



# INSTRUCTIONAL NOTES

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Vice President of Academic Affairs

## NOTES FROM THE VICE PRESIDENT - Dr. Mary Kay Rudolph

Greetings, Colleagues and welcome to the 27<sup>th</sup> edition of Instructional Notes and the first edition for the 2008-09 academic year. It's hard to believe that we are almost halfway through the fall semester! I want to thank all the faculty, managers and staff who have worked so hard to attract and retain our students this fall. As of today it looks like we are still maintaining at least a 5% increase in FTES this semester over last fall, while holding the line on increased course sections offered District-wide. Our goal is to do the same in spring 2009, while continuing to reduce our costs and grow as efficiently and effectively as possible. Thank you in advance for all of your efforts to maintain the highest academic standards while providing a top quality education to ALL our students.

Inside this edition of Instructional Notes you will find articles on Accreditation, Student Learning Outcomes and Basic Skills/Immigrant Education, all three of which have been College Initiatives since 2007-08 and are extremely important in our Accreditation self-study report year. Our colleagues in Student Services have provided information on the new Student Information System (SIS) going into effect on November 12, 2008 and our Administrative Services colleagues provide information on all you ever wanted to know about facilities and maintenance requests and processes. We round out this issue with Frequently Asked Questions regarding VATEA (aka Perkins) funding and some information on Staff Development and your flex program.

I leave you with a little excerpted teaser from a publication called "Fast Facts 2008" that was recently released by the Community College League of California. According to that report (available at [www.ccleague.org](http://www.ccleague.org) or [info@ccleague.org](mailto:info@ccleague.org)), California Community Colleges continue to be the lowest funded educational sector, and to produce the highest number of graduates. And, at \$20 per unit, we continue to be a bargain.

<u>Undergraduate Student Enrollment 2006-07</u>	<u>State-Determined</u>
<u>Funds (SDF) per FTES, 2006-07 (NOT the same as apportionment rate)</u>	
CCC 2,621,481 (79%) (unduplicated headcount)	\$ 5,708
CSU 480,240 (15%)	\$11,972
UC 214,298 (6%)	\$18,749
	\$ 8,501 (K-12)

(Private 132,400 WASC accredited private colleges)

I hope you enjoy the issue. Please feel free to contact me with ideas for future articles and any questions you may have about Academic Affairs.

*Mary Kay*

Mary Kay Rudolph, Vice President of Academic Affairs



## WELCOME TO OUR NEW FACULTY!

Please welcome the following  
new probationary faculty who joined us this fall!

Marianne Arden	English as a Second Language/Petaluma
Annie Banks	College Skills
James Cason	Culinary Arts
Deborah Chigazola	Health Sciences (Dental Program)
Kelvin Cooper	PE/Dance/Athletics (Dance)
Ann Foster	English
Rebecca Fouquette	Mathematics
Sharien Hinton	Disability Resources
Helen Kraemer	Health Sciences (ADN Program)
Sara Lowe-Bouchard	Disability Resources
Michelle Hughes Markovics	Behavioral Sciences/Petaluma
Molly Matheson	Learning Resources/Petaluma
Geoff Navarro	Counseling/Petaluma
Linda Paquette	Health Sciences (Dental Program)
Joe Perea	Music (Director of Bands)
Lauren Servais	English
Michael Traina	Communication Studies/Petaluma





## NEW STUDENT INFORMATION SYSTEM LAUNCHES NOVEMBER 12TH

Some of you may not be aware that by the end of this semester a new computer system will be in place **that will change how you are required to submit grades and rosters. It is critical that you become familiar with this portal and the new system requirements before the end of the semester.** To that end, Ken Fiori and his staff in Computing Services are offering numerous training opportunities – both in person and online. We urge you to take advantage of this training as soon as possible.

Mary Kay Rudolph has requested that the instructional managers assist in assuring that this training is completed by all faculty over the course of the next two months by facilitating awareness of this new requirement, providing copies of this announcement in the mailboxes of all regular and adjunct faculty, and arranging for departmental trainings if requested.

