

PENN STATE OUTREACH

PENNSTATE



THE POSITIVE THINKER

DR. COLLINS AIRHIHENUWA
*BELIEVES CULTURAL EMPOWERMENT
CAN IMPROVE PUBLIC HEALTH*

DEMONSTRATED IMPACT

Spring marks the time when the University recognizes a faculty member who has made a significant impact on the community through scholarly engagement work, with the Faculty Outreach Award.

This year's recipient is **Dr. Collins Airhihenbuwa**, professor and head of the Department of Biobehavioral Health in the College of Health and Human Development,

for his work addressing health disparities and promoting cultural equity in South Africa and several other African countries.

The letters of support for Dr. Airhihenbuwa demonstrated his **concrete—and often moving—contributions**. To the left is an excerpt from a nomination letter written by Olive Shisana, chief executive officer of the Human Sciences Research Council (HSRC), who worked with Dr. Airhihenbuwa on a project called Capacity Building for Research on HIV Stigma in South Africa. The project involved students and faculty members in two South African universities, and staff from the HSRC, to conduct research on the stigma associated with HIV/AIDS, with a cultural lens. You can read more about his work on page 2. ■

—Craig Weidemann
Vice President for Outreach

“What was remarkable about this collaboration with Professor Airhihenbuwa was his humility and consistency in ensuring that the students and staff acquired the necessary skills to enable them to work independently using qualitative methodologies in their own projects. ... Professor Airhihenbuwa **showed leadership and humility** not only in how he deals with students and mentors but also the subject or participants in the project. He always showed concern about the people he was studying. It is his ability to **empathize with those who need** his emotional support, and at the same time keep sufficient distance to unpack their experience in a scientific manner while imparting knowledge to others that **make him a unique collaborator**. For an example, at the end of the project, he came to South Africa to visit the sites and some of the homes of support group members of people living with HIV and AIDS who participated at different levels on the project. With compassion, Professor Airhihenbuwa **shook hands and spoke to families of people living with HIV and AIDS**, encouraging and thanking them for having been part of the project. This act of kindness and appreciation was noted by participants, who are used to research projects collecting data and never coming back to provide feedback to the community. Professor Airhihenbuwa has put an emphasis on community feedback sessions, specifically responding to the suggestions of the community advisory board, who drove the vision of the project by making inputs on the communities that we targeted for research during the five years of the project.”

—Olive Shisana
CEO, Human Sciences Research Council

An excerpt of a nomination letter for Dr. Collins Airhihenbuwa, recipient of the Faculty Outreach Award

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Putting

CULTURE

FIRST

Collins Airhihenbuwa focuses on the common customs and beliefs of communities to guide his public health research

By Deborah A. Benedetti

More than 33 million people are living with HIV, but the spread of the disease has begun to reverse, according to a 2010 United Nations AIDS report. However, the stigma of HIV/AIDS remains for many sufferers and even those who care for them. In South Africa, for example, nurses who care for these patients have experienced the withdrawal of family and friends as well as intimacy issues with spouses because of their work.

To better understand the HIV/AIDS stigma in South Africa, Dr. Collins O. Airhihenbuwa used a research model he began formulating while a graduate student in health planning and administration and public health education at the University of Tennessee. There, he came to realize the way researchers described the populations they studied often differed from how the populations saw themselves. Researchers typically focused on the problem to be solved, while people were concerned about how the issue affected them, their family and community.

“Conventional research models in our field are mostly deficit models, and they

focus on the negative and do not take into account that people’s lives are bigger and more complex than the problem being studied,” said Airhihenbuwa, professor and head of the Department of Biobehavioral Health in Penn State’s College of Health and Human Development.

So Airhihenbuwa devised a new research approach—the PEN-3 model—which puts culture first in public health and health promotion research projects. Airhihenbuwa, who was raised in Nigeria, used the model in his Capacity Building for Research on HIV Stigma in South Africa project, funded by the National Institute of Mental Health. The project sought to understand the notion of acceptance and rejection related to HIV/AIDS.

For his research model and the breadth of his outreach initiatives spanning more than 27 years at Penn State, Airhihenbuwa is this year’s recipient of the Faculty Outreach Award.

“Everyone has a culture, and there is something positive in every culture and community,” Airhihenbuwa said. “We begin by identifying the positive aspects and unique or existential features

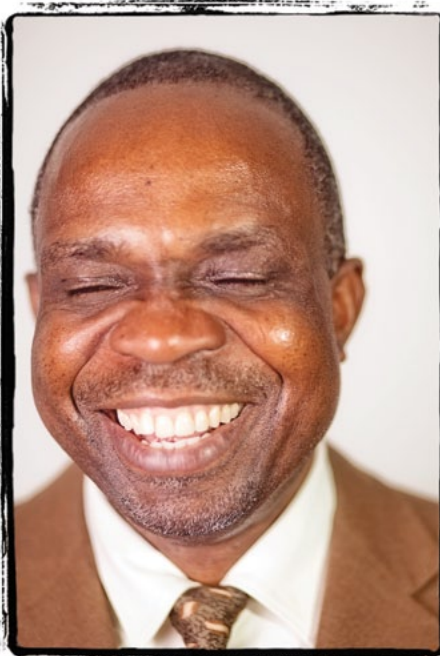
of the community. Only after that do we focus on the negative.”

Searching for the Positive

All PEN-3 domains—relationships and expectations, cultural empowerment, and cultural identity—aim to help researchers understand people and their behavior in a cultural context by first focusing on the positive. Positive aspects of culture include beliefs and practices that promote health, such as encouraging the growing of one’s own food and buying locally grown products—as is common in many African cultures.

For example, understanding why nurses who care for HIV/AIDS patients face stigma—a finding of the HIV stigma project—would involve looking at the multiple roles nurses occupy and their interactions at work and home, Airhihenbuwa explained.

As part of the stigma project, Airhihenbuwa’s team trained 30 graduate students at two South African universities to use the model. By giving these future health behavior researchers firsthand experiences collecting data from the people participating in the



Collins Airhihenbuwa, professor and head of the Department of Biobehavioral Health in Penn State's College of Health and Human Development

project, Airhihenbuwa is enabling these students to better understand the cultural context of research—preparing them to develop outreach programs to reduce HIV/AIDS stigma and improve preventive strategies for this disease. This multiplies the impact of Airhihenbuwa's cultural model for community-based research.

In the South African project, students used focus groups, one-on-one interviews and surveys to collect data from people who have HIV or AIDS, health professionals who care for HIV/AIDS patients, family, and community members.

"In the first year of our research, we found two sites of stigma—in the family and health care settings," Airhihenbuwa said. "In particular, we found that nurses were being blamed for stigmatizing behavior." At the same time, these nurses also face stigma. This is in part due to their multiple roles—wives, mothers, sisters—in addition to their health care responsibilities. Airhihenbuwa would like to develop an intervention to support nurses who care for persons living with HIV and AIDS and also to study nurses'

"CONVENTIONAL RESEARCH MODELS IN OUR FIELD ARE MOSTLY DEFICIT MODELS, AND THEY FOCUS ON THE NEGATIVE AND DO NOT TAKE INTO ACCOUNT THAT PEOPLE'S LIVES ARE BIGGER AND MORE COMPLEX THAN THE PROBLEM BEING STUDIED."

—COLLINS AIRHIHENBUWA

interactions with family and patients.

Jabu Mokwena, a University of Limpopo doctoral candidate who participated in the HIV stigma project, said that the training enhanced his skills for working with patients. "I have also gained more confidence supervising master's students who are working with HIV-related projects," he added. Plus, Mokwena serves as a clinical psychologist at a psychiatric hospital and has shared what he learned through the HIV

stigma project with hospital officials.

At the project's conclusion, Airhihenbuwa met with research participants. "For me to actually see, talk with, shake hands and give a hug to participants was gratifying. It's one of the highlights of the work I do," he said.

African Beliefs

Juliet Iwelunmor, a doctoral student of Airhihenbuwa's, used the model to understand the decisions mothers living in the southwest region of Nigeria make about malaria treatment for their children. During her interviews with mothers at a pediatric outpatient clinic in Lagos, she learned they often first treated children at home with medications they already had or bought at local pharmacies, and then when symptoms persisted, they sought treatment at clinics. A common belief mothers shared was that teething causes malaria, even though they have the knowledge that malaria is caused by mosquitos. The symptoms of painful and swollen gums are similar for both teething and malaria. However, the belief that teething causes malaria did

not deter them from seeking proper treatment from physicians at the clinic.

Iwelunmor found the PEN-3 cultural model useful because “it places culture at the core of understanding beliefs and practices and is anchored in African ways of knowing.” She also noted that “advances in malaria diagnosis and the possible elimination of this major disease may have no effect if the same vigor isn’t applied to understanding the cultural context guiding diagnosis and treatment-seeking behaviors.”

Since coming to Penn State in 1984, Airhihenbuwa has mentored students, involving them in his research and outreach activities. He also was principal consultant to two research networks in Africa on HIV/AIDS treatment, prevention and patient rights; headed a team that developed a global HIV/AIDS framework; and is a consultant to WHO, UNAIDS, UNESCO and

other international agencies.

At Penn State, he partnered with Dr. Michael Adewumi, vice provost for Global Programs, and Dr. Luis Ayala, associate professor of petroleum and natural gas engineering, to develop a new framework for global health in collaboration with the University of Ibadan in Nigeria.

The project involved creating a course that addresses African health issues. It was jointly taught by behavioral health and mining and petroleum engineering faculty at Penn State and the University of Ibadan to students at both universities.

“Professor Airhihenbuwa’s deep understanding of the critical link between culture and the format in which public health is best received provides him with a potent weapon to combat some of the most challenging issues in Africa, especially AIDS stigma,” Adewumi said. “He also strongly believes that building local capacity is the best means of empowering people to take charge of their own lives, thereby enhancing the chances of sustainability of the outreach efforts beyond the funding cycle.”

