Lloyd gift creates first-ever endowed chair in College of Human Sciences

By Laura Dillavou

The family of the late Noma Scott Lloyd has ensured her name will live on at Iowa State by establishing the first-ever endowed chair in the College of Human Sciences.

The Noma Scott Lloyd Chair in Textiles and Clothing was created to honor a woman who embodied many of the fundamental values on which the College of Human Sciences is built. A 1949 graduate of the home economics program, Noma was active in her community with civic affairs, church activities, neighborhood functions, and ISU alumni events in southwest Iowa.

Her husband, Gene Lloyd, and their son, Thomas Lloyd, said Noma spoke fondly of her time and experiences at Iowa State. Their endowed gift provides a way to remember her while adding value to the textiles and clothing program curriculum. The faculty chair position will focus on technological applications within the field of apparel, with specific research efforts geared toward real-world applications, such as protective clothing technologies for firefighters and police officers.

Robert Bosselman, professor and department chair of apparel, educational studies, and hospitality management (AESHM), said the gift means much to the college, but has even more impact on the quality of education for its students.

Continued on page 3
Dear Alumni and Friends,

Our world is changing at an unprecedented pace. As you read this, financial crises are rumbling, demographics are shifting, substance abuse is increasing, and access to college is eluding underrepresented groups. Students, alumni, faculty, and staff in the College of Human Sciences are keenly aware of the vulnerability of so many caught in the ruckus.

In these challenging times, it is reassuring that the Iowa State University College of Human Sciences is growing student enrollment (see page 1) and making research-driven advances that help shore up personal finances, prevent substance abuse, and clear paths to college success.

With passion and skill, we are equipping young people with financial know-how so they can better manage resources through uncertain economic conditions (page 11). We are expanding our community-based programs, deemed the most effective in the world for decreasing the onset of drug and alcohol problems in youth (page 3). And, we are pioneering research to better understand the educational obstacles young Latino immigrants face and how they can be scaled (page 10).

Through the effective efforts featured in this issue, we are shaping the schools of the future, promoting healthier Iowans, preparing a high-tech workforce, and developing thriving communities. So, despite the turbulence in the world today, you can rest assured that we are expanding human potential and improving people’s lives — for a more promising tomorrow.

Kindest regards,

Pamela J. White, 
Interim Dean

Gloria Ladson-Billings highlights critical race theory as 2008 Hilton Chair

Dr. Gloria Ladson-Billings, a professor from the University of Wisconsin-Madison, has been selected as the 2008-09 Dean Helen LeBaron Hilton Endowed Chair in the Iowa State University College of Human Sciences.

Ladson-Billings is credited with introducing and applying the framework of critical race theory in the realm of education. In addition to her research and publications within that area, she has also become well-known for her expertise in the area of teacher education, research and practitioner inquiry, race, and policy.

The author of three books and numerous scholarly articles, Ladson-Billings has helped transform the pedagogical practices and education policies of educators and institutions across the nation. Ladson-Billings will share ideas from her scholarly works and experiences in the field of education in a free public lecture at Iowa State University on Jan. 15 at 7:00 p.m. in the Memorial Union Sun Room.

As Hilton Chair, Ladson-Billings engages in learning opportunities, such as workshops, seminars, and classroom visits with students, faculty, and administrators.

Ladson-Billings’ perspective on diversity and cultural identity has distinguished her as one of the top scholars in the field. Many of her practices can, and are, applied to society at large in all corners of the globe.

Established in 1995, the Hilton Chair was endowed by a gift of more than $1.3 million from the estate of Helen LeBaron Hilton, who served as dean of the College of Home Economics from 1952 to 1975.

For more information, visit www.hs.iastate.edu/hiltonchair.
“The Noma Scott Lloyd Chair in Textiles and Clothing will open a new door of opportunity for our program,” Bosselman said. “This position will be filled by a leading researcher in the area of technological applications to the field of textiles and clothing. The Lloyd chair will serve as a catalyst for increased grant applications and attract the best faculty, graduate students, and post-doctoral students to LeBaron Hall.”

The College of Human Sciences recognized the Lloyd family with a commemorative photo collage at a recent ISU Foundation Campaign Committee gathering.

Gene, who is also a graduate of Iowa State (veterinary medicine, ’49, veterinary pathology, ’70), said Noma would have been “blown away” by the recognition she and the rest of the Lloyd family have received.

“I think she’s obtained recognition well beyond what she would have ever envisioned,” Gene said. “I think that she would have supported anything we’ve ever done here at Iowa State, had she been living. She was very active and put together reunions for my class every five years for the College of Veterinary Medicine and was involved with the southwest Iowa State club. She was a true Iowa State backer.”

The establishment of the Noma Scott Lloyd Chair marks the 126th endowed faculty position at Iowa State. The Campaign committee has a goal of establishing 150. Currently, the College of Human Sciences has five endowed positions: the Noma Scott Lloyd Chair in Textiles and Clothing, the Donna R. Danielson Professorship in Textiles and Clothing, and the Virginia M. Gladney Professorship in Food Science and Human Nutrition. Deferred gifts have been pledged to support two additional endowed professorships.

A search for the Lloyd endowed chair position is underway, as AESHM faculty members take advantage of national and international conferences to meet prospective candidates.

