

SABBATICAL REPORT  
1997-1998

SUBMITTED TO THE  
MT. SAN ANTONIO COLLEGE  
SALARY AND LEAVES COMMITTEE

BY

JOANN DRIGGERS  
FAMILY & CONSUMER SCIENCES

SEPTEMBER 14, 1998

# APPLICATION FOR SABBATICAL LEAVE

for Joann Driggers

## Proposed Activities and Justification

My proposal is for a Combination type of sabbatical. The plan has three directions: Recruitment/Curriculum Projects, Professional Study, and Professional Commitment. After being a Department Chair for three years I have spent this year re-working my classroom teaching activities: previewing and choosing new films, creating some overheads, including more collaborative learning activities. Now I would like to take time to update myself and participate in the recruitment activities that we all know are essential, but which do not easily fit into campus responsibilities.

My departmental responsibilities take two directions. First, I am the sole regular contract faculty member teaching in the Family and Consumer Sciences curriculum (FCS sub-header). There are two primary courses in that program, one of which is a G. E. course, and an interdisciplinary certificate: Consumer Affairs Specialist. Two thirds of my teaching load is in that field.

In addition I am part of a two-person contract faculty team that provides the leadership and instruction for the Fashion Merchandising major. Over half of our courses are typically taught by adjunct faculty, individuals who are currently working in the fashion industry. The responsibilities for curriculum, recruitment, and students are shared by my team-mate and I. If I am granted this sabbatical it is imperative that I continue those tasks as my team mate will be the Academic Senate President during the same time. Shortly thereafter it is likely that she will retire, leaving me with the responsibilities for both Fashion and Family and Consumer Sciences.

We also have a particular need to spend time recruiting fashion students since this industry has been particularly hit by the recession and down-sizing, making it seem unattractive to students. However, it is the second largest business in California, and Los Angeles is the fashion capital of the United States. Garment and textile manufacturing is growing, and retail is entering a new era. We need to spread this news!

### PART ONE

#### PROJECTS: RECRUITMENT/CURRICULUM

##### A. Recruit students from on-campus and off-campus for the Fashion Merchandising program.

1. Assist with planning and implementing a Fashion Career Day, Fall 1997. This would be our fifth annual such event. This fall we had 280 high



school students attended. They listened to two dynamic guest speakers, and all took a tour of our department and the campus.

2. Visit ESGV ROP and Baldy View ROP for one day in each location to observe their programs and make a presentation to their students about our classes.

3. Be an Advisory Committee member for both ESGV ROP and Baldy View ROP (usually one -two meetings per year per program).

4. Create and implement a follow-up system for ROP 2+2 students. We have articulation agreements, but haven't been able to promote them to their potential since this takes time to organize, to identify potential students, assist them with making an educational plan, and monitor their progress.

5. Create a slide show of Fashion program activities such as club, classroom speakers, special events. Present it to the Mt. SAC Board of Trustees, high school liaisons, and to local high schools and ROPs.

6. In the Spring visit local high schools that have strong fashion programs, spend the day and give a presentations to the students: Pomona, El Monte, Chino, Glendora, Diamond Bar, Arroyo, San Dimas, Bonita, Rowland and Ayala.

7. Locate Mt. SAC Fashion alumni, create a data base, and survey them regarding current address, career history, salary, additional education, and future plans. This information can be used for Mt. SAC accountability which is apparently going to be very important in the near future for VATEA funding. It will also be invaluable for program evaluation and recruitment.

8. Use information gathered from #7 to create an up-dated one-page Fashion Merchandising flyer which will highlight the careers of our students and will promote our program. Distribute this flyer to high school students and counselors, and Mt. SAC counselors.

9. Assist with the writing and creation of the Fashion Merchandising Annual Newsletter. Our last issue was ten pages, included black and white photographs, and was mailed to 800 high school students, alumni, and fashion industry partners in southern California.

10. Visit our local CSUs (Northridge, Los Angeles, Long Beach, and Pomona), to enhance articulation and explore curriculum trends.

11. Explore the possibility of initiating an annual Spring Fair at Mt. SAC similar to the Orange Coast College Fall Fair. This would be a one-day event which would feature workshops related to apparel design and creation, apparel selection, nutrition, needle crafts, and the like. At OCC this has become a two-day event. In 1995 over 2000 people attended and it turned a profit of over \$15,000.

I would contact Karen Myers, and interview the Director of the Fair at OCC. Then I would survey selected Mt. SAC departments such as Family and

Consumer Sciences, Art, Business for possible support. If all sounds favorable I would create a plan to initiate this Fair at Mt. SAC.

B. Recruit students from on-campus and off-campus for the Consumer and Life Management programs.

1. Reactivate the Consumer Affairs Specialist (CAS) Certificate by confirming that revisions in progress now have been approved.

2. Publicize the program by creating a flyer about the program, distributing Career Briefs, and creating a display in the library. This is a very viable 18 unit certificate for those who will no longer be eligible for welfare.

3. Speak to Mt. SAC FCS, Business, and Career Planning classes and the Re-Entry Center about these career opportunities.

C. Re-evaluate curriculum needs for Consumer and Life Management.

1. Visit CSU Northridge and Long Beach to enhance articulation and explore their curriculum trends.

2. Explore other CSUs (Fullerton, San Marcos, Dominguez Hills) for potential articulation.

3. Explore the integration of the Intergenerational Care Giver (ICG) Certificate into our department. There is such a program at LA Mission College, and I would like to determine if it is viable in our area. This would be a joint effort with Health Sciences, and would include current FCS curriculum, current Health Sciences coursework, and new Gerontology courses. Investigation would include a community search for possible work placement sites, and on-site interviews. If this looks viable an Advisory Committee would be established and curriculum determined.

**PART TWO  
PROFESSIONAL STUDY**

A. Self Directed Study in My Field

I propose self directed study by reading books to catch-up with newest trends and research in Family and Consumer Sciences with the emphasis on fashion and life management. This would provide an opportunity for reflection and integration. The results of this study would be updated classroom presentations and lectures in Fashion Industry, Textiles, Field Studies in Fashion, and Life Management. As I make these changes I want to include approaches to appeal to Multiple Intelligences.

This updating would also prepare me to provide leadership to the Fashion Merchandising program and teach additional courses, a situation that is likely as the other faculty member in this area has indicated that she will retire in the next couple years.

### Books

- Anquetil, Jacques. *Silk*. 1995.  
Barber, Elizabeth. *Women's Work: The First 20,000 Years*. 1994.  
Barnes & Eicher. *Dress and Gender: Making and Meaning*. 1992.  
Bolles, Richard. *The Three Boxes of Life*. 1981.  
Collins, Gilbert & Nycum. *Women Leading*. 1988.  
Commoner, Barry. *Making Peace with the Planet*. 1990.  
Doy. *Seeing and Consciousness: Women, Class and Representation*. 1995.  
Elgin, Duane. *Voluntary Simplicity*. 1981.  
Henderson, Hazel. *Paradigms in Progress: Life Beyond Economics*. 1991.  
Hillkirk & Jacobson. *Grit, Guts & Genius: True Tales of Megasuccess*. 1990.  
Kaiser, Susan. *The Social Psychology of Clothing*, 1996.  
Mathis & Connor. *The Triumph of Individual Style*. 1994.  
Ornstein and Ehrlich. *New World, New Mind*. 1989.  
Piasecki & Asmus. *In Search of Environmental Excellence: Moving Beyond Blame*. 1990.  
Roach-Higgins, Eicher & Johnson. *Dress and Identity*. 1995.  
Rosener, Judith. *America's Competitive Secret: Utilizing Women as Management Strategy*. 1996.  
Sproeles and Burns, *Changing Appearance*. 1996  
Wilson, William Julius. *When Work Disappears: The World of the Urban Poor*. 1996.

### B. Explore Mexican Culture

As the minority population grows at our campus, I feel a need to incorporate Latino cultural examples into my Life Management class. However, I lack accurate knowledge in this area. I propose that I would

1. Read: West, John O. *Mexican American Folklore*. 1988.
2. Travel to Michoacan, Mexico for El Dia de Los Muertos, the Day of the Dead. Twelve day trip. Anticipated dates: October 24-November 4, 1997. The trip is organized by Folk Tree, Inc. of Pasadena. It is an in-depth focus on the Feast of All Saints and All Souls Day. Additional activities include visits to small villages where potters, weavers, glassblowers, copper and silversmiths create crafts in traditional methods. Appointments include

interviews with the artists and exploration of museums which house collections of both Spanish colonial and folk art.

3. Incorporate examples of Mexican traditions and culture into my Life Management courses.

C. Expand my creativity by

1. Taking ART 182 - Basic Drawing - 3 units Fullerton College (CAN ART 8) Fall, 1997 Tues. & Thurs. 8:00-11:00 a.m.

I want to take this drawing class so that I can be more effective as a teacher. My students are very visual, and many learn best with drawings, pictures, and mind-mapping. Drawing is something I have never explored, but have always want to. I need this skill to better appeal to the Multiple Intelligences of my students.

2. Taking the Power Point Class at Mt. SAC through Staff Development. This is a 48 hour hands-on class. "The student will learn to incorporate text, graphics, and color special visual effects to improve presentations. Students will produce handouts and color transparencies."

I have several lectures that could be more effective if they were presented with transparencies rather than on the chalk board. Also my Department is acquiring an overhead projection system which would allow computer driven Power Point within the classroom.

3. Taking at least four workshops on the creation of textile arts, such as spinning, dyeing, quilting, or embellishment. I had hoped to find such a course at a local college, but in the last two years three such programs have been phased out. My only resource is at local fiber art stores which feature one or two day workshops. Piecemakers in Costa Mesa features a dozen suitable quilting classes each three months. Wildfiber in Santa Monica focuses on surface design, spinning and weaving. These workshops will enhance my knowledge of textiles surface design and careers in fiber arts.

Beginning Dyeing - 1 meeting 10 a.m.-4 p.m. Wildfiber  
Fabric Photo Printing - 1 meeting 12:30-5:30 p.m. Wildfiber  
Introduction to Shibori - 1 meeting 10 a.m. -4 p.m. Wildfiber  
Spinning - 1 meeting 10 a.m. -1 p.m. Wildfiber  
Spinning II - 1 meeting 10 a.m. -1 p.m. Wildfiber

### PART THREE PROFESSIONAL COMMITMENT

These activities are a form of professional growth and study as well as professional commitment. I learn a great deal about new research and trends by participating in professional organizations. The networking also provides possible partnerships, student internships, and information about employment trends.

A. Serve as a member of the Costume Society of America - Western Region Board. Western Region includes California, Oregon and Washington. The Board has four meetings a year, the organization has eight or so meetings in a year, which are held throughout the region. I would attend at least five of those meetings. I will be co-chair for a meeting in Riverside in Spring, 1998. Additionally, this Board is involved in planning the national Symposium which will be in Pasadena in May, 1998. I will accept a responsibility in regard to that.

B. Attend the annual conference of the International Textiles and Apparel Association (ITAA) in Knoxville, Tennessee, November 10-16, 1997.

C. Remain active in the following professional groups: The Fashion Group, the Textile and Costume Guild, and the Society for Consumer Affairs Professionals. Each group has monthly meetings, and I will attend at least twenty meetings in total.

D. Serve on the statewide Task Force for establishing a California Coalition for Consumers. This will require 3-4 meetings a year.

E. Take advantage of the unexpected. This is really a most valuable part of a sabbatical. Conferences, meetings, and workshops come along that sound wonderful, but faculty cannot just leave the classroom to attend. A sabbatical schedule allows for more flexibility, and therefore a chance to participate in such events.

## TIMELINE FOR SABBATICAL ACTIVITIES

### August 1997

Plan for Career Day: date, speakers, invitations.  
Create and implement a plan to identify, orient, and monitor 2 + 2 students.  
Create the fashion slide program.  
Read three books.  
Schedule visits to CSUs.  
Attend three or four professional meetings

### September 1997

Follow-up on Career Day plans: flyers, invitations, press release  
Begin Drawing class.  
Read two books.  
Begin to develop alumni data base. Create and mail alumni survey.  
Visit CSULB, CSUN, Cal Poly Pomona, CSULA. for articulation for Fashion and Consumer/Life Management.  
Create CAS Certificate flyer.  
Create at display for Consumer/Life Management in the library.  
Begin to visit Mt. SAC classes to publicize CAS Certificate.  
Begin preliminary planning for CSA meeting in Riverside  
Attend three or four professional meetings

### October, 1997

Follow-up on Career Day plans: tours, door prizes, giveaways.  
Continue Drawing class.  
Read one book.  
Compile and input alumni data.  
Follow-up on visits to CSUs in regards to curriculum.  
Visit Mt. SAC classes to publicize CAS Certificate.  
Plan for CSA meeting in Riverside.  
Travel to Mexico - six days  
Attend three or four professional meetings

### November, 1997

Hold Career Day.  
Continue Drawing class.  
Create fashion flyer which includes alumni data.  
Finalize plans for CSA meeting in Riverside.  
Travel to Mexico - six days  
Attend ITAA annual conference in Knoxville Tennessee - one week..  
Fashion slide presentation to Board of Trustees and High Schools liaisons - distribute fashion flyer with alumni data.  
Attend three or four professional meetings

### December, 1997

Finish Drawing class.  
Read three books.  
Search Mt. SAC community for worksites for Intergenerational Care Giver Certificate and conduct three site interviews



**(December continued)**

Begin to explore the Spring Fair at Mt. SAC: talk with Karen Myers and the OCC Fair Director.  
Create and distribute a survey for Mt. SAC faculty to determine interest in Spring Fair

**January 1998**

Read three books.  
Meet with Health Sciences to discuss ICG Certificate.  
Survey Mt. SAC faculty in regards to the Spring Fair. Compile results and meet with Karen Myers to determine next steps.  
Write and mail a letter to schedule visits to ESGV and Baldy View ROPs and ten local high schools  
Confirm schedule of visits  
Review Life Management curriculum for incorporation of Mexican cultural examples  
Take one textile workshop

**February, 1998**

Read one book  
Finalize plans for CSA meeting  
Follow-up on Spring Fair if deemed desirable  
Follow-up on the ICG Certificate  
Visit four high schools - take slide show and flyers  
Begin Power Point class  
Begin to plan Fashion Newsletter  
Explore articulation for Consumer and Life Management curriculum at CSU Fullerton, San Marcos, and Dominquez Hills  
Take one textile workshop

**March, 1998**

Read two books  
Implement plans for CSA meeting  
Continue working on CSA May Symposium  
Visit four high schools- take slide show and flyers  
Continue with Power Point class  
Begin to create visuals for classes using Power Point  
Begin to write Fashion Newsletter  
Take one textile workshop

**April, 1998**

Read two books  
Continue working on CSA May Symposium  
Visit four high schools - take slide show and flyers  
Continue with Power Point class  
Create more visuals for classes using Power Point  
Finalize Fashion Newsletter  
Take one textile workshop

May, 1998

Read three books

Finalize plans for CSA May Symposium

Finish Power Point class

Proof Fashion Newsletter and send to print shop - Mail in late June to coincide with Orientation and Registration schedule

Attend and assist with CSA Symposium - May 26-30

Write Sabbatical Report

#### ANTICIPATED VALUE

My proposal will facilitate the creation of new courses and programs that meet the needs of the changing workforce. It will allow me to be prepared to assume the responsibilities of leading two of the five program areas in my department. I am concerned that if I don't have this opportunity now, that, due to retirements, it would be highly detrimental to do so in a year or two. This proposal will allow for recruitment at twelve local high schools and ROPs, which is not possible with a full teaching schedule. It too has a urgent need.

When I complete all of these activities I will be more up-to-date on research, trends, and theories that abound in my fields of teaching. I will be more knowledgeable about job opportunities for students. I will understand what it is like to be a student, and therefore more empathetic. I will be more effective in the classroom because I will have more interesting, up-beat, and current classroom presentations. I will feel more confident about my computer presentation skills. I will have met more professionals and this will strengthen our program. I will also be energized by the change of pace, the enhanced skills, and new knowledge. I will share the knowledge with my colleagues wherever possible and hopefully my energy will be contagious.



**SABBATICAL LEAVE REPORT**

**Joann Driggers**

**Family and Consumer Sciences**

**Mt. San Antonio College**

**September, 1998**

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## SABBATICAL LEAVE REPORT

Joann Driggers

Family and Consumer Sciences

September, 1998

This was the sabbatical of "100 little things." It included reading more than 20 books, attending more than 25 meetings, planning 2 conferences, attending those two plus two others. It included two weeks in Mexico, a semester drawing class, and 50 hours of textile arts workshops. My search for fashion alumni uncovered more than 60 wonderful stories. My visits to 10 local high schools and 10 Mt. SAC classes to recruit students apparently paid off as the relevant fashion and life management classes had full enrollments this fall. It was a whirlwind of activity that left me rested, refreshed and invigorated!