Currently, Airhihenbuwa is working with the Wildflowers Institute in San Francisco on strengthening community organizations and building youth leadership capabilities among American youth from diverse national and cultural backgrounds across the United States. “I’m very excited about helping people reconnect with their community. That’s very central to what I do,” he said. ■



Collins Airhihenbuwa (left, in back) and South African students and faculty members during a tour of Freedom Square in Kliptown, just at the edge of Soweto



Collins Airhihenbuwa (left) and students celebrate the success of a project.

GLOBAL HEALTH MINOR

Giving Penn State undergraduates an opportunity to explore health issues affecting people in other countries is the goal of the new Global Health Minor.

Championed by Dr. Collins O. Airhihenbuwa, the 18-credit minor includes supervised fieldwork. Beginning in May, 12 students will spend six weeks at South African sites, thanks to funding from the University Office of Global Programs.

FOR INFORMATION:

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Repurposing— *and* *Reclaiming* Neighborhoods

A landscape architecture course provides students with meaningful real-life experiences while also helping marginalized communities in Pittsburgh improve their surroundings

By Sara LaJeunesse



Students take a break from their design studio to participate in Beltzhoover's Haberman Avenue clean-up day, fall 2009.

The Beltzhoover neighborhood of southeastern Pittsburgh has seen better days. Once a pleasant community with annual “prettiest-yard contests,” the area now is marred with dilapidated houses, vacant lots and graffiti. But Beltzhoover now is becoming known for its motivated citizens who are doing their best to improve their neighborhood. And with help from Ken Tamminga, Penn State professor of landscape architecture, and Dr. Deno De Ciantis, director of the Penn State Center: Engaging Pittsburgh, they are succeeding.

Tamminga and De Ciantis lead the Pittsburgh Studio, an initiative supported by Penn State's College of Agricultural Sciences, Extension, Outreach and Department of Landscape Architecture that aims to instigate change within Pittsburgh's economically depressed areas while simultaneously giving Penn State's landscape architecture students real-world design experience.



"Nothing is quite so profound as the interchange of ideas and creation of bonds, as shown in this photo," said Tamminga.

Now, just three years after its inception, the studio has been named the winner of the 2011 Penn State Award for Community Engagement and Scholarship. The award recognizes a project that best exemplifies Penn State as an "engaged institution," which the Kellogg Commission defines as an institution that has redesigned teaching, research, and extension and service functions to become even more sympathetically and productively involved with its communities.

Finding Possibility

According to Tamminga, the work that students do as part of the initiative provides them with meaningful real-life experiences. "Students come to realize that an inner-city, low-income neighborhood—while struggling with a slate of problems—isn't hopeless," he said. "Despite the scars, they are places with heart, with genuine histories, and with pockets of culture and vibrancy. The residents know their neighborhoods better than the students ever will. But the students show the residents how to see the possibilities in their neighborhoods with fresh eyes."

The 12-hour per week, 5-credit Pittsburgh Studio is part of the required capstone sequence of the accredited five-year professional landscape architecture program at Penn State and is intended to help students transition

"The residents know their neighborhoods better than the students ever will. But the students show the residents how to see the possibilities in their neighborhoods with fresh eyes."

—Ken Tamminga

into professionals. So far, approximately a dozen students per year have enrolled in the Pittsburgh Studio and, thus, have had the opportunity to work with community stakeholders to develop sustainable design solutions for

some of the urban problems facing the communities not only of Beltzhoover, but also of Larimer, The Hill District, Sheraden, Elliot and Coraopolis.

The students meet with community members to identify their desires and needs. They then generate ideas for improving the community, focusing on re-greening and sustainable place-making: transforming empty lots and other open green spaces into community gardens, rain gardens and amphitheaters; repurposing vacant buildings as greenhouses and community centers; and reclaiming underutilized spaces, such as civic places and skate parks. In their final design projects, students present the community with a cache of concepts that are intended to catalyze environmental, social and economic regeneration.

Josh Lippert, a fifth-year Penn State landscape architecture student, took the course during the fall 2010 semester. "Working in the Pittsburgh Studio was a unique experience because I had a strong interaction with the clients and the projects, if implemented, could have lasting effects on the communities in Pittsburgh," he said.

Lippert's project was based in West Pittsburgh, where eight distinct neighborhoods recently have been united as a single entity in order to become a more appealing place to live and work. "The community wants to establish an arts corridor at the main entry point from the central business district as a sort of gateway to the neighborhood," said Lippert. "Our goal was to help design the corridor so it will act as a 'zipper' that will unite the West Pittsburgh communities as well as engage the city of Pittsburgh."

Lippert, who now is working on an independent study with the Penn State Center: Engaging Pittsburgh to design a green streetscape and gateway for Sharpsburg, added, "Through the Pittsburgh Studio, I learned the skills to engage community members in the design process in order to achieve their goals, while using the design skills I've

learned here in Penn State's accredited landscape architecture program."

Community Collaboration

Although the studio ultimately is intended to benefit students, it also is a priceless asset to Pittsburgh's struggling communities. "It's no exaggeration to characterize the relationship between relatively affluent suburban Penn State students and inner-city Pittsburgh residents as 'cross-cultural,' yet the relationship between the two groups is extremely functional," said Tamminga, adding that both groups learn to get past stereotypes and realize the power of collaboration.

Genie Beckom, president of the Beltzhoover Neighborhood Council Inc., wrote in a note to Tamminga and De Ciantis, "I was so very proud of the great work you did for our community. Not only did you get that we are truly ready for change in Beltzhoover, you were able to capture a lot of our vision in your presentation. ... Thank you, thank you, thank you for helping us take our vision and turn it into a plan!"

According to De Ciantis, the relationship is highly beneficial to residents because it not only provides them with design ideas for their communities but it also provides them with a sense of empowerment to continue the process of community development even after the students have moved on to other courses and careers. "Residents and community leaders alike cannot believe the time and energy these students put into their work," he said.

Sam Wright, a community leader in Beltzhoover, said that he carries around the students' plans with him. "As I meet with different organizations and officials," he said, "I use these [plans] to show them what we'd like our community to look like. These are ideas we have for our community, and I think we will be able to get funding from some different places to get some of these ideas started."



Top: Norene Beatty of the West End-Elliott Citizens Council provides insights on West Pittsburgh during a fall 2010 site analysis trip. Center and bottom: Screen-shot excerpts from student work

Tamminga said that the success of the Pittsburgh Studio has much to do with De Ciantis and his center, which has a goal of developing and strengthening partnerships between Penn State and Pittsburgh's leaders, business and residents. "Deno and his staff have deep, robust networks that reach well into the inner city. They know where the needs are, and they know the individuals who

can leverage the talent and enthusiasm students bring to community workshops and on site," he said.

Tamminga added that Pittsburgh is "a perfect, gritty living laboratory. And the people we work with—neighborhood stakeholders, agency partners and others—are really eager to collaborate."

More Than Just a Class

While students of landscape architecture take studio courses throughout their curriculum, Tamminga says the Pittsburgh Studio and several other advanced studios like it are unique because they provide students with hands-on learning experiences. "The students and the residents work together to solve real problems; they are concurrently learners and teachers," he said.

Indeed, the students who have participated in the Pittsburgh Studio appreciate the combination of community service and application of theory and problem-solving skills acquired through classroom study that the course provides. Taryn Dowling, a student who participated in the fall 2009 Pittsburgh Studio and who now is in her fifth and final year in the landscape architecture program at Penn State, worked in the Larimer neighborhood. There, she and her classmates proposed community civic space plans that would allow neighbors and visitors to gather and interact. In particular, Dowling and two of her peers proposed ways that Larimer could expand its existing community garden, build a green technology employment hub and inject additional amenities—such as a multi-use performance/farmer's market area and a community oven.

"It felt great to see the local people get excited about their community and about what it could become," she said. "And we benefited, too. Through visits, talks and volunteering, we forged friendships with these incredible people." ♥

ON THE Treetops

*Have a love of the outdoors?
A school prepares participants
for a career in arboriculture*

By Sara LaJeunesse



Safe climbing skills can increase earning potential.

The boy and his grandfather enter the woods through a small opening in the trees just behind the house. They come upon a birch tree lying across the path, its thin branches gleaming white like the exposed bones of a bird. But it is the next fallen tree that they find—a mighty oak tree—that stops them in their tracks. Raising his ax in the air, the grandfather shouts, “Stand back!” Thwack!

No longer a boy, Gene McMillen is a certified arborist and production manager at Shreiner Tree Care Specialists in King of Prussia, Pa. Now it’s his turn to wrestle an ax out of a tree and hoist it over his head for another hit. He is removing the tree because it is infected with oak wilt, a disease that could spread to other trees.

McMillen had dreamed of becoming a logger since he was a child growing up on his grandparents’ 419-acre forested property in New Jersey. “I have wonderful memories of chopping firewood with my grandfather,” he said. Although he did receive formal training as a logger and even opened his own business, he didn’t fully realize his dream until 2003, when he attended and graduated from the Southeastern Pennsylvania Tree Climbing School.

Co-sponsored by Penn State Extension and the Pennsylvania-Delaware Chapter of the International Society of Arboriculture (McMillen is the chapter’s president elect),

the tree climbing school is a weeklong program, usually held in October at a location in southeastern Pennsylvania, that teaches students the basics of tree climbing, including how to climb safely, how to select and use the proper equipment, and how to tie various types of knots. Students also learn about tree biology and best pruning practices.

“Without trained arborists, our trees would not be properly cared for and the number of accidents, both to tree workers and to the general public, would increase significantly,” said Kris Edson, a lead tree surgeon at Penn State who also is one of the instructors at the tree climbing school. “The goal of the tree climbing school is to teach students to climb safely to the top of a tree so they can prune it or cut it down, if necessary.”

Learning to Climb Safely

Climbing safely to the top of a tree was a skill that McMillen lacked before he attended the school, for which he now serves as a guest instructor. “I found that I often had to turn away customers because, although I could fell whole trees, I did not have the skills to climb trees and take them down piece by piece, a necessary strategy when removing trees that are adjacent to homes, for example,” he said.