Gene Lloyd has been a longtime supporter of the university and a member of the ISU Foundation’s Executive Campaign Committee. The Lloyd family gift was made during the ongoing Campaign Iowa State: With Pride and Purpose, the university’s $800 million comprehensive fundraising campaign.

IRU’s community-based program expands around the globe

By Steve Adams

The National Institute on Mental Health needed help. In 1993, NIMH officials observed that years of programming to reduce substance abuse and aggressive behavior had not adequately lessened the problems among teens, so they requested fresh ideas.

Iowa State researchers answered the call with a program so effective it has since gone global.

Virginia Molgaard, professor emerita of human development and family studies, developed a research-based program that focuses on families. The Strengthening Families Program For Parents and Youth 10-14 (SFP 10-14) has paid off. As they become teenagers, kids who participate in the program are less likely to exhibit risky behavior than youths in a control group, said Molgaard.

“Research had shown that the relationships, skills, and atmosphere in the family environment were strongly related to teen problem behavior,” Molgaard said.
Enrollment, continued

come in contact with when looking at Iowa State and the College of Human Sciences. In addition to telling students about the strengths of different majors and programs, Fratzke said she wants each student — and their family — to feel comfortable at ISU.

“Sometimes students get intimidated by the idea of going to a big university,” Fratzke said. “I explain to people that once they’re in a college, inside a department, in a specific major, and working with the advisors and faculty, they’re going to have personal attention like they would at a small college, but with the opportunities of a large institution.”

With 3,610 (undergraduate and graduate) students declaring College of Human Sciences majors, enrollment is up 5.5 percent from 2007-08 numbers. This compares well to the overall enrollment of the university, which is up 2.7 percent from last year. The college’s increase in student applications and enrollment can be partially attributed to the number of scholarships offered by the college.

“Jackie [Blount] (former associate dean for undergraduate education) worked very hard to increase awareness of the scholarships available to students,” Fratzke said. “We also hosted a number of events like Experience Iowa State days and the Department Days to promote visibility and understanding of the College of Human Sciences.”

Students of color are also enrolling at a higher rate than in previous years. Yanira Pacheco Ortiz serves as coordinator for multicultural retention programs in the College of Human Sciences and is a multicultural liaison officer for the university. She plays an important role in attracting students of color at Iowa State.

“The College of Human Sciences has seen a steady increase each year in the number of multicultural and minority undergraduate students we attract,” Pacheco Ortiz said. “This year, the college has 244 students, up from 217 in 2007. We attribute this to increased visibility at career fairs, workshops, scholarship opportunities, multicultural student conferences, and efforts on campus to make them feel welcome.”

Iowa State and the College of Human Sciences recognize the needs of diverse students in many ways; recently the university opened the Multicultural Center on campus. Pacheco Ortiz said it serves as a place for all students — not just those of diverse backgrounds — to gather. The center also validates their importance to the entire campus.

“When we talk about multiculturalism, we talk about various identities,” Pacheco Ortiz said. “Of course there’s race and ethnicity, but it’s also sexual orientation, religion, family structure, even socioeconomic status. Having these students in our classrooms and on campus helps other students understand a different perspective. It’s an opportunity to learn from one another.”

While Fratzke and Pacheco Ortiz play a large part in recruiting students to Iowa State, they also have a major role in retaining them. Fratzke said that a crucial time to keep students engaged is during their sophomore year, when many feel a need to change majors, departments, or institutions. She also said that because of the freshman and sophomore learning communities, scholarship programs, and strong curriculum and course offerings, students have many opportunities to make the most of their time at Iowa State.

Dean search update

In October, Iowa State University executive vice president and provost Elizabeth Hoffman assembled a committee to find the next College of Human Sciences dean. Wendy Wintersteen, dean of the College of Agriculture and Life Sciences, chairs the team.

A review of applications will start in mid-January, with expectations that the new dean will start July 1, 2009.

For more information on the College of Human Sciences dean’s search committee, visit the web site www.hs.iastate.edu/news/deansearch.
Service learning ‘essential’ to student success

By Scott Schrage

An Iowa State initiative is providing students with hands-on learning opportunities that simultaneously improve the health of Ames residents and the university’s workforce.

The Healthy Lifestyle Learning Initiative is coordinated through the ISU Campus-Community Partnership for Health, the university’s branch of a nationwide organization devoted to enhancing higher education and the wellness of people. Its focus is on providing an infrastructure for the practice of service learning, a concept that can be defined quite simply.

“It’s learning through service,” said Greg Welk, associate professor of kinesiology and principal investigator for the project. “[But] it’s different than volunteering and community service. There has to be a reflection or some type of processing of the information: Was this experience similar to what you expected it to be? How does it help you plan a community program? So it’s the lessons learned … that are important.”

Welk and his colleagues are exposing their students to service learning in several different ways, including classes that introduce them to the concept.

“One example [of a class theme] is diversity,” Welk said. “Not just racial diversity, but age diversity — what it’s like to work with an elderly person? Or, what’s it like to work with [someone] who hasn’t gone to college? Or who doesn’t speak English well? This is a place to fill in those gaps.”

Meanwhile, the classes provide Welk the chance to survey his students and evaluate the impact of service learning on academic performance, job placement and professional performance.

