Ending violence
Faculty blend action with understanding, caring

Also in this issue:
A way back: Homeless youth find new hope
Boosting schools’ success: Data-driven decisions
School cameras: The ethics of surveillance
Making connections

A welcome to a new dean extends both ways as advocates seek solutions together

BY CHERYL ACHTERBERG

Since joining the College of Education and Human Ecology on July 1, I have received numerous e-mails, cards and notes. One theme runs through them: Welcome to our wonderful college.

I would like to say the same to you, the 86,000 alumni, friends of EHE, and educational leaders who are receiving this, our first Inspire magazine. As with our Innovator newsletter to all of you and EHE News Source electronic newsletter to almost 20,000 of you, we are welcoming you to the college’s world.

Inspire is our annual magazine. It allows you to take a deep look at some of the complex societal concerns that our education and human ecology faculty, staff, students and alumni seek to solve.

There undoubtedly will be surprises for me in the College of Education and Human Ecology. But one thing I knew before I arrived: We have deep resources in the college and at The Ohio State University. We can ensure that learners, consumers and families get what they need for improved living, learning, and health.

In this inaugural issue of Inspire, we show you some of the creative solutions education and human ecology people provide for families and youth challenged by daily life. You’ll read about those who seek relief for traumatized neighborhoods. Those who test the best therapies to aid homeless youth. Those who prepare teachers and schools for the rising number of ESL students. And those who touch the lives of literally hundreds of thousands of Ohioans.

These innovative programs attracted me to the position of dean here. As a researcher, I have always been interested in behavior, quickly moving from animal studies when I earned my bachelor’s degree from California Polytechnic State University, to human understanding of nutrition when I earned my doctorate from Cornell University. And I gravitated to populations at risk—my master’s degree thesis looked at infants in rural areas who failed to thrive.

I spent 20 years of my career at Penn State, where I was determined to become the best higher education administrator I could be. To that end, I served as a fellow in the president’s office and with the CIC organization of Big Ten universities and the University of Chicago. I affiliated with Penn State’s programs in information sciences and technology, and education theory and policy.

I rose through the ranks until

(See Your dean on page 30)
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New dean brings a wealth of experience

Dean Cheryl Achterberg joined the College of Education and Human Ecology on July 1, coming from Iowa State University where she was dean of the College of Human Sciences.

Achterberg has a rich background in both education and human ecology. She has education in her blood thanks to her father, who was a California school superintendent. At Penn State, she was one of the country’s outstanding scholars in human nutrition. As well, she was founding dean of the Schreyer Honors College. She understood student needs and focused on excellence in learning.

Over the years, Achterberg has been involved in significant projects where human ecology and education partnered. At Penn State, she developed nutrition curricula for many groups, from school-age youth to elders. At Iowa State, she guided education and family and consumer sciences faculty, staff, and students in addressing the needs of the whole person.

“Cheryl Achterberg has all the right skills to guide the ongoing evolution of our College of Education and Human Ecology,” said Executive Vice President and Provost Joseph A. Alutto.

Service is our middle name

Education and human ecology experts share their knowledge

Ohio

Hugo Melgar-Quiñonez, Human Nutrition: Governor’s Ohio Food Policy Advisory Council

Beth Gaydos, Family and Consumer Sciences, OSU Extension: Ohio Summit on Children

Antoinette Miranda, School Psychology: Governor’s Institute on Creativity and Innovation in Education

National

Steve Petrill, Human Development and Family Science: chair, National Institutes of Health Behavioral Genetics and Epidemiology Study Section

Cynthia A. Tyson, Social Studies and Global Education: secretary, American Educational Research Association Division K – Teaching and Teacher Education

Sherman Hanna, Family Resource Management, and Eun-Jin Kim, ‘05 PhD, Tarleton State University, Texas: AARP Public Policy Institute, Financial Services and the Older Consumer

Josh Hawley, Workforce Development and Education: Certified Workforce Development Professional

College of Education and Human Ecology

Who we are

- 6 academic units
- 7 research centers
- $27 million annual external funding
- 190 tenure-track faculty
- 356 staff, including researchers
- 3,600 undergraduate students
- 1,700 graduate students
- 90,000 living alumni

EHE values diversity: Individuals of color

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Mothers, face reality

The adage “mothers love their sons and raise their daughters” may have helped create the gap between African-American boys and their sisters, said Jelani Mandara, the keynote speaker for the 13th annual Education and Human Ecology Diversity Forum.