According to Cheryl Bjornson, a Penn State Extension

educator, the school provides the first level of education for someone who is interested in working in the arboriculture industry. “Everyone who attends the school is taught the basics of arboriculture and the proper skills necessary for entering the industry,” she said. “The program often helps people to increase their earning capabilities and even can help them to change careers altogether.”

David Jones is one person who used the tree climbing school to change careers. “I always had been interested in horticulture, but I was working in retail,” he said. “I decided it was time for a change, and the program helped me get on the correct track.”

Jones, who graduated from the program in January 2010, now works as an integrated pest management technician at the Bartlett Tree Company located just outside of Philadelphia in the Bala Cynwyd community. He said his goal was to become an International Society of Arboriculture (ISA) certified arborist. An ISA certified arborist must pass a rigorous exam and work in the field for at least three years.

Since the tree climbing school was established in 1975, it has graduated about 800 students. “All of our students seem to really care about trees and their surroundings, in general,” said Edson, who noted that he learned to love trees from his father who operated a small family tree service north of Pittsburgh. “Personally, I feel like I only know a small fraction of what I would like to know about trees, so my desire to expand my knowledge of trees never seems to wane.”



Participants learn to tie various types of knots.

FARMING 101



Class participants learn how to use a water wheel transplanter.

Nearly half of all farmers in Pennsylvania are older than 55, while just 7 percent are younger than 35, notes Tianna DuPont, a sustainable agriculture educator for Penn State Extension. “At the same time,” DuPont added, “there is increasing interest in starting new agricultural enterprises.” This interest is perhaps due to the popularity of local farmers’ markets and share buying through CSAs (community-supported agriculture).

Yet, many of these aspiring farmers come from non-farm backgrounds and face four huge hurdles: lack of training, land, capital and equipment.

DuPont is the leader of a new program—called Start Farming—that aims to train new farmers and help them get access to land and equipment. Led by a team of Penn State Extension educators in collaboration with Pennsylvania Farm Link and the Seed Farm, a Lehigh County Agricultural Incubator Project, the program provides information, nondegree classes and hands-on training in production, marketing, financial management and land/resource acquisition. “The program gives beginning farmers the tools they need to succeed on their own,” said DuPont.

Funded in part by the USDA, the program includes courses held throughout southeastern Pennsylvania on topics such as organic vegetable production, fruit production, beekeeping, sheep shearing, raising poultry and pasture management. “Classes provide an open atmosphere in which people interact with experts, team members and other participants to help develop connections in which to share knowledge and experience,” said DuPont.

More information about the program is available at: www.extension.psu.edu/start-farming.



Eat This Way

*David Cranage and his students
adopt sustainable hospitality
practices—and hope the
food industry will too*

By Liam Jackson

Stand in front of Café Laura, on the north side of Penn State's University Park campus, and you'll get a glimpse into one of the restaurant's new sustainability practices. Herbs grow in a garden, and students take those herbs and put them to use in dishes that they design, cook and serve at Café Laura.

The practice is part of an initiative led by Dr. David Cranage, associate professor of hospitality management, which not only gives students a chance to gain hands-on experience with practical "green" ideas, such as gardening and composting, but also brings together local organizations to form a sustainability community.

Locally Grown Food

One of the prevalent criticisms of today's food industry is that it uses too many resources, most of which are attributed to transportation. For example, a report conducted by Iowa State University's Leopold Center for Sustainable Agriculture estimated that locally grown food travels, on average, 50 miles from the garden to the grocery stand, whereas nonlocal food travels nearly 1,500 miles.

"Restaurants and hotels have a tremendous opportunity to increase their sustainability because they generate so much waste," Cranage said. "Not only will changes such as using locally grown food save energy and natural resources, but they also will help reduce the hospitality industry's carbon footprint."

As part of his initiative, Cranage and faculty from the Department of Horticulture are using several plots of fertile land at the University Park campus' Center for Sustainability, a unit of Outreach, and the Russell E. Larson Agricultural Research Center at Rock Springs, about 10 miles southwest of University Park.

In these plots, Cranage and his hotel, restaurant and institutional management (HRIM) students grow and pick produce and herbs, including broccoli, tomatoes,



The initial planting at the community gardens

cabbage, zucchini, cucumbers, lettuce and eggplant. The harvest from these plots is used in the meals students serve at Café Laura, part of two core HRIM classes in which students take charge of the restaurant and rotate through numerous roles—from kitchen manager to server to cook.

“It’s fascinating to know that the food we serve didn’t just come off a truck; it’s something we handpicked,” says HRIM student Katelyn Van Essen.

Students also monitor Café Laura’s composting and recycling operations, ensuring that their staff of peers is following good sustainability practices. The introduction of composting has even spurred new products being used in Café Laura, such as compostable paper towels and napkins.

Sanitation Audit

Ultimately, Cranage hopes introducing this way of thinking will result in restaurants and hotels diverting organic waste (“anything that was once alive,” Cranage explained) into something useful for farmers. In 2010, Cranage, his students and the Centre County Solid Waste Authority conducted an unofficial audit of the contents of dumpsters used by five State College hotels. They found that nearly 60 percent of garbage in the dumpsters, previously destined for landfills, could be reused in a more ecofriendly way. Sending organic waste to a compost pile can help it decompose and transform it into future fertilizer to help more plants grow, Cranage said.

“It’s an eye-opening experience for students,” added Scott King, general manager of Café Laura.

Students can take this exposure with them as they embark on their careers in hospitality. “The current students will take this concept of recycling food waste [and] help expand this

idea to reach across the country,” said Penn State professor of vegetable crops Dr. Michael Orzolek, who helped establish the gardens and continues to consult on the project.

Van Essen is hoping that the experience can give her an edge in the job market. “The green initiative has exploded in the past few years in the hospitality industry. It’s something we’re going to be working with in the future, so this work we’re doing now is helping us stay competitive.”

Working With Industry

Another component of Cranage’s initiative is engaging industry in sustainability practices. He and Peter Nyheim, senior instructor in hospitality management, have fostered communication among local individuals and organizations that can improve their business and the Earth by getting involved in sustainability. A Sustainability Symposium held in October 2010 on the University Park campus brought together local farmers, food distributors and sellers, restaurants, and the local solid waste authority to see how they can work together to reduce waste.

Jamie Moore, director of sourcing and sustainability for Eat’n Park Hospitality Group, said the symposium was enlightening. “One of the things Penn State was doing that I was interested in was growing crops to make canola oil, then taking spent fry oil and using it for biodiesel fuels,” he said, referring to the work of Glen Cauffman and Dr. Doug Schaefler in the College of Agricultural Sciences’ Farm Operations and Services unit. “Penn State is innovative—its direction is to really get more and more local oils produced in the region. I think that’s something that has some very good staying power.”



David Cranage (in the center, kneeling) and the team prepare the herb garden at Café Laura.

For More Information

Dr. David Cranage, associate professor of hospitality management, aims to host the Sustainability Symposium annually. The symposium, which was held for the first time last fall, received start-up funds from Penn State’s Institutes of Energy and the Environment and the College of Health and Human Development. For more information, contact Cranage at dac2@psu.edu.

the LANGUAGE *of* TIME...

International students realize their potential through Penn State's Intensive English Communication Program

By Karen Cavaliere Zitomer

Four years ago, Qais ALKhazraji had just arrived from Iraq with a master's degree in nuclear and mechanical engineering. His country dangerous and chaotic, his professors and fellow students scattered, his official transcripts unobtainable, ALKhazraji arrived at Penn State wanting to pursue doctoral studies but with no idea of how the U.S. graduate system worked. And he spoke almost no English.

Like thousands of others who have come to University Park from around the globe, ALKhazraji turned to Penn State's Intensive English Communication Program (IECP), and it was here that he found the footing he needed to begin the uphill journey toward his goals. While the IECP is one of about 1,000 such programs in the United States, it is one of fewer than 100 accredited by the Commission on English Language Program Accreditation. For more than 30 years, the program—an Outreach unit—has been helping nonnative speakers of English learn the language skills necessary for academic success.

ALKhazraji is now a teaching assistant in his second year of a dual Ph.D. program in industrial engineering and operational research at Penn State. He is also working toward a minor in computational science and optimization engineering.

"First, the IECP helped me to understand this world, because I learned from the IECP environment how to think and deal with others," he said. "Second, it was the most fun and enjoyable time I had in my entire life."

Frustration at First

IECP students are placed in one of the program's four levels, based on an initial assessment test. The levels range from beginning students, who may have limited comprehension and are working to understand English at the sentence level, to advanced students, who seek to function effectively with academic English by the time they complete the program.

In small, multinational classes of those with similar proficiency, students take four courses offered at each level. These courses emphasize both informal, casual communication and



Lidor Levkovitch came from Israel, where he served in the army and had a professional water polo career.

the formal, academic communication students will need to succeed at the college level.

"Sometimes students may not have an appropriate calculation of where they need to get in terms of proficiency," said Dr. Ann Frentzen, IECP director. "We very much want to be supportive of these students."

Now looking forward to starting her master's degree in psychology, Takhmina Nurmagambetova from Kazakhstan recalls

and PATIENCE



Qais AlKhazraji, left, and Takhmina Nurmagambetova, above, at an event that brought together IECP students and Humphrey Fellows, professionals from designated countries undergoing political transition

her frustration with learning English when she started IECP.

"My first experience was of reading an English book for pre-school. I gave up after 15 minutes. However, after six months, I took a Dale Carnegie course because I had read his books in Kazakhstan and was inspired by his ideas. The class was, of course, in English, with all Americans!"

Frentzen said most who start at level one can finish the program in four to five semesters.

She added that most students enroll in IECP because they are looking to matriculate into American higher education, and over the past 15 years, approximately one-third of them have gone on to Penn State as undergraduate or graduate students.

Support From All Sides

Take, for example, Lidor Levkovitch. Now an accounting major in his junior year with his eye on Wall Street and someday owning his own broker dealership, Levkovitch came from Israel after serving in the Israeli army and having a professional water polo career. Levkovitch's goal was to attend a university, but he did not know where until he heard about Penn State's

IECP from a cousin who had gone through the program and found it very beneficial to getting accepted to Penn State.