“I’ve seen the impact it has in the classroom, and that’s encouraging,” said Welk. “It makes my teaching more interesting, and it makes their learning more effective.”

Welk’s Community Health class (HS 430) provides students with opportunities to contribute to school- and community-based programs, while his Worksite Wellness course (HS 380) gives them the chance to promote healthy living among university faculty and staff. Moreover, they can join the student-run Wellness Works committee, which was created to establish a sense of identity and sustainability among those interested in service learning.

Welk sees service learning as essential to his students’ success. “Students in community health [and] health and fitness management need real-world experience,” Welk said. “I just find that you can see the lights go on, and they get really excited about doing real-world [projects].”

The broader outcomes of the initiative — promoting healthy lifestyles in Iowa and disseminating the best methods for doing so — are also a major focus.

“Iowa State is a land-grant institution, so it has a mission to serve the people of Iowa. If we can figure out strategies that are successful here, we can get them disseminated through [ISU] Extension,” said Welk. “In the community, there are groups that don’t have help to carry out programs. It’s hard to promote healthy lifestyles when everyone is too busy, [but] with the students we have an army of workers who can help do community service projects.”

The initiative is part of an approach to community outreach that Welk referred to as “community-based participatory research.”

“A university professor would [traditionally] tell the school, ‘I’d like to do this research study. Will you participate and do what I tell you?’ The concept of community-based participatory research is [that] you work with a school and say, ‘What would you like to do better in your school, and what can I do to help?’”

Welk noted that this method is effective for the same reason that students benefit from service learning — its practical educational value.

“The evidence is that if you involve a community partner in the process, they will sustain the effort longer [because] they learn something in the process.”
Improving childhood care standards

Iowa State University researchers Sue Hegland, associate professor of human development and family studies, and Le sia Oesterreich, ISU Extension specialist and adjunct assistant professor of human development and family studies, are helping the state implement the Quality Rating System (QRS) and ensuring that it effectively improves the quality of care that young children receive.

While Iowa leads the Midwest in QRS execution, it can still improve.

One primary research finding was that incentives, ranging from $400 to $4,000 that were offered for rating improvements, were a crucial factor in encouraging child care centers to participate in the voluntary program. Equally important, said Oesterreich, was that researchers found a real need to provide training to the staffs of these programs so that they can achieve high scores.

The researchers plan to make the QRS more effective at improving early care by tracking its ratings and identifying the predictors of programs’ quality improvements. For example, Hegland noted that researchers have already discovered that the highest quality programs have teachers who belong to professional organizations and keep up to date on current education research.

Consistent QRS monitoring will further improve the quality of care that children receive — and that means changing from a voluntary to a mandatory system, said the researchers. As it stands now, visits to providers, unless requested, essentially occur only when a complaint is received. Oesterreich said this is problematic for parents in rural areas who may not have a lot to choose from and are very dependent on regulators to come in and boost the quality of early childhood care programs.

With the help of Hegland and Oesterreich, Iowa legislators are committed to helping childcare program providers with information to improve the quality of their services and attain higher ratings through the QRS system.

Strengthening families, continued

Now coordinated by ISU Families Extension, the program has expanded to reach families in nine countries and has earned accolades for preventing drug and alcohol use by youths.

Strengthening Families was rated the most effective program for decreasing the onset of drug and alcohol problems in youth — from among 6,000 intervention programs reviewed by researchers at Oxford Brookes University in Oxford, England.

Youngsters who complete the program end up fighting less in school, are less apt to abuse drugs or alcohol, and increase their resistance to peer pressure — and their parents learn to set firmer limits, according to a recent trial study of 33 Iowa public schools.

Moreover, the program saves taxpayers money. For each youth participating in the program, society saves $5,805, according to a study by the Institute for Public Policy at Washington State University.


Molgaard reported that in 2000, the World Health Organization “conducted a rigorous systematic review of these programs, (and) reached the conclusion that SFP 10-14 was the ‘most promising’ program, based on scientific research results.”

Since the WHO endorsement, Strengthening Families has been translated and adapted for Central and South America, Sweden, Norway, Spain, Poland, and Greece. Families in more than 100 communities in the U.K. have completed the program, said Molgaard, who continues to manage its adaptation for international audiences. “Familias Fuertes,” a Spanish version of the Strengthening Families program, and a Chinese version in the Hmong language, are also available.

The program also maintains its American roots. Since 2000, Strengthening Families programming has been offered at sites in 45 U.S. states.

A number of communities are currently writing for grant money so they can host sessions in the future, said Cathy Hockaday, an adjunct assistant professor in human development and family studies, who recently joined the program as the state implementation specialist.

Programming for youth includes setting goals and dreams, appreciating parents, dealing with stress, following rules, handling peer pressure, reaching out to others, and handling conflict.

Parents receive tools and tips for raising youngsters — setting limits, showing love and empathy, holding family meetings, and employing positive discipline. They explore ways to actively listen to their children and help their kids practice skills for resisting peer pressure.

Hockaday said that the family sessions help parents and youth learn how to communicate in positive ways, to realize what their strengths are and to build upon them, and most importantly how to have fun together.