My proposal was for a Combination type of sabbatical. The plan had three directions: Recruitment/Curriculum Projects, Professional Study, and Professional Commitment. My goal was to update myself and participate in recruitment activities that faculty in vocational areas know are essential, but which do not easily fit into campus responsibilities.

When not on sabbatical my departmental responsibilities take two directions. First, I am the sole regular contract faculty member teaching in the Family and Consumer Sciences curriculum (FCS sub-header). There are two primary courses in that program, one of which is a G. E. course, that

form the foundation for an interdisciplinary certificate: Consumer Affairs Specialist. Two thirds of my teaching load is in that field. The number of sections offered has doubled in the last five years, and continues to grow with Weekend College.

In addition I am part of a two-person contract faculty team that provides the leadership and instruction for the Fashion Design and Merchandising major. Although it seems to be a well-kept secret *fashion design, manufacturing, and retailing make up the largest career cluster in California*. Over half of our courses are typically taught by adjunct faculty, individuals who are currently working in the fashion industry. The responsibilities for curriculum, recruitment, and students are shared by me and my team-mate, who teaches two-thirds of her load in nutrition. This sabbatical gave time to implement ideas and projects that are impossible to complete with normal teaching responsibilities.

In the report that follows the underlined and italicized statements indicate what I proposed to do when this sabbatical was granted.

## PART ONE PROJECTS: RECRUITMENT/CURRICULUM

### A. Recruit students from on-campus and off-campus for the Fashion Merchandising program.

1. *Take the leadership in planning and implementing a Fashion Career Day, Fall 1997.* This was our fifth annual such event. We sent invitations to all high schools and ROPs in our district, as well as selected schools outside the district.

This fall around 200 high school and ROP students attended, plus about 45 Mt. SAC students. They listened to two dynamic guest speakers. Margina Dennis, owner of *Image by Margina*, who described and demonstrated what an image consultant might do. Carol Anne Smart, COO of the UCLA Store, showed slides of the \$60 million business that includes books, computers, and apparel (logo merchandise and some general sportswear). Students then toured our department and the Student Services Center.

I delegated some of the tasks based on accessibility to resources. The list of responsibilities follows.

**Responsibilities for Career Day**  
P = Phyllis Specht, J = Joann Driggers

Activity	Responsibility
Reviewed Career Day files/notebook	P & J
Reviewed evaluations from last year	P & J
Selected a date	P & J
Reserved space	J
Found Speakers	J
Wrote "Save the Date" letter	J
Obtained printed labels from Division secretary	J
Organized mailing of letter (used student worker)	P
Wrote invitation and reservation letter to schools	J
Organized mailing of invitation (used student worker)	P
Wrote invite and reservation letter to Mt. SAC classes	J
Distributed to classes	P
Kept track of tour reservations	P
Arranged for tour of Student Services Center	J
Wrote tour commentary	J
Created and set out posters to direct students on campus	J
Found volunteer tour guides and trained them	P
Wrote thank you letters to speakers	J

Feedback from the teachers was very positive, and we have found it an effective recruiting tool. The year we did not do this and substituted the Spring Education Fair our enrollment in beginning fashion classes dropped about 25%. There is no way to know if all of that was caused by not having the Fashion Career Day, but we believe it was a major factor. So we have given it a high priority on our extra-curricula list and are currently making plans for this fall.

2. *Visit East San Gabriel Valley ROP and Baldy View ROP for one day.* I visited ESGV ROP on April 29th and made two presentations to a total of 65 students, mostly juniors and seniors. This is the most comprehensive Fashion ROP program in the region, perhaps even in the state. I confirmed our articulation agreement with the instructor, Joanne Shubert, and distributed our ESGV ROP 2+2 contracts to students. This fall we have enrolled a couple students from this school, including a 2 + 2 student. She was required to have earned a "A" for the three semester program at ESGVROP. In return she will earn 9 1/2 units credit in our Fashion program and move on to more advanced fashion classes.

The program at Baldy View has been suspended for a time, and interested students are being integrated into a general merchandising program. The majority of students are in auto parts and tire stores, so a visit was deemed not appropriate at this time, although I did attend the advisory committee (see below).

3. *Serve as an Advisory Committee member for both ESGV ROP and Baldy View ROP.* ESGV did not have an advisory committee meeting this year. I attended the Baldy View advisory committee on May 7th at the Old Navy Clothing Co. conference room at Ontario Mills Mall. The Fashion Merchandising program has been merged with the general marketing program and is now the Marketing and Sports Marketing Employer Panel. We reviewed the criteria for Sales Associate training. I distributed flyers about our Fashion program to faculty and business members in attendance. This was a very dynamic meeting and well attended by industry.

4. *Create and implement a follow-up system for ROP 2+2 students.* We have articulation agreements, but haven't been able to promote them to their potential since this takes time to organize, to identify potential students, assist them with making an educational plan, and monitor their progress.

I updated and expanded an existing flyer(see Appendix) to reflect all of our agreements. It will allow us to more quickly identify students and enfold them in our program.

5. *Develop a slide show of Fashion program activities.* Using my Power Point skills that I learned during sabbatical I created eight "outline" slides which serve as the backbone of the presentation. Then I included slides of the campus, our Fashion Associates club, field trips and field studies visitations, and special events. I used this program as a recruiting tool.

6. *Visit local high schools that have strong fashion programs.* I spent the day and gave a presentation to students who were taking fashion related courses. To implement this task I

- a. Obtained addresses and names of faculty.
- b. Created and mailed out a letter offering the presentation.
- c. Scheduled the dates and responded to the faculty.
- d. Organized recruitment materials to take along.

- e. Confirmed current articulation agreements.
- f. Followed-up with phone calls to those schools that did not respond in order to increase participation.

School Name	Contact	Number of Students
Rowland HS	Linda Hsieh	25
Rosemead HS	Faye Nielsen	28
Coronado Contin. HS	Career Day- Archie Newton, Princ.	200
Glendora HS	DeLia Poole	100
Nogales HS	Margaret MacLeod	50
Chino HS	April Rosendahl	50
Diamond Bar HS	Cyndi Whitton	25

School Name	Contact	Number of Students
Pomona HS	Rebecca Evans	55
Del Paso Contin. HS	Career Day	50
La Puente HS	Career Day	45
ESGV ROP	Joanne Shubert	65

Besides fashion flyers and brochures I gave each student a copy of our 1997-98 Mt. SAC Program Guide. I also took a Mt. SAC schedule of classes and catalog to each faculty member. Generally, about 15% of the students I talked with were interested in the fashion program. Like many of our own, the majority do not have a plan or a major selected. Therefore the Program Guides were very helpful, and my presentations extolled our whole campus, not just fashion.

7. *Survey Mt. SAC Fashion alumni regarding current address, career history, salary, additional education, and future plans.*

- a. Created a rough draft of the survey and cover letter and conferred with Mt. SAC fashion faculty and Business Division Dean.
- b. Revised survey, incorporated suggestions.

- c. Met twice with Tom Levitan, Mt. SAC Research Analyst, to polish survey.
- d. Met with Chris Richards, Mail Room Expert and Dan Marin, Copy Center, to determine mailing and copying procedures.
- e. Met with Pat Rasmussen to obtain some budgetary support for special envelopes for the project.
- f. Finalized survey and took it to copy center.
- g. Spent 20 hours culling labels provided by Computer Services to eliminate duplicates, and coding lists so that I could follow up with a second mailing to those who did not reply. I requested lists and labels of students who completed the major from 1988-1995. I also requested labels for students who *declared Fashion as a major* over the same period of time. All of these lists come in alphabetical order, semester by semester. The labels are printed in zip code order. This is really an incredible mess and waste of time for someone who needs to keep track of who returns the questionnaire.
- h. Labeled, sorted by zip code, and mailed cover letter, questionnaire, and flyers about new programs to 430 addresses.
- i. Received 30 questionnaires back.
- j. Reprinted the questionnaires and wrote a new cover letter, and remailed to 200 from the same mailing list, focusing on those who completed the program, and including the referral names I obtained from the 30 who responded originally. Received 28 new responses.
- k. Input the responses on a spreadsheet.
- l. Shared the result with Tom Levitan, who then did a computer data analysis.
- m. Wrote a report on the result.
- n. Mailed the report to alumni who responded.
- o. Shared the report with Margie Chitwood, Dean of Business and Pat Rasmussen's staff, and included the mailing list.



8. *Use information gathered from #7 to create an up-dated two-page Fashion Design and Merchandising flyer* which highlights the careers of our students and promotes our program. This new flyer (found in the Appendix) will be used for the next couple of years, and will be given to high school students and counselors, and Mt. SAC counselors.

9. *Assist with the writing and creation of the Fashion Merchandising Annual Newsletter.* Over the last decade Phyllis Specht and I have turned a three page flyer into a very professional newsletter. Our last issue of this annual report was 24 pages, included black and white photographs, and was mailed to 650 high school students, alumni, and fashion industry partners in Southern California. We wrote the copy, found the photos, etc., but the layout, and transformation to Pagemaker was accomplished by Anne Stewart. Now that she has departed Mt. SAC, Phyllis and I sought the support and advice of Pat Rasmussen. She reviewed all of our marketing flyers, and brochures, as well as our annual newsletter.

Pat told us "you need to consider your audience with this piece and not try to make it all things to all people." Her recommendation was that we replace this one all-purpose newsletter with two pieces, one for recruiting prospective students, and one to send to alumni and other interested community supporters. Based on her recommendations and our program goals I wrote a VATEA Proposal requesting support to have a new header designed which we would use for both a newsletter, and annual report. The graphics from this would be repeated in our recruitment poster and flyers. The intent was to do all of this in July, 1998.

Unfortunately, the proposal was not funded. Without the assistance of someone with more advanced word-processing and graphic skills, we have opted to postpone this project. A much smaller recruiting piece will be created in Fall, 1998. With that in mind I wrote a simple letter to alumni, and included all the news and comments gleaned from the questionnaire. It was mailed to 65 alumni in September, 1998 (see Appendix).

10. *Contact our local California State Universities* (Northridge, Los Angeles, Long Beach, and Pomona), to enhance articulation and explore curriculum trends in fashion design and merchandising. After each visit I confirmed verbal agreements with Cindy Parrish, Mt. SAC Articulation Officer, as well as members of my department. In several instances we were able to expand our agreements.

- a. CSULA - Met with Dr. Carol Tuntland of the Art Department and reviewed Fashion curriculum. We agreed that one currently existing class, and two new ones could articulate. There is no Life Management/Consumer program here.
- b. CSUN - Met with Dr. Karen Robinette for a tour of the Family Environmental Sciences Department, including Food Science, Textile Science, Fashion Merchandising, Interior Design, and Consumer Affairs. We confirmed previous articulation agreement, agreed that FES 120 could be waived since it matches Mt. SAC Art 20 or ID 130, and agreed to pursue articulation of FES 250. Later in the year this was approved.
- c. Cal Poly Pomona - Attended the half day Apparel Focus Day. The agenda included a presentation by Rhonda Ostrowski, College Recruitment Coordinator, and Betty Tracy, Apparel Merchandising and Management Director, as well as presentations by three people working in the industry. The most useful part to me were the tours of the department facilities and labs, and viewing of student projects. Our articulation agreements with Cal Poly are very current and quite generous.
- d. CSULB - Met with Dr. Sue Stanley to confirm current articulation, and discussed future curriculum. Toured their facilities, including their department computer lab. They have initiated articulation with us which will expand our agreements.
- e. CSUDH - Although this wasn't on my original list I talked with Dr. Julia Britt, School of Management, about the new Bachelor of Science in Applied Studies available from Dominguez Hills. This is perfectly suited to community college programs that have a large number of units in the major, such as interior design or fashion merchandising. CSUDH will accept 70 units, including 18 technical units that typically might not transfer to a CSU. The upper division work is equally split between Business and Liberal Studies. Our fashion program automatically fits this major, without a specific articulation agreement.

With all this research I will be better able to help students create educational plans and for those who wish, prepare to transfer. I do group counseling in FASH 60 - Fashion Industry in conjunction with a visit from Randy Wilson, Mt. SAC Counselor.

11. *Explore the possibility of initiating an annual Spring Fair at Mt. SAC similar to the Orange Coast College Fall Fair.* I met with Karen Encinas, Coordinator of the Fall Fair which is sponsored by OCC Community

Education. The purpose of this meeting was to learn more about the economics of the fair, its potential for recruiting students to credit courses, and its function as a community service.

Karen's first and last comments to me were that if we wanted to raise money that a swap meet is the way to go. It is a consistent generator of revenue, and uses the campus during a slack (weekend) time.

### Background

Karen has been the Coordinator of the Fall Fair for the last ten years. Under her direction this event has changed from its original incarnation, which was 27 years ago. Originating as a way for local fabric stores and vendors to demonstrate and sell product to consumers, the emphasis now stresses education. Four years ago the event expanded to a 2 day activity (Saturday plus Sunday).

The Fair features 50-60 exhibitors and 150 seminars in the areas of sewing, quilting, needle arts, culinary arts, image consulting and interior design. Speakers and exhibitors come from all over the nation. The Fair attracts over 2,000 attendees each year, from Orange, Riverside, San Diego and San Bernardino counties.

### Responsibilities

Karen functions as an independent contractor and is responsible for all of the planning and most of the implementation. She selects speakers, schedules rooms and topics, plans the exhibit layout, writes the program (including descriptions of seminars and bios of presenters), plans and creates campus signage, manages marketing, maintains a database for a 16,000 person mailing list, obtains free literature and door-prizes for consumers, and coordinates volunteers used for the event.

Community Services handles all registration, arranges for the program to be typeset or re-formatted, provides two registration clerks on both days of the event, and one Audio Visual Technician.

### Budget

Karen told me that last year OCC Community Services netted approximately \$13,000 from a \$30,000 gross income. This was primarily generated by ticket sales. Tickets cost approximately \$20 for one day, \$30 for two days per person. Community Services retained a flat \$12 per ticket plus took a percentage of gross receipts (6%) and earned limited income from space rental from the exhibitors.

The independent contractor was paid \$6000 plus a percentage of gross receipts(3%). Her major budget expenses included:

\$ 3000 postage (mail 16,000 programs)  
\$ 3200 printing of program  
\$ 1500 advertising  
\$ 500 buy mailing lists  
\$ 500 mailing service (sort lists, organize by zip, label program)  
\$ 500 speaker honorariums  
\$ ? Hospitality room for speakers

Exhibit space is sold according to size: 6' X 6' = \$125, 12' x 12' =\$225. In addition exhibitors pay back to the event 10% of gross sales, up to a ceiling. Karen noted that most speakers are exhibitors, with products to sell: videos, fabrics, books, equipment, and gadgets.

### Volunteers

This has become less important over the last few years. Karen found it difficult to recruit dependable people, and so has hired a few people to do critical jobs such as managing the "free literature" table, and assisting with early morning arrivals. She utilized the Flight Attendants (who wear navy blazers and are required as part of their own curricula to acquire a number of volunteer hours in a semester) to help direct people. Other volunteers distribute flyers and posters in the community.

### Reasons for Success

Karen believes that a major reason for the success of this event is that it provides a short term opportunity for desired education, the level of the information is high, speakers are professionals, and the sales pitch is soft sell or non-existent. She listens to her teachers for new trends, ideas, and resources. She listens to the consumers for ways to improve the event and to provide direction for topics. She works closely with the local chapter of the Sewing Guild of America (1200 members in Orange and Riverside Counties) to provide guidance and attendees. She believes that a tight focus, in this case around fabrics and appearance, is essential. Featuring a dozen different crafts (needlework, quilting, woodworking, basketmaking, jewelry) and only having two or three seminars on a craft won't be worth the trip to most people.

### Additional Information

- Community Services receives no ADA or other such compensation.
- Fabric stores are not the source of attendees.
- The date is selected by consulting with the speakers (who know when the national shows and events occur) and with the Sewing Guild.

- The Spring calendar might be more crowded with other fairs/events.
- The two-day format is very cost effective, since it only increases the event budget a small amount ( economies of scale).
- Attendees must fill out an evaluation form to be eligible for door prizes.
- It is easier to obtain door prizes from industry than free literature.
- Karen made the booth structures: pipe and velvet drapes. She owns and stores them herself.

### Advice to Us

If we do this, anticipate making no profit for a few years. The original Fabric Fair was operated by a Home Economics teacher for 10 years on a non-profit basis primarily using volunteers and with 500 people attending. Use local talent, engage local Sewing Guild. People do not relate to the term Fashion as the sole title, but they do understand Fabric and possibly Fiber Arts. Consider a focus on embellishment or wearable art, especially if you can include a fashion show.

Don't be disappointed if the demographics of those who attend do not match your community. There is a language barrier for some and an income barrier for others, both in the cost of the ticket and cost of supplies. (The audience at the OCC Fair is 90% white, 35+ years old and knows how to sew. Costa Mesa is ethnically diverse, and is neighbor to a large Latino population in Santa Ana and Little Saigon in Garden Grove.)