In an effort to get this information out to students as well, it is recommended that faculty announce this new system to students in their classrooms. Similar to the Faculty Portal, students will also have a Student Portal to log on to for access to their college records, registration and/or dropping classes. Students can be directed to the Admissions and Records Office for questions and trainings.

The new Student Information System (SIS) is planned to launch November 12, 2008. With the launch of the new system, ***faculty will be expected to manage their Rosters and Grade Submissions online.*** Specifically, the faculty will be expected to submit the following with a web browser:

- Wait List Drops - drop students from the wait list
- No-Show Drops - drop no-show students prior to first census
- Certify Census Roster - certify census roster (all students remaining on the roster are not no-shows)
- Mid-Term Grades - submit mid-term grades
- Final Grades - submit final grades and/or attendance hours

To this end, this Quick Start Training Guide has been prepared to assist you as you get acquainted with the new Faculty Portal.

<http://busapp03.santarosa.edu/SRFAQ/FacPortal-Documentation.pdf>

In addition, you can sign-up for group trainings at:  
<http://www.santarosa.edu/training>



## SRJC Accreditation Self Study Update

After almost two years of work by literally hundreds of people, the Accreditation Self Study Report is finally getting close to completion. We are now in the last stages of content revision as well checking the currency and accuracy of the evidence and designing the graphic layout of the document.

In the process of responding to the accreditation standards, the SRJC self study standards committees have identified planning priorities which will guide us over the next six year accreditation cycle. The planning agendas will be available for review in the posting of the third draft on the accreditation website the week of October 27. Some major priorities that have been targeted are a review of the effectiveness of the new Program and Resource Planning Process (PRPP), continued progress toward identifying and assessing student learning outcomes, improvement of communication and services among the various SRJC District sites, and an assessment process for measuring the effectiveness of institutional planning.

An email announcement will be sent out to the College community when the third draft is ready for review and feedback. The latest timeline is noted below:

<b>Week of October 13th:</b>	<b>Third draft to Public Relations for proofing</b>
<b>Week of October 27:</b>	<b>Third Draft posted for feedback from College community</b>
<b>Week of November 12th:</b>	<b>Revised draft to Public Relations for final proofing</b>
<b>Week of November 17th:</b>	<b>To Graphics for printing</b>
<b>December 9:</b>	<b>Approval requested at Board of Trustees Meeting</b>
<b>January 15:</b>	<b>Final Draft sent to ACCJC</b>
<b>March 2-5:</b>	<b>Accreditation Visiting Team on campus</b>

As always, thanks to everyone who has put so much time and effort into this process.





## Professional Development Opportunities

Professional development activities are activities which add knowledge and skills to an individual's discipline, career, or vocation intended to improve performance on the job. These activities also provide a revitalization of professional direction and focus. All employees (Classified, Management, Administration and Faculty) are encouraged to participate in professional development activities. Go to [www.santarosa.edu/src](http://www.santarosa.edu/src) and check out the information available on everything from Enrollment Fee Reimbursement, to the Menu of Activities and the Flex Program.

### Changes

This fall we welcome Barbara McClure as the new Staff Development Coordinator for the Petaluma Campus. Many thanks to Nancy Persons for the work she did during her term in the position. Barbara would love to hear from the faculty, classified staff and management team members at the Petaluma Campus about your ideas for professional development opportunities to meet the specific needs of employees at the Petaluma Campus. Contact Barbara at [bmcclure@santarosa.edu](mailto:bmcclure@santarosa.edu) or 778-3655.

### Check Your Flex! [www.santarosa.edu/flex](http://www.santarosa.edu/flex)

Faculty members - don't forget to **Check Your Flex** and be sure to have your fall semester flex obligations completed on or before **December 1, 2008**. Adjunct faculty members have a flex obligation for full-semester classes taught on Wednesdays and Fridays this fall. Regular faculty members have a 6 hour mandatory day obligation and 6 flexible hours required for the fall semester (regular faculty members have the entire year to complete their obligations). Hard copy statements will be distributed to applicable faculty members sometime in mid-October. Look for these statements to come in your District mailbox so the Resource Center can save money on postage! Your flex obligation requires that flex activities be completed and **verification forms received in the Resource Center on or before Monday, December 1, 2008**.