“Researchers have found that six years after families went through the program, they are consistently showing significantly more positive results than those families who did not receive the program,” said Hockaday.
Researchers seek the ‘hows’ and ‘whys’ of longevity

By Scott Schrage

Try as we might to deny it, slow it, or even reverse it, the aging process is a fact of life.

Now, an Iowa State University research team is addressing the challenges that accompany old age in the hopes that they can make the golden years as fulfilling as those that came before them.

The team is entering the second phase of a three-year initiative titled “Exceptional Longevity in Rural Environments,” which is specifically focused on centenarians — people 100 years of age or older. Centenarians comprise the fastest-growing population in the United States, and Iowa has the second highest proportion of centenarians in the country.

“With an ever-growing number of extremely old people, we have to answer a number of questions,” said Peter Martin, director of Iowa State’s gerontology program and principal investigator for the project. “Number one is: ‘Why is this [trend emerging]?’ More importantly for us: ‘What is life like when you’re 100?’”

Martin is predicting that centenarians share certain key personality traits and benefit from communal networks. He noted that these factors may help explain why health alone does not predict long life.

“There’s a debate in this research on whether you need to be healthy all your life to make it to 100,” said Martin. “Those are what some people have called the ‘escapers.’ There’s also evidence … that there are other people who just delay disease. There are also what we call the ‘survivors.’ They’re people who maybe had cancer in their 50s but survived it and, lo and behold, they’ve continued to keep going. So you can see it’s not simply asking the question, ‘Are you healthy or not?’ We have to explain why it is that some people delay disease and why it is that some people survive it.”

The second phase of the initiative will assess both the cognitive functioning and physical activity of roughly 20 centenarians who participated in the first phase. The team will explore whether physical activity levels are related to cognitive performance, a question Martin is predicting that centenarians share certain key personality traits and benefit from communal networks. He noted that these factors may help explain why health alone does not predict long life.

As part of a larger National Institutes of Health project, the initiative is comparing its baseline results with other regions of the country, along with European and Asian nations. Based on his years of research in the South, Martin said has yet to be answered by researchers. In addition to self-reports, the team will use hand-grip devices and motion-sensing armbands to measure strength and activity. Cognitive functioning will be evaluated via tests of memory, verbal ability, and reasoning.

A decline in memory recall — especially the potential onset of Alzheimer’s disease — is the chief concern among older adults, said Martin. He believes that continuous testing will allow the team to detect changes over time and determine how they relate to mental stability.

“Continued on page 8
Brooke named associate dean of undergraduate programs

Corly Brooke has been named associate dean for undergraduate programs, diversity, equity, and community programs in the College of Human Sciences.

Brooke, a professor in human development and family studies, is an expert at developing effective faculty and student learning communities.

As director of the Center for Excellence in Learning and Teaching (CELT), Brooke oversaw faculty development programs at Iowa State from 1998 until 2008. Brooke also served as co-director of Iowa State’s learning communities from 1998 until 2008.

A faculty task force charged with nominating qualified candidates for the position recommended Brooke unanimously.

“Dr. Brooke brings administrative wisdom and insightful understanding of learning and teaching to this position. She is an ideal fit for this particular associate dean position,” said Pamela White, interim dean of the College of Human Sciences.

Her scholarly work focuses on building engaged learning communities and effective professional development for college and university faculty and staff. She has taught the introductory individual and family life development course for many years, and has also taught and written about human sexuality education as well as child development.

She earned a bachelor’s degree in child development from Iowa State University in 1968, a master’s in educational psychology from the University of Minnesota in 1973, and a Ph.D. in early childhood education from the University of Minnesota in 1979.

Brooke will assume the associate dean position vacated by Jackie Blount, who returned to the faculty in August.

Longevity, continued

“What we’ve seen in other studies … is that there can be a very dramatic decline in functioning from 100 to 102 and 103,” Martin said. “However, some people have escaped any sign of Alzheimer’s disease or any other dementia, and they continue to remain active. We’ll follow these 20 people over time, and we hope to find some who are completely stable — there’s no change in their cognitive functioning. We need to know more about these people.”

Tapping technology to improve lives

While the initiative’s first two phases are focused on learning more about the very old, a final phase would build on the insight gleaned from its predecessors to improve centenarians’ lives through technology. Martin hopes that continued support for the initiative will allow for collaboration with the ISU Department of Computer Science on the development of smart home technology. This technology would help generate practical solutions for the common problems — including memory lapses, fading senses and declining health — encountered by the 50 percent of centenarians who continue to live in their own homes.

Among the technological applications envisioned by the team are a refrigerator that reminds older adults when food is running out or going bad; a computer system that allows them to contact caregivers at the touch of a button; a sensor-filled floor that can detect falls and immediately get in touch with relatives for help; a scanner that reads aloud the directions on prescription labels; and a door that automatically unlocks for family and friends.

“You start with a real problem — ‘I don’t know who is at the door’ — and you try to solve it,” said Martin. “The technology is already there; it’s been easy to do these things. But we need to link the needs of a population such as older people with the solutions that computer science can provide for us.”

The gerontology program has collaborated with the Department of Computer Science in the past, watching as its ideas come to fruition at the Smart Home Laboratory in Atanasoff Hall. The successful partnership between the programs has led Martin and others to consider building a smart home prototype on the Iowa State campus.