To start from scratch would take a faculty member with reassigned time - perhaps as much as 50% devoted to this for a year primarily to network in the community and build speaker and audience base.

### The Next Step

I investigated an event called the Embellishment University. It was held June, 1997 at Golden West College, and I think the year before at a San Fernando site. I thought this might be a way to try out a one day event that has a similar format to the Fall Fair.

*The purpose of any event of this sort as I see it now is community service and to build a strong reputation for Mt. SAC.*

I talked with Karen Myers in Community Services and she said any event large or small that is co-sponsored by our department can take place on the campus for no fee to the other sponsor. She also said that the event would have the full support of Media Services (for projection equipment, VCRs, etc.) and Event Services (tables, microphones, etc.).



The Embellishment University is sponsored by The Wearable Art Connection. I believe the group has several hundred members all over Southern California. They have a fabulous newsletter which features stores, workshops, book reviews, and such. The group stresses quality, professional product....no crocheted tissue box covers.

For the past two years the group has planned the Embellishment University in June. Each time it was at a different community college campus (LA Mission and Golden West). In 1997 there were twenty five presenters, with each program typically repeating at least once. There were five presentation slots between 10 am and 3:30 p.m. There were also around 25 exhibitors selling patterns, books, buttons, beads, yarns, and fabric.

What would be gained if we were the site of this event? Possibly money for our program in the form of a donation from the Wearable Art Connection. (\$500? \$1000?) Possibly community goodwill, and an occasional new student.

#### Tasks Required

- Work with Wearable Art Connection and Mt. SAC Media Services to schedule rooms and equipment for teachers.
- Work with Events Services to set up exhibitor space. Karen Myers suggested the lawn space in front of the Performing Arts Center. We would need to rent canopies for shade. This could be factored into the cost of the event. I assume that exhibitors paid something for their booth. I know that tickets for the day cost \$15-20\$.
- Signage on campus to direct teachers and students.

#### Conclusions

After all this information gathering, Phyllis Specht and I recognized that the women who attend this event already sew quite well. Our program currently has little in the way of curricula for the experienced stitcher, and nothing in needlecrafts. Therefore we concluded that there would be no increase in enrollment from hosting an event of this nature. We also concluded that it was a very big task. Even if we expanded to attempt to include the Art Department faculty, it seems like a lot of work just for the possibility of goodwill. Therefore, we have given up any plans for this type of activity.

B. Recruit students from on-campus and off-campus for the Consumer and Life Management programs.

1. *Reactivate the Consumer Services Certificate by confirming that revisions in progress had been approved.* For reasons I do not totally understand, this certificate was not approved until December, 1997 even though it was submitted to my Division Office in April, 1997. It did not appear in the 1997-99 catalog, and so I waited until Spring to proceed with these activities.

2. *Publicize the program.* I created a flyer that listed the courses in the certificate. Then I spoke to students in ten classes at Mt. SAC about the program and careers that are available. Classes included the three core courses in the certificate: Life Management, Human Relations in Business, and Business Law. I distributed Career Briefs to faculty in these areas which describe specific job opportunities. And I created a display in the Mt. SAC library which promoted the certificate and enrollment in appropriate classes for Summer and Fall, 1998.

In Fall, 1998 all five sections of Life Management filled to capacity. I intend to keep these connections going, and somehow fit in recruitment in the business classes on a regular basis.

C. Re-evaluate curriculum needs for Consumer and Life Management.

1. *Visited CSU Northridge and Long Beach to enhance articulation and explore their curriculum trends.*

a. CSUN - Met with Dr. Allen Martin to discuss Life Management/Consumer Affairs, and confirmed previous articulation agreement. We also agreed that I would pursue a request to CSUN to move FES 320, Management for Modern Living, into lower division.

b. Submitted course outline, projects, and the like for FCS 41 to Dr. Marilyn Filbeck, CSUN. Wrote a letter to Dept. Chair Alyce Blackmon requesting articulation of FES 320 with FCS 41.

c. Attended the CSUN Consumer Affairs Advisory Committee and represented California Community Colleges.

d. CSULB - I met with Dr. Wendy Reibolt to compare programs, and to discuss trends. They have no lower division courses, and seem somewhat immovable on this issue, so articulation agreements cannot be formulated.

However, they do have a strong upper division program, so it is a viable place for students to transfer.

2. *Explore other CSUs for potential articulation.*

a. As mentioned earlier, I talked with Dr. Julia Britt, School of Management, about the new Bachelor of Science in Applied Studies available from Dominguez Hills. This is perfectly suited to community college programs that have a large number of units in the major. The Consumer program at Mt. SAC does not have adequate lower division coursework to fit these requirements. However I shared the information with my department and my Dean so that other programs would be aware of this option.

3. *Explore the integration of the Intergenerational Care Giver (ICG) Certificate as a possible new program in our department.*

There is such a program at LA Mission College, and my goal was to determine if it is viable in our area. Other community colleges have a certificate of this nature or are just creating one including Saddleback College, Santa Rosa Jr. College, and Golden West College. My intent was to create an interdisciplinary certificate with Health Sciences, to include current FCS curriculum, current Health Sciences coursework, and a new Gerontology course.

In 1996-97 Dorothy Ball from Health Sciences met with me, Anne Fortini, and Margie Chitwood for a preliminary discussion. We all agreed there was a need for trained caregivers, and that Health Sciences and FCS faculty should explore this certificate. Currently, Mt. SAC has a Home Health Aide, a.k.a. Certified Nurses Aide, which is a certificate program mostly through Community Services.

During my sabbatical I began my investigation by searching for any licensing requirements. I talked with four people: Peggy Weatherspoon, Director, Area Agency on Aging in Orange County; Irene Weaver from Just Right Home-Care, Inc.; Susan Steward, Regional Director, Retirement Division, Longwood Management Corporation, and Jesse Jones, Director, Lifespan Wellness Clinic, CSUFullerton. The results were very disappointing!

Currently no licensing requirement exists for anyone who functions as a care giver as long as they do not administer medication. Agencies who



function as a registry just require identification, proof of citizenship, current TB test, work references, and fingerprinting.

Typical responsibilities of a care giver include providing personal care, transportation, adult day care, as well as performing household tasks such as light cleaning and meal preparation. Home Health Aides work under the direction of a licensed nurse, and therefore can oversee a patient's medication consumption. Job environment can be in a person's individual home, or in an assisted living facility. Typical pay for a care giver is \$5.75 to 6.00 an hour, and for a home health aide it starts at \$8.00 an hour.

As I toured assisted living facilities and talked with many colleagues at other community colleges, and many professionals in Gerontology and Nursing I discovered that there is no career ladder for a care giver and no apparent advantage to having training since a para-professional is not recognized in this field. All the professionals agreed that training is advantageous, but they also agreed that people without training find jobs in the elder's home easily. Since payment is out-of-pocket from the recipient or their family wages stay low. There seem to be strong parallels to the child care industry.

The only intermediate position I could find for a para-professional in this field is Recreation Director. Most assisted living facilities employ one such person to plan social activities. Citrus College has a seven unit Health Occupations certificate that meets this need. Due to the limited number of positions, it does not seem to make much sense to offer such a program at Mt. SAC as well.

My final step was to talk with Lorraine Lima, of Community College Foundation. She is the Director of the Interdisciplinary Paraprofessional Development Project. "The goals of the Project are to identify, inform and support yet-to-be employed or under-employed community members interested in human services and to enhance the sustainability of child/family support programs." The first phase of the project was to support the development of one introductory course at five community college sites. The next phase is to create an 18 unit certificate for each site which uses courses from Family and Consumer Sciences and Social Sciences. It is anticipated that students who participate will receive some financial support from the project to pay for fees, books, and supplies.

The Director of the project is now seeking funding to formulate a report on the results of phase one, and create a matrix modeled on the

“Advancing Careers of Early Childhood Education.” Following in the footsteps of ECD, they hope to use this report to gain statewide support for a career ladder in the human services-care giver field. In the summer of 1998 they will be seeking additional campuses to participate in the creation of advisory committees, and the planning and implementation of curriculum.

In early May I met with Anne Fortini and Dorothy Ball to discuss my research and to seek their opinion about participating in the Interdisciplinary Paraprofessional Development Project. We agreed that there will be a growing demand for caregivers. The communities which surround Mt. SAC are blessed with many fine Assisted Living Centers, more than most regions. Examples include Hillcrest in La Verne, Mt. San Antonio Gardens in Claremont, San Dimas Retirement Center in San Dimas, and Villa Colima in Walnut. Mt. SAC currently has a Certified Nurses Aide program, which can lead to other health services jobs. Since no career ladder exists for the caregiver field, the three of us agreed not to pursue this further at this time, but to watch for any licensing legislation that might emerge.

## PART TWO PROFESSIONAL STUDY

### A. Self Directed Study in My Field

I proposed a self directed study of reading to catch-up with newest trends and research in Family and Consumer Sciences with the emphasis on fashion and life management. My goal was to update knowledge in my discipline, explore Multiple Intelligences, and prepare me to provide leadership to the Fashion Merchandising program. A secondary goal was to update classroom presentations and lectures. After attending the Langford Institute in Spring, 1997, and as a result of some of my initial readings the original self selected list of 18 books changed a bit, focusing more on education and learning. This made sense to me, since better classroom teaching was my goal, regardless of the content of the course. The 19 books I read have already made a difference in my teaching.

### Books that I read

Barnes, Ruth and Eicher, Joanne B. *Dress and Gender: Making and Meaning.* 1992. This collection of readings highlights dress as a cultural

phenomenon. Dress serves to define someone's identity historically and geographically. It simultaneously links a person to their community and differentiates that individual from others in the community. The readings in this text focused on the differentiation of dress by gender. It should be noted that only since the 1960s have social scientists made an effort to assign the term "sex" to biological differences and the term "gender" to variation on social roles learned by females and males.

Dress is more than just clothing. It includes accessories such as shoes and jewelry, body art such as tattoos and scarification. Classification has always been a problem, since many classification systems make a value judgment when identifying and describing appearance. The authors have made a major contribution to the field with their system. It is divided in two parts, body modifications (hair, skin, teeth, breath...) and body supplements (enclosures, attachments, hand-held objects.) These categories are then described in terms of color, volume and proportion, shape and structure, texture, odor, taste and sound.

This classification system can be used to analyze all manner of dress from the Kalabari in Nigeria, to historic dress of any place or time, to the contemporary such as military uniforms and fashionable college looks.

I think this classification system could be used in FASH 15, Fashion Strategies to study clothing selection, and I have recommended it to that professor. It has provided me with a more neutral way to discuss apparel from around the world.

Bolles, Richard. *The Three Boxes of Life: And How to Get Out of Them.* 1981. This was a fascinating book, one that I have owned for some time, yet had never read. What perfect timing for a sabbatical! The three boxes are life long learning, life long working, life long leisure or playing. There is a tendency for our society to present these aspects of life as separate pieces, or boxes, and to intimate that we move sequentially from one to the other until death. Bolles, renowned for *What Color Is Your Parachute?* challenges the reader to understand that these three areas of life need to be represented weekly, if not daily, in our lives.

To my surprise, he had great information about learning styles. The section on choosing a career will be very useful in my Life Management class. There were some excellent time management exercises that I will also adapt for class. And as a recovering workaholic I learned much from the section on leisure. Even though this book was written in 1981 I felt it had much to say to a 1990s life long learner.

Collins, Nancy W., Susan K. Gilbert and Susan H. Nycum. *Women Leading: Making Tough Choices on the Fast Track.* 1988. At first I felt that I knew what the authors would say, since this book is a decade old. But soon it became apparent that the group of women who were studied for this book were not just woman leaders, but the elite senior managers who first reached these pinnacles.

This book has an excellent section on choosing a mentor, and how to gain the most from that relationship. Relationships with peers, spouse, and children are also explored. However the most interesting chapter to me was "Ambitions for the Future", which included status and salary equal to men in comparable positions, elimination of prejudice and chauvinism, and more political clout.

Regarding equal status and salaries, I'm sorry to say their predictions were correct: women earn about 74% of men's income. Although there is a lesser gap among younger workers, at the top the gap is still very large. Areas where women cited prejudice included size and location of offices, time it took for promotions, a preference for the husband's career needs over the wife's, and the undermining of women's power through non-verbal communication.

According to the authors many women "stated that they believed only through entry into the political arena could women achieve true equality." Little progress seems to have been made in this area, and I wonder if women will be able to raise the funds necessary to achieve public office. As a result of personal circumstances, few women politically inclined have the personal wealth in their hands to get a head start.

The book concluded with a chapter "Is It Worth It?" and those surveyed gave an overwhelming "YES!"

Elgin, Duane. *Voluntary Simplicity.* 1981. Although I teach about Voluntary Simplicity I had never read the book that gave a name to the nascent trend. It was fascinating to read this treatise seventeen years after publication. Naturally much has happened since then, some of it predicted in non-specific terms in this book.

The philosophy of voluntary simplicity proposes that in order to survive as a civilization, the US culture must change. Elgin says that we need to blend some Western paradigms with some Eastern ones, allowing for the integration of the inner and outer self, the material and spiritual,

and the feminine and masculine. He believes this is possible if all of us accept that our individual choices make a grand collective difference in how our society functions.

Essentially, he believes we need to examine our values, and re-order our priorities. It is in our best interest to create a more human-scaled, clean and safe environment which can lead to global peace, and a more equitable distribution of resources across the planet.

Elgin states "the simplicity of living is being driven both by the push of opportunity and the pull of necessity." As a culture, we have taken many actions that he recommends, have included more people in the grassroots trends, and certainly have experienced the expanded communication technology that can move us towards a peaceful global village. The simplicity mind-set has not, however, reached critical mass. Will it? Should it? I would like to explore more current writing by Elgin to see his views as we turn the page on this century.

Gardner, Howard. *Frames of Mind: The Theory of Multiple Intelligences*. 1983. As I attended the Langford Quality Learning seminar in April, 1997 I realized I needed to know more about M. I. so I added this book to my reading list. I was very impressed with Gardner's thorough research, and that his investigation spans many different types of cultures. I especially admired that Gardner included a chapter to critique his own theory.

I need to remember that he noted that motivation and attention are critical to the success of any learning (pg. 286). His discussion of the interaction among the intellectual competencies (pg. 318-319) was fascinating, and reminds me that humans are indeed complex. These interactions need to be considered as people choose career fields, and jobs within those fields. As educators we need to assist with this match.

Although much of this book focused on the younger learner, it is clear at all levels of education that we emphasize linguistic and logical-mathematical capacities. It also seems evident that Western society rewards those with high interpersonal capacities.

I need to expand the capacities in my classroom to more often include musical, spatial, and bodily-kinesthetic. I also need to be sure that all of my students know about multiple intelligences, know what their strengths are, and have some skills in adapting their own learning to match their own capacities.



With this in mind, this fall I have distributed a quick quiz to all my students to help them rate their levels of the seven multiple intelligences. I am referring to M. I. regularly. I have also expanded my use of experiential or active learning in the classroom. Although some of these projects were created during my sabbatical, many are just coming out of my head, spur of the moment.

Gardner, Howard. *The Unschooled Mind; How Children Think and How Schools Should Teach*. 1991. I found that this book presented many of the ideas or approaches that David Langford supports. It emphasizes that learning is a life long process, and yet that many people, regardless of educational level, tend to learn new information as a fourth or fifth grader would. It might instead be better to learn as a two year old, with great enthusiasm and no self-consciousness.

I have a more accurate picture of the history of education in America, and can now explain to others why schools have difficulty reaching all the goals set for them.

Most of the book focuses on K-12, however I found much to apply to my teaching. I was very interested in the assessment tool called a process-folio. Gardner's point was that students needed to see the beginning, the middle and the end of a project. They could then better judge improvement and quality and personal growth. I think this is a better explanation than what I learned from Langford. I have created a learning matrix for Fashion Industry and Life Management, which can serve as an assessment tool and the basis of a process-folio. (see Appendix.)

Gardner also had some interesting comments on apprenticeships, what we might call internships. He pointed out that they were a place to hone skills. I think too many people view them as a way to get a job. Skill building is more transferable and I don't want to lose sight of this idea.

Grunert, Judith. *The Course Syllabus: A Learning-Centered Approach*. 1997. Each semester as long as I have been teaching I have distributed a three to four page course outline to all my students. It typically includes a course description, list of text and supplies, calendar of assignments, and grading rationale. As I have increased my emphasis on student centered learning, this has seemed inadequate. Grunert's book provided me with the motivation and model to make the change from an outline to a syllabus.

As a result this fall the syllabi I created for each of my three courses is at least ten pages. They contain all items previously mentioned, but also a welcoming letter to students explaining my education philosophy and describing my work and educational background. Each syllabus has a list of course objectives, and invites the student to write personal objectives. It has a list of student resources, and a survey for the student to identify their most effective mode of learning. As a second handout there are supplementary readings to further expand learning.