Like so many other IECP students, Levkovitch credits the constant support of caring instructors and staff with helping him succeed. He gives the example of speaking in public, something that he feared but saw as crucial.

"My instructors sat with me and taught me how to prepare myself for a presentation," he said. "By the end of the semester, I made a 20-minute speech about the damages that alcohol does to your body. That was a huge accomplishment for me."

Having lived and worked abroad, IECP instructors are language learners themselves and have a special understanding of the sometimes-difficult cultural adjustments students have to make. "Within IECP, instructors and the staff are students' first resources in all things, from help with how to rent an apartment, to how to open a bank account, to where to shop for clothes," said Frentzen.

The IECP also views experiences outside the classroom as vital to the language-learning process. Each year, the program hosts a fall trip to Niagara Falls, a spring trip to Washington, D.C., and a summer trip to Hersheypark. These outings offer real-world communication challenges and an opportunity to interact informally with Americans. In addition, the IECP keeps its students apprised of events on campus or in the community that might offer insights and language immersion.

An IECP student committee also produces a newsletter, holds movie nights and organizes seasonal parties for students to come together as a community. The IECP student community can, in fact, be described as a mosaic of cultures, a global community. During the fall 2010 semester, the program hosted students from 23 different countries.

Although students can walk into their IECP experience feeling daunted, they describe quickly becoming inspired. "As I get ready for my graduate study," said Nurmagambetova, "I will always remember the days when I had problems that were solved in Ann Frentzen's office. And I will always remember the atmosphere there and her confidence that told me, 'It's only a matter of time.'"

To learn more about the IECP program, visit <http://www.outreach.psu.edu/intensive-english>. 📖

KOREAN TEACHER TRAINING

During the summer of 2010, Penn State's Intensive English Communication Program (IECP) hosted a Korean Teacher Training program for the seventh year in a row. During this program, Korean teachers of English, sponsored by the Korean Ministry of Education, spend one month at Penn State focusing on American culture, language teaching pedagogy, teaching materials development, native speaker interaction, and language proficiency development. Penn State is one of three universities in the United States to offer this summer program.

Energy *to* Spare

Dennis Yablonsky talks about how the Pittsburgh region can be a model for the country—and how Penn State can help

Dennis Yablonsky, a former Pennsylvania Department of Community and Economic Development secretary, is now the chief executive officer of the Allegheny Conference on Community Development. The conference is a private sector leadership organization that focuses on creating a more competitive business climate, and marketing the Pittsburgh region—a “model for 21st-century economic transformation”—to business leaders and talented workers.

We spoke with him recently about some of the opportunities and challenges in the Pittsburgh region and what Penn State can do to help.



M. Wylie

Q: *In your current position, you're working to elevate the profile of the Greater Pittsburgh region nationally with regard to energy. As an expert on energy, what's your opinion on deregulation? The rate caps are expiring, and Pennsylvania residents are concerned about their energy bills.*

A: Generally, deregulation is a good idea. It creates competition, which allows people to make choices about their energy providers. In some states, deregulation has created large increases in energy prices. We're keeping a close eye on it in Pennsylvania. Energy prices are becoming an important consideration in companies' location decisions.

Q: *Describe how Pittsburgh can help with the skyrocketing demand for energy.*

A: Pittsburgh's where the world can turn for energy solutions. We're the birthplace of the energy industry when considering coal, natural gas, alternating current electricity and nuclear power—all with roots here. Today, the region's rich portfolio of energy-related assets, coupled with its historic manufacturing expertise, is poised to drive economic growth.

Q: *How does that translate to what's happening now in Pittsburgh, business-wise?*

A: Pittsburgh's the only region in the country that's a top employer across energy-related industries including traditional sources (coal, natural gas and nuclear), alternative sources (solar and wind), and energy-saving technologies. Already 700-plus global supply chain providers are here, supporting 105,000 direct/indirect jobs and generating \$13.7 billion in annual economic activity.

Q: *What's being done to support the growth of these industries?*

A: We're thinking globally about energy but acting locally. Our regional energy supply chain opportunity is significant, and it's growing, due, in part, to impressive levels of government, and academic and corporate R&D under way here, including R&D at the century-old National Energy Technology Laboratory (NETL) in suburban Pittsburgh. More than \$1 billion in research funding is invested annually by NETL, the only federal research facility devoted to carbon capture technology.

Q: *Your organization prides itself on collaboration. Give an example of how collaboration, including with Penn State, is advancing opportunity.*

A: An unprecedented partnership of traditional and alternative energy companies, global leaders in materials science and intelligent building technologies, researchers from academia—including Penn State—and from government and supply chain providers have formed the Energy Alliance of Greater Pittsburgh. This unique collaboration cuts across industries that often compete and brings industry leaders together to identify the future's best possible energy solutions, which we'll proudly say came from the Pittsburgh region.

Q: *The Marcellus Shale has been praised for its economic opportunities for Pennsylvania, yet there's some controversy. What are your thoughts about tapping this natural gas reserve?*

A: The Marcellus Shale natural gas reserves present an exceptional economic opportunity, but there are also implications. Drilling's impact on the environment needs to be carefully addressed. Industry, along with a number of other entities, has been

pushing for a comprehensive public policy approach, meaning not only rules and regulations that allow for economic development but also rules to protect and enhance the environment. We're optimistic that the new administration in Harrisburg is like-minded.

At the grassroots level, Penn State Extension, for example, is doing a terrific job of explaining to people the pros and cons of leasing their land for gas exploration, allowing them to be more engaged in the process and to make informed decisions.

Q: *You've got your finger on the region's pulse and have stated that Penn State's profile has been elevated due, in part, to the work of the Penn State Center: Engaging Pittsburgh.*

A: Thanks to Deno De Ciantis' group [De Ciantis is the director of the Penn State Center: Engaging Pittsburgh] and the five Penn State campuses in the region, a lot has been accomplished, including Penn State's active participation in the Energy Alliance of Greater Pittsburgh.

The Penn State Center is also involved in green building training and research on the Green Innovators project, which includes the redevelopment of the Pittsburgh Public Schools' former Vo-Tech school into a regional sustainability center.

Q: *Do you have any advice for Penn State?*

A: In a word, *teach*. Producing educated and motivated students—the region's workforce of tomorrow—is critical. Across industries including advanced manufacturing, business and financial services, energy, health care and life sciences, and information and communications technology, we've got 22,000 available jobs in the region right now. Our regional pipeline must be full of outstanding talent so that employers keep their roots here, and new businesses will be attracted to the region. ■

WORLD CAMPUS STUDENT SPOTLIGHT

Margaret Smith is the first recipient of the World Campus military scholarship

U.S. ARMY SGT. MARGARET SMITH

has always wanted to become a lawyer, but finding a military-friendly school where she could complete an undergraduate degree presented a challenge. That is, until she enrolled at Penn State's World Campus in 2009, 11 years after she began her studies at a traditional college.

"What attracted me to the World Campus was that it was an SOC school," said Smith, referring to the Servicemembers Opportunity Colleges designation that stipulates an institution be flexible when working with servicemembers. "The online option allows me to remain an active-duty soldier and a part-time student. It's been great."

It's taken 13 years, but this spring, Smith will graduate with a bachelor of arts in law and society. The World Campus' new Logue Family Scholarship helped with education expenses. Smith is the first recipient of the scholarship, which honors the service of World War II submariner Robert "Bobby" Logue, who died aboard the submarine USS Wahoo.

"Deployments and military duties



World Campus scholarship recipient Margaret Smith, an Army sergeant, is a spring '11 graduate.

have defined the greater portion of my adult life," said Smith, the married mother of a 2-year-old daughter and 7-year-old stepdaughter, who is assigned to the Washington, D.C., region.

Completing her course work proved to be a lesson in patience and stamina—something that Smith has applied in the achievement of another goal, running the 2010 Boston Marathon.

Smith's efforts have resulted in a 4.0 grade point average and a

stint as a teaching assistant during the spring semester to Caren Bloom-Steidle, a lecturer in the Department of Sociology and Crime, Law and Justice.

Smith is currently applying to grad school in public policy and business, with plans to eventually pursue an environmental and public policy law degree.

—Marlee Kattler

"DEPLOYMENTS AND
MILITARY DUTIES
HAVE DEFINED THE
GREATER PORTION OF
MY ADULT LIFE."

—Sgt. Margaret Smith

CORPORATE GIVING

BOTH PENNSYLVANIA and national corporations and foundations have offered support for local programs that put Penn State expertise to work for local businesses and communities:

- Extension's Marcellus Education Team, which provides workshops and seminars for landowners and others affected by natural gas drilling, supported by: Credit Suisse, PNC and Fulton Financial Corporation
- PennTAP's (Pennsylvania Technical Assistance Program) sustainable energy training and assessments pilot initiative with Charleroi-based World Kitchen Inc., sponsored by the West Penn Power Sustainable Energy Fund
- A pilot program allowing Penn State Information Sciences and Technology and Smeal College of Business students to perform website assessments for small and mid-sized Pennsylvania businesses alongside PennTAP technical specialists, sponsored by Highmark

—Elizabeth Bechtel

A NETWORK FOR EASY ACCESS

WHEN LORI SEITZ of Spring Grove was laid off, the single mother considered it “a blessing in disguise.” The layoff was an incentive to go to college, something she always wanted to do. Penn State’s new Video Learning Network (VLN) will enable Seitz to complete an associate degree close to home.

Dr. Wayne Smutz, executive director of Penn State World Campus and associate vice president for Academic Outreach, created the Video Learning Network “to give adult learners easy access to a Penn State degree.”

Annette Fetterolf, VLN associate director, added, “The network will maximize limited faculty and facilities resources at the campuses.”

By July 1, there will be 15 VLN classrooms. Eleven classrooms currently are equipped with high-definition viewing screens, document cameras and other technologies for live interaction among faculty and students at the course origination site and up to three other sites.

An art history course held last summer was the first to unite students at two different campuses. This spring, 14 courses are being offered in the evenings and on weekends in a seven-week format.

The accelerated format is being used initially with certificate programs, including nursing management, business essentials, and labor and employment relations. By fall 2012, degree programs will be added.

