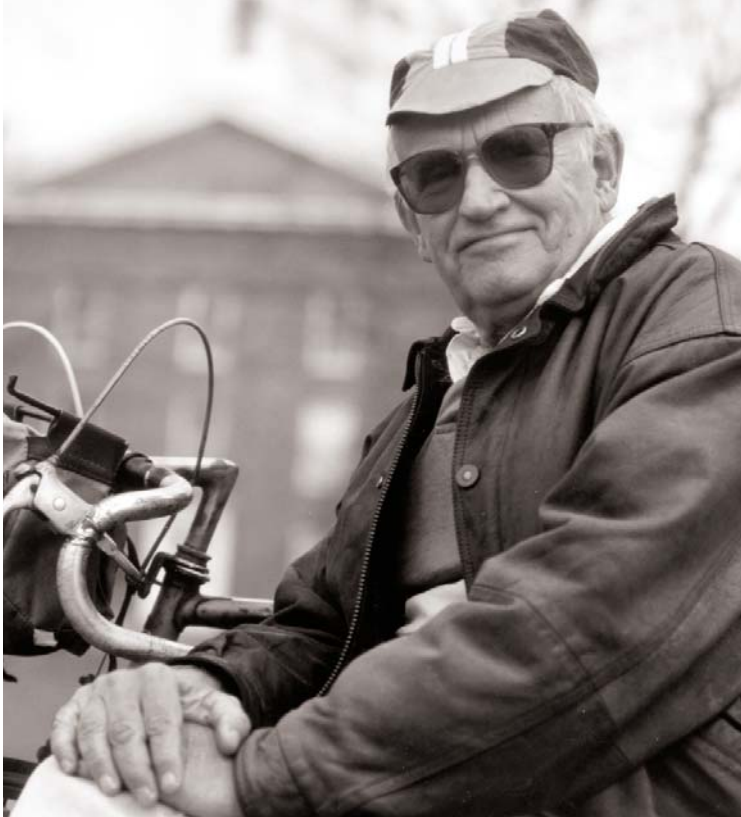


Second Year of Hartel Program Successful



The purpose of the Hartel Program is to support interaction between faculty and students outside of the classroom. The program honors the special relationship Bill Hartel had with so many of his students. Dr. Hartel felt that it was in those informal conversations and activities that he had some of the great impact on students' learning.

Hartel Program funding allows for the development of new activities and for the enhancement of some projects that are already in existence.

Improving Science Awareness Skills to Early Childhood Students in Rural Appalachia

DR. CATHY SKOUZES



Dr. Cathy Skouzes classes created a program booklet for elementary school children in the area of Science. The booklet contains lesson plans, graphic organizers, maps, on-line resources, literature connections, biographical information of scientists, forms of assessment, and current research statistics and data in the field. The activities are parent and child centered. These packets were delivered to local educators in Washington County and Appalachian Ohio to enhance their own instruction. Schools will be able to keep their packets for future usage.

[FRESHMEN RETENTION]

To promote the retention of students (entry-year students), the mini-grant can assist in funding programs developed to assist:

- * smoothing the student transition to Marietta College;
- * developing faculty-student relationships;
- * promoting what is learned in and outside the classroom;
- * modeling the importance of learning as a life-long, rewarding activity.

Activities supported in this area could be "but are not limited to" special program offerings for freshmen such as trips, social gatherings, residence hall programming, authentic learning, student career awareness etc.

[SOCIAL ACTIVISM/CHANGE]

Activism, in a general sense, can be described as involvement in action to bring about change, be it social, political, environmental, or other change. The Japanese word *mottainai* can be defined as "A regrettable situation in which something is wasted without its value being fully utilized." Funding professors and their students engaged in social activism and change directly challenges *mottainai*, by encouraging action in our communities.

Dr. Rob McManus



In the fall 2006 semester, about 20 Marietta College students participated in a social experiment to attempt to better understand the position of minorities in the United States.

Some dressed as homeless people, others donned Islamic burkas, and others simply held the hand of a person of the same sex. The students visited three public places in Marietta and Columbus, Ohio and in Vienna, West Virginia. Reactions to the students ranged from the refusal to make eye contact with them to openly hostile comments. Several faculty members also accompanied the students. The students and faculty then processed the events and spoke about their feeling of being perceived as a minority. Many of the students spoke of their ability to better empathize with those who were unlike them because of the experience. Abri Brickner, a Junior Communication Studies major, is using the experiences and the post-experience interviews as the foundation for her capstone project. This sort of experience simply wouldn't be possible without the generous support of the Hartel grant. Such experiences provide students with learning opportunities and memories that will far outlive the life of the classroom.