“We have some very specific ideas, and the nice thing is that it’s not just the gerontology program, not just the College of Human Sciences, not just the Department of Computer Science,” Martin said. “It’s really a collaboration of a good number of colleges that take ownership of this. We want to open this up to people. This is the future, and the future is now.”

Rebekah Clark-Bryner, research assistant with the Exceptional Longevity research study, works with John Persinger, participant in the study. Photo by Bob Elbert
By Mike Ferlazzo

Given the country’s recent financial crisis, risk has become an even more critical consideration to investors. And according to a national study led by an Iowa State University personal finance professor, the youngest investors were more likely than older investors to take above-average risk, but they were also more likely to have increased the amount they invested over the previous 12 months.

The study compared investment behavior across three age groups — gen xers and millennials (ages 20-39), baby boomers (ages 40-59) and seniors (age 60 and older).

“Younger people in our study were more willing to take risks. This is not a surprising finding; they are at the right age to do so,” said Tahira Hira, a professor of personal finance and consumer economics in the Department of Human Development and Family Studies at Iowa State and lead author of the study. “They have a longer time horizon (than the older groups). They have time to ride out the lows and highs of the market.”

By comparison, the study found that the majority of seniors preferred taking below-average to average investment risk, and were the least likely to have increased the amount they had invested in the previous 12 months.

Almost all gen xers/millennials and baby boomers (94 percent) saved money during the six months prior to their interviews, but slightly fewer seniors (84 percent) saved money. “When you’re a senior, you are at a stage of your life cycle when you do not have to save to accumulate wealth,” said Hira, who serves on President Bush’s Advisory Council on Financial Literacy.

“Younger folks have to save for their short- and long-term goals to build their nest,” she said. “They continue to save and build assets for long-term goals, such as retirement. Seniors are behaving as expected, since they did the saving for their goals when they were younger. They are expected to live off of their assets they built over the years for this purpose.”

Whitney Rock, an Iowa State research assistant, and Czilia Loibl, an assistant professor at Ohio State University, collaborated with Hira on the study, which analyzed data gathered from telephone interviews of 909 subjects nationally, conducted from October 2005 through February 2006. The study targeted higher income households ($75,000 or more).

All age groups reluctant to invest online for variety of reasons

While the three age groups consider investment risk differently, the study found that the majority of the investors in all three groups are reluctant to use personal computers and the Internet as sources of information for their investments.

“They’re nervous about doing investment research and making investments online,” Hira said. “We were surprised to learn this about investors of all ages. We expected younger respondents to show a higher level of comfort with Internet use. More and more information and educational materials are being posted on the Internet by various entities. Increasingly, more businesses are inviting their customers to use services available on the web. However, actual use of that information related to making investments and financial decisions seems to be very limited at this point in time.”

Hira says people are reluctant to make investment decisions online for two reasons.

“We found that lots of people are still not comfortable with the technology when it comes to investing,” she said. “There’s so much information on the web that they feel intimidated or overwhelmed by it, and they don’t feel secure making investment decisions on the Internet.”

Married couples consult each other on investments

Relationship research often cites money as a source of conflict for couples, yet a majority of the respondents (57 percent) reported making investment decisions jointly with their spouse or partner. The proportion of respondents who made investment decisions jointly was higher among gen xers and millennials (65.6 percent), and lowest among seniors (45.2 percent). Only 27.9 percent of investors made those decisions alone.

“Gender differences were also notable,” Hira said. “Female investors are more likely than males to say that they made investment decisions formally with their spouses/partners.”

This study was funded by the Financial Industry Regulatory Authority (FINRA) Investor Education Foundation Grants program.
Stout retires after 34 years with Extension

After 34 years at Iowa State, JaneAnn Stout, associate dean in the College of Human Sciences and director for Iowa State Extension to Families, has retired.

When Stout began her career at Iowa State University as an art and design extension state specialist in 1974, one of her first assignments was to grow the Iowa 4-H Youth Visual Art program. During her involvement, enrollment in this art education program grew to more than 17,000 Iowa youth, and the material that she helped develop is now used across the nation.

She began serving as director of Extension to Families when the Children, Youth and Families at Risk initiative was being developed at the federal level. As such, she helped shape the national initiative, leading to the creation of family-supporting community partnerships and a nationwide web support system. Stout was also involved in continuing the implementation and expansion of the Strengthening Families Program for Parents and Youth 10-14, developed at Iowa State in 1993.

Committed to helping others succeed, Stout also led the ongoing design and delivery of Horizons, a program which aids 36 rural towns of Iowa in sustaining and building community resiliency.

Stout will continue to work on her current campus art committee assignments and serve as a Boone County Extension master gardener volunteer. In her newfound free time, she has an ambitious list of activities: return to the art studio, learn to play a hammered dulcimer, work in the greenhouse, practice Spanish, and have more time to play, travel, and spend with friends and family.

Iowa’s Latino population at center of research study

By Laura Dillavou

Providing a critical examination of issues of race and power in education — that’s Jessica Ranero’s definition of social justice. The educational leadership, and policy studies (ELPS) doctoral student is doing just that through her capstone research project with Ryan Gildersleeve, assistant professor in ELPS.

For Ranero, it’s more than just research; as a Latina, first-generation college student, she has witnessed and personally experienced the negative impacts of race and power in her own educational journey. As part of her research, Ranero is using her firsthand knowledge of the Latino community to better understand issues related to college access and help those in an underrepresented population make higher education a reality.