Two Penn State New Kensington students were able to take Introduction to Management Information Systems with instructor Jeff Warner at Penn State York because of the VLN. Warner, director of Continuing Education at the campus, found it easy to teach via the VLN because the technology provides the ability to network learners in geographically separated locations. “The VLN connects the students in a rich learning experience through natural real-time interaction,” explained Warner.

—Deborah A. Benedetti

BEST FOR VETS RANKING



PENN STATE’S ONLINE World Campus is among 101 colleges and universities included in the first-ever Best for Vets: Colleges 2010 ranking of the “Military Times EDGE.”

“Penn State is committed to helping veterans and military servicemembers achieve their educational goals,” said Dr. Wayne Smutz, executive director of World Campus and associate vice president for Academic Outreach. “These students account for more than 2,600 online course enrollments, or 11 percent of World Campus enrollments.”

“Military Times EDGE,” an education and career magazine for “Military Times” newspapers distributed free on military bases, evaluated higher education institutions on financial assistance, academic flexibility, campus culture and support services. The list is online at <http://militarytimesedge.com/projects/best-for-vets-colleges-2010>.

For information about Penn State’s online services for military and veteran students: <http://www.worldcampus.psu.edu/BestforVets>.

—Deborah A. Benedetti



Jeff Warner teaches a course to students at two locations with the Video Learning Network.

youth

EMPOWERMENT

How the performing arts can be an outlet for girls

"I'M FAT. I'M UGLY. I'm nobody without a boyfriend—even if he hurts me."

Such statements, unfortunately, are commonplace among today's preteen and teenage girls. And so are the unrealistic images of beauty and body size that are portrayed in the media. That's why Penn State theatre professor Dr. Susan Russell created the Body Language project, a program that seeks to empower today's youth through writing and performing.

"The Body Language project is about giving young people a voice in their culture," said Russell. "There is a communication gap between adults and the younger set of ears. This program serves as an avenue for communication."

After addressing body image during its first year, Body Language 2011 focused on violence against middle school girls. The initiative is now the core program of Cultural Conversations—a February play festival founded and directed by Russell—which features new works with themes of local and global diversity. The theme of this year's festival was global violence against women.

For the Body Language project, Russell collaborates with Centre County school counselors and teachers, who select students to participate.

What Real Princesses Do

In 2010, as part of the project, three third-grade girls wrote a story about a "real princess" who led a mission to Haiti, while older girls wrote monologues about their female identity.

This year, Russell worked with 13 Penns Valley middle school students who are participating in Expect



Susan Russell with students in Penns Valley

Respect, a program sponsored by the Centre County Women's Resource Center. The work culminated in a play about teen dating violence, which they wrote and performed as part of Cultural Conversations.

Other collaborators include Roots of Life, an African dance ensemble composed of State College middle and high school students led by Kikora Franklin, assistant professor of dance. "Susan and I are both committed to providing young people with opportunities to create, express and empower themselves through the performing arts," explained Franklin.

Russell said she wants Body Language to serve as a tool for teachers and administrators to help them

engage with young people "through a socially energized and personally focused artistic lens."

She used the project as a model last spring when she helped Penn State student and Sri Lanka native Ruth Canagarajah get a youth playwriting award off the ground as part of Paalam, a playwriting initiative Canagarajah founded in her native country.

Cultural Conversations and Body Language 2011 were supported by various Penn State entities. For more information, including details on Russell's book, "Body Language: Cultural Conversations, Reaching Out and Reaching In," visit <http://cultural-conversations.psu.edu>.

—Amy Milgrub Marshall

THE LAB

at Penn State Berks

PENN STATE BERKS LAUNCHED the Laboratory for Public Scholarship and Democracy last fall for faculty members who plan to integrate service learning or community-based undergraduate research into their curricula. Penn State Berks is the first campus outside of University Park to launch the lab.

Led by Dr. Laurie Grobman, professor of English and women's studies, the lab at Berks campus (<http://tinyurl.com/4h99fvj>) will serve to create long-term relationships with community organizations. "For example, we're contacting local organizations to see if they have any research or service needs, and then we can help make matches with faculty," explained Grobman, whose own students are working with the Jewish Cultural Center of Reading to write a comprehensive local history of the Jewish community.

University Park's Laboratory for Public Scholarship and Democracy serves as the umbrella organization that facilitates a civic and community engagement minor at the campus, as well as workshops and discussions for faculty.

"We're delighted to include Berks as a partner in the meaningful challenge of working with students on issues of public scholarship," said Dr. Jeremy Cohen, associate vice president and senior associate dean for undergraduate education and professor of communications. Last year, 40 students completed the intercollegiate minor in civic and community engagement, and the lab presented seminars in conjunction with campuses on topics ranging from the Constitution to social justice.

—Melissa W. Kaye

"C'MON, BELT IT OUT."

To the untrained singer, that means a voice that's big and loud. But there's more to "belting" than, well, belting it out. That's why voice faculty from the School of Music will lead a University Park workshop on the art of musical theatre singing—which includes belting—in August 2011.

"Bel Canto/Can Belto" was conceived by Mary Saunders-Barton, head of voice instruction for Penn State's B.F.A. Musical Theatre program, to help voice instructors teach and sing for musical theatre. "Belting as a singing quality has been the subject of scrutiny and concern in classical circles because it has not been fully understood," she explained. "Teachers may feel concerned about the possible harm to the voice because of the lack of understanding of the crucial relationship between speaking and singing."

According to Saunders-Barton, the teaching of musical theatre begins with the same training used in classical singing, with speech-centered techniques specific to the art form added later. "The belt quality is just one color among the many sounds musical theatre singers are required to make. It is produced the same way a calling sound is made in speech, the way you might summon the kids from the yard for dinner."

The workshop, which Saunders-Barton teaches with voice faculty col-

Belt IT Out



Healthy singing: Penn State's 2009 production of "The Wiz"

leagues Beverly Patton, Norman Spivey and Raymond Sage, is an extension of a seminar she has presented by invitation across the United States and Europe. The three-day workshop at Penn State, which was offered for the first time in 2009, will include about 30 teachers of singing, mainly from the college level.

"We teach the participants how to use their speaking voice in a healthy way, which is crucial to successful musical theatre singing," said Saunders-Barton. "Everybody has a chance to try belting in a safe and supportive environment."

The schools of Theatre and Music are currently developing a master of fine arts in musical theatre singing, tentatively scheduled to launch in fall 2011. Students accepted into the program will participate in the workshop before beginning their studies. The workshop will take place Aug. 12–15, 2011. Register online at <http://belcantocanbelto.com>.

—Amy Milgrub Marshall

SPEAKING OUT

IN THE 1960S, the civil rights movement and the Vietnam War prompted thousands of American youths to protest publicly or to write angry letters to politicians. Today, while there is still plenty to be upset about, civic participation among young people is at an all-time low.

"Many young people lack even a basic understanding of America's history and democratic traditions; therefore, they have little sense of their own rights and responsibilities as citizens," said Dr. Michael Hogan, a liberal arts research professor and co-director of the Center for Democratic Deliberation at Penn State.

Hogan and colleagues from the University of Maryland and Baylor

University have created a new website intended to inspire K-12 students to "speak out" as members of a democracy. Called Voices of Democracy, the site (<http://voicesofdemocracy.umd.edu>).

edu includes audio and video recordings, as well as texts, of many famous and not-so-famous speeches in U.S. history. Each speech is accompanied with an analysis written by an expert scholar and curricular materials, including questions for classroom discussion and ideas for research projects.

"Studying the actual words of those who have debated the great issues in American history—from slavery and



Famous speeches provide inspiration.

women's suffrage to the Vietnam War and the 'war on terror'—brings history to life for many students and can even inspire some to speak out themselves," said Hogan.

Hogan and his colleagues are working to get the word out to teachers about their resource through various listservs and websites. They also plan to add more audio and video, along with materials, to help teachers.



A camp participant and instructor talk tech.

IT: NOT JUST FOR BOYS

MOVE OVER MARIO. A new cast of video-game characters is in the works thanks to the Penn State Tech Savvy Girls Camp, a weeklong summer camp that teaches middle-school girls in central Pennsylvania to make video games and movies.

Only 18 percent of 2008 computer science and information sciences undergraduate degree recipients were women. "The Tech Savvy Girls Camp is attempting to change that statistic by exposing young girls to information technology (IT) and to opportunities that exist for women in the IT field," said Jan Mahar, a professor of practice in the College of Information Sciences and Technology.

Led by Penn State's College of Informa-

tion Sciences and Technology and the Equal Opportunity Planning Commission, the camp, which originally focused on video-game design, recently added a section on movie making—where girls can design their own 3D avatars.

"The camp was a great learning experience and helped me to realize that technology isn't only for boys," said 13-year-old Janelle Bullock, who attended the camp last summer. "Now I know another one of my many strengths that I would really like to stretch."

According to Mahar, Bullock's change of heart is not unique. "We give pre-camp and post-camp surveys," she said, "and afterward significantly more students say they would be interested in a career in technology."

Last summer more than 100 girls attended the video game and movie-making camps, roughly three times the number that attended when the Tech Savvy for Girls program first began in 2008. This summer, the camp will be held in June; go to <http://ist.psu.edu/summer-camp> to register.

Healthy TEAMWORK

*A collaborative approach
to teaching medical and
nursing students*

PENN STATE HAS BECOME a leader in advancing a simple notion: If medical students and nursing students train together, they will work better as part of a team once they graduate.

Thanks to a grant from the IHI Open School for Health Professions and the Josiah Macy Jr. Foundation, faculty at the Penn State Milton S. Hershey Medical Center have developed a collaborative approach to teaching medical and nursing students in order to reduce medical errors and improve quality. Dr. Mary Beth Clark, assistant professor of nursing and one of the project leaders, thinks it makes good sense to train the groups together. "Education should mirror the practice environment as closely as possible," she said.

Co-directed by Clark and Dr. Paul Haidet, director of medical education research at the Penn State College of Medicine, the initiative places nursing and medical students in the same room to solve problems as teams. The goal: to create a foundation for thinking about clinical issues, not from an individual viewpoint but from a systems viewpoint.