Let's Talk About It

DR. DEBRA EGOLF



The Hartel Program "Let's Talk About It" Speaker Series, is sponsored by MC Rainbow Alliance, with PFLAG and Equality Ohio as supporting partners. Spearheaded by Kayla Reiland, chairperson of the Rainbow organization, this five topic series promotes exploration and discussion of how members of the lesbian, gay, bisexual, and transgender community live and deal with a range of issues. Over the course of the semester each topic is examined through two modes; on Tuesday evenings a topical movie is shown and discussed, then the main event, the speaker presentations and discussion, is held on Thursday evenings. Event topics include family values, healthy relationships, gender identity, politics, and religion. Average attendance at the three Thursday sessions held thus far is 30-35 people, comprised of Rainbow Alliance members, other interested students, faculty, and staff, and members of the local community. Thoughtful questions and lively discussion have prevailed at each event!

Native American Speaks to Marietta College Community

CAROLYN BACKUS



The Marietta College community invited inspirational speaker Dr. Don Bartlette to its campus in December of 2006. His presentation "Macaroni at Midnight," relates Bartlette's social, psychological, and educational experiences of growing up as a Chippewa Indian child with emotional, speech, and physical disabilities. He has shared the story over 6,000 times throughout American and Canada since 1972.

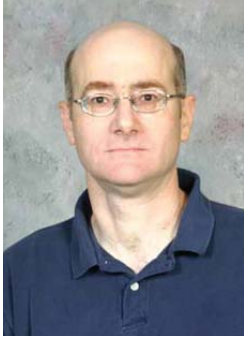
Bartlette has also made radio and television appearances; appeared before local, state, national and international groups and conferences; and has been a guest lecturer with the Institute for the Development of Educational Administrators, the Jennings Lecture Series for Outstanding Educators in Ohio, National Education Services, and numerous schools and universities.

In 1997, the governor of North Dakota proclaimed March 8 as "Don Barlette Day." In November, he was asked to address the Community Anti-Drug Coalition of the Toastmaster Gavel Award. In 2001 and 2002, he keynoted conventions for the National Association of Secondary School Principals.

Barlette is an accomplished full time public speaker and is, by training, a social worker, counselor, educator, consultant and an advocate for minority persons. A Native American activist, he is married to a former special education teacher and they are the parents of seven daughters and one son.

Model United Nations

DR. MIKE TAGER



Model United Nations is a role playing exercise where students from many colleges get assigned countries to represent on specified UN committees, and then try to write resolutions addressing certain world problems that

incorporate their country's foreign policy goals. It involves preparation before the conference to learn one's country's foreign policy and the issues under discussion at the designated UN committee so that students can stay in character. Generally each committee has two or three topics that they consider during the simulation, and students are informed of these topics well prior to the simulation. At the simulation itself, there is a great deal of negotiating, persuasion, and bargaining that goes on among delegates, in addition to speech giving, as students try to garner support for competing resolutions. It is an active way to learn more about world politics, and a rare opportunity to see things from the perspective of foreign country. Our hope is that Model UN makes students a little more cosmopolitan in their outlook, and that it's the kind of extra-curricular activity that helps retain our better students. The Model U.N. club is open to all interested students. It is an extra-curricular activity at Marietta College (at some colleges it is integrated into an international relations class or curriculum), though supported financially by the political science department, and the political science department supplies the two faculty advisors, Mike Tager and Mark Schaefer. The very engaging instructor Mark Schaefer, hired this year for the tenure track position specializing in international relations, has sparked greater interest in Model U.N.

This year we had more interest in Model U.N. than ever before, and we attended three simulations, one more than we had done in a

single academic year previously. In the fall we divided our delegates into two groups, one of nine mainly first year students and sophomores who attended a simulation in Cleveland, and the other of eight upper-class students who attended a simulation in Chicago. All five of the first year students who attended the Cleveland conference in the fall returned to Marietta in the spring, and they all attended a model U.N. simulation in Dayton in February. Our thinking was that because Chicago is a much more attractive location than Cleveland, we would limit attendance of the Chicago simulation to upper-class students as an incentive to get first year students to return as sophomores to have a chance to attend the

Chicago trip.