“The Latino community is a new segment of the population in Iowa,” Ranero said. “From my understanding, Iowa is learning how to work with this population and we want to find out how middle school educators in rural areas perceive and mediate the college-going process for Latino immigrants.”

According to the Iowa Data Center, as of July 1, 2007, Latinos made up four percent of the state’s population. The Iowa Department of Education also reports that between the 1999-2000 school year and the 2007-2008 school year, there has been a 109.3 percent increase in Latino enrollment. For the 2007-2008 school year, an estimated 33,031 Latino students were enrolled in the state’s elementary, [middle], and high schools.

As part of their research, Ranero and Gildersleeve identified rural Iowa towns that had undergone significant ethnic population changes. The next step was to interview middle school administrators regarding the college-going process for Latino immigrants. One of the remaining goals is to conduct outreach within the Latino community to better understand their needs regarding higher education.

“We have a philosophy about research that it’s more than receiving information from participants,” Ranero said. “We want to use that information to work with the school administration and create something useful for them. In this case, the administrators recognized they needed to communicate more and strengthen the working relationship between the school and [Latino] parents. We want to work with them to build solutions to college-access issues that are fairly easy to implement.”

The researchers feel that by creating a college-going culture and college-going literacy, schools will be able to teach all students the skills they need to navigate the college-going process.

Continued on page 13
Advancing financial literacy
By Cathy Curtis

High debt loads among college students and challenging economic times make it more critical than ever to equip young adults with the knowledge they need to make informed financial decisions. The College of Human Sciences is boosting financial literacy by expanding course offerings in personal and family finance for Iowa State University students — and working with the Iowa Department of Education to develop a new certificate program that prepares high school teachers to lead courses in personal finance.

“Young people need to learn how to minimize debt, accrue savings, and invest securely — and how to plan and meet long-term goals. They need to learn fiscal responsibility and its relationship to community citizenship,” said Christine Cook, associate professor of family finance, housing, and policy.

Curriculum changes are helping more Iowa State students develop financial literacy, said Cook.

“This spring, we are offering the personal and family finance course to more Iowa State students and are engaged in plans for future curricular expansion,” said Cook, referring to faculty in human development and family studies. “We are working with the (ISU) Government of the Student Body to develop more learning experiences that prepare students for the high stakes world of personal finance,” she said.

Regardless of the age levels they work with, teachers need to weave more financial literacy learning into their programs, said Whaley.

“The newly established Iowa Core Curriculum lists financial literacy as a basic skill of the 21st century,” said Whaley. “It is critical that we prepare teachers so they can, in turn, familiarize today’s students with tools and skills in family finance.”

CHS introducing culinary science major

Healthy eating and nutrition know-how are needed everywhere in today’s society. In response to growing demands for palate-pleasing and wholesome food products, Iowa State has launched the new culinary science major that combines the artistry and science of food development into one course of study.

The new undergraduate major prepares students for a career in food product development in a variety of ways. From classes that build basic culinary skills to courses focusing on science-related topics — such as food chemistry and food microbiology — students are prepared for internships and field experiences that further their knowledge in the field.

“Students will complete two internships over the course of four years,” said Erica Beirman, culinary science program coordinator. “Their first will be in a culinary setting, where they are encouraged to work in dining establishments. The second [internship] is in the food science area, where they will get experience with product development and food science-based research.”

As the only culinary science program in Iowa, and one of three in the surrounding Midwest, Beirman said the program’s growth potential is encouraging.

“Because of the way our culture has changed, students often don’t have basic culinary skill sets when they go into the food science industry,” Beirman said. “In response to that, the industry has been hiring chefs as well as food scientists for product development and research. We’re preparing students to fill the voids on the team, which is more efficient in the workplace.”

Potential career paths for these students include food product development, corporate restaurant menu development, food marketing and sales, quality assurance research, and culinary technology. Beirman said because of consumers’ ever-changing palates and demands, the field is primed for a new crop of experts.
After a four-year break, the Department of Curriculum and Instruction is reintroducing the concept of learning communities to first-year students. “Preparing Tomorrow’s Teachers,” or PT-2, is the latest initiative designed to make the most out of a student’s experience at Iowa State.

In the early 90s, Al Campbell, director of academic advising in curriculum and instruction, was part of a team that introduced the Project Opportunity learning community to teacher education students. Groups of students in pre-service teaching programs formed cohorts, fostering strong academic and social relationships. The intensive field experience also gave students many hours teaching in the classroom, creating a rich learning environment and future job opportunities. The last Project Opportunity cohort graduated in 2004. Since then, Campbell and his team have been working to create a similar experience for students.

This year, 77 teacher education students and three peer mentors piloted the new PT-2 learning community. In the year-long experience, students take similar courses together including an orientation course meeting once a week, form study groups, participate in a service learning project and learn more about the campus environment from speakers. Overall, it’s a way to engage students and keep them on the right track for their major, said Campbell.

“We have a theme of resiliency and self-efficacy,” Campbell said. “We want to make sure these students learn the skills to survive, in terms of problem solving, making friends, utilizing peer mentors and building relationships. If we can help students do that, it will lead to more successful students — better grades, higher retention, and more involvement with campus activities.”