Henderson, Hazel. *Paradigms in Progress: Life Beyond Economics.* 1991. Henderson has been a prominent government advisor for over three decades. This book explores the inadequacy of economic models to analyze our emerging multi-dimensional non-linear society. She briefly reviews the use of economic models which were created 300 years ago at the beginning of the Industrial Age, and shows how they ignore human and environmental needs. She recommends that "change models" from biology, chaos theory, and use of systems thinking are the only appropriate approaches to meeting society's needs in a global village.

She documents how ordinary people are often ahead of politicians in identifying real needs. She cites the success of Earth Day 1990, and the acceptance by the general populous that we need to use renewable resources. Her main thrust is that in order to meet basic human needs across the planet all societies need to use sustainability practices. This entails using only what is necessary to complete a task, and thinking in the long term, several generations out, when making decisions. She insists that we should be using global not national frameworks. Clearly she is a part of the voluntary simplicity movement.

In a society that applies her theories success would be measured not just in gross national product and income per capita, but in literacy rates, crime rates, infant survival, life expectancy, levels of pollution, and the like. Under these circumstances development would be reconceptualized as investments in people and restoration and maintenance of ecosystems. After reading this book, I realize that I have a lot more to learn on this topic.

Hillkirk, John and Gary Jacobson. *Grit, Guts & Genius: True Tales of Megasuccess.* 1990. The authors gathered 27 stories of successful individuals, businesses and groups, to inspire readers to aim for quality and to pursue dreams. Many are familiar to anyone who follows popular culture such as the California Raisins and TV's Roseanne. Other stories were fresh and new to me. The tales were grouped into sections such as

"Trust Your Gut", "Master Quality", and "Target, Target, Target." The most useful to me was the collection focusing on "Tap the Power of Every Individual." I especially appreciated the article about Peter Kline who transformed the Guggenheim School in Chicago by showing teachers how to address all seven intelligences. This really fit in with my training at the Langford Seminar and further encouraged me to emphasize student centered learning.

Madden, Chris Casson. *A Room of Her Own: Women's Personal Spaces.* 1997. What a delightful book, filled with fabulous photographs by Jennifer Levy. Over 35 women, of varying fame, were interviewed about and photographed in their private spaces - spaces created for reflection, solitude, and restoration. Whether tiny or enormous, within a permanent residence, or at an annual retreat, these spaces reflected the needs and interests of each woman. Common embellishments included flowers, candles, books, textiles, photographs. My spirit was lifted as I read the stories, and studied the pictures. I will return again and again to this book seeking my own personal renewal.

Mathis, Carla Mason and Connor, Helen Villa. *The Triumph of Individual Style.* 1994. The authors invite the reader to see the female face and body through the eyes of an artist, and so they use paintings and photographs to illustrate art principles applied to personal dress. This approach to defining beauty allows for immense variation, and includes women of all racial and ethnic heritage.

One real advantage of this approach is that the illustrations will not become dated, nor will they be misinterpreted due to personal preferences. I thoroughly enjoyed this approach, finding the book beautiful, easy to follow, and interesting. Occasionally I felt the selection of painting did not illustrate or support the authors' point, but that is a minor complaint.

I will use this book as a reference for students. It only covers a small portion of our relevant course, and since it only focuses on women it is inappropriate for a primary text.

Moyer, Susan Louise. *Silk Painting: The Artist's Guide to Gutta and Wax Resist Techniques,* 1991. The intent of this book is to provide a step-by-step procedure for silk painting, and to inspire people to experiment and create. The author excels with her first goal, providing excellent descriptions of materials and clear, concise instructions for their use. These directions are enhanced by large, clear color photographs of each process.



Besides making the reader believe that it is technically possible to create a beautiful product, the author provides a thorough discussion of art principles and color/dye harmony. Thus, the less experienced individual can follow these guidelines for a more artistically pleasing product. Because of my previous lack of experience mixing colors, I especially appreciated that discussion.

During this sabbatical I experimented with silk painting in several workshops. Although I have had to set aside silk painting for the time being, this book will allow me to step back into this artistic endeavor in the future. In the mean time I think my fashion and textiles students will find this book as inspiring as I did!

Ornstein, Robert and Paul Ehrlich. *New World, New Mind.* 1989. This was really a good follow-up to Henderson's book. Ornstein is an expert on brain research and Ehrlich is well-known in environmental biology. The authors' say that although Homo Sapiens are the most successful animal on the planet, "almost all its biological evolution occurred long before it achieved such exalted status." And that this evolution prepared us for a totally different world than we live in today. It prepared us to deal with short term, observable crises, such as an attack by a bear, rather than a crisis which develops over a longer term such as over-population on the planet, acid rain, or the proliferation of nuclear weapons. Our skills for the short-term crisis are hard wired, while the skills we need now must be taught because our ability to change the world is rapidly outstripping our ability to understand it.

One of the new skills we need is critical thinking which includes the ability and willingness to use statistical information which may not match one's personal experience. Another is to learn to reframe problems and to recognize low-probability events. A third is to understand that culture emerges and grows to support a society, and that there is value in the diverse cultures, as they show the multitude of responses to a problem.

Although not expressed, the authors seem to support teaching about systems thinking and the laws of nature. Two laws or principles are especially relevant: that spontaneous processes tend to move from order to disorder, and that humans everywhere are dependent upon their ecosystems. In economics the authors recommend that we teach about the difference between living on capital and living on income. If we understand these topics then we would understand that the earth's carrying capacity is dependent upon the number of people relative to the

earth's ability to provide resources and absorb and recycle wastes. This of course leads to the question of how people are going to live and what kind of society they will live in.

The authors believe that our "old minds" have the ability to become "new minds" to meet the demands of the new world that we have created. It will require that we attend to long-term problems, and make long-term plans based on integrated knowledge from all disciplines. It will also require us to change our definition of progress from more, and bigger, to sustainable so that the human society can persist for millennia without degrading its life-support system.

Oster, Patrick. *The Mexicans: A Personal Portrait of a People*, 1989. I found this book at the Mt. SAC Bookrack one day as I was wandering around, and read it after my trip to Mexico. What a fascinating collection of articles, all written while the author was the Mexico City bureau chief for the Knight-Ridder newspaper chain. It is clear that the author respects and has come to love the Mexican people. He reminds us that Mexico is the cultural homeland for the fastest growing political force in the United States. He taught me that Tijuana is the second most populous west coast city and he showed me more clearly what it is like for most people who live in the city that has the fastest growing population in the world, Mexico City.

The book is organized around interviews with an assortment of rich and powerful as well as unknown Mexicans. I realized how complicated the culture is. He confirms the importance of family and religion in Mexico, and shows how they intertwine in daily life and in celebrations.

Through reading and travel I have gained enormous respect for ordinary people trying to survive and better their lives using customs or practices that are different than in the United States. For example, the author cites the use of bribes. After reading this book which explained their use and rationale, I can understand why they are used.

After reading this book, I also have a greater respect for the intricacies of the Mexican customs and the complexities of the culture. Knowledge such as this can make encounters between the two cultures go more smoothly.

Piasecki, Bruce and Peter Asmus. *In Search of Environmental Excellence: Moving Beyond Blame*. 1990. These authors suggest the need for a paradigm shift from blaming business and industry for

environmental pollution and destruction to using business practices that promote a healthy environment for all. In the opinion of the authors part of this shift will require a re-defining of national security to encompass breathable air, potable water, safety from toxic and radioactive hazards, and protection from the loss of topsoil. There is a recognition that this shift can occur with individuals, and in fact a prediction that it is ordinary individuals who make environmentally conscious choices that will trigger the shift.

After a discussion of past mistakes which polluted and destroyed the environment, there is a chapter entitled "Citizen's Guide to the Home Front", which delineates how individuals can make an immediate difference. Most of these plans require one to consider long-term effects, include costs of pollution in the cost of the product, and have a plan that accounts for waste products which occur during production or after use.

I found several new ideas, such as rethinking how homes are constructed in order to reduce waste and energy usage, the need for a biodegradable disposable diaper and the value of knowing that a product does not contribute to reduced quality of life.

Sproeles, George B. and Burns, Leslie Davis, *Changing Appearance: Understanding Dress in Contemporary Society*, 1996. The focus of this upper division textbook is how and why consumers choose certain fashions. The book analyses the psychological, social and economic forces which influence consumers to purchase and use certain garments or adopt certain looks (hairstyles, make-up, body art, and the like.)

The first part of this book is clearly connected to FASH 60 - Fashion Industry and FASH 62 - Fashion Merchandising, two courses which I regularly teach. I enjoyed the in-depth exploration of theories related to the fashion process, fashion life cycles and fashion leadership. The last part of the book discusses the diffusion of fashion throughout society. I was particularly interested in the chapter on the consumer decision-making processes, since this overlaps into the Life Management/ Consumer Affairs field as well.

I have recommended the chapter "The Symbolic Dimension of Fashion" to Phyllis Specht, who teaches FASH 15 - Fashion Strategies. I feel it suggests some interesting projects for that course. In our department we are about to begin program review, and part of that process will be updating curriculum. My research has provided me with more current knowledge and awareness of new theories related to the fashion program.

Virtue, Doreen. *I'd Change My Life If I Had More Time: A Practical Guide to Making Dreams Come True.* 1996. After reading the Bolles book I felt that I wanted to see what was new in the time management field. This book took the approach of much of the current literature, that is the abundance theme. This theme suggests that there is no worry about having it all, you will have all that you need if you set goals, take actions, and think positive thoughts. Although this sounds a bit Pollyanna, numerous respected authors writing on this topic repeatedly support this approach with quotations from all the world's great religions.

A second aspect of this theme is that as individuals we need to set time aside for ourselves, for physical, mental and spiritual renewal. This particular book is very comfortable and friendly, filled with stories gleaned from the author's marriage and family therapy practice. Not everyone will be comfortable with all of the content since Virtue is a metaphysician and places great emphasis on mind over matter.

Webb, Aliske. *Twelve Golden Threads: Lessons for Successful Living from Grama's Quilt.* This author selected patchwork quilts as the metaphor about success. Since most books use sports or war as their basis, this was a pleasure to read, and very effective. The lessons included goal setting, making a commitment, using effective communication, having patience, and doing everything with love. Since I have recently taken a couple of beginning patchwork and quilting classes, and teach Life Management, it really was apropos.

Wilson, William Julius. *When Work Disappears: The World of the Urban Poor.* 1996. Wilson thoroughly explores why for the first time in the twentieth century most adults in many inner-city ghetto neighborhoods are not working in a typical week. In doing so he makes it very clear that a "neighborhood in which people are poor but employed is different from a neighborhood in which people are poor and jobless." This well-documented book presents the theory that the problem of joblessness among the urban poor springs from inequities in society and is partially caused by the globalization of the marketplace. In other words the economic and social changes that have distressed many Americans in the last decade have almost destroyed the inner cities.

Included in the first half of the book is an exploration of societal changes in inner city neighborhoods, ghetto-related behavior, changes in the inner-city family, and race as a factor in employment in the inner city. The latter half focuses on social policy and American beliefs related to

poverty. Particularly emphasized is the fact that Americans tend to view poverty as the result of individual behavior, while in Europe there is a belief that it is a factor of economic and societal conditions. In recent discussions related to welfare reform policy makers blamed individuals for lack of initiative or motivation and poor work ethic, rather than recognizing that most manufacturing jobs have departed the inner cities, leaving people with few options.

In the long term Wilson recommends developing a system of national performance standards in public schools to assure that high school graduates will have necessary skills; a much better funded school-to-work initiative; and increasing the employment base in the inner cities. In the short run he advocates creation of job information and placement centers that would vouch for the job-readiness of employees; subsidized car pools to jobs; a WPA-style job program which would provide goods and services not already being produced in the private sector such as park maintenance, extended library hours, after school playground programs; and finally universal child care and health care. All of these programs would be available to those who need them, not just to inner city residents, or those at and below the poverty level. Thus these programs would alleviate the economic distress of many Americans without creating divisiveness among racial and ethnic groups.

### Conclusions

Reading these books has lifted a burden from my shoulders. During the school year it takes so much of my energy to be an effective teacher, that to read a "serious" book at the end of the day is usually not feasible. Also, one of the best parts of this sabbatical was having an opportunity for reflection and integration. There doesn't seem to be adequate time for that in the regular course of a year. It seems that I move from implementing one good idea to another, but without taking enough time for evaluation. It is so important to step back to see the bigger picture. After this sabbatical I find I have new viewpoints, and greater flexibility in problem solving. I think a great deal of that is due to the diversity of my reading. Because I now recognize the value of this, I am attempting to schedule time once a week to continue my reading and research.

### B. Explore Mexican Culture

As the minority population grows at our campus, I felt a need to incorporate Latino cultural examples into my Life Management class.



However, I lacked accurate knowledge in this area. My proposal included travel to Mexico and reading *Mexican American Folklore*. by John O. West. (August House, Inc. Little Rock, Arkansas.) 1988. This book seemed appropriate since the author believes "Customs shape a people, indicate the manners they hold to be of value, and give a distinctive quality to their way of life. From the cradle to the grave--and even beyond--the customs of Mexican-Americans provide a cohesiveness of great importance" (pg. 172).

The author began with a brief discussion of the arrival of the Spanish conquistadors over four hundred years ago and their impact on the extant Aztec culture. He explained that there are distinctions between the Spanish American culture of areas such as northern New Mexico and the Mexican-American culture which dominates Southern California.

Discussion of folk speech, proverbs, riddles, stories, ballads and folk songs revealed the history and wisdom that is conveyed to guide personal conduct. I especially found the sections on beliefs and superstitions, and customs and festivals useful as examples for my Life Management class.

Specifically I learned the name of the roadside shrines that I have seen in Southern California that mark the spot where someone died in an automobile or other accident: *descansos*. They are a "reminder of a journey never completed," and a work of art...authentic and non-commercial. I also learned about *gruttas*, the home shrines that identify that Christians, particularly Catholics live there. The reason most frequently given for building *gruttas* is to pay a *manda* (vow) or (promise) to a saint or to the Virgin for help received or prayers answered. I discovered that painting on automobiles and cruising at low speeds focuses on the positive aspects of Mexican community such as group pride, diligence and industry.

*Traveled to Michoacan, Mexico for El Dia de Los Muertos, the Day of the Dead. Twelve day trip: October 23-November 3, 1997. The trip was organized by Folk Tree, Inc. of Pasadena. It focused on the Feast of All Saints and All Souls Day, often called El Dia de los Muertos, the Day of the Dead. It also focused on the diverse arts and crafts of Michoacan and Jalisco, including visits to small villages where potters, clay molders and painters, copper and silversmiths, basket makers and mask makers create crafts in traditional methods. Appointments included interviews with the artists and exploration of museums which house collections of both Spanish colonial and folk art.*



In preparation for this trip I attended a special event at the Museum of Latin American Art in Long Beach. *Juegos y Evocaciones*, Games and Remembrances, was a retrospective of works by Oaxacan artist Rodolfo Morales. His paintings and collages were fascinating, focusing on village life, particularly featuring daily activities of women. This particular event included a slide show of Oaxacan food and marketplaces. The presenter was Nancy Zaslavsky, author of *A Cook's Tour of Mexico*. The finale included a full array of Mexican food: seven fabulous moles, empanadas filled with zucchini flowers, tamales wrapped in banana leaves, mezcal, and the most unusual *chapulines* (deep-fried crickets seasoned with chile powder and lime juice).

After arriving in Guadalajara and getting settled at our hotel, we visited the Mercado San Juan Dios (Mercado Libertad), the largest outdoor market in the world, which is two stories and covers three square blocks. This was a brief and quick introduction to some of the crafts we would see during the trip. We then explored the main plaza, where stone cutters from all over Mexico competed to create the best sculpture for the Fiestas de Octubre. Designs included door arches, full-scale humans, animals and flowers. Here, too, was my first introduction to the beauty and individuality of churches and cathedrals in Mexico.

The next day we toured Citlali, a jewelry workshop where pre-Columbian and folk-inspired gold and silver jewelry is handmade in the lost wax process. Many pieces were embellished with Mexican amber. Then it was on to the Basilica of the Virgin of Zapopan, and the Huichol Museum. Huichol Indians are known for their cross-stitched garments and their multicolored seed bead jewelry, baskets and masks. The base for the baskets is the rounded base of a gourd while the mask foundation is wood. Each type of base is covered with wax, and then beads are pressed into the surface, forming images such as corn stalks, peyote blossoms, scorpions, and fish. From here we drove to Tonalá to see pottery and paper flowers.

The next day we were very fortunate to attend a wholesale trade market week in Tlaquepaque which featured decorator items and crafts from all regions of Mexico, plus parts of Central and South America. Then we browsed the shops of this elegant upscale colonial town. Shops included some of the finest contemporary art items, including Talavera pottery and Alpaca (German silver) by Jesus Guerrero Santos and papier-mâché by Sergio Bustamante.