The Lake Erie International Model United Nations (LEIMUN) conference used to be held on the campus of Kent State-Ashtabula, but apparently outgrew its home, and it moved this year for the first time to a hotel in downtown Cleveland (the Royal Plaza). We drove up to

“IT IS AN ACTIVE WAY TO LEARN MORE ABOUT WORLD POLITICS, AND A RARE OPPORTUNITY TO SEE THINGS FROM THE PERSPECTIVE OF FOREIGN COUNTRY.”

Cleveland on Thursday afternoon because there was an opening session on Thursday evening. The conference then continued all day on Friday and Saturday. There was an awards ceremony on Sunday morning that we skipped to save money (one less night in the hotel), and we left after the last substantive session on Saturday afternoon ended. One of the distinctive features of LEIMUN is that in addition to a conventional Security Council, they run a historical Security Council, at this conference it was for the year 1979, and a reformed Security Council that includes an expanded membership from the cur-

rent fifteen countries. One of our delegates, Rachel Long, won an award for her representation of Egypt on the reformed Security Council.

The American Model United Nations (AMUN) conference is the largest simulation we have ever attended, with over a thousand students from around 100 colleges attending. The simulations in Cleveland and Dayton are smaller regional conferences, with 100 to 200 students attending. AMUN is held at a big downtown hotel (the Sheraton) right on the Chicago River and near Michigan Avenue. The hotel was already sold out when we signed up, so we stayed at one of the overflow hotels just across the river on Wacker Drive. Most of the students flew to the conference on a budget Southwest flight out of Columbus Airport. Students left on Saturday morning since there's an opening session on Saturday evening, and then the conference goes through the following Tuesday. One of the nice things about the conference is they build in one free afternoon for students to sight-see and/or shop in downtown Chicago.

The Dayton Model United Nations Conference (DAYMUNC) is the one we have attended every year except one that I've been at Marietta (eleven of the past twelve years). It is the smallest of the conferences, but it enables new or inexperienced delegates to really participate in the model u.n. process without the intimidation factor of a huge conference like the one in Chicago. The simulation is held on the campus of Sinclair Community College in downtown Dayton, and we stay in a downtown hotel a few blocks from the hotel. We drove out on Wednesday afternoon since the conference starts on Thursday morning, and then runs through the following Saturday. One of the distinctive features of DAYMUNC is the simulated Security Council that they run, which includes a crisis scenario that delegates must react to as it unfolds. This year's crisis scenario involved the disintegration of Iraq, which widened into a regional war involving Iran and Israel.

Dr. Eric Fitch

Using Hartel Funds, Dr. Eric Fitch was able to take a group of Environmental Science, Environmental Studies and Political Science majors to the Ohio state capitol and have them participate in the OEC's Environmental Lobby Day 2007. The OEC is the Ohio Environmental Council; Ohio's premier environmental activist organization. On March 27th, the contingent from Marietta College joined with well over a hundred concerned citizens from all over Ohio to engage in a day of education, networking, and lobbying for Ohio's natural environment. The goals of Lobby Day were to help build a healthy, sustainable Ohio, help protect our communities and natural heritage, and work for a greener energy future. To quote from OEC's leadership, "Ohio is a great place to call home. Our state features a wealth of natural assets; wildlife-rich rivers, dense forests, scenic parks and nature preserves, the great Lake Erie, fertile farmlands, remnant pocket



prairies and wonderful, diverse communities. But these irreplaceable resources and our neighborhoods are at risk without careful vigilance, thoughtful investment, and decisive action. We can have strength in numbers. Together we can make a difference for Ohio's future - cleaner and safer communities, cleaner air and water, and a new commitment to cleaner, renewable energy."

The day began for our students with an early morning departure from Marietta. Arriving in Columbus, we went to the downtown YWCA for registration, a briefing and preparation for the day. After receiving our name badges and lobbying book, including the OEC's Environmental-Conservation Briefing Book for 2007 (available for free on-line at www.theoec.org), the group received a warm welcome from Vicki Deisner, the outgoing executive director of the OEC. (Ms. Deisner announced to the group that after 12 years she would be leaving to take a newly created position in the Strickland administration; special advisor to the Director of the Department of Natural Resources for emerging environmental issues.) The assembled group was then given a subject briefing for the day on Energy Issues by Staci Putney McLennan, OEC's Clean Air Program's director, and a "how to" do lobbying and what are the key budget issues before the Assembly at this time by Jack Shaner, OEC's public affairs director. The assembled group was given a keynote address by Sean Logan, the new Director of the Ohio Department of Natural Resources.