Learning communities at Iowa State have long been valued for their success and impact. In 2008, U.S. News and World Report cited Iowa State’s learning communities among its “Programs to Look For” for the seventh straight year. In keeping with the college’s strategic plan and the university’s new budget model, the PT-2 learning community is student-driven and aims to create an experience that allows them to gain better understanding and relationships with department faculty and staff, the college, and the campus environment.

With a positive response to this year’s pilot program, planning and recruitment are well under way for 2009. Next fall, incoming teacher education students will have the option of residing with others in the PT-2 learning community. Forty students will be eligible to live in their own wing of the Maple-Willow-Larch complex with two peer mentors who will also serve as resident advisors. Campbell said there have been many requests from students who want to live with same-major peers. The challenge then, he said, is further exposing them to students from other majors and creating a holistic university experience.

Every first-year undergraduate student in the College of Human Sciences has the option of joining a learning community that focuses on their discipline. Campbell said Iowa State is one of the few universities or colleges in Iowa that offer learning communities to their students, making it a distinct and rewarding experience for its students.

“There is a strong interest from other universities to tap into the success we’ve seen with learning communities,” Campbell said. “The data and research is out there that these programs that engage students early on lead to higher retention, graduation rates, and overall student success. It’s something I hope we can continue to offer students for many years.”
As Ranero and Gildersleeve continue to work with school administrators on Latino outreach, they have shared their findings with fellow education researchers at national conferences. Ranero said many have been surprised to learn of Iowa’s growing Latino population and the efforts being made to bring attention to this underrepresented demographic.

“The feedback has been appreciative,” Ranero said. “We frame this research in such a way that it gives people a new way to think about college access — it can be taught in almost the same way as reading and writing — making it a part of daily classroom activities. It’s a smart way to think about college access, and people are receptive of seeing something in a way that normalizes it for everyone.”

Ranero said the study is ongoing, with hopes of creating progressive dialogue between teachers, Latino parents, students, and administrators to reach attainable college access solutions.

Iowa Latinos by the numbers:

119,734 – Estimated Latino population in Iowa as of July 1, 2007. It is Iowa’s largest minority group.

305,900 – The projected Latino population for July 1, 2030. At that time, Latinos will make up 9.1 percent of the state’s population.

14,666 – Number of English-language learners in Iowa’s public and non-public schools for the 2007-08 school year.

53.4 – Percentage of Iowa Latinos age 25 and over with at least a high school education, as of 2006.

Source: State Data Center of Iowa and the Iowa Division of Latino Affairs.
High-tech scanner goes beyond design

By Laura Dillavou

It may look like an oversized black box from the outside, but inside, the technology of the new 3D body scanner surpasses anything else in the field of textiles and clothing design today — and it’s here at Iowa State.

Young-A Lee, a new assistant professor in apparel, educational studies and hospitality management (AESHM), uses the 3D body scanner to support her research and teaching efforts. Lee has numerous ideas for using the scanner for her own research in the area of technical clothing design and development and for collaboration with many other campus departments, including computer science, engineering, and kinesiology.

“When I was considering where I wanted to do my research and build my early career, I was looking for a collaborative place where I could work with other departments as a team,” Lee said. “There are many things at Iowa State, such as the Virtual Realities Applications Center, the computer interaction program, and the well-known engineering and computer science programs that made it an easy decision to come here.”

The 3D body scanner is a four-by-five-foot dressing room-like box with a white light that scans the body in six seconds to produce a true-to-scale 3D body model. The data can then be downloaded to a computer for further analysis. Lee often combines advanced data simulation software and computer-aided design (CAD) with the data analysis to produce new design products.

Using body scanners to obtain body measurements started to gain popularity in the 1990s. By the late 90s, researchers were beginning to use the scanners to develop better-fitting clothing as well as customized garments for persons with disabilities. Soon, large apparel companies, such as Levi Strauss and Brooks Brothers, began to use scanners to give customers the optimal clothing fit. For example, customers can visit the Brooks Brothers flagship store in New York City, have their body scanned and the data sent to the factory where the garments are made-to-measure for the individual customer. Because only a few retailers utilize the scanners, customers may have better luck finding their perfect fit in virtual worlds.

“We’re seeing retailers use the concept of Second Life to test prototypes of clothing, shoes and other products,” Lee said. “A person’s body scan data is made into an avatar, and this avatar is the real presentation of him or herself and carries each individual’s virtual identity within the virtual environment such as Second Life. Then, they can shop at stores where a manufacturer may be testing out a new product to see if it is popular [within Second Life]. If it is, they may go on to actually produce the piece of clothing, shoes, or whatever they try out.”

While the body scanner is used in many applications related to technology, clothing and design, it can also be used for medical assessments and health and fitness management.

“We’ve found that the 3D scanner can also be used for weight loss programs,” Lee said. “As a person loses weight throughout one’s training, one can scan the body and see how his/her body shape is changing over time. This information can be applied to better health assessments or even new clothing designs for his or her changed body.”

While the scanning itself requires basic training, analyzing the data and working with the advanced computer simulation programs is a time-consuming matter. As Lee settles into her role at Iowa State, she also hopes to incorporate the body scanning technology into her undergraduate and graduate classes.