Mandara, of Northwestern University, said single African-American mothers often coddle their sons. This places boys “significantly at risk” of misbehavior and drug use and risky sexual activity. “I am not beating up on mothers, but we have to face realities.”

See Diversity at ehe.osu.edu, click Equity and Diversity, Diversity Forum.

Goal of S3F: Help families keep children in school

Children miss school for many reasons: Illness, lack of sleep, fear of failing a subject. But too many days off and the law gets involved. To help before the situation gets that serious, the new Center for Family Research this year teamed up with COSI.

Successful Students, Strong Families (S3F) helped reduce truancy and chronic absenteeism among students in grades 5-8 by involving their parents or guardians.

Steve Gavazzi, co-director of CFR said S3F participants found that learning can be fun and interactive, and discovered COSI as a resource.
The law of business success is no longer ‘find a need and fill it.’ Rather, the new law of business is ‘imagine a need and create it,’” Jay Kandampully, professor of hospitality management, has said.

To show how this is done, Kandampully created the Center for Consumer Service Excellence to boost the competitive edge of companies in hospitality, retail and consumer finance, and other firms selling to the final consumer.

He advises, “Focus on specific customer groups, and then surpass your customers’ expectations.”

In autumn 2008, Kandampully will offer mid-level managers “Enhancing the Competitive Edge through Superior Customer Service.” Contact Mark Wallace at wallace.269@osu.edu, (614) 292-9748.

The National Council for Accreditation of Teacher Education has completely approved Ohio State’s five-college teacher preparation unit. A Board of Examiners, who visited the Columbus campus in April, said no areas need to be improved.

The teacher preparation unit comprises the colleges of Arts; Education and Human Ecology; Food, Agricultural, and Environmental Sciences; Social and Behavioral Sciences; and Social Work. Ohio State each year prepares approximately 700 bachelor’s and master’s degree candidates for licensure in Ohio.

Robert Hite, associate professor of educational policy and leadership, led preparations for the NCATE review, which occurs every five years.

The college’s Education Administration program jumped three spots to No. 6 in the latest USNews & World Report survey of best graduate programs. The result is among the data that will be used by future students interested in enrolling at Ohio State for 2009-2010.

The College of Education and Human Ecology overall moved up to 16th among 242 public and private universities, and continued as No. 10 among public institutions offering graduate education programs. Details, see More News at ehe.osu.edu.

Center for Consumer Service Excellence gives businesses an edge

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Teacher prep assessment passes NCATE examination

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New clinic expands reading efforts

The college’s venerable Reading Clinic is in larger quarters and taking on a much broader mission as part of the Literacy and Learning Center at 807 Kinnear Road. It includes Reading Recovery, Literacy Collaborative, KEEP Books, and now the Literacy and Learning Clinic.

The new space is twice as big and more than 60 children benefit daily from one-on-one and small-group tutoring with undergraduate and graduate students earning intervention specialist licenses, reading endorsements, or M.A. degrees.

“The Literacy and Learning Clinic is a place for focused, high-quality research, where we can develop and evaluate state-of-the-art reading and writing interventions. Researchers, teachers, children and families will find support and make connections,” said Caroline Clark. The associate professor is one of 11 School of Teaching and Learning faculty members involved as consultants and collaborators for clinic research and outreach.

For information on year-round enrollment and sliding fees, see http://ehe.osu.edu/edtl/outreach.