The following day focused on the fragile clay painted figurines of Ocumicho. These were not found in shops or at stalls, but viewed inside the homes of the crafts person. What a fascinating peek into the lifestyle of the people of this village, all of whom had alters decorated with flowers and religious statues in their adobe brick or wooden plank houses. Then on to Patamban for the Festival of Cristo Rey. We parked the bus and because of the crowds walked a half mile into the town, which had been decorated by residents with rows of paper banners hanging from the houses and shops across each street. In a center median in each street residents decorated the ground with colored sawdust, flowers, and other plant materials, creating a look reminiscent of parquetry. My favorite

plant material was the sprouts that grew, forming a grassy appearance. The main plaza was packed with tourists and vendors of folk art including pottery, wooden toys, Huichol crafts, and cross stitched blouses from Cocucho.

In Uruapan we had the privilege of visiting Telares Uruapan, a 19th century textile complex now used for spinning, dyeing and weaving using multi-harness manual floor looms. Bundy Illsley is the textile designer, and Walter Illsey is the expert on the machinery. Never have I seen so many carding and spinning machines from the turn of the century which are still being used. Nor have I had a clearer explanation on how a power spinning machine does its magic. It was fascinating to hear about their newest endeavor: hand spinning natural, organically grown brown cotton to create a slightly nubby yarn, which will then be turned into beautiful hand-woven fabrics. The *hand* spinning is done by women in their homes as a cottage industry.

As we made our way to Patzcuaro we stopped at Tucuaro, the village of maskmakers. We visited the home studios of both Juan Orta, premier mask maker, and his nephew Gustavo Horta. The wooden polychrome masks reminded me of two perspective drawings by Picasso. Tour members admired the quality of the miniature masks which were less than 2" in height. The end of the day brought us to Plaza Principale, right in front of our funky hotel, Los Escudos. Eyes lit up as we spied all the artisans setting up their stalls for the annual week long craft market, what would become for us a five day buying spree.

Straw is an important medium for crafts in this area. We saw one studio in Morelia which produced small animals, birdhouses, and greeting cards embellished with flat figures. Later we visited another studio which weaves straw over an iron rod infrastructure, creating sturdy chairs, tables, and life sized figures of people and animals. How enchanting!

Ceramics were well represented, first by the pottery from Tzintzuntzan which features a creamy buttery yellow background with charming brown line drawings of local people and activities. Then there were my favorites, the green and yellow pineapple jars, plus the high fired gray-blue pictorial dishes and platters showing village scenes, particularly the eruption of the Paracutin volcano.

In Morelia we visited the Casa de Cultural which had an exhibit for *El Dia de los Muertos*. This was a real opportunity to see how families individualize these displays with the favorite foods, clothes, or other

possessions of the deceased. We also visited the Cathedral and the Museo de Arte Colonial, internationally famous for its collection of Christ sculptures. At the Casa de las Artesanias we saw crafts from all over Michoacan, and many found an opportunity to buy.

Regarding the food, I sampled a huitacoche (corn-fungus) omelet, a calabassas (squash blossom) omelet ( both at Hotel Quinta Real), calabassas and corn soup (Fonda Las Mercedes), avocado-chicken soup and jicama salad with cucumbers and oranges ( both at Los Geranios), garlic and chili flavored little golden roasted potatoes (Meson San Fernando), fresh trout (Restaurant Campestre Aleman), plus corundas, chiliquelates and tarascan tortilla soup (everywhere).

A special part of this trip was the opportunity to personally met artists in their studios. While in Morelia we met Marcela Ramirez, who creates beautiful, soft watercolor paintings of Mexican women and children. She also showed us the work of her husband, Francisco Rodriguez Onate. What a talent he is as well, painting in oils and acrylics, making linoleum block prints that he enhances with watercolors, as well as creating paper cut pictures. It was difficult for most of us to prioritize and choose which art works we would bring home!

We learned about copper in Santa Clara del Corbe from James Metcalf, sculptor and founder of a school which teaches local men and women how to make copper jewelry, cooking pots, and unique copper vases which at first glance may look like shiny terra cotta. Then, what a thrill, he and his artist wife, Ana Pellicier, invited us to tour their home and sculpture garden. Most fascinating to me was her sculpted metal jewelry (ring, earring, brooch) for the Statue of Liberty, made in the appropriate grand scale.

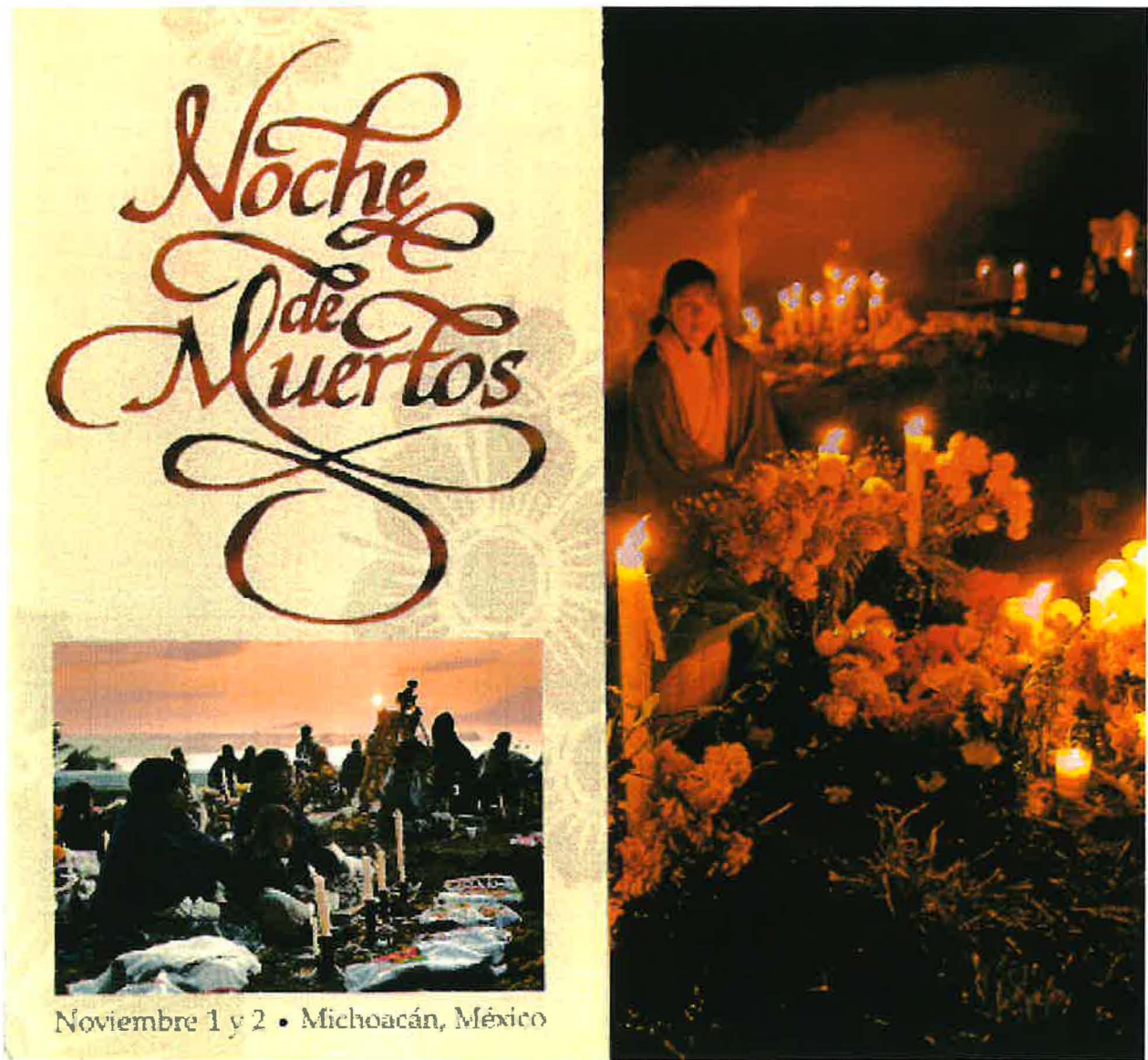
Juan Torres was so generous to open his studio and house to us. He is an oil painter who usually is in Monterrey, Mexico where he has a gallery. But it was our pleasure to meet him and learn about how he and his wife, Bayelia, are teaching local craftsmen how to create talk skeleton statues, tin *retableaus*, and jewelry. His home is a work of art, and is filled with fabulous pieces from other artists.

Speaking of *retableaus*, our group was joined by artist Unke and her husband Juan Antonio. She makes whimsical *retableaus* that are enchanting painted tin three dimensional pictures. One now resides in my office. We also met Frances Rodriguez who made colorful wooden boxes,



clocks, and painted chairs. I couldn't resist the boxes, and wished I could fit a chair in my suitcase.

After all this learning about arts and crafts, it was time to participate in *El Dia de los Muertos*, the festivity which honors the dead. Its hard to explain this occasion since we have no comparable holiday in the United States. Somehow it reminded me of Thanksgiving, since it encompasses a gathering of family for feasting and story telling. It also reminded me of



the Rose Parade, as each grave mound is covered in marigolds, cockscomb, and vases of white gladiolas. Each family decorates the grave in a different manner each year, as we might decorate a Christmas tree. I felt honored to be able to observe their preparations in the cemeteries that we visited. On the last night with all the family members present, and the candles lit, I felt energized and uplifted. I think we could learn from the Mexican culture the value of introspection and a clearer understanding that death is part of life.

Since completing the folk art tour, I must say I am totally amazed at the variety of fine arts, crafts and foods available in Mexico, most of which do not seem to be available here in Southern California. I am immensely impressed by the richness of the culture, and the friendliness of the people. All in all, I gained far more from this trip than I could have imagined!

3. *Incorporate examples of Mexican traditions and culture into my Life Management courses.* Although the semester has just begun I find that I am understanding students contributions to class discussion in a way I might not have before. For example, in a discussion on values, I often use automobiles as an example of a possession that reflects our personal values. This time I was alert and understood when a young man suggested that the car might represent a creative or artistic expression. I find I have a different level of understanding when I read about Mexican politics or economics, too. Although there is still much to learn, I am on the right track and I look forward to expanding these examples.

### C. Expand My Creativity

1. ART 182 - Basic Drawing - 3 units Fullerton College  
(CAN ART 8) Fall, 1997 Mon. & Wed. 12:00 - 3:00 p.m.

I took this drawing class so that I could be more effective as a teacher. My students are very visual, and many learn best with drawings, pictures, and mind-mapping. Drawing is something I had never explored, but have always wanted to. I felt this skill would better help me appeal to the Multiple Intelligences of my students.

This turned out to be a wonderful experience. The teacher, Deborah Davidson, used the "right-brain" teaching strategies introduced by Betty Edwards. Although the Betty Edwards book was not required, I had it, and read it as the semester progressed. (*Drawing on the Right Side of the*



*Brain.*) This allowed me to hear the theory from my instructor, and from Edwards. It reinforced the guidelines and suggestions that I was hearing in class.

I did not realize that it would take hours to create line drawings. I did not know that all the shades on a gray scale could be incorporated in a drawing of a white paper airplane which was poised on white paper. I did not know how hard it is to be non-judgmental of my own drawings. I did not know how difficult it would be to draw what I saw, not what I know.

After using pencils, my first reaction to charcoal was negative. But after our third project (see below) I did see its advantages and purpose. In the end, I loved this class, and have enrolled in another drawing class for this fall. I have also discovered that I see more shadows, more depth, and greater detail whether I am looking at a painting or sculpture, flowers or faces.



I really need more practice, but I do have more ability to create shapes. I also have the reminder how difficult it is for some of my students to learn the material in my classes. I think every teacher needs to be a student too.

## 2. *Learn about Power Point.*

The class I intended to take at Mt. SAC was not offered in Spring, 1998. So I took a three session mini class through Staff Development in

April. Then I also studied a Power Point Video program which I borrowed from The Boeing Corp. I used the Beginning and Intermediate videos. Each tape was about two hours, but I stopped and re-started to do each exercise or project.

From these experiences I created eight screens that I had processed into 35 mm slides. I used these as the backbone of a slide program which I showed during my visits to 10 high schools. They should continue to be useful for several years to come.

### 3. *Take workshops on the creation of textile art.*

My proposal included examples of classes that totaled 23 hours. In the end it was such a pleasure to be doing something with my hands that I spent over 50 hours in workshops. I took Textile Dyeing and Spinning at the Fullerton Fiber Arts Studio, knitting at Piecemakers, machine quilting and hand quilting at Material Possessions, and a Peyote Beading class at Bead World.

#### *Introduction to Textile Surface Design - five weeks (10 hours)*

In this course taught by Doris Knappe I discovered that I love textile surface designing. I was able to learn two basic processes one which is painterly and the other abstract.

The first one is more complicated and involves painting Gutta directly onto the silk fabric. My flower stem provided the skeleton of the design and the Gutta acted like a barrier: dye cannot pass nor penetrate the borders. Then I painted acid dye (necessary for silk) onto my design and covered it with hot wax to temporarily protect and preserve the colors. The fourth step was to paint a color wash all over the background of the fabric. Then I used the Gutta again to draw more stems and flowers "in the background" of my design. After filling in those shapes with colors the fabric was steamed to remove the wax and set the dye.

My second project used acid dyes as a wash and table salt to create the design. First I mixed the dyes and then brushed dye all over the fabric. I repeated this with a second color, applying it over the first. Then I applied salt which draws the dye, particularly the top color. The result is a watery, abstract pattern. When dry, the salt is brushed off and the fabric was steamed to set the dye.



*Textile Surface Design II - six weeks (12 hours)*

During this session I continued with Gutta silk painting and experimented with a Shibori process, using jute cord as a resist.

I created a silk painted scarf using acid dyes and black Gutta. Colored Gutta acts as a resist, but also as a dye, so that when it is dry cleaned the color, black in this case, remains on the silk becoming an integral part of the design.

Shibori is a general term for resist dyeing in the Japanese fashion. I created two scarves by wrapping the fabric around a four inch pvc tube and then using a jute cord wrapping as a resist. I then directly applied dye to the fabric, controlling it's spread with a hair dryer.

*Spinning* - 9:30-11:30 - four weeks (8 hours)

Taught by Mary Frances Eves. The class included information on natural fibers, fiber preparation, and spinning with a drop spindle and on a spinning wheel. Mary Frances is an expert spinner, lives in Buena Park and grows her own cotton. She grows five types of bush cotton including brown cotton and two types of tree cotton.

I learned about fiber qualities, hand carding (a type of brushing process to make the fibers parallel) and then learned to spin wool on a drop spindle as well as a spinning wheel. This really expanded my understanding of carding, combing, and drawing which are all processes necessary to make yarn manually or in an industry setting. I also discovered how hypnotic it is to operate a spinning wheel. The process turned out to be very relaxing!

*Beginning Knitting* at Piecemakers, Costa Mesa - four weeks (8 hours)

Many years ago I did a little knitting using the American method. During this class I learned how to knit in the Continental method, which is faster than the American method. I loved it and created a sleeveless sweater. It was interesting to learn about the different yarn types selected by students, and to see how they looked finished. Yarn for knitting can be softer, and have less twist than yarn for weaving since it endures much less abrasion in the product creation process.

It took me over 40 hours to finish the sweater. I loved the rhythm of the process. I've purchased materials for a second project and hope to begin it soon.

*Quilting* at Material Possessions. Irvine - (7 hours)

Quilting is enormously popular and is the basis for most fabric sales in the home sewing industry. Projects include household goods such as king sized bed quilts, wall hangings, and pillows; wearable art such as vests, dresses, and coats; and sometimes include dolls and stuffed animals. Prior to my sabbatical I took two workshops where I created a hand patched and appliquéd pillow top and began a wall hanging that was about 40 inches square.

*Machine Quilting* After hand quilting the pillow top, I decided to explore machine quilting. Unlike regular machine sewing during this process the sewer is responsible for maintaining stitch length. This one day session taught just the basics, and showed me that like anything, machine quilting in a professional manner takes a lot of practice! So, then I decided to get more instruction on hand quilting.



*Hand Quilting.* I hadn't been satisfied with the length of my stitches or their consistency when I created my patchwork and quilted pillow. So I selected a class for hand quilting that did not use a frame or hoop. In a three hour session I picked up a lot of tips, and have returned to hand quilting the wall hanging. With practice and continued effort I have seen a big improvement in the quality of my work. As I write this it is almost finished. Let's not even discuss how many hours are in this project!

*The Beaded Vessel:* at Bead World, Orange - (4 1/2 hours)

When most people think of beading they think of necklaces. However, in many cultures beads have been used often to embellish an entire surface. Without any prior experience I enrolled in this class to create a small thimble shaped object with beads.

The basis of the process is using the peyote stitch, often used in American Indian beading. Rather than working flat, the beading is done in a circular, sculptural way. The teacher uses this to make pouch necklaces, or freeform beaded necklaces and wrist cuffs.

By the time the workshop was finished I had a little round circle of beads that was about one and a half inches across and half an inch high. Frankly, I still need to finish this project, but other tasks have taken priority.