“Learning about the various applications of the 3D body scanning technology in the fashion and apparel industry and how to operate it will be very beneficial to our students in the AESHM department and others at Iowa State,” Lee said. “If they can go into the design or product development industries with high-technology applications, it will say a lot about their education. I really want to put effort into building the technology focus for our graduates and their future opportunities.”

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Alumni Honored

Five outstanding alumni from the College of Human Sciences were recognized for their ongoing dedication and contributions to the field of education in a university ceremony on Oct. 24, 2008. Interim Dean Pamela White presented each recipient with an award.

Jann Freed
Virgil S. Lagomarcino Laureate Award
PhD Higher Education Administration '87

With more than 25 years in college teaching and administration, Jann Freed has become well versed in many areas of education and leadership. In addition to her role as professor of business management at Central College, Freed holds the Mark and Kay DeCook Endowed Chair in Leadership and Character Development.

Freed is considered a leader in the area of continuous improvement in higher education and is the co-author of two books, a monograph, and numerous articles and presentations.

Juan Guardia
Outstanding Young Alumnus Award
PhD Educational Leadership and Policy Studies '06

Since graduating from Iowa State University in 2006, Juan Guardia has applied classroom knowledge to situations in life and work through his role as the director of the office of multicultural affairs at Florida State University.

Guardia has received numerous accolades for his commitment to educational support and service. He has been honored as the American College Personnel Association’s (ACPA) Annuit Coeptis Emerging Professional and also with the Richard McKaig Outstanding Doctoral Research Award from the Center for the Study of the College Fraternity and the Fraternity Executives Association.

David Long
Alumni Achievement Award
PhD Educational Administration '91

For 47 years, David Long has used education to prepare youth for the journey of life. In 2007, Long was appointed California’s Secretary of Education, a position in which he oversaw the educational development of the state’s 6.5 million students.

Long has improved the California education system with his innovative plans for success, including the initiation of a countywide data integration system to score and report test data. In his current role, he continues to provide critical leadership as a senior consultant to the California School Boards Association and California State PTA.

Kevin Saunders
Outstanding Young Alumnus Award
PhD Educational Leadership and Policy Studies '04

Described as an individual with “a deep knowledge of the field of higher education, outstanding research and evaluations skills, and excellent communications skills,” Kevin Saunders has quickly emerged as an outstanding young leader in the office of the provost at Iowa State University as coordinator for continuous academic program improvement.

Saunders has worked with the faculty, staff, and students in multiple capacities. As a result of his efforts, he has played major roles in the Higher Learning Commission self-study and university reaccreditation visit, the academic program review for all academic programs at Iowa State, and information gathering for the National Research Council doctoral program ranking project.

Lance Wilhelm
Virgil S. Lagomarcino Laureate Award
BS Distributed Studies '81
MS Distributed Studies '97
PhD Curriculum and Instructional Technology '02

An early adopter of technology in the classroom, Lance Wilhelm has been a notable figure within the field for many years, leading him to his current position as director of technology for Ames Community School District.

Wilhelm’s attitude of progressive change has allowed numerous school districts and research universities to benefit and grow from his wealth of knowledge and passion for technology education. He also shares his knowledge with other educators through presentations and workshops.
Students gain cultural awareness through service in Rwanda

For many students, an opportunity to study abroad is a defining moment in their college experience. In May 2008, seven students from the College of Human Sciences and Leah Keino, an assistant professor of family and consumer science education, embarked on a service learning trip to Kigali, Rwanda, a country in east-central Africa.

After undergoing significant setbacks, including genocide in 1994, Rwanda is rebuilding the infrastructure of its country. After several conversations and meetings with Rwandan higher education leaders, Keino and former curriculum and instruction professor Niki Davis, along with Carla Peterson, associate dean for research and graduate education, and academic advisor Ann Thye, developed a study abroad program geared toward service learning. Keino said that during the genocide, Rwanda lost many teachers and is slowly rebuilding that capacity. This trip provided an opportunity for Iowa State students to use their skills in technology and communication to create a web site for the Gisimba Memorial Center Orphanage. The orphanage identified a need for better communication to increase awareness of the center and the services it provided. From interviews, photos and video footage to developing the live web page, students were able to produce a fully functioning web site and keep in touch with staff at Gisimba to make updates and changes. The project provided a framework from which future Iowa State students can build upon.

“An outcome of the Rwanda trip was an opportunity for Iowa State students to use their skills in technology and communication to create a web site for the Gisimba Memorial Center Orphanage. The orphanage identified a need for better communication to increase awareness of the center and the services it provided. From interviews, photos and video footage to developing the live web page, students were able to produce a fully functioning web site and keep in touch with staff at Gisimba to make updates and changes. The project provided a framework from which future Iowa State students can build upon.”

“Once we were there, I couldn’t have felt more welcome, safe, or comfortable. What I wasn’t prepared for — emotionally — was leaving the children and people we met.”

Braet, along with fellow student Jeanna Bauer, a senior in child, adult, and family studies, have been sharing their stories about Rwanda and encouraging others to sign up for the next trip, planned for the summer of 2009.

“This trip has made a huge influence on my life and my future plans,” Bauer said. “I’m much more aware of my place and my role in the world because of my experience in Rwanda.”

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