After getting briefed on lobbying and inspired by the keynote address, the assembled including the contingent from Marietta were broken up into lobbying teams, given their lobbying assignments and directions on where to go to find the various offices throughout the sprawling Ohio state capitol complex. Our students were split up and each put on a different team. Most had one lobbying assignment before lunch, and two to three after lunch. Collectively our participants in Lobby Day had the opportunity to meet and work with their fellow team members, with state representatives and senators and their staffs, the deputy directors of the DNR, the OEPA, the director of the Ohio Consumer Council, and the special assistant to the governor whose portfolio includes environment and natural resources. They were educated on some fine points about the current issues and political realities by the legislators and their staff, on current issues of concern by agency personnel, and on some of the intricacies of lobbying by experience. In addition, there was enough free time for them to see the capitol and experience the wonderful history and architecture displayed there. All in all, the students unanimously considered it a successful and enjoyable learning experience in how government and lobbying works, and how lobbying can be a tool in the process of creating policy and protecting the natural environment.

Early Childhood Mathematics Methods

MS. ELAINE O'ROURKE

This project provided Education 419 Early Childhood Math Methods students an opportunity to collaborate in the area of mathematics with current classroom teachers. It allowed education students to work together with their cooperating teachers to apply to the real classroom what they had learned in their math education course.



The Education 419 students and their cooperating teachers together developed examples of best practice methods and materials to use in their assigned classrooms to improve instruction. Results from the Ohio testing

program helped to identify concepts and topics that needed attention and the education students used those results to develop appropriate activities to address those deficient areas.

Each of the nine students in Education 419 developed, with his/her cooperating teacher, an activities book related to the concept identified as a deficient area in mathematics. Each book contained a minimum of six hands-on, best practice activities appropriate for the students in the cooperating teacher's classroom. Many of the books created included pictures of the students in those classrooms completing the book's activities.

The money from the Hartel Grant was used to publish three copies of the created books. The student who created the book received one copy, a second copy went to the cooperating teacher for use in his/her classroom, and the third copy of each book was placed in the education curriculum room for use by other education students.

Pirate Weekend at the Ohio Renaissance Fair

DR. SUZANNE WALKER

The FYSE/COMM 101 residential learning community, Ahoy, Mates! Pirates, Piracy and Public Image, Yesterday and Today, were able to learn more about the era of the golden age of piracy and spend time off-campus getting to know each other better thanks to Hartel funds. The class, faculty, and peer mentor spent a glorious fall day in October at the Ohio Renaissance Fair during Pirate Weekend. Students and faculty alike enjoyed learning more about the life and times of pirates during the Renaissance. Jousting, food of the period, roving minstrels, sword fights and seeing fine crafts demonstrated made for an entertaining and educational day. The van rides their and back gave students and faculty an opportunity to talk and connect outside the classroom. Students are already asking that this become an annual excursion so they can reunite each semester with their learning community colleagues.



Sexual Assault Awareness

DR. MARY BARNAS

I was awarded \$500.00 this spring from the Hartel funds to support a class project which focused on raising campus awareness of dating violence. Four students from Honors 302 organized an activity which involved painting T-shirts with dating violence statistics and then wearing them the next day to class and around campus. This activity was held during sexual assault awareness week and resulted in more than 50 students making shirts and many of them then



raising awareness on campus by wearing the shirts April 27th.

The funds were used to purchase the T-shirts, paint and other supplies including refreshments for the students who took the time to make a shirt. The project was

displayed at a final presentation day open to the public and refreshments were also purchased for that. Additional funds were used to purchase several books on intimate violence that will be available to our students.

Underground Railroad

DR. LIANNE GRAY-STARNER



On November 16, 2006, the FYSE class studying the American Civil War as their topic, departed for the National Underground Railroad Freedom Center, located in Cincinnati, Ohio. Of

the 20 students enrolled in the class 19 were able to join their professors for the trip. As a learning community – linked with both Dave Freeman's 102 freshman lab, and Liane Gray-Starnner's, Fundamentals of Oral Communication course, the students had the opportunity to explore concepts relating to freedom, sacrifice and courage, across three different courses.