***You will be docked pay if you fail to fulfill your flex obligation.***

Go to <http://www.santarosa.edu/src/flex-program.html> for more information about the Flex Program. Contact Michelle Poggi at [mbooyer-poggi@santarosa.edu](mailto:mbooyer-poggi@santarosa.edu) or 522-2602 if you need assistance or have questions.

### News in New Faculty Development

This semester, new regular faculty members are offered the following valuable workshops:

- **Developing the Perfect Syllabus: Are you complying with District regulations?** Presented by Dr. Ofelia Arellano, Dean Petaluma Campus.  
**Date: Friday, October 3<sup>rd</sup> from 11:00 am to 12:30 pm.**

- **Adding Multi-media to your PowerPoint Presentations**  
Presented by John Hemenway, Academic Computing.  
*Date: Thursday, October 23<sup>rd</sup> from 3:30-5:00 pm.*
- **How do I deal with disruptive students in the classroom?**  
Presented by Jennifer Mann, Disability Resources.  
*Date: Friday, November 7<sup>th</sup> from 11:00 am – 12:30 pm*

These workshops are geared for new and newer faculty, but **all** faculty members are welcome to attend! Go to [http://www.santarosa.edu/src/f\\_2008\\_flex\\_activi.html](http://www.santarosa.edu/src/f_2008_flex_activi.html) to see full details on these and other workshops.

New faculty members who have requested a mentor are being paired with seasoned SRJC faculty members who have volunteered to support a new faculty mentee throughout their first year. Mentors are asked to help new faculty learn more about the College and the College community by meeting with the new faculty on a regular basis. Please contact Tammy Sakanashi at [tsakanashi@santarosa.edu](mailto:tsakanashi@santarosa.edu) or 522-2711 if you are interested in being a mentor for one of our new regular faculty colleagues now or in the future.

### **News in Classified Staff Development**

After a very successful New Classified Orientation on September 19, **all** classified staff may look forward to an ongoing *Development Program* offered to continue the training needed to enhance your skills as an SRJC employee. The Classified Staff Development Committee is planning a series of workshops for the Classified Development Program including but not limited to Safety and Wellness, Outlook-Advanced Features, Diversity and Leadership Development.

Rewards for attendance! Every time classified staff members attend one of the specially offered Classified Development Program workshops, they will receive an entry ticket for a special prize drawing to be held in March. The key: YOU MUST BE PRESENT TO WIN! It's all about being in *attendance at workshops* and *being present* for the prize drawing. This program is still under construction...watch for details coming soon.

### **Your Professional Development Committees**

There are colleagues working on your behalf! Go to <http://www.santarosa.edu/src/PDA-current/pda-acknowledgements.html> to view the current committee representatives working behind the scenes to create valuable opportunities for you through their work on the Professional Development Committee, the Classified Staff Development Committee and the Faculty Development Committee.

### **Evaluations – Now Online!**

Another effective way to communicate your professional development needs is to give constructive feedback to us on PDA and Flex activity evaluation forms. These evaluations and recommendations are reviewed and may lead to new, useful and innovative staff development programming. New opportunity to provide feedback: the evaluation form is available for online completion and submission to Staff Development. Go to [http://www.santarosa.edu/src/PDF/Workshop\\_Eval\\_Form.pdf](http://www.santarosa.edu/src/PDF/Workshop_Eval_Form.pdf) to complete your workshop evaluation online.