The project began in the fall of 2009 with 50 nursing students and 150 medical students. The uneven number of students resulted in some teams being all medical students while others were split half and half. A survey of the students after the workshop shows that the all-medical teams did not see an increase in the value of solving problems as a team. But both the nursing and medical students in the mixed teams reported that the exercise did increase their perceptions of the value of team problem solving.

Participant Emily Barlett, now an RN at the Penn State Hershey Medical Center, said without the workshop she would not feel as comfortable sharing her concerns about patients with physicians. "This gift of communication has given me the ability to initiate teamwork and have a huge impact on improving patient outcomes," she said.

The workshop was repeated in the fall of 2010, and despite the grant ending in December 2010, plans are for it to continue again this fall. A new workshop on interdisciplinary communication while providing end-of-life care has been added to the curriculum as well.

—Roger Sands



Rural EXPANSION

THE PENN STATE SCHOOL of Nursing will be expanding its nurse practitioner program in fall 2011. Designed to help bring health care to more rural, medically underserved areas, the master's program will be offered at the Penn State Mont Alto and Worthington Scranton campuses. Full-time students who serve rural communities may be considered for free tuition and books under a grant received from the Health Resources and Services Administration.

"With health care reform, our country will see an increased demand for nurse practitioners to provide health care, especially in areas with an underserved population that has limited access to health care," said Carranda Barkdoll, coordinator for nursing programs.

The program is designed to take four semesters to complete and is open to RNs with a bachelor's degree in nursing. For more information call Barkdoll at 717-749-6205 or e-mail at cmb207@psu.edu.

GLOBAL TALK

FOR THE U.S. TO THRIVE in a global economy, government and business leaders say that Americans should acquire proficiency in foreign languages. A new four-year federal grant of \$1.285 million will enable Penn State experts in language acquisition to conduct research on how native speakers use their language in informal and professional settings and develop materials to better help students learning that language.

Faculty at the Center for Advanced Language Proficiency Education and Research (CALPER), part of the Center for Language Acquisition in Penn State's College of the Liberal Arts, are recipients of the grant.

CALPER already develops innovative ways to teach and assess languages, in addition to conducting research and outreach. For example, CALPER has developed software to help teachers determine how well their students are learning a language, so lessons can address specific skill levels.

"Because CALPER'S projects are designed to provide instructional and assessment materials and methodologies aimed at advanced language proficiency," explained Dr. James P. Lantolf, Greer Professor in Language Acquisition and Applied Linguistics, "most of what we do focuses on university-level programs, although we do have some projects ... adopted by secondary and even primary school teachers." Lantolf



Jim Lantolf, center, with Hongyin Tao and Gabi Appel



co-directs CALPER with Dr. Karen E. Johnson, Kirby Professor in Language Learning and Applied Linguistics.

Since CALPER's establishment eight years ago, it has supported language educators throughout the United States in such activities as developing innovative teaching materials for less commonly taught languages, such as Chinese, Korean, Russian and Japanese. However, the popularity of these languages is increasing. See below box.

—Kay Shirk

POPULARITY *in* LANGUAGES

RESULTS OF A SURVEY from the Modern Language Association (MLA) show a significant growth of enrollments in languages other than English at U.S. institutions of higher education since 2006. "It's satisfying to know that the number of university students studying foreign languages continues to increase," said Dr. James P. Lantolf, Greer Professor in Language Acquisition and Applied Linguistics. "Our task is to contribute teaching materials and teaching practices that will help more students attain higher levels of proficiency in these languages." Here are some highlights from the MLA survey:

- Enrollments in Arabic language courses grew by 46.3 percent between 2006 and 2009, surpassing Russian.
- Other languages showing strong increases in enrollments include Korean (up 19.1 percent), Chinese (up 18.2 percent), Portuguese (up 10.8 percent) and Japanese (up 10.3 percent).
- Since 2006, American Sign Language (ASL) has ranked 4th in enrollments—a result of the increasing demand for ASL interpreters in education, government and business.

LEARNING ENGLISH

Through CREATIVE WRITING



Eugene Cross, center, focuses on literary community service.

IN ESSAYS, PERSONAL HISTORIES, journal entries and letters to family and friends they left behind, immigrants who have relocated from a United Nations' refugee camp in the Himalayas to the shores of Lake Erie have been exploring and improving their proficiency in English through writing.

Eugene Cross, who teaches creative writing at Penn State Erie, The Behrend College, won \$5,000 from Michigan-based Dzanc Books to fund a one-year series of writing workshops for these immigrants, most of them ethnic Nepalese. The prize is given annually to a writer who is interested in literary community service.

Cross' work as a volunteer conversation partner for the refugees' weekly English as a Second Language class led him to craft his award proposal funding the workshops, which ended this winter.

"The series of workshops served as both an outlet for their incredible stories, as well as a means to improve their spoken and written English," said Cross.

—Christine Palattella

What's New Online:

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

FOR FOREIGN-BORN IMMIGRANTS, the ability to learn and master the English language can be key to finding a job and assimilating into American culture.

"English is the language of globalization," said Dr. Karen E. Johnson, Kirby Professor in Language Learning and Applied Linguistics and lead faculty for the Teaching English to Speakers of Other Languages (TESOL) cer-

tificate program. "There is a huge demand globally for English language instructors but not enough teachers to meet the demand."

The new graduate certificate in TESOL, delivered online through the World Campus, aims to prepare people who have college degrees but little or no teaching experience to become teachers of English to adult language learners.

In the United States, the Bureau of Labor Statistics projects a 15 percent growth rate through 2018 for teachers of adult literacy and remedial education, which includes TESOL teachers.

For more information, visit <http://www.worldcampus.psu.edu/TESOLOnline> or call 814-867-4284.

—Deborah A. Benedetti

LOCATION, LOCATION

PENN STATE ABINGTON'S campus is situated in a residential neighborhood about three blocks away from Route 611, a major corridor through the center of Abington. Since location is everything, Penn State Abington Continuing Education saw an opportunity.

"We wanted to create a new learning environment with a strong corporate atmosphere for our clients in an easy-to-find location with plenty of parking," said Dr. Jane Owens, senior director of Continuing Education.

The campus' newest facility, Penn State Abington@611, situated right on Route 611, does just that. The interactive learning, meeting and planning facility offers a convenient suburban location for community members to attend "Lion Lectures" on everything from the arts to history, as well as to take courses on green building, among others—all taught by current campus and emeritus faculty.

For more information, go to <http://www.abington.psu.edu/psasite/ce/611/index.html>.

—Melissa W. Kaye



A new learning facility in Abington sits right on Route 611.

Science Education That's

"EARTH AND SPACE SCIENCE has an inferiority complex within middle and high school science education," as Dr. Scott McDonald, Penn State associate professor of education, puts it. "It's often the course taught to students who are not expected to succeed in science—or even school."

Yet, McDonald explains, the events that take place in the Earth's complex systems are among the most critical things for any scientifically literate person in this country to understand. That's why McDonald and a multidisciplinary team of faculty representing three campuses (Dr. Tanya Furman, geosciences and assistant vice president and associate dean for undergraduate education, University Park; Dr. Laura Guertin, Earth sciences, Brandywine; Dr. Chris Palma, astronomy, University Park; and Dr. Jason Petula, education, Harrisburg) have teamed up with several urban and rural underserved Pennsylvania school districts on a new, five-year National Science Foundation-funded project.

The project, Targeted Math-Science Partnership: Middle Grade

DOWN TO EARTH

Earth and Space Science Education, serves to provide training and professional development on the subject for teachers of grades four through nine.

Theresa Lewis-King, an eighth-grade teacher in Philadelphia who is on the project's leadership team, said that the program will give teachers the tools needed to effectively engage their students. She added that the partnership "has the potential to directly impact how middle school students view Earth science as a career option." The other urban school districts involved in the project include Harrisburg, Reading and York; three participating rural school districts include Bald Eagle, Bellefonte and Penns Valley.

The professional development activities will focus on energy production, climate change, plate tectonics and solar system astronomy, with the first workshops offered this summer. Call the Earth and Space Science Partnership Office at 814-867-4598 or write to essp@psu.edu for more information.

—Melissa W. Kaye

Not Your Parent's Music Lessons

Faculty combine Google Earth files, Smithsonian audio clips and photos to help increase children's understanding of the world around them

"WHAT DID YOU DO IN MUSIC CLASS

TODAY?" a mother asks her 9-year-old. "We sang 'Yankee Doodle,'" he responds. "And then we got on the computer and listened to the song being played on a banjo. And then we saw a map of Africa and learned how banjos came from Africa and were carried to America on slave ships. And then ..."

The boy is describing a new Penn State program that aims to help elementary school children in Pennsylvania learn not only the words to favorite childhood songs, but also to understand the historical and cultural underpinnings of that music.

"Many elementary school music lessons consist of a series of disconnected facts about music and geography of the world," said Dr. Laura Guertin, associate professor of Earth sciences at Penn State Brandywine, a creator of the program. "But we feel that it's important for children to get a complete and streamlined picture of the world around them, especially because we now live in a global society."

Guertin, along with her undergraduate student Labanya Mookerjee, as well as Dr. Ann Clements, an associate professor of music at University Park, and her graduate student Theresa Yerger, have created 10 educational modules using Google Earth files, audio clips (all from the Smithsonian Folkways website), photos, videos and cultural information to help students learn to increase their understanding of people around the world.



.....
Undergraduate Labanya Mookerjee helped create the modules.

Guertin explained there is a general lack of geography proficiency that needs to be addressed. She cited a 2006 survey commissioned by National Geographic stating that only 50 percent of respondents between ages 15 and 25 could find New York on a map. "By using 3D representations of buildings, museum tours and interactive street views, for example, our program shows children the connections between location, culture and music."

The modules, which require only a

computer with an Internet connection and speakers, are freely available at <http://tinyurl.com/googleearthmusic> to teachers and come with a tutorial.