According to student Caleb White, "It was a very informative and entertaining outing. As a class, we took a tour of the entire center, then were allowed to look around on a self-guided tour to obtain additional information, as we so desired. After our day at the Freedom Center, we went to a near by restaurant and shopping plaza to enjoy the remainder of our evening. We learned many things about the roles of women and blacks in the Civil War during the semester in our class, but seeing artifacts and displays really bring the learning to life in a way that cements itself much more efficiently. After many weeks of classroom studies and textbook learning, this field trip brought a refreshing and fun breath of fresh air to our education."

The funding provided by the Hartel Grant provided the resources needed to provide the students with this unique and engaging learning opportunity.



"IT WAS A VERY INFORMATIVE AND ENTERTAINING OUTING. AS A CLASS, WE TOOK A TOUR OF THE ENTIRE CENTER, THEN WERE ALLOWED TO LOOK AROUND ON A SELF-GUIDED TOUR TO OBTAIN ADDITIONAL INFORMATION, AS WE SO DESIRED..."

“Mi Castle Su Castle – Translating Meaning from Memoir”

DR. JANET BLAND



The book begins with a woman in New York; Jeannette is heading to a party and as her cab moves slowly through traffic, she wonders if she is overdressed. She glances out the window and sees a homeless woman

sorting through a dumpster. With a start, she realizes that the woman is her mother. From this amazing first scene, we are transported back to the childhood—both awful and amazing—of Jeannette Walls.

On March 20, 2007 members of Dr. Mary Barnas' Honors Seminar (HONR 302) and Dr. Janet Bland's "Self Expression" class (ENGL 310) met for dinner and discussion at a local Marietta restaurant. The bestselling memoir *The Glass Castle*, by Jeannette Walls, was assigned reading in both classes, but each class read it for a different reason and brought differing impressions to the table. The goal of the discussion was to combine views of this powerful story of neglect into a coherent, thoughtful consideration of both violence in the family and the act of self expression on the page. The point of the dinner was to meet with the students in an atmosphere that was social, intellectual, and contemplative, with the hope that our students, as they grow and mature, would continue to see themselves as engaged,

concerned people who discuss important societal concerns within their community.

Dr. Barnas (McCoy Professor of Psychology) is a developmental psychologist who specializes in social-emotional development in children with an emphasis on family violence. She assigned the book as part of her discussion of intimate violence, or family violence. While terrible things happen to Jeannette Walls and her siblings in *The Glass Castle*, neglect is more an issue than violence. Dr. Bland (Assistant Professor of English) is a creative writer who specializes in fiction writing and the study of narrative voice in prose. She assigned the book as a memoir as it supported her discussion of how emotion in managed within a non-fiction account of violence. Having just finished two memoirs that were later revealed to be lies, her students welcomed Walls' stark truth-telling.

The dinner and discussion could not have been a greater success. Students of both classes were familiar with each other and shared an enthusiasm for this compelling book, so there was little pause in the conversation and no separation of the classes around the large table. Dr. Barnas' students brought their ideas about violence and the dysfunctional nature of the Walls parents while Dr. Bland's students began sharing their ideas of voice and personal truth. Very quickly there was little need for the professors to facilitate a discussion; the students took over and managed an informal roundtable discussion

covering such issues as neglect vs. abuse, shame, alcoholism, mental illness, sibling support, family secrets, and appropriate parenting—in addition to more literary concerns such as the nature of memoir, the use of language to express emotion, and the accuracy of memory. Although the participants were typical college students with little time to spare and little interest in “extra” work, the dinner and discussion lasted well over two and a half hours, and it only broke up reluctantly due to the lateness of the hour. It was an intense, thoughtful, funny, sad, explorative, and wonderful evening for these students and their professors, bringing a richer and more complex understanding of family violence and this powerful book. The generosity of the Hartel program made this great evening possible, so we are all thankful for that support. And as the students said (more than once), you just have to read this book!

“THE GENEROSITY OF THE HARTEL PROGRAM MADE THIS GREAT EVENING POSSIBLE, SO WE ARE ALL THANKFUL FOR THAT SUPPORT. AND AS THE STUDENTS SAID (MORE THAN ONCE), YOU JUST HAVE TO READ THIS BOOK!”