## Planning for Spring 2009 PDA Day

The Spring 2009 Professional Development Activity Day is **Thursday, February 12, 2009**. Plans are well under way to provide **all** employees with a valuable day of workshops and training. We will be honored to hear from this year's Tauzer Faculty Lecturer, Andre LaRue from the Social Sciences Department. Call for Presenters forms are due on **Monday, October 6**. You may still have time to submit your proposal for providing a workshop. Contact Staff Development at 522-2602 and inquire! The Call for Presenters form can be completed and submitted online:

<http://www.santarosa.edu/src/PDF/CallForPresentersS09.pdf>

### Contact Us:

Barbara McClure, Staff Development Coordinator/Petaluma Campus	778.3655
Elizabeth McPherson, Administrative Assistant/Resource Center	527.4852
Michelle Poggi, Resource Center Coordinator	522.2602
Scott Rosen, Staff Development Coordinator/Santa Rosa Campus	778-3967
Tammy Sakanashi, New Faculty Development Coordinator	522.2711

Visit our website: [www.santarosa.edu/src](http://www.santarosa.edu/src)





## ADMINISTRATIVE SERVICES ANSWERS QUESTIONS REGARDING MAINTENANCE

*Dr. Curt Groninga, VP Administrative Services and  
Tony Ichsan, Director, Facilities/Operations*

- **How does communication go out regarding time frames for major deferred campus projects like roofing?** Facilities will maintain this list on the revised (under construction) web page, and will send out a Fall and Spring semester email reminder of the updated project list. These communications will be frequently supplemented via Administrative Services Planning Updates.
- **What happens to maintenance requests? Is there a way to track them online?** Facilities is moving away from a paper process, and currently has a web based process under design. During this transition, our focus will be to maintain communication with the requestor. Ultimately, Facilities will have a computerized maintenance management system that would allow customers to track their service request online.
- **What is the difference between Instructional Equipment vs. Durable Equipment vs. Maintenance?** Facilities, from a maintenance perspective, typically includes work necessary to maintain buildings and building systems such as roofs, windows, fixed walls, plumbing systems, heating systems, ventilating systems, electrical systems and other Group I equipment, as well as roads, landscaping, and utilities infrastructure.

Clarification is needed as to the question's intent in regards to instructional equipment and durable equipment. Typically instructional and durable equipment are generally not included under maintenance, such as repairing fixed and moveable technology based equipment (Group II), and repairing furniture. Also not included under maintenance are services for modifying existing building systems. For example, moving a wall or installing an air conditioning system, carpeting an area, installing floor tile on a bare concrete floor, installing equipment supplied by departments etc.





## VTEA FREQUENTLY ASKED QUESTIONS

*Chuck Robbins, Director, Economic & Workforce Development*

### What is VTEA?

VTEA is the Vocational and Technical Education Act (Carl D. Perkins Career and Technical Education Act). VTEA provides federal funding that is granted to states and then to community college districts. The funds are used to prepare students in Career and Technical Education (CTE, also known as vocational or occupational education) to be more competitive in the world economy. VTEA funds are designed to provide supplementary services that students may need to succeed in career and technical programs.

These are “categorical” funds, much like those used by programs such as Disability Resources Department (DRD), Extended Opportunity Programs and Services (EOPS), Mathematics Engineering Science Achievement (MESA), and Matriculation. They are not general funds and have their own set of legislated guidelines and requirements. To guide planning and use of VTEA funds, the District submitted a required five-year Perkins Plan to the state funding agency in Spring 2008.

### What does VTEA Fund?

Funds are designed to:

- Improve or expand, not maintain programs or supplant District funds
- Develop, implement, and improve Career and Technical Education (CTE), not general education programs
- Support programs, not isolated courses
- Assist CTE programs that have an active advisory committee that meets at required intervals

### Examples of funded activities:

- Curriculum development activities (recent areas of emphasis include alternative fuels, emergency medical care, digital media, and hospitality)
- Professional development activities, including industry internships and specialized training for instructors
- Instructional equipment and material purchases for CTE programs
- Professional development activities that support entrepreneurship education and training
- Programs for special populations (e.g. students with disabilities; English language Learners; single parents; displaced homemakers; students in non-traditional careers such as women in automotive or men in nursing)
- Job placement assistance, career guidance, and academic counseling for CTE students
- Program marketing and outreach
- Articulation/Tech Prep Activities; work with specific high school programs

### **What VTEA does not fund:**

- Non-occupational programs
- Ongoing operational expenses (no supplanting)