#### Other Learning

Besides developing some skill in all of these processes, I was able to observe and evaluate several different teaching styles. Most classes are taught in the "adult education model." They are short term, taught by an expert, who provides one-on-one instruction. The largest class had 12 students, and in the smallest I was the only participant. It was fascinating to see the variety of teaching aids and methods, but of equal importance is to remember how it feels to learn something new. I think teachers need fresh reminders of the awkwardness and lack of confidence that can accompany learning.

I was also interested in the business perspective of these fiber arts stores. In the 1970s there was a shift from home sewing for personal and family wardrobe to crafts for home and wardrobe. Faith Popcorn in *Clicking* predicts this will continue. Being on sabbatical allowed me to visit over 20 stores that sell products for silk painting, quilting, knitting, beading and other fiber arts. My perspective on these enterprises has broadened tremendously. Many of these stores are very professionally

operated, are well-marketed with newsletters and a full selection of classes, and have web pages that are updated frequently. All of this presents further career opportunities for those interested in textiles, textile arts, and wearable arts.

### PART THREE PROFESSIONAL COMMITMENT

These activities are a form of professional growth and study as well as professional commitment. I learned a great deal about new research and trends by participating in professional organizations. The networking also provided possible partnerships, student internships, and information about employment trends.

A. Serve as a member of the Costume Society of America - Western Region Board. Western Region includes California, Oregon and Washington. The Board has three meetings a year, the organization usually has six or so meetings in a year, which are held throughout the region. Recently there has been an emphasis on fewer meetings, that are a full day filled with activities. I attended as many of those meetings as I could. ( I was out-of-town with schedule conflicts for two that I wish I could have attended.) Additionally, the Board was involved in planning the national Symposium which was in Pasadena in May, 1998. I was part of the planning team and was the local poster session chair.

September 20, 1997 - Fall Mini-Symposium in San Francisco - a full day of lectures at the M. H. de Young Memorial Museum

*Life and Cloth in the Andean Highlands* - three slide lectures

An over-riding theme of all three presentations was the importance of textiles to the Andean peoples. They were sacred, valuable, and respected as the finest of products. No ceremonies or ritual occurred without them. They were of more importance than statues or relics.

*Weaving Before the Inkas: Shuttling Through the Ages of Pre-Columbian Peru.* William J. Conklin, Research Associate, Textile Museum, Washington, DC An overview of the relationship between the archeological textiles found along the coast and in the highlands. Conklin's on-site research included working with Juanita, who was dubbed The Ice Maiden by *The National Geographic*. It was exciting to hear more about this since I saw her on display in Washington, DC a couple years ago.



*Cloth of Conquest: Textiles of the Inca and Spanish Empires*, Ed Franquemont, Archaeologist, Anthropologist, and Weaver. A focus on the Colonial period, and how both the weaving and clothing of the Andes were influenced by the Spanish, and visa versa.

*A Living Tradition: Life and Cloth in the Andes*. Lynn Meisch, Assistant Professor of Anthropology, St. Mary's College of California. A study of current weaving practices including spinning, back strap weaving, braids, and *nawi awapa* tubular edge. The presentation was enhanced by demonstration as well as slides.

In the afternoon we had lunch while conducting the annual business meeting. Then three juried research papers were presented. Curator Melissa Leventon toured us through the current exhibition *To Honor the Ancestors: Life and Cloth in the Andes*.

I spent an hour of free time discovering some of the paintings and baskets on permanent exhibition. I also visited the exhibition on India, with its *saris*, and of course the gift shop.

A CSA Western Region Board meeting followed in the evening. I had been asked by the President to research the possibility of having a meeting at the Mission Inn in Riverside in the fall, rather than in the spring. This proved to be possible, as there was an excellent Japanese textile exhibit planned, with a lecture component. I turned this project over to another CSA member for final arrangements, since the date selected was October 25 coinciding with my trip to Mexico.

February 1, 1998 - CSA Meeting - Fowler Museum, UCLA

Exhibits: *The Art of Being Kuna* and *Beads, Body and Soul: Art and Light in the Yoruba Universe*. Both of these exhibits provided a thorough and professional presentation of a fascinating culture. Over the years I have collected a few molas, the reverse embroidery blouse fronts that were the focus of the Kuna exhibit. Yet I saw older examples of molas, became a better judge of quality, and more important, gain a greater understanding of the people who make this fabulous art.

*Beads, Body and Soul* presented Yoruba beaded objects from West Africa and the Americas, both past and present. The exhibit explained some of the traditions. Although I don't fully understand how they relate to color I found it fascinating. Apparently they see and understand colors in terms of temperature and temperament. Each value is classified within

three categories: cold or white, hot or red, and moderate cool or dark. This exhibit was organized and developed by the Fowler.

Both exhibits included videos to show how the costumes were created and used. I attended the CSA Board meeting which preceded the afternoon program.

May 26-30, 1998 - CSA Symposium - "Metals in Dress and Adornment - The Silver Anniversary in the Golden State."

This five day national symposium was filled with formal presentations of research, informal chats regarding costume and curriculum, and behind-the-scenes museum visits. One highlight was a presentation from Christopher Gilman of Global Effects, Inc. which included slides and personally created metal armor. He also displayed two costumes created for the film "Starship Troopers." On Friday evening I attended the History in Motion Picture Costuming lecture by Louise Coffey-Webb. On Saturday James Nottage, Chief Curator of the Autry Museum of Western Heritage discussed western trends in clothing from Native Americans, to frontier scouts, to cowboys on dude ranches and in entertainment.

As usual this was a superb event, even if I do say so myself!

CSA Symposium Planning Team - Poster Session Chair

This entailed many telephone calls, corresponding with the national headquarters, and confirming arrangements with the 10 participants who made poster presentations.

The conference planning group met three times to make plans and to confirm all arrangements. During the conference I made sure that the room was set appropriately, that everyone had what they needed, and that they disassembled their displays on time.

B. Attended the Annual ITAA conference - the International Textiles and Apparel Association in Knoxville, Tennessee, November 11-16, 1997.

ITAA is the exclusive organization for college and university educators in apparel design, fashion merchandising, and the historical and socio-psychological aspects of clothing. Over 500 people attended this conference, which focused on sharing research and active learning strategies. It also included industry tours and guest speakers.

I came back with several ideas for classroom activities and projects, for the classes that I teach as well as those taught by colleagues. I also had an opportunity to preview textbooks and other class materials. It was fun to be in a city that was new to me, to talk with others from around the country who are trying to solve the same puzzles as I am. All in all it was inspirational and informative.

C. Remain Active in Professional Groups: I belong to at least ten professional groups related to Fashion and Textiles Arts, Life Management/Consumer Affairs, and the larger umbrella of Family and Consumer Sciences. I said I would attend at least twenty meetings in total.

- September, 1997

Decorative Arts Council - Bowers Museum

Leslie Greene Bowman, assistant Director of Exhibition Programs and Head Curator of the Decorative Arts Department of the Los Angeles County Museum of Art presented a slide lecture on Scottish designer and architect Charles Rennie Mackintosh. He was a contemporary of Frank Lloyd Wright and was a wonderful painter and furniture designer. How beautifully he combined curves and lines!

Textile and Costume Guild - Bowers Museum

Our guest speaker explained the intricacies of Japanese kimono. I discovered more about the nuances of the shape of the neckline created by different wrapping techniques. She also discussed the meaning of colors and motifs.

- October, 1997

Textile and Costume Guild - Bowers Museum

The Guild had a long discussion about its future direction. Due to the relocation of our costume collection to Bowers from Fullerton Museum Center during this last year, the need for TCG has diminished. There are two other groups, The Decorative Arts Council and The Bead Society that provides many of the same services that TCG did when it was at FMC. Consensus was reached that the group would begin to meet quarterly in 1998, and that responsibility for the meetings would rotate among members.

- November, 1997

Textile and Costume Guild- Bowers Museum

Two TCG members reported on their recent trip to Ecuador. I couldn't help but make comparisons between the geography and dress of Ecuador

to Mexico. Their purchases of folk art were much different from mine, reinforcing in my mind the rich art traditions that are to be found south of the United States.

- December, 1997

#### Textile and Costume Guild

We held our annual holiday cookie exchange at the home of a member. Then we reviewed fashion trends by showing magazine and newspaper photos.

#### SOCAP - Society of Consumer Affairs Professionals

The annual installation of officers, toy drive, and luncheon was well attended. The new Board has decided to return to a monthly meeting format. This will enhance both learning and networking opportunities.

- January, 1998

#### The Decorative Arts Council - Bowers Museum

Lynn Kirst showed slides and discussed five restored homes in the Hudson River Valley: the FD Roosevelt Home, Library and Museum, the Vanderbilt Mansion near Hyde Park, Lyndhurst last occupied by industrialist Jay Gould, Olana, a Moorish-style home of landscape painter Frederick Church, and Boscobel, a fabulous restoration in the Federal style.

#### The Textile and Costume Guild - at a members home

We met to finalize plans for the coming year and to have a book auction of surplus reference books.

#### The Fashion Group

We met at Lola's, the new hot martini bar near Fairfax and Santa Monica Blvd. After a bit of networking we heard from Mari Florence author of *The Enterprising Woman*. She began her journalism career writing for a newspaper, and then became an editor, and finally a book packager. The latter writes book proposals, sells the idea to a publisher, finds an author, and shepherds the work through publishing. This book is based on interviews with over 60 women in assorted fields who give advice on how women can establish successful businesses.

#### SOCAP

We met at the MTA Gateway Plaza for a luncheon. The speaker was Robert D. Brown, Deputy Director for the California Department of Consumer Affairs. He explained that he manages all communications and education programs for the department. He is responsible for the 80 state

regulatory boards, making policy for licensing those covered by the boards. His discussion centered on specific hot topics, and current decisions.

The Decorative Arts Council - met in conjunction with the San Juan Capistrano Decorative Arts Council, at the Capistrano Library

The guest speaker was Chris Casson Madden, author of *A Room of Her Own: Women's Personal Spaces*. Madden is a design expert, author of several other books, and host of HG-TV Network's *Interior by Design*. What a fabulous program this was, showing again how the field of Family and Consumer Sciences links fashion, interiors, and life management. The book is a photographic journey through the spaces designed by women as personal retreats, to provide peace of mind. The interviews are as revealing as the photos. I heartily recommend this book.

- February

Decorative Arts Council - Bowers Museum trip to Getty Center

We left at 9:00 a. m. and returned at 7:30 p. m., giving everyone an excellent opportunity to soak of the fabulous architecture and philosophy of The Getty. We had a docent led tour of the 17th. and 18th. century Decorative Arts exhibit, which I found very impressive from the tapestries to the (reproduction) silk bedcovers. Our site tour helped explain the intention of the architect and landscape architect, as did the video we watched on the bus during our trip there. Although I wasn't impressed by most of the paintings, I still feel the site is not to be missed.

SOCAP

Our luncheon speaker was J. David Power III, founder of J. S. Power & Associates, a research firm that has focused on the automobile industry. It is best known for its consumer surveys that rate the quality of cars. He identified the most important changes in the marketplace in the last 30 years, namely the increase in information and the shift from manufacturers controlling the information to consumers controlling its flow. Mr. Power hopes that as a result of the surveys there will be an improvement in the quality and service.

American Association of Family and Consumer Sciences - Orange District

Held at CSULB. Presentation by Dr. Bonnie Rader who traveled to South Africa last summer as an ambassador of education. Her slides of the cities showed great variation in wealth and resources among the people. The schools often lacked adequate supplies.

- March

Guild of Fiber Arts



This is the organization that sponsors the fiber arts classes that I took. It was interesting to meet more artists, and to tour the studio and "cotton fields" of Mary Frances Eves. She grows five types of cotton in her back yard in Buena Park.

- April

American Association of Family and Consumer Sciences - Orange District

I planned this meeting which focused on trends in Kitchen design, including materials for countertops, cabinetry, and flooring. The speaker was a wealth of information, and had much knowledge about appliances too.

SOCAP

This year's all day Professional Development Seminar was really tailor made for me - it focused on goal setting and self affirmations. The presenter was the Senior Training Administrator for Toyota Motor Credit Corporation and she based her presentation on the Lou Tice Investment in Excellence materials. My previous experience with these materials had been most positive, and this day did not disappoint. I came away inspired to use positive self-talk more effectively, plus gained a couple exercises that I'll be able to use in Life Management.

- May

American Association of Women in Community Colleges

This was my first "Women Hold Up Half the Sky" conference. It was packed with dynamic speakers, and attended by 200 women from this region. The opening speaker was Jan Kehoe, President, Long Beach City College, who used hats (cowboy, police, straw, hard) as a way to explain the many things she has learned in her career. For the first break-out session I listened to Dr. Olguin, CSULB, "Looks, Language, and Action: Inclusively Means Everybody." This is the third time I have heard this fabulous speaker whose specialty is values, imprinting, and cultural diversity. Now I have two new activities to incorporate in Life Management that help expand my presentation of this information.

Next, Kat Carroll presented "Reality Bites: Coping with Stress and Avoiding Burnout." She said that men often go "inside" to process stress, and that women often go outside, resulting in talking, crying, and whining. She pointed out that everyone does not react the same way, nor do they have the same tolerance for stress, and that the latter level might be inherited.



The keynoter was Dr. Barbara Young, Associate Director, Community Relations, CSU Chancellor's Office, who had suggestions on how to stay motivated, and how to support other women. All in all this was time well invested.

American Association of Family and Consumer Sciences - Orange District

The concluding meeting of the year was a Scholarship Tea at CSULB. Two members spoke about their career paths in FCS, and one had had recommended: Anne Fortini, our Department Chair. Anne has worked in business, first for The Gas Co., then she had a Stretch and Sew store, and now has an interior design business. The other speaker was Naomi Rodriguez, a previous student of mine when I taught at CSULB a few years ago. She is a film and theater designer now, and was part of the Academy Award winning team on *Visas and Virtues*. Both speakers were interesting and inspiring.

Textile and Costume Guild

Erika Schoell spoke about her handmade dolls, and explained how she had turned this idea into a business of teaching doll making and selling kits for doll making and wardrobing. It was another example of how a quality craft product can become the basis for a thriving business. Following her presentation, members participated in a "show and tell" of dolls from their personal collections.

Decorative Arts Council - San Juan Capistrano

The featured speaker was Carolyn Roehm, fashion designer whose initial training was working with Oscar de la Renta for ten years, before going out on her own. After 20 years in fashion, and a change in personal circumstance, she decided to focus on flowers. She spoke about studying floral design, the application of art principles to fashion and floral design, and demonstrated by arranging three bouquets. I was so inspired I bought her book, *A Passion for Flowers*, and spent most of the next day practicing what I had learned by arranging flowers from my garden.

Orange Coast College - "From Mass Production to Mass Customization"

Mike Fralix represented Textile/Clothing Technology Corporation, commonly called "TC squared," an apparel industry non-profit consortium which provides services supporting automated production, flexible manufacturing systems, and team development and training. His presentation included slides and a group demonstration of flexible manufacturing. He also discussed the most up-to-date body scanning processes, which can be used for personalized, customized fitting of mass

produced clothing. Fascinating look into the first decade of the 21st century!

D. Serve on the Statewide Task Force for establishing a California Alliance for Consumer Education (CACE).

The membership of this Board comes from business, government, and education. Its purpose is to expand the availability of consumer education information in California. It has had some corporate funding on and off for the last eight years. Currently, it has a small grant and limited support from a couple corporations, particularly AT & T.

The major project in 1997 was to plan a consumer education conference that would address the needs of lower income urban consumers. This was held on October 24, 1997. Unfortunately I was in Mexico, and could only be part of the plan, not the implementation. The planning required phone calls and three meetings in Fall, 1997.

In January, we met to evaluate the conference, to plan a luncheon to recruit more Board members. I wrote and submitted some book reviews for our newsletter. In February we had a conference call to firm up the luncheon plans. Unfortunately, reservations for the lunch were very low, and it was canceled.

In April a conference call was held to plan the next conference, on October 23, 1998. The Radisson Hotel in Culver City was selected as the site. A tentative schedule including topics was determined.

On June 4th I attended a retreat meeting for the California Community College Student Leadership grant project, and proposed a partnership with CACE for the 1998 conference. The proposal was accepted, and I will be the liaison for this project, which will involve a \$5000 grant from CCC to CACE. This will allow better marketing of the conference to CCCs, and entice more participation of faculty and students. It will also establish a stronger link among CACE, the CCCs, and the CSUs, since two of them will set up recruitment tables at the event.

#### PART FOUR THE UNEXPECTED

This is really a most valuable part of a sabbatical. Conferences, meetings, and workshops come along that sound wonderful, but faculty cannot just

leave the classroom to attend. A sabbatical schedule allows for more flexibility, and therefore a chance to participate in such events.