Psych Buddies

DR. JENNIFER MCCABE



Using Hartel funds, the PSYCH Buddies program was implemented in the Fall 2006 semester to improve freshmen retention of students interested in the Psychology major by pairing freshmen in

Introduction to Psychology courses with upper-class Psychology majors. Forty-six students participated in the program: 23 freshmen and 23 upper-class Psychology majors. Each PSYCH Buddy pair was encouraged to keep in contact at least once per month via e-mail, Instant Messenger, and/or in person. As an incentive for participation, a "study pack," including a folder, mouse pad, note pad, highlighter, and pencil, was provided to each participant. Psychology

Club also planned activities to encourage PSYCH Buddy attendance and participation in psychology-themed events. These included a cook-out, several movie nights, and a tote bag decoration event, which were attended by both students and Psychology Department faculty.

When asked about their experiences in the PSYCH Buddy program, students were enthusiastic. One freshman said, "My experience with my PSYCH Buddy was good. She informed me of some classes I could take this year. It helped. It's a good idea to arrange this situation." Another reported, "I worked with my PSYCH Buddy and it worked out very well. It gave me another view on how I was interpreting the information and also gave another way to study. I think this program was very helpful!" Although no official activities were planned for the spring semester, many students have reported that they continue to keep in contact with their PSYCH buddies.

[HARTEL POINTS OF PRIDE]

- Over 20 projects have been funded by the Hartel Program.
- Over 500 students, along with faculty, have been a part of the Hartel Programs in the first 2 years of existence.
- Yearly, several mini-grants are available to faculty and/or students (with a faculty sponsor) to promote the retention of freshmen students at Marietta College and/or to promote social activism on campus or in the community, defined on local, state, or national terms.



Marietta College

For more information, please contact:

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Here are the line-ups for the three conferences we attended in 2006-2007:

The Lake Erie International Model United Nations in Cleveland, November 2-4, was attended by **Thakshila Dangamuwa** (Egypt, WHO), **Kayla Gnerer** (China, Ref. SC), **Laura Hartl** (UK, Hist. SC), **Huda Hashi** (South Korea, Ref. SC), **Britt Howell** (Sweden, UNICEF), **Sarah Kozusko** (Slovakia, SC), **Rachel Long** (Egypt, Ref. SC), **Leah Neal** (China, WHO), **Sam Romney** (China, GA 1st Com.), and advisor **Dr. Mike Tager**.

Marietta Collegerepresented Norway at the American Model United Nations in Chicago, November 18-21, which was attended by **Matt Kundmueller** (GA 2nd Com.), **Kainani Lovette** (GA 1st Com.), **Whitney Miller** (GA 1st Com.), **Jennifer O'Dell** (GA 3rd Com.), **Lance Parrish** (GA 6th Com.), **Will Ritter** (GA 6th Com.), **Sarah Smith** (GA 2nd Com.), **John Stack**

(GA Plen.), and advisor **Dr. Mark Schaefer**.

The Dayton Model United Nations Conference, February 8-10, was attended by **Missy Cherrey** (Norway, GA Plen.), **Jen Danko** (Kuwait, Env. SS), **Thakshila Dangamuwa** (Argentina, SC), **Grant Deken** (Kuwait, Ecosoc), **Kayla Gnerer** (Argentina, Env. SS), **Laura Hartl** (Chile, Ecosoc), **Huda Hashi** (Qatar, SC), **Britt Howell** (Kuwait, GA Plen.), **Matt Kundmueller** (Qatar, GA Plen.), **Rachel Long** (Qatar, Sim. SC), **Kainani Lovette** (Argentina, GA Plen.), **M'Elise Millenor** (Norway, Env. SS), **Laura Neal** (Chile, Env. SS), **Jennifer O'Dell** (Qatar, Env. SS), **Sam Romney** (Argentina, Ecosoc), **Sarah Smith** (Argentina, Sim. SC), **John Stack** (Chile, GA Plen.), **Lauren Thompson** (Qatar, Ecosoc), and advisors **Drs. Schaefer and Tager**.

Key to abbreviations above: SC= Security Council; Ref. SC= Reformed Security Council; Hist. SC= Historical Security Council; Sim. SC= Simulated Security Council; GA= General Assembly; GA Plen= General Assembly Plenary session; GA 1st Com.= Disarmament and International Security Committee; GA 2nd Com.= Economic and Financial Committee; GA 3rd Com.= Social, Humanitarian, Cultural Committee; GA 6th Com.= Legal Committee; Env SS= Special Session on the Environment; Ecosoc= Economic and Social Council.