### **What are the accountability measures for VTEA (Perkins) Funding?**

- Student attainment of career and technical skill proficiencies and achievement
- Student attainment of industry-recognized credentials, certificates, or associate degrees
- Student retention in postsecondary education or transfer to a degree program
- Student placement in employment, the military, or apprenticeship or transfer to advanced training in other postsecondary institutions
- Student participation in and completion of CTE programs leading to nontraditional training and employment, focusing on non-traditional students' success (e.g. women in automotive, men in nursing)

Local programs must set performance targets for each performance indicator. VTEA requires that resources be directed to programs that fail to meet success benchmarks as referenced above (e.g., non-traditional student participation, poor completion and retention rates, etc.). Failure to meet performance indicators can lead to withholding of funds.

### **Hypothetical Examples: Program Improvement Project and New Course Development**

Imagine that 60% of Advanced Transportation Technology students drop out of the program in the first semester, 40% fail basic math, and 89% of students enrolled are considered English Language Learners (ELL). The program might receive funding to develop a math course that teaches math using advanced transportation concepts, provides tutors for ELL students, and offers professional development training for faculty in working with ELL students. Additionally, the program might receive funds to conduct outreach activities to recruit more women into the program and to develop a mentoring project aimed at increasing retention of women.

Another possibility might be a department responding to industry need for new training. Perhaps faculty in the department have, through their advisory committee, identified a need for trained photovoltaic (solar) installers. The department might receive funds for initial curriculum development, for basic equipment purchases, and for setting up an instructional location. The VTEA funding would help to launch the program, but the expectation is that, following the first offerings of the solar installation course, additional courses would be developed and supported by the department's budget.

### **Who informs funding decisions?**

Perkins requires that a "CTE Local Planning Team" be established to make recommendations about the development, implementation, and evaluation of CTE programs. This team must include representatives from business/industry, labor, students, academic and CTE faculty, including counselors. In addition, there must be representation from college offices that serve special population students. The Team

must consider input from other planning groups, including industry advisory committees and the county Workforce Investment Board.

### **How will VTEA funding be integrated with PRPP data-driven processes?**

Like the new Program and Resource Planning Process (PRPP) and the ACCJC/WASC accreditation standards, VTEA requires that District/College priorities for program improvement be based on extensive data and evidence (e.g., labor market data, Perkins five-year plan, other District planning documents, accreditation reviews, regional planning documents, economic forecasts, etc.).

The process and requirements for VTEA and the PRPP are distinctly different, but they intersect at key points. In addition to the data above, the Local Planning Team will review extensive summary data from the PRPPs (e.g., program completion, student success, resource needs, curriculum currency, enrollment demand, labor market demand, curriculum responsiveness, alignment with high school curriculum, etc.).

### **How will VTEA processes and decisions be communicated this year?**

As in the past, there will be an annual open Request for Proposal (RFP) process in which the college solicits funding requests for 2009 - 2010. The tentative timelines are as follows:

- February 12, 2009: PDA workshop on VTEA application process
- February 23, 2009: VTEA RFP for fiscal year 2009 - 2010 released
- March 20, 2009: VTEA RFP due
- April 2009: Local Planning Team meets
- May 17, 2009: Results of decisions regarding RFPs for fiscal year 2009 - 2010 and allocation funding sent to departments

### **Interested in joining the CTE Local Planning Team?**

The Local Planning Team will be meeting in late April 2009, after 2009 - 2010 RFP proposals have been received. The team must meet the composition requirements of the Perkins Act as outlined above. For more information, contact Chuck Robbins at 527-4498 or [crobbins@santarosa.edu](mailto:crobbins@santarosa.edu).





## **Basic Skills/Immigrant Education Initiative (BSI)**

Most members of the college community are probably aware that at least since 2006 there has been a resurgence of interest in and comments regarding the success of “underprepared” students as manifested by the State Academic Senate supported **Basic Skills/Immigrant Education Initiative (BSI)**, an enormous undertaking that entails significant research, funding and professional development activities.