A. Served on the California Community College Family and Consumer Sciences Curriculum and Professional Development Project Team

I was a member of the statewide Conference Design Team. It required three all day meetings: September 22, 1997 - LA Mission College and December 4, 1997 - Atrium Hotel, Costa Mesa, and May 26, 1998 - Sacramento. Our task was to plan a staff development and networking conference for all CCC Family and Consumer Sciences faculty.

The CCC Family and Consumer Sciences & Early Childhood Educators Conference was held at the Atrium Hotel in Costa Mesa March 25-28, 1998. Besides the three planning meetings there were phone calls and letters to respond to. I also was instrumental in arranging a tour for fashion faculty to local businesses.

During the conference I chaired the breakout session on "Instructional Resources and Classroom Strategies and the Life Management Role with CalWORKs Participants," I planned and chaired "Active Learning Using Quality Tools," and I chaired the final subject matter Focus Group on Life Management. On Wednesday I thoroughly enjoyed the Intergenerational Tour of assisted living, senior citizens, and child care facilities. The general sessions were excellent, especially when Eloise Anderson, Director of California Department of Social Services spoke. She told us how our profession could contribute to the education of the CalWORKs participants, and basically listed every Life Management topic!

On the morning prior to the conference I served on the Life Management Task Force. Its dual purpose was to evaluate the success of SCANS: *Teaching Life Management in California Community Colleges*, a resource notebook that was published in 1996 by The Chancellor's Office, and to write a position paper regarding the role Life Management can play with CalWORKs.

As a result of this leadership role I was asked by two separate instructors to provide assistance and ideas so that they can begin teaching Life Management. I met with each one, shared my outline, projects, and other handouts.

B. Served as Community College Liaison to Orange District - California Family and Consumer Sciences. This is my local chapter of the American Association for Family and Consumer Sciences. In September I was asked

to serve on the Board which entailed four Board meetings. In addition, I was completely in charge of the April meeting, from finding a location and speaker; planning, buying and setting out the food; creating the meeting flyer; taking registration; setting up for the meeting; and greeting people at the door.

C. Met with Vincent Wong, Director of Men's Wear, The Gap Headquarters, San Francisco - September 19, 1997

Vincent is an acquaintance of mine who began work at The Gap two years ago. As a result of this visit I better understand stores such as The Gap, Banana Republic, and Old Navy. I can explain that the designs are conceived in New York, edited by merchandisers in SF and specified and scheduled by technicians in SF Vincent supervises the technicians and pattern makers, and then coordinates with the contracted manufacturers. I have a clearer picture of the skills and background that students need to qualify for a Technician position, and can generalize to other similar retailers.

After The Gap I toured the couture and designer departments of Macy's and Saks Fifth Avenue, both of which offer merchandise on a more expensive level than what is commonly found in Los Angeles.

D. Hosted Quality Learning Gatherings - Mt. SAC  
September 23 and October 2, 1997

After attending the Langford Quality Learning Seminar in Spring 1997, many of us have begun to implement new strategies. With support from Dick Ryerson and Nancy Stewart I volunteered to begin regular meetings of Mt. SAC staff who would like to discuss implementation. These went well, and people who attended agreed it was helpful to talk with others about successes and frustrations. Dick agreed to host the next session.

E. *Jewels of the Romanovs* - October 3, 1997

A day in San Diego exploring historic costume and current home furnishing trends. Attended *Jewels of the Romanovs*, San Diego Museum of Art. Covered three centuries of Russian monarchy, up to the last Czar. The exhibition included fabulous original jewels, painted portraits, and some costumes. Some of the jewels were reproductions of the originals, made since the 1950s with exquisite craftsmanship. The costumes of the 19th century showed both fashionable couture dress as well as court dress,



which was based on the peasant costume. For women the dress was a specific color according to rank, and included a train up to 20 feet long.

Visited the *Universe of Beads* at Mingei International, Museum of World Folk Art. This was an exhibit of beads from all over the world, and featured a 20 foot timeline of the history of Beads. Displayed below the pictorial timeline were examples of beads, dating back over 10,000 years ago. What extraordinary creativity! Beads to adorn headgear and handbags, shirts and skirts, for men and women. Euro-western, Asian, African, South American, and Native North American.

This museum also had a display of international 18th and 19th century dolls. I also enjoyed seeing the hand-crafted furniture, silver serving pieces, and ceramics.

Final stop, Home Depot Expo, one of one five of its type. This Home Depot has a dozen model kitchens, and an expanded drapery, window covering and carpeting section. The tile was fabulous, as was the fireplace accessories department.

#### F. California's First Annual Regional Economic Forecast Conference November 21, 1997

Attended the Southern California's First Annual Regional Economic Forecast Conference. Sponsored by the Southern California Association of Governments, this conference provided an impressive collection of regional forecasters from UCLA, CSUF, and CSULB. The most important insight I gained was regarding welfare reform. The key point was that all forecasts agreed that there was sufficient supply of unskilled workers, but insufficient semi-skilled, and technically skilled workers. The proposed solution was to expand the skills of the semi-skilled and skilled, so that they could be promoted. This would vacate jobs, leaving them for the less skilled and those new to the work force.

Also, this conference confirmed that the garment manufacturing industry is growing by leaps and bounds, and can be a source of employment for our Mt. SAC students.

#### G. Success, 1998

This one day seminar at Arrowhead Pond featured well-known motivational speakers. Zig Zigler, motivational expert reminded us that all we needed to do was one small thing toward our goals every day; Joan



Lunden taught us that if you remove failure as an option your attitude and actions change immediately; Brian Tracy, my favorite sales and motivational presenter stressed continuous learning and pointed out that in reality all of us are self-employed...and therefore should think of ourselves as President of the company; Bob Dole urged us to make a difference in an unselfish way; Peter Lowe pointed out that it only takes a little bit extra to be exceptional...you just need to win by a nose. *Anti-Diet* author Jack Groppe stressed having a low fat diet combined with exercise. The most inspirational was Christopher Reeves, who spoke of his challenges, and reminded us that even when it is bleak we need to remember that the sun does come up each day, and that we can and must take care of each other. It was a real thrill to see some of my heroes in person, and I gleaned several ideas for Life Management.

#### H. Stephen Covey Workshop

As my Professional Development activity I attended a three day seminar "Seven Habits of Highly Effective People." I found this immensely helpful both personally and professionally. I choose not to discuss it in detail here, however since it was not held during August, 1997 and May, 1998, as required for sabbatical activities.

#### I. And A Totally Unexpected Opportunity

When I began my sabbatical activities in August, 1997 I was enthusiastic, anxious to fulfill my obligations and determined to learn as much as I could while setting my own schedule. I had no inkling that two weeks into it I would receive a call from an Acquisitions Editor at Delmar Publishers inviting me to write a text workbook for Life Management.

Because of the flexibility of a sabbatical schedule, I was able to take advantage of this opportunity and write the book on my own time. The product of my efforts is being used in my classes this semester, and with luck, in many classrooms around the nation by next semester. *Life Management Skills: Taking Charge of Your Future* is a self-paced workbook that offers activities aimed at people with a wide range of learning styles. It addresses all of the SCANS (Secretary's Commission on Achieving Necessary Skills) competencies and skills while providing an opportunity to develop proficiency in life management skills, including how to set goals, improve thinking skills, communicate effectively and change bad habits.

## CONCLUSIONS VALUE OF THIS SABBATICAL

As a result of these activities I am more up-to-date on research, trends, and theories that abound in my fields of teaching. I am more knowledgeable about job opportunities for students. As mentioned previously I feel more empathetic to students since I have “walked in their shoes.” I am more flexible in the classroom because of my research on learning styles. Some of my colleagues have benefited from my study, since I tend to emphasize active learning, not just “Langford”. My reading has taught me that there are many practitioners of student centered learning.

Although I learned something about Power Point, I think I will struggle with technology most of my life. I am using e-mail more than before, and very gradually am learning about the Internet.

I feel prepared to assume the responsibilities of leading two of the five program areas in my department starting next year, after a faculty retirement. I feel strengthened by my enhanced skills, and new knowledge. This was a fabulous opportunity for me and I think it will bring new ideas to my students, department members and other colleagues. Thank you!

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## ATTENTION 2 + 2 + 2 HIGH SCHOOL TRANSFER STUDENTS

You may be eligible for credit for certain Mt. SAC fashion classes if you have met the established criteria. Check the lists below and then follow up on this special opportunity.

### East San Gabriel Valley ROP - (Del Norte and Glendora)

1. All "A"s in three semesters of Fashion Merchandising ROP exempts you from 9 1/2 units of Mt. SAC fashion classes including:

FASH 15 - Fashion Strategies  
FASH 60 - Fashion Industry  
FASH 65 - Beginning Modeling  
FASH 66 - Visual Merchandising Display

2. A "B" in the first semester, and "A"s in two semesters exempts you from 6 1/2 units including:

FASH 60 - Fashion Industry  
FASH 65 - Beginning Modeling  
FASH 66 - Visual Merchandising Display

### Azusa High School

Completing 724 Creative Fashion and 724 Advanced Creative Fashion with a grade of B or better exempts you from 3 units:

FASH 10 and FASH 11 - Clothing Fundamentals

### Rowland Unified (Rowland and Nogales High Schools)

Completing Fashion Design and Advanced Fashion Design with a grade of B or better in the first semester and an A in the last 3 semesters exempts you from 3 units:

FASH 10 and FASH 11 - Clothing Fundamentals

If you meet these criteria please follow the procedure on the reverse of this paper.

If you meet the requirements on the reverse of this paper please do the following:

1. Fill out the bottom section of this page and give it to the instructor of this class.
2. Make sure you are in the correct classes - you need to enroll in more advanced fashion courses, since you have met the pre-requisites.
3. Make an appointment as soon as possible this week with:

Mrs. Phyllis Specht, Fashion Program Coordinator  
Family and Consumer Sciences  
Building 19B Room 11-A

You can call her at 909 - 594 - 5611 ext. 4685

4. Return to your high school to obtain verification of your high school achievements. You will need to come back with a form entitled "2 + 2 + 2 Articulation Equivalency Form" signed by your teacher and principal.

**CONGRATULATIONS AND WELCOME TO THE AWARD WINNING MT.  
SAC FASHION PROGRAM!**

Be sure to attend the Fashion Associates meetings to quickly get to know other students.

\*\*\*\*\*

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(name, please print)

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(student /Social Security number)

(high school program)



**Mt. San Antonio College Fashion Alumni Survey  
Summary of Results - Joann Driggers  
Family and Consumer Sciences, Spring, 1998**

Results: Most students included in the sample were enrolled at Mt. SAC between 1988 and 1995. Over one-third of respondents took their first fashion class before 1988, and 53% took their first class before 1991. Almost one third (31%) were last enrolled at Mt. SAC before 1991. This suggests that we did reach the audience that we wanted, that is students who had had enough time to complete a four-year degree if that was their goal, and to establish themselves in careers. Seven percent of the respondents are still enrolled at Mt. SAC.

A total of 78% of respondents reported earning a fashion degree or one or more fashion certificates. Over two-thirds report continued employment in fashion after completing this education. Of those who did not earn a fashion degree or certificate ( 10 respondents) half are still attending college and half earned some other degree.

Overall the opinion these alumni hold of the Fashion program is very high. Over 90% of respondents rated their Mt. SAC courses as excellent or very good, the balance rating the courses as good. Regarding the fashion classes, 82% rated their *usefulness* as excellent or very good, the balance rating them as good. Regarding fashion projects, assignments and group activities, 85% of respondents rated the *quality* as excellent or very good, and another 13% as good.

Regarding current employment, 30% are in fashion retailing, 29% in other business, and 10% in education, with the remainder in government and service occupations.

Outcomes: We found over 60 fashion alumni, as more questionnaires came in after the data analysis. Some of these success stories have been incorporated into a new recruitment flyer. We will distribute this flyer to high school students and counselors, and Mt. SAC counselors this fall.

What's next? We are proud of our graduates, and their opinion of our program. But we are always striving for improvement. Since 1997 fashion faculty have placed a greater emphasis on active or experiential learning. We have also created a fashion design program to better meet the needs of students who want that career path. Students who answered the questionnaire and who went into the design and/or manufacturing of apparel were less prepared than our fashion merchandising students and therefore found the program less useful.

The Fashion Alumni Stories:

Arias, Yvonne, 1997, is a Communications (Public Relations) major at Cal State Fullerton. She is an Advertising Assistant with Marcono Advertising, and a free-lance fashion show dresser at Nordstrom.

Audu, Aisha, 1996, is a Store Manager for Nine West. "I am forever grateful for the education, training and resources I learned and received. Thank you all!"

Auge Schulze, Julie. 1994, is an Executive Assistant at DSC Logistics. She is now divorced and says "The Fashion department instructors had a major impact on my life. I gained more insight in life planning and strong team spirit."

Bailey, Stephanie, 1996, is a Book Merchandiser for Handelman Company. In her spare time she writes poetry and is working on a children's book.

Barrett, Christina, 1995, loves having her own Bookkeeping Services company, since she can work at home with her 3 year old daughter.

Bowers Dearing, Pauletta, 1994, has been working in Las Vegas as an Administrative Assistant, for E. A. Beltz Corp. She is looking forward to returning to California soon.

Cameron, Thomas, 1990, put himself through school working in retail sales. He says a few years ago he "saw an opportunity with a growing company in the pet care industry and have always loved animals, so...now I am a Store Manager for Centinela Feed and Pet Supplies. It is not fashion related but still has the challenges of retail and merchandising. I am looking forward to earning a corporate position within the year. My 18 years of retail experience and my education at Mt. SAC got me the job!"

Cerafice, Cecilia, 1984, earned a Bachelor's degree from Cal State Los Angeles. She has been the Manager of Gallery, Nordstrom Montclair for over 5 years, is the mother of two, and has returned to CSULA for a Master's degree, with the intent of teaching at a community college.

Corley Newman, Antoinette, 1985, Woodbury, 1987. After working in the fashion industry for ten years, Antoinette switched to outside sales. She is studying acting and has had some small parts on TV. She married in summer 1998.

Delgado, Ivonne, 1997, is a Fine Arts major with an emphasis in Graphic Design at Cal State Fullerton. and is an Assistant Manger with Clothestime.

Franco, Liz, 1991, earned a Bachelor's degree in Fashion Design from Woodbury University in 1993. She is an Assistant Designer at White Stag/ Catalina.

Gill, Carol, 1988, has owned her own store, Undercovers Intimate Apparel for four years and has just moved to a new location at 207 N. Glendora Avenue. She is Chair of the Village Business Association.

Gonzalez, Aracely, 1997, is pursuing a Bachelor's degree, is a Store Manager for Windsor's, and got married in summer, 1998.

Gorbach, Peggy, 1978, Bachelor's degree from Cal State University Long Beach, worked in retail for several years. She earned a Master's degree from San Francisco State, and is Program Coordinator, Family and Consumer Studies, Evergreen Valley College.

Grabowski, Katrina, 1987, is in retailing with her husband. They own two stores, one is filled with gifts, and the other with decorative (tole) painting, both located in the oldest winery in California located in Upland. In addition she has two young boys.

Green Goldsworthy, Devon, 1986, earned a Bachelor's degree from Woodbury University. She was an Assistant Buyer for Kids R Us. Then she returned to school, and is now a second grade teacher. She just had a baby boy.

Howard Cotter, Anna, 1989, earned a Bachelor's from CSULA. She interned in mall management, and has been the Assistant Marketing Director of Brea Mall until her recent maternity leave.

Koedott Brommer, Charlotte, 1991. Since graduation she has worked in retail management and currently is a Store Manager at Bebe in Brea Mall.

Knight, Lisa, 1991, is a receptionist in a Law Office. "I am currently a single mother, striving to accomplish both my four year degree in Fashion Merchandising and being the best mother I can be."

Lewis, Britt, 1994. is a Makeup Artist and Beauty Advisor for Lancome Cosmetics, working primarily at macy's in Sacramento. "I'm looking forward to a promotion in the very near future."

Marino, Michelle, 1989 is Director of Sales, Kellogg West Conference Center and Lodge, Pomona.

Moreno Jacobs, Dawn, 1986, was a Regional Supervisors for Susie's Deals for ten years. Now she is mother of 22 month old twins. "My husband and I have a home business called Jacob's Dream. We make pens out of exotic hardwoods."

Miller Lausen, Sarah, 1986, earned a Bachelor's in Communications from Cal State Fullerton. She then worked as a Textiles Rep. in outside sales. Recently she made a career switch, and is a Independent Court Reporter.

Ngo, Vivian, 1997, is a Business major at Cal Poly Pomona, and is employed as a Sales Associate at Macy's.

Ranta, Janne, 1995, has returned to his family's homeland, Finland, to earn a Bachelor's in Global Marketing.

Rodriguez, Cecelia, 1997, has a clothing consignment business.

Shaw Jordan, Tamara, 1987, is an Intimate Apparel Assistant Buyer for Nordstrom. "My job ...is fun! I worked very hard, long hours to get to this position."

