts March 8-11 in Portland. This will stimulate, promote and improve my lectures and demos. The conference is improving for me which transferred towards the students—grew ideas and projects." "I teach several sections of intermediate and advanced ceramics. My projects are always changing—reacting not only to what is happening around us, but what is new in the ceramic world." "Visuals from the oven and PowerPoint's of demos and art pieces in galleries—class lectures and projects based on impartation from the conference."

14. **Name:** Nancy Pauliukonis **Date:** 10 / 7 / 05

Division: Deaf Studies and Special Services

Project Title: L.L.N. Laboratory, Science and Technology Education Program

Synopsis: "During the summer of 2005, participate in four 8 hour workshops offered through the Lawrence Livermore National Laboratory, Science and Technology Education Program. The workshops include: Multimedia: Video Capture and Editing and Webpage Building. This training is to improve my students' ability to access course content through multimedia presentations and via a course website." "As an instructor of deaf students, I search for ways to enhance my presentation of information creatively and visually. It is also important that my students have access to the multitude of resources available to them online and that they learn to access these resources independently. I can facilitate this process if I receive the appropriate technology training." "The intended outcome is that all of my students have access to a course website that I design and maintain. Each website must be password protected and contain a course syllabus, instructor schedule, links to a variety of databases and sources for English reading and writing practice, and links to course materials. The website will be updated and during the following each semester." "During the summer of 2005, participated in four 8-hour workshops offered through the Lawrence Livermore National Laboratory, Science and Technology Education Program. The workshops included: Multimedia: Video Capture and Editing (7/12/05), Webpage Building I (7/15/05), Webpage Building II (7/18/05), and Webpage Building III (7/21/05). The workshops focused on the use and application of Pinnacle's Studio 9 Multimedia Editing software and Macromedia's Dreamweaver. This training is improving students' ability to access course content through multi-media presentation and via a course website. As a result of the training, I have created many files and webpages to be uploaded. Since September 2005, all of my students have access to a course website that I designed and maintain. The websites that are active in the fall semester are DEAF 170 (Basic Composition), DEAF 172 (Intermediate Composition), DEAF 175 (English Grammar) and DEAF 189 (Academic Reading). Each website is password protected through WebCT and contains a course syllabus, instructor schedule, a Research links page (containing links to a variety of search engines, libraries, and databases), an English Help Page (which contains links to further sources for English reading and writing practice), Ohlone links, and Course Materials (to which I upload reference pages, handouts, assignments, PowerPoint presentations, media links, and other resources.) at the conclusion of this semester, I plan to survey my students to learn form

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them 1) how often they accessed the site, 2) what they found most helpful, and 3) what suggestions they have for improving the usefulness of the site.”

15. **Name:** Thomas K. Holcomb

Date: 11 / 1 / 05

Division: Deaf Studies and Special Services

Project Title: ASLTA Workshops

Synopsis: The attendee will present two workshops and attend others hosted by the American Sign Language Teacher Association (ASLTA) Conference held in Las Vegas between Nov. 6th-7th. Attendee will learn the state of art techniques associated with teaching deaf culture and ASL to help maintain and improve attendee's currency in this field.