### **DIRECT STUDENT SUPPORT**

Last year about 40 of your colleagues got together to develop a plan for using the supplemental funding SRJC received from the 2007-2008 state budget. After six months of meetings and discussion, almost \$150,000 was allocated to help students, including funds for instructional aides and peer tutors in Santa Rosa and Petaluma, for Tutorial, Writing Centers and CSKLS, and for English, ESL and Math labs.

All instructors should know that this additional instructional support is now coming on line, so be sure to check in with your departments to find out how you can help “Basic Skills” students take advantage of this opportunity. Please note that the Basic Skills Steering Committee is defining such students as any student who has ever been placed in a 300 or 100 level course or any student taking a non-credit 700 level course.

Because many students (and instructors) are not aware of the full range of student support programs provided to help them succeed, please discuss support options with your students as appropriate. You should also consider the value of building information about support opportunities into your syllabi. Many instructors have also found that requiring tutor contact as part of a course grade or specific assignments can inspire students to actually get the support they may need to succeed.

### **BSI STEERING COMMITTEE UPDATE - FACULTY INPUT & PARTICIPATION NEEDED**

At the first BSI Steering Committee meeting on September 5<sup>th</sup>, six work groups were created to develop action plans for several projects. Additional participants are needed to increase instructor involvement beyond the five departments that have been most active in the BSI thus far (CSKLS, Counseling, English, ESL and Math). We particularly hope that Transfer and Career & Technical Education faculty will join one of the following work groups: BSI Vision, Scope & Coordination; Professional Development/Effective Practice; Measuring Student Success; Learning Community Planning; Basic Skills & General Education, Transfer & CTE Programs; Internal Communication & Marketing.

Contact Victor Cummings, Dean of Language Arts & Academic Foundations (527-4615 or [vcummings@santarosa.edu](mailto:vcummings@santarosa.edu)) if you would like to join SRJC’s BSI or to obtain additional information. The workgroups have just started meeting, so now is the time to get in on the ground floor and make your mark on SRJC’s Basic Skills Initiative.



## Project LEARN Update

Last year, SRJC made considerable progress toward identifying student learning outcomes (SLOs). SLOs were identified for **401** courses, **54** certificates/majors, and all **19** Student Services. In addition, three institutional outcomes were assessed. SRJC faculty and staff are to be commended for making so much progress last year. The new Curriculum Access and Tracking System (CATS) launched last November and everyone has learned how to use the new system. With the accreditation visit just around the corner in March 2009, SRJC cannot afford to lose this forward momentum. This year, the College has set challenging goals to move us toward proficiency in Student Learning Outcomes identification and assessment. Project LEARN is committed to helping faculty and staff to meet these goals.

### What is the Accreditation Expectation for Student Learning Outcomes?

By fall 2012 (only four years away), ACCJC/WASC Accreditation Standards **mandate** that community colleges be at the "proficient" level of effectiveness with regard to SLOs. The ACCJC rubric lists the following as characteristics of institutional effectiveness at the "proficient" level:

- Student learning outcomes and authentic assessment are in place for all courses, programs, and degrees.
- Results of assessment are being used for improvement and further alignment of institution-wide practices.
- There is widespread institutional dialogue about the results.
- Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning.
- Appropriate resources continue to be allocated and fine-tuned.
- Comprehensive assessment reports exist and are completed on a regular basis.
- Course student learning outcomes are aligned with degree student learning outcomes.
- Students demonstrate awareness of goals and purposes of courses and programs in which they are now enrolled.

### Goals for 2008/09

The College Initiatives established the following goals for 2008/09:

- Identify course outcomes for an additional **500** courses (one fifth of all courses in the curriculum). This should occur as new courses are submitted or existing courses are updated.
- Identify program outcomes for an additional **80** certificates, majors or educational pathways (such as English, Math or ESL). Faculty will also be asked to "map" course outcomes to program outcomes in order to demonstrate that the courses in a certificate or major achieve the desired program outcomes.