Soderblom, Pat, 1986, has been teaching sewing and serging for Tri Community Adult Ed for the last ten years. She and her husband have just moved to Scottsdale, Arizona.

Soriano, Cynthia, 1992, has worked as a certified paralegal for the last seven years.

Walker, Keisha, 1997, is still working toward her fashion degree, yet is a successful Store Manager for Frederick's of Hollywood, and is anticipating an upcoming promotion.

Other students asked not to have their names mentioned, but their fashion positions include Store Manager, Sales Associate, Director of Sales and Marketing, Consignment Costumer, Make Up Artist, Beauty Consultant, Pattern Maker, Production Merchandiser, Import Production Coordinator, and Owner of a Tanning Salon.

Some are not in fashion fields but hold positions such as Receptionist, Assistant City Planner of a major Southland city, Organizational Systems Technician at Head Start, Senior Section Coordinator at Bank of America, Educational Aide in a Pregnant Minor Program., Intern - teaching 3rd grade about ecology, Regional Operations Representative for a financial corp., and Elementary Teacher.

# FASHION YOUR FUTURE AT MT. SAC!

**FASHION DESIGN AND MERCHANDISING**, the major that puts all you know about clothes and fashion to work for you now. A wide variety of fashion jobs are available to you now at entry level such as visual merchandising, retail sales, modeling, and alterations. Earn money while you learn. Learn while you earn.

After you finish your courses at Mt. SAC, you could enter the Fashion Design field as a pattern maker, merchandiser, or assistant designer. Or choose Fashion Merchandising at the executive training level for a specialty or chain store, where job possibilities include store manager, buyer, or fashion consultant. Other fashion opportunities include manufacturer's sales representative, TV or film costumer, fashion show producer, or textile designer.

**CAREERS / JOBS:** Fashion design, manufacturing, and retailing comprise the largest career cluster in California. As long as people buy and sell goods and services, you will be guaranteed opportunities in fashion anywhere in the world. Fashion Design and Merchandising offer exciting careers that can include travel and variety as well as excellent salary and benefits.

Begin a job as a part-timer in any local business from the trendiest boutique to a major department store. Entry-level salaries are comparable to other fields, but the advancement to career opportunities is fast and fun. You decide how fast and how far you want to go, both economically and geographically.

**Mt. SAC FASHION ALUMS:** In a recent survey of Fashion alumni many told us how well their coursework at Mt. SAC prepared them for their careers. For example **Aisha Audu** 1996 grad is a **Store Manager** for Nine West. "I am forever grateful for the education, training and resources I learned and received. Thank you all!" **Tom Cameron**, 1990, put himself through school working in fashion sales. He says a few years ago he "saw an opportunity with a growing company in the pet care industry and have always loved animals, so...now I am a **Store Manager** for Centinela Feed and Pet Supplies. It is not fashion related but still has the challenges of retail and merchandising. I am looking forward to earning a corporate position within the year. My 18 years of retail experience and my education at Mt. SAC got me the job!" And **Julle Auge Schulze**, 1994 grad, an **Executive Assistant** at DSC Logistics says "The Fashion department instructors had a major impact on my life. I gained more insight in life planning and strong team spirit."



**Why Mt. SAC?** The award-winning Mt. SAC Fashion Design and Merchandising program provides quality education at bargain prices on a beautiful, convenient, safe campus. There are opportunities for scholarships and awards, clubs, tours, field trips, guest lecturers, and internships that enrich instruction. Make new friends and have the fun of college life! Free job placement, career counseling, and financial assistance are part of the Mt. SAC package.

**How Do I Get Started?** Talk with faculty. Call 909 - 594 - 5611 ext. 4415 for entrance application. Process paper work. Check Mt. SAC *Catalog* and *Schedule of Classes* for details. Start your fashion career by enrolling in one or more of these classes: Clothing Fundamentals (FASH 10), Fashion Industry (FASH 60) and Fashion Strategies (FASH 15).

**How Long Will It Take?** Mt. SAC allows the student to set the pace. You can choose from a variety of day, night, weekend, summer and/or short term classes. You can earn a certificate and be on your way, or you can add general education classes to your major and earn an Associates degree. If you wish, after that you can transfer to a four-year college or university and earn a Bachelors, Masters, or even a Ph. D. You make the game plan and call the plays. There are job opportunities at every level.

**What Can I Do?** Mt. SAC Fashion alumni are involved in a variety of jobs. For example, *Tamara Shaw Jordan*, 1987, is an **Intimate Apparel Assistant Buyer** for Nordstrom. *Devon Green Goldsworthy*, 1986, was an **Assistant Buyer** for Kids R Us. Then she returned to school, and is now a **second grade teacher**. *Liz Franco* 1991, is an **Assistant Designer** at **White Stag/Catalina**. *Katrina Grabowski*, 1987, with her husband **own two stores**, one filled with gifts, and the other with decorative (tole) painting. *Carol Gill*, 1988, has owned her own store, **Undercovers Intimate Apparel** in Glendora for four years. *Cecilia Cerafice*, 1984, earned a Bachelor's degree from Cal State Los Angeles. She has been the **Manager of Gallery, Nordstrom Montclair** for over 5 years, and has returned to CSULA for a Master's degree. *Antoinette Corley Newman*, 1985, Woodbury, 1987. After working in the fashion industry for ten years, Antoinette switched to **sales for a film production company**, has had a few bit parts as a **TV actress**. *Anna Howard Cotter*, 1989, earned a Bachelor's from CSULA. She has been the **Assistant Marketing Director of Brea Mall** until her recent maternity leave. Other students asked not to have their names mentioned, but their fashion positions include **Store Manager, Sales Associate, Consignment Costumer, Make Up Artist, Beauty Consultant, Production Merchandiser, and Import Production Coordinator, Book Merchandiser, Director of Sales, Pattern Maker.**

Some continue with their education... *Kelsha Walker* 1997, is still working toward her fashion degree, yet is a successful **Store Manager for Frederick's of Hollywood**, and is anticipating an upcoming promotion. *Yvonne Arias*, 1997, is a Communications (Public Relations) major at Cal State Fullerton. She is an **Advertising Assistant** with Marcono Advertising, and **free-lance fashion show dresser at Nordstrom**. *Ivonne Delgado*, 1997, is a Fine Arts major with an emphasis in Graphic Design at Cal State Fullerton, and is an **Assistant Manger with Clothestime**. *Janna Ranta*, 1995, has returned to his family's homeland, Finland, to earn a Bachelor's in Global Marketing. *Lisa Knight*, 1991, is a **receptionist in a Law Office**. "I am currently a single mother, striving to accomplish both my four year degree in Fashion Merchandising and being the best mother I can be."

And some became **educators** including *Pat Soderblom*, 1986, has been teaching sewing and serging for Tri Community Adult Ed for the last ten years. and *Peggy Gorbach*, 1978 who is Program Coordinator, Family and Consumer Studies, Evergreen Valley College.

# FASHION INDUSTRY COMPETENCY MATRIX

Competency	Competency Breakdown	Knowledge		Know-How		Wisdom	
		Did I hear it?	Did I understand it?	Could I use it?	Could I explain it?	Could I teach it?	Could I evaluate it?
<b>Basic Terms</b>	Classic						
	Design						
	Details						
	Fad						
	Fashion						
	Haute Couture						
	Silhouette						
	Style						
<b>Scope of Fash.Ind.</b>	Size						
	Location						
	Importance						
<b>Fash. life cycle</b>	Define						
	Application						
	Fashion trend						
	Knock-off						
	Mass/volume fashion						
	Fashion innovators						
	Prophetic fashion						
<b>Fash.Merchandising</b>	Define						
	Application						
	Importance						
<b>Marketing</b>	Define						
	Application						
	Profit						
	Demographics						
	Psychographics						

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# FASHION INDUSTRY COMPETENCY MATRIX

Competency	Competency Breakdown	Knowledge		Know-How		Wisdom	
		Did I hear it?	Did I understand it?	Could I use it?	Could I explain it?	Could I teach it?	Could I evaluate it?
	Sumptuary laws						
	Market segmentation						
	Target marketing						
	Quick Response						
<b>Buying Motives</b>	Emotional						
	Rational						
	Patronage						
	Buyer's remorse						
<b>Income</b>	Gross income						
	Discretionary income						
	Disposable income						
<b>Fash.AdoptionTheory</b>							
	Downward flow						
	Upward flow						
	Horizontal						
<b>BusinessStructure</b>							
	Conglomerate						
	Corporation						
	Franchise						
	Partnership						
	Sole Proprietorship						
	Principals						
	Vertical integration						
	Horizontal integration						

# FASHION INDUSTRY COMPETENCY MATRIX

Competency	Competency Breakdown	Knowledge		Know-How		Wisdom	
		Did I hear it?	Did I understand it?	Could I use it?	Could I explain it?	Could I teach it?	Could I evaluate it?
<b>Industry Structure</b>							
	Primary group						
	Secondary Group						
	Retail group						
	Auxiliary group						
	Manufacturer						
	Sales Representative						
<b>Product Labeling</b>	Brand name						
	Licensing						
	Private label						
	Perceived differences						
<b>Primary group</b>	Converter						
	Greige goods						
	Fabric Construction						
	Dyes & Prints						
	Finishes						
	Textiles						
<b>Fibers</b>	Natural						
	Manufactured						
	Generic name						
	Spinning						
	Trade name						

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# FASHION INDUSTRY COMPETENCY MATRIX

Competency	Competency Breakdown	Knowledge		Know-How		Wisdom	
		Did I hear it?	Did I understand it?	Could I use it?	Could I explain it?	Could I teach it?	Could I evaluate it?
<b>Textile Legislation</b>							
	Flammable Fabrics Act						
	Tex.FiberProd. ID Act						
	Wool Prod. Label. Act						
<b>Textile Careers</b>	Textile Science						
	Design						
	Manufacturing						
	Promotion						
<b>Design</b>	Collection						
	Cad/Cam						
	Custom tailored						
	Line						
	RTW						
	Trunk show						
<b>Manufacturing</b>	Contractors						
	Inside shop						
	Outside shop						
	ILGWU						
	Merchandiser						
	Sweat shops						
	Off-shore production						
<b>Production of garments</b>							
	list steps in process						
	describe process						



# FASHION INDUSTRY COMPETENCY MATRIX

Competency	Competency Breakdown	Knowledge		Know-How		Wisdom	
		Did I hear it?	Did I understand it?	Could I use it?	Could I explain it?	Could I teach it?	Could I evaluate it?
<b>Careers</b>	Design						
	Manufacturing						
<b>Trade papers</b>	Characteristics						
	Purpose						
	names of						
<b>Distribution</b>	Direct to Consumer						
	Mnf-Whlse-Ret-Cons						
	Mnf-Retailer-Cons						
	Dual Distribution						
	Careers						
<b>Categories of Fashion</b>							
<b>Women's</b>	Sizes						
	Categories						
	Price ranges						
<b>Men's</b>	Sizes						
	Categories						
	Price ranges						
<b>Accessories</b>	Categories						
	Impulse item						
<b>Intimate Apparel</b>	Categories						
<b>Cosmetics</b>	Categories						
	Price ranges/names						

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# FASHION INDUSTRY COMPETENCY MATRIX

Competency	Competency Breakdown	Knowledge		Know-How		Wisdom	
		Did I hear it?	Did I understand it?	Could I use it?	Could I explain it?	Could I teach it?	Could I evaluate it?
<b>Children's</b>	Sizes						
	Princes						
	Demand for						
<b>History of Fashion</b>	Why RTW in America?						
	Why couture in Paris?						
<b>Promotion Advertising</b>	Creating an Image						
	Defined						
	Cooperative advertising						
	Types: Product						
	Institutional						
<b>Publicity</b>	Defined						
	Press release						
	Press kit						
<b>Public relations</b>	Defined						
<b>Sales promotion</b>	Defined						
	Examples						
	Gift w/ purchase						
	Purchase w/purchase						
	Sampling						
<b>Promotion Careers</b>	Describe						

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# FASHION INDUSTRY COMPETENCY MATRIX

Competency	Competency Breakdown	Knowledge		Know-How		Wisdom	
		Did I hear it?	Did I understand it?	Could I use it?	Could I explain it?	Could I teach it?	Could I evaluate it?
<b>Market Centers</b>	Name them						
	Purpose						
	Characteristics						
<b>Market Week</b>	Describe how they work						
	Trade shows						
<b>International Terms</b>	Global sourcing						
	Balance of trade						
	Export/import						
	GATT/NAFTA						
	Duty/tariff						
	Customs						
	Quota						
<b>Issues</b>	Protectionism						
	Free trade						
<b>Couture</b>	Terms						
	How it works						
<b>Europe</b>	Paris						
	Italy						
<b>Asia</b>	HongKong						
	Japan						
<b>Retail</b>	Store types						
	Soft/hard goods						
	Internal structure						
<b>Alternatives</b>	Catalog						
	TV/WEB						

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# FASHION INDUSTRY COMPETENCY MATRIX

Competency	Competency Breakdown	Knowledge		Know-How		Wisdom	
		Did I hear it?	Did I understand it?	Could I use it?	Could I explain it?	Could I teach it?	Could I evaluate it?
<b>Buying</b>	Describe process						
	Corporate Buying Office						
<b>Careers</b>	Retailing						
	Malls/Centers						
<b>Auxiliary Industry</b>	Trade associations						
	Trade publications						
	Independent Buying Offices						
	Marketing representatives						
	Professional organizations						
	Careers						
<b>Education Plan</b>	Select a major						
	Select an Ed. goal						
	Map out courses						
<b>Prob. Solv. Tools</b>	Identify and describe						
	Use appropriately						

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Competency	Competency Breakdown	Knowledge		Know-How		Wisdom	
		Did I hear it?	Did I understand it?	Could I use it?	Could I explain it?	Could I teach it?	Could I evaluate it?
Values	Definition						
	Source of values						
Value clarification	Definition						
	Reason for						
	Steps/process						
Self-belief/ esteem	Definition						
	Importance						
	How to increase						
Affirmation	How it works						
	How to write one						
	How to use one						
Goal setting	Definition and Identification of goals						
	Establishment of goals						
	SMART goals						
Decision making	Steps in the process						
	Application of the steps						
Systems	Definition						
	How they function						
	Circle of influence						
Intrapersonal	Multiple intelligences						
	Learning styles						



Competency	Competency Breakdown	Knowledge		Know-How		Wisdom	
		Did I hear it?	Did I understand it?	Could I use it?	Could I explain it?	Could I teach it?	Could I evaluate it?
	True colors						
	Motivation						
Interpersonal	Cohorts						
	Assertion model						
Study skills	Brain research						
	Mind-mapping						
	Organizing						
Planning your education	Choosing						
	Creating a plan						
Nutritional health	Six forms of nutrients						
	Food pyramid						
	Eating disorders						
	Weight management						
Physical fitness	Five aspects of physical fitness						
	Drugs and alcohol						
	Tobacco						
Change of habit	Process						
	Application						
Communication	Process						
	Definition of effective communication						
	Nonverbal communication						

Competency	Competency Breakdown	Knowledge		Know-How		Wisdom	
		Did I hear it?	Did I understand it?	Could I use it?	Could I explain it?	Could I teach it?	Could I evaluate it?
	Barriers to communication						
	Cultural differences						
	Differences in genders						
Listening	Process						
	Active listening						
Speaking	Speech qualities						
Leadership	Definition						
	Effective leadership						
Conflict resolution	Levels or alternatives						
	Negotiation						
Delegating	Process						
	Barriers to delegating						
Stress management	Definition of stress						
	Causes of stress						
	Management strategies						
Time management	Setting goals and priorities						
	Swiss cheese						
	80/20 rule						
	Handle it once						
	Learn to say "no"						

Competency	Competency Breakdown	Knowledge		Know-How		Wisdom	
		Did I hear it?	Did I understand it?	Could I use it?	Could I explain it?	Could I teach it?	Could I evaluate it?
	"What's the best use of my time?"						
	Job expands to time available						
	Buffer time						
	Prime time and circadian rhythm						
	Open door policy						
	Procrastination						
Multiple roles	Definition						
	Application to own life						
	Strategies for managing						
	Effect on workplace						
Money management	Terminology						
	Budget						
	Net worth						
	Financial pyramid						
	Personal goals						
Career planning	Choosing						
	Job search						

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STUDENT NAME DEGGERS JOANN	PERMANENT NUMBER 633378	BIRTHDATE 04/09/45	SOCIAL SEC # 569-58-5309
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DEPT	CRS #	COURSE TITLE	UNITS ATTMP	GRD	UNITS COMPL	GRADE POINTS	CODE/ GPA	CSU GE
* * * FALL 1997-98 * * *								
ART	182	BASIC DRAWING	3.0	A	3.0	12.0		C1
SEMESTER TOTALS (08/18/97 - 12/19/97)			3.0		3.0	12.0	4.00	
CUMULATIVE TOTALS			3.0		3.0	12.0	4.00	

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Carlene A. Gibson, Dean of Admissions and Records