The team is sharing the new program with Pennsylvania teachers at the Pennsylvania Music Educators Association Conference in Hershey, Pa., in April and the International Society for Technology in Education Conference in Philadelphia, Pa., in June.

—Sara LaJeunesse

STREAM TEAMS

*Youth play a big role
in the future of the
Chesapeake Bay*

A YOUNG GIRL CROUCHES

down beside a stream to peer under a rock. Around her, the branches of willow trees dangle from the earthen bank, and field grasses tangle in the sluggish current. It is a pretty pastoral picture, yet the reality of the scene is not so pleasant. The girl, 12-year-old Anna Byrnes, is here to collect water samples from a waterway that is polluted with sediment and nutrients from the activities of nearby landowners.

Byrnes is a member of one of the Conewago Stream Teams, a program begun in 2010 that engages youth living in Dauphin, Lancaster and Lebanon counties in the effort to improve the water quality of the Conewago Creek. The creek is a waterway that drains into the Susquehanna River and, ultimately, into the Chesapeake Bay. Led by Penn State Extension's 4-H Youth Development Program, Conewago Stream Teams currently is in the pilot stage and will run until 2012.

"Youth play a large role in the future of the Chesapeake Bay and its watershed because they will someday be landowners, business leaders and decision makers in this watershed," said Jennifer Fetter, a Penn State Extension educator.



Kids collect samples from a polluted waterway.

"In addition, getting youth engaged in hands-on science education experiences like this is important because America has a staggering shortage of youth going on to science careers."

Drinking Water Safety

Byrnes is one of more than 160 children to be involved in a stream team (to date, nine stream teams have formed, each with between five and 15 members) since the program's inception. "I wanted to get more acquainted with what is happening in our streams, in terms of how various activities affect our drinking water, and I wanted to learn more about the critters in the water," said Byrnes.

Because the Conewago Creek is polluted, it contains just a tiny fraction of the fish and aquatic insects that it once did. By joining a stream team, kids can help improve the state of the Conewago Creek and its downstream waterways.

Getting Involved

"Kids can become involved in a team through their existing 4-H club or other youth group, through their school classroom, or by forming a brand new group of youth

led by a willing adult volunteer," said Fetter. "They then have the opportunity to participate in hands-on water conservation activities, meet people from other organizations and professional agencies that are also engaged in watershed studies, learn more about science careers, and develop important life skills such as decision making, communication and critical thinking."

In a related effort, called the Conewago Creek Collaborative Conservation Initiative, Penn State is working with local, state and national partners to find new and innovative ways to improve small local watersheds, as well as to find the best ways to implement existing conservation practices more effectively.



Bryan Swistock, senior Extension associate

IMAGINE RECEIVING A LETTER from a gas-drilling company identifying more than a dozen chemicals that have been detected in your well water before the company even has begun to drill. “What are these chemicals?” you wonder. “Are they dangerous to my drinking water?”

Bryan Swistock, a senior Extension associate, along with a team of seven county Extension educators, is helping residents in Pennsylvania who live near natural-gas drilling sites to interpret the results of their water-quality reports. “The tests can be very difficult to understand with many chemical names, units, standards, methods and notations,” explained Swistock.

Swistock, who has helped private water-system owners interpret water-quality reports since the late 1980s, says the demand for this type of assistance has increased dramatically in the past year along with efforts to drill in the Marcellus Shale. That’s because in order to get at the natural gas reservoirs contained within the Marcellus Shale, companies must drill through the aquifers and groundwater that supply drinking water to many rural residents. So far, thousands of homeowners have had their water tested, either by a gas-drilling company or voluntarily through state-accredited testing labs, to document the quality of their drinking water.

Common Drilling Issues

Nearly 2,000 wells have been drilled in the Marcellus Shale in Pennsylvania this year; however, so far, Swistock mostly has been evaluating pre-drilling water-quality reports. He says he will compare these results with post-drilling reports as they come in. “The most common pre-drilling problems are the

HOW’S MY DRINKING WATER?

*Extension helps homeowners near
Marcellus Shale drilling sites
review water-quality reports*

presence of coliform bacteria, *E. coli* bacteria (abundant in feces), iron, manganese and low pH,” he said.

If post-drilling reports identify other types of contamination that did not exist prior to drilling, Swistock recommends that residents contact the Pennsylvania Department of Environmental Protection to initiate an investigation to determine if nearby gas-drilling activity is responsible.

In addition to helping individuals interpret their reports, Swistock and other members of the Extension water-resources team have given seminars to groups of water-system owners in Bradford, Susquehanna, Tioga, Wyoming, Luzerne, Lycoming and Elk counties as part of a new program called “How to Interpret Pre- and Post-Gas Drilling Water Test Reports” (<http://extension.psu.edu/water/marcellus-shale>). He also hosted a statewide webinar in September 2010.

LEGAL EAGLES

STUDENTS FROM Penn State University, The Dickinson School of Law have been gaining valuable experience from helping Pennsylvania citizens navigate the legal issues involved with leasing their land to gas-drilling companies. During the spring semester, clinical professor Ross Pifer, director of the school’s Rural Economic Development Clinic, and law students worked with Extension to provide lease reviews for individual clients in Pennsylvania’s Marcellus Shale region. For more information, contact Pifer at rhp102@psu.edu.

HELP *for* INJURED SERVICEMEMBERS

*Marine Corps personnel
receive inclusive
recreation training*

A FEW YEARS AGO, Penn State responded to the military's need to develop and provide recreation services that are accessible to individuals with disabilities, including severely injured servicemembers, known as Wounded Warriors. Now the U.S. Marine Corps wants to train more staff and has invited Penn State to help.

"The Marine Corps wants to assist their Wounded Warriors and all of their Morale, Welfare and Recreation (MWR) customers who have disabilities," said Tammy B. Smith, lead faculty for this program and for the original Inclusive Recreation for Wounded Warriors (IRWW) program created in 2007. Smith is referring to the integration of Wounded Warriors into the military's MWR services on installations. More than 300 recreation personnel have completed training on how to include Wounded Warriors in recreation activities and how to make facilities ADA-compliant during the four-day IRWW program, funded by the Department of Defense and held at the University Park campus. An e-training version of the program is being created to reach even more military recreation personnel.

For the new program with the Marine Corps, "we've broadened our focus to cover veterans wounded in previous wars, those who develop disabilities as they age, and children living on installations," added Smith, co-facilitator with Patricia Kleban of the two-day program.

D. Seabreeze Morsi, supervisory program manager for the Marine Corps



Army Staff Sgt. Jake Kessler prepares for rock-climbing with the heels of his prosthetic feet.

Community Services, attended the prototype IRWW program and worked with Smith on the new program. Morsi is hopeful that the program will be successful and wants "members of our Marine Corps community to feel connected and welcomed and trust that opportunities will exist for everyone."

Inclusive Recreation Model

Smith and Kleban, both instructors in the College of Health and Human Development's Department of Recreation, Park and Tourism Management, have developed the WAMMER model of inclusive recreation, which stands for Welcome, Ask, Modify, Monitor, Evaluate and Refer, to train recreation personnel.

Smith and Kleban took the program

on the road earlier this year in the first of 13 sessions to be delivered at Marine bases in the United States and Japan, including three trainings each at camps Lejeune and Pendleton, which are major gateways for Marines deploying to and returning from war zones. Participants will simulate disabilities to better understand the needs of people with disabilities. They also will develop an action plan for their facility.

To help participants network and share successes and challenges, Smith has created an online portal for collaboration, Inclusion by Design. Penn State partners for the Marine Corps program include the School of Hospitality Management and Outreach's Business Solutions.

DJ's Story

*How one professor
reconnects to his
home country*

DR. DJURADJ STAKIC, professor of human development and family studies at Penn State Brandywine, has devoted his life to changing the course of lives in distress in Eastern Europe, a part of the world very close to his heart. Stakic, known as DJ, is a native of Serbia, where he had been highly regarded as a leading authority on juvenile justice and social work interventions focused on empowering disadvantaged children, youth and families.

There is the case, for example, of two young girls who were locked in a pigsty in a rural area of western Serbia. They were forced to sleep, play and eat with pigs, while the rest of their family—father, mother and 14-year-old sister—resided in the house. According to local social workers, the father, unhappy to have only female offspring, physically and sexually abused his wife and older daughter. It was only through a chance visit by a local veterinarian that this horror was discovered.

“When I evaluated them,” Stakic said, “they were afraid of new people, could not maintain eye contact and did not speak, but rather used gestures and some unarticulated voices. They stayed in a children’s home for three months and then transferred to a foster home to facilitate their socialization.”

Eastern Europe is an area beset by extreme poverty, unemployment and lack of social services. “No one knows how

many children and youth are victimized behind closed doors,” explained Stakic.

Promoting Children's Rights

Under a Fulbright award in 2002–03, Stakic taught at the University of Belgrade’s School of Special Education and School of Social Work and served as a special adviser to the ministry of social affairs. He had responsibility for two major multimillion dollar and multiyear projects: reform of the social protection system for children, and reform of the juvenile justice system in Serbia and Montenegro, both managed through UNICEF.

He continues to promote children’s rights in southeastern Europe as a senior UNICEF juvenile justice and child protection expert. In the process, he has published four manuals for social work and counseling professionals.

Dusica Vujacic-Richer, a child protection officer at UNICEF in Belgrade, said about Stakic: “[His] personal attributes, vision, energy and charisma have

greatly moved numerous professionals from both governmental and nonprofit sectors, many of whom were his former students, to themselves serve as catalysts of continued advancements of the rights of children.”

Stakic has a deep understanding and appreciation of the cultural mores and challenges of this region. He and his family escaped the repressive and brutal dictatorship of Slobodan Milosevic.

“We made it here,” he said. “But I felt guilty. I had devoted my life in Belgrade to helping children at risk. I thought of all those children not receiving the services they needed, and I realized I had unfinished business.”

His work continues this year, training professionals to understand the recent changes in laws, methodologies and processes that aim to protect children.

Stakic hopes to take his Penn State students on one of his trips. “That would give me an opportunity to connect my past with my present and to make something for the future,” he said.