- Every academic department and Student Services will be engaged in a new assessment project for either a course or program outcome. Accreditation standards mandate a regular cycle of assessment; therefore, one new assessment project should be initiated each year. Project LEARN can provide up to \$500 of financial support for each department, which is often used to compensate adjunct faculty for their participation.
- Progress on SLOs must be reported in the spring 2009 PRPP document.

**For more information, go to the Project LEARN website:**

<http://www.santarosa.edu/projectlearn>

### **Project LEARN Vision**

Santa Rosa Junior College is a Learning Centered institution. The College, through Project LEARN, provides a foundation for a community of inquiry where ongoing collegial dialogue, collaborative review of evidence and deliberate reflection support the improvement of teaching and learning.

### **Project LEARN Steering Committee**

Project LEARN Steering Committee: Eric Thompson (Co-Chair and Academic Senate Liaison), Carole Bennett (SLO Coordinator), Wanda Burzycki (SLO Coordinator), Craig Foster (SLO Coordinator), Cheryl Hanson (faculty), Tammy Sakanashi (faculty), Micca Gray (faculty), Kris Abrahamson (Administrative Co-Chair), Mary Kay Rudolph (V.P. Academic Affairs), Ricardo Navarrette (VP Student Services), Victor Cummings (Dean), Kimberlee Messina (Dean), Dave Harris (Student Representative)



## **JESSE PETER MUSEUM REOPENS ITS DOORS**

Out in front, the dogs have not moved but when you enter the Jesse Peter Museum for the first time, you will be stunned by its new look. Over the last three years, the Anthropology Program's multicultural gem has received bond monies to update its display capabilities and generate new instructional space. There is ample room for 140 museum-goers and a classroom that can accommodate up to 55 students.

Under the watchful eye of retired Anthropologist/Museum Director Ben Benson, newly hired Anthropologist/Museum Director Sandra Hollimon and Exhibits Specialist Christine Vasquez, the collection was moved back into the museum last spring.

**Please join us on Tuesday, October 28, 5:30 p.m.  
for an opening reception welcoming two scholars:**

**John Pohl, Curator of the Arts of the Americas, Fowler Museum, UCLA**

**and**

**Claudio Jiménez Quispe, Peruvian Retablo Artist**

**Dr. Pohl is a specialist on the post-Classic Aztec, Nahua, Mixtec and Zapotec confederacies of southern Mexico, as well as 20th-century Guatemalan and Mexican textiles.**

Mr. Quispe's work has been exhibited at the Museo Nacional de Antropología, Arqueología, e Historia, Lima, the International Arts and Crafts Fair in Israel, and the Art Institute of Boston.

For those of you who are unaware, the museum was originally named for Jesse Peter, a native of Santa Rosa who taught both in the local public schools and at SRJC. In 1938, a Works Projects Administration Grant was awarded to SRJC President Floyd Bailey to build a museum on the college campus. The museum opened in 1940 and Jesse Peter served as the director until his death in 1944. During these years, the museum was primarily a natural history exhibit with a small collection of Native American art.

By the late 1960s, the space was taken over by the Art Department and called the "Two Dogs" Art Gallery. Most of the natural history collection was given to the departments of Life Science and Earth and Space Sciences. The Native American art collection was left stored in a small section of the original facility. This is now the heart of the present collection.

In 1975, Bill Smith, an SRJC instructor and Mihilakawna (Dry Creek) Pomo, opened up the storage space and created a Native American exhibit with the collection of approximately 300 pieces of art. He recruited Native American students to help build models of a Pomo Roundhouse and a Klamath River House.

In 1979, Ben Benson was asked by the College to manage the Native American exhibits. He developed a professional catalog for the collection that is now computerized and serves as a relational database for research and study. During the past thirty years, the collection has grown from 300 pieces to more than 3,000. Multicultural education is now the central focus of the museum and it serves a myriad of college courses at SRJC. Future plans include opening a museum store and applying for full museum accreditation.

If you teach a course that could make use of this instructional space or would like to use the new conference room for a meeting, please contact Christine Vasquez at 527-4479 to schedule.