Djuradj Stakic (left) focuses on disadvantaged youth in Eastern Europe.



SCIENCE-U:

*Creating “Ah-ha!” moments—
one summer camp at a time*

IF MICHAEL ZEMAN had his way, there would be a Science-U Land built on the outskirts of University Park.

“We’d have characters walking around, just like Disney World. There would be people like Einstein and other historical figures of science,” said Zeman, who holds both bachelor’s and master’s degrees from Penn State and is director of Penn State’s Science-U summer camps.

A Science State of Mind

For now, Zeman and his colleagues work creatively without that theme park to lure young students into a science state of mind through summer camps.

“We try to create these ‘Ah-ha!’ moments for campers,” explained Zeman, referring to that split second where they make a discovery during an experiment. “That’s what sparks the fire to get kids interested in pursuing a career in science.”

And for 10-year-old camper Kayleigh Matthews, those moments are working. She has attended nine camps in three years and wants to be a marine biologist when she grows up.

“What I like most is that they make it so much fun. You don’t even really realize that you’re learning,” said Matthews.

Jessica McNutt, a Penn State graduate student and Science-U mentor, added: “Science outreach is important, because we all should know science to some extent. It’s a part of every aspect of our lives.”

The Eberly College of Science originally offered summer camps in 1999 under the name Action Potential Science Experience. Until 2007 it consisted of up to six summer camps. The program went dormant in 2008 but returned in 2009 under the name Science-U and now offers up to 15 hands-on camps for children entering grades two through 12.

The weeklong camps run Monday through Friday from mid-June to early August and host both commuter and residential campers. Camp curriculum is developed and taught by University faculty who are assisted by researchers, local area teachers, and both graduate and undergraduate students.

Dr. Stephen Van Hook, a Penn State physics lecturer and Science-U teacher, said it takes a true collaboration to make Science-U happen—using the better part of a year to brainstorm with a team and develop activities for two of his camps. In “Science Gets Creative,” campers enter a world where science and art collide, and character Lizzy da Vinci helps the students use both sides of their brains to explore the physics and mathematics of sculpture, paint



Courtesy of the Eberly College of Science

Penn State camps spark an interest in a science career.

and other art forms. Then there’s Dr. Walter Winkel in the “Science of Toys” camp, which debuts this summer.

“It’s a fascinating challenge to take the science subjects that I love and package them in a way that is understandable and interesting for an elementary student,” said Van Hook.

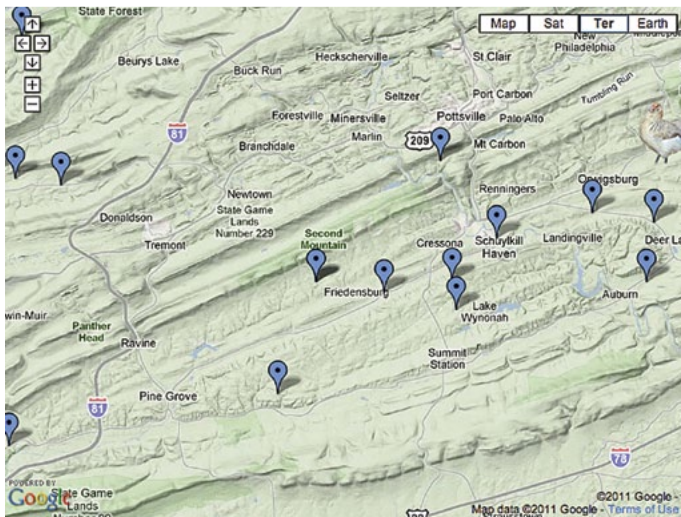
Go to <http://www.sciencecamps.psu.edu> for more information.

—*Jamie Curott Hogshead*

IN 2010:

- Science-U hosted 576 campers from 18 states and four different countries
- More than 42 percent of campers were female
- Science-U campers participated in pre- and post-tests for each camp; scores improved by 35 percent from Monday to Friday

Putting Farmers ON THE DIGITAL MAP



Schuylkill students assist farmers. From left: Ben Pope, Darryl Beamon, Aaron Kustan (in the back) and Rachel Bendetti

NINE PENN STATE information sciences and technology (IST) students have put Schuylkill County's farms on the map—literally. Led by Dr. Elinor Madigan, a program coordinator in the College of Information Sciences and Technology, the students created a Google map that highlights Schuylkill County's farms.

"Before this map, there really was no way for consumers to know what the farmers in Schuylkill County have to offer," said Madigan. "Other counties already had a digital farm map, but Schuylkill County did not."

The map, which went live on the Internet in May 2010, links to the farms' websites and provides information about the produce that each farm grows. The map can be accessed through search engines, and its Web address is printed on a physical map of the county's farms.

"I was pleased to see the number of growers who signed up for the map," said Andy Beck, the horticulture educator at Schuylkill Extension. To view the map, go to **http://sl-community.sl.psu.edu/Schuylkill_Ag_Map**.

Madigan also is getting students involved in similar experiential learning projects with Extension. "Last fall, a group of my students began to work on a Web page about the trees on the Penn State Schuylkill campus," she said. She hopes the project will bring awareness about the commemorative trees planted on the campus.

—Sara LaJeunesse

THE LEARNING FACTORY EXPANDS

UNIVERSITY PARK'S College of Engineering has been offering its students opportunities to work on industry-sponsored engineering design projects since the mid-1990s through the Learning Factory for seniors and Client-Centered Design Program for freshmen. Now a Penn State Berks campus team of engineering faculty, members of the campus' Industry Advisory Council and staff from Continuing Education has

implemented industry-sponsored engineering design projects at its campus.

Last fall, Elizabeth Wiggins-Lopez, an engineering faculty member from Penn State Berks, took best practices from the University Park programs and rolled it into one Learning Factory initiative offered for the first time to Berks campus engineering students.

This spring, Berks campus freshman engineering students are working on the

same project as students from University Park to design a city powered by hydrogen, sponsored by Air Products, an international company with corporate headquarters in Allentown, Pa. In the fall, students will be asked to determine patterns that add strength to ceiling tiles, for Armstrong, a ceiling and cabinet manufacturer with offices in Lancaster, Pa.

—Melissa W. Kaye

The African American Legacy at Penn State

*How one alumnus decides to
search for stories and share the history*

CALVIN H. WALLER was the first African American admitted to Penn State. Almaria Eberhardt was the first African American elected as Penn State's Homecoming Queen. Penn State graduate Guion S. Bluford was the first African American to venture into space.

And with help from a variety of sources, Darryl Daisey, a 1983 alumnus, was the first person to compile the stories from Penn State's African American history into one comprehensive record.

Finding Inspiration

After registering to attend the 2008 Black Alumni Reunion, Daisey learned that a collective documentation of African American history at Penn State did not exist. He'd been asked to sit on a panel about the legacy of black students at Penn State for the reunion, and he wanted to prepare himself. But in his search, Daisey found only a few magazine articles on the subject in old "Penn Stater" magazines.

Surprised by this fact, Daisey was inspired to create a living document—a comprehensive history—not just for his own reference, but for the entire

Penn State community.

"I believed that sharing more than 110 years of the rich contributions, struggles and successes of African American Penn Staters could help empower students, faculty and staff to reconnect African American alumni to the University," said Daisey.

The process of documenting this history was not an easy one, as Penn State did not keep records of race before 1970. Using archives from the University, "The Daily Collegian" and "La Vie, The Penn State Yearbook," as well as interviews and individual leads, Daisey undertook the daunting task of creating a document. Daisey was encouraged by University officials and decided to follow up with more people so that he could add their stories to the document.

"I didn't want an urban legend to become a history. I wanted to make sure I had some evidence to prove what I had written was true," Daisey said.

Daisey's research resulted in a 50-page booklet that was presented at the 2008 Black Alumni Reunion.

The booklet was a success. However, Daisey wanted to reach more people—

especially Penn State students. There were no more hard copies of the booklet; they were already distributed at the reunion. So Daisey decided to create an informal website that would eventually be linked to Penn State's main Web page.

Terrell Jones, vice provost for Educational Equity, had been supporting Daisey from the beginning of this project. And once the research was online, Jones approached Penn State Public Broadcasting and producer Cheraine Stanford with an idea to create a more official and interactive website that would not only recount the authentic history of African Americans at Penn State, but would also hopefully lead to inspiration and a sense of belonging for the University's minority students.

"You need to appreciate the struggles of those who came before you to know what your own obligations are," Daisey said. With funding from the Office of the Vice Provost for Educational Equity, Penn State Public Broadcasting created the new interactive website (<http://www.blackhistory.psu.edu>) titled "African American Chronicles: Black History at Penn State."



.....
**Former Penn State President John Oswald with
Darryl Daisey in 1983**



By Bianca Barr and Katelynn Levanduski

A Virtual Tour

The site, which launched at the 2010 Black Alumni Reunion, takes visitors on a virtual tour through history along an interactive timeline that allows them to scroll through decades, meet people and experience events from Penn State's past and present. Archival photos and videos unearthed from the Penn State archives and personal collections and interviews with some of the University's noteworthy alumni and faculty pay tribute to the past.

"These stories are a source of enrichment," said Stanford, who shared one of her favorite examples from

the Chronicles: Mildred Settle Bunton was the first "colored" female student admitted to Penn State in 1929 and became the first "colored" female graduate in 1932. She came from extreme poverty and worked to pay her way through Penn State. While here, she was consistently on

the Dean's List despite name-calling from students. She said she was never mistreated but that most of the students had never seen a "colored" woman before.

The African American Chronicles website has been well received by staff, students and alumni alike, said Stanford, adding that many alumni have even come forward wishing to add their memories to the project. "We cannot become better people or a better University unless we build upon lessons from the past," said Stanford.



Darryl Daisey and family

THE CREDITS

The African American Chronicles is part of the Penn State Black History Project, a joint effort of Penn State's African American alumni, the Office of Educational Equity, the Africana Research Center, the African and African American Studies Department, the Paul Robeson Cultural Center, the Alumni Association, and other organizations. The effort aims to create a collective memory of African American history at Penn State.

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