Young faculty lead their professions

Among James L. Moore III’s many honors is his selection as a Phi Delta Kappa International Emerging Leader. The associate professor of counselor education, a national expert on Black males in education, also is the first director of the Todd Anthony Bell National Resource Center on the African American Male at Ohio State. His blog about minority achievement issues is online at DiverseEducation.com.

Kathy Cabe Trundle received the 2008 Association for Science Teacher Education Early Career Award. An assistant professor of early childhood education/elementary, she focuses on teaching earth and space science concepts. The

Society for Research on Adolescence chose Deanna Wilkinson, associate professor of human development and family science, as its top Young Investigator for 2008. Her research, writing, and presentations have already added to the understanding of adolescent development and behavior.
Myriad factors influence our happiness and success at home, school, work and play. With that in mind, our experts move beyond campus borders to solve tough societal problems. In these pages, you will follow as they work to tame tough streets and soothe strife, to understand family roots and manage learning dynamics—all in search of life's answers.
Ending violence involves understanding, action, caring

BY GEMMA MCLUCKIE

The children of Chicago took matters into their own hands. In April, they campaigned for gun control after 20 of their high school friends were killed by gunfire in nine months.

Child soldiers in Mozambique’s 16-year civil war also lost family and friends. Only after a ceasefire was declared did they receive a chance to learn about peace.

The Chicago protesters may not see an end to their conflict, but they have joined together to search for peace. That sense of using one voice to protest a terrible problem may enable them to be like the African children, resilient while living with the threat of violence.

“In Mozambican refugee camps, some children had a sparkle in their eyes. I think it was because (even under those conditions) they felt an intergenerational sense of caring, of community,” explained Antoinette Errante, an expert in healing the psychological wounds of war.

Prevention, action and rehabilitation: Those are the goals of American citizens, education and community professionals, law enforcement, and agencies. They also are powerful motivators in the College of Education and Human Ecology, where researchers are tackling the issue from many directions.

“Trauma is trauma. Whether we are speaking of po-
Political or structural violence, any ongoing chronic source of conflict creates a sense of protracted instability,” said Errante. Children, adults, families, even entire communities can surpass what has been called “stress absorption capacity.”

But there are important distinctions.

Wars, particularly short ones, have a definite time frame. Usually the enemy can be identified and counted. People will remember their previous peaceful existence and those memories help communities, families and children envision and create lives based on their solidarity after the war ends.

When conflict continues indefinitely in a country or a neighborhood, multiple forms of “violence” develop, said Errante, associate professor of comparative education in the School of Educational Policy and Leadership. They can include poverty, hunger, precarious housing, domestic and substance abuse—all “compounded community stressors” that must be dealt with.

“Under those conditions, it is understandable that many people reach their stress absorption capacity,” she said.

Moving into action

Post Traumatic Stress Disorder researchers have found people living with danger may always be on edge, watching for unprovoked, deliberate attacks. They fear betrayal and don’t trust others.

“The line between victim and perpetrator sometimes becomes blurred,” Errante said.

“Fear works two ways,” said Deanna Wilkinson. “It mobilizes adults to come together, but unfortunately they demonize the young people in their neighborhood.”

Too often we overreact, said Wilkinson, an associate professor of human development and family science. In a 2007 study, she found that adults in some areas are so intimidated that, in many situations, they ignore criminal activity by teens and young adults.

Adults also see schools as breeding grounds for gangs and as handy targets for people who prey on kids.

Not so. Wilkinson and Errante point out school buildings are often the safest place children can be.

The number of juveniles killed outside school in the U.S. has dropped since 1996. But in 2006 there still were 5.5 homicides per 100,000 children age 14-17, according to the Bureau of Justice Statistics.

In contrast, the latest available data indicate about one school-age youth was killed or committed suicide at school per 3.2 million students, according to the National Center for Education Statistics.

No matter. We continue to make schools fortresses with guards, cameras, metal detectors. But there are unintended consequences.

“Kids have grown up in high-security environments, and it affects them,” Wilkinson said. “It affects what they think about their potential, their trust in adults, their feelings that they are worthwhile.”

Zero tolerance sets the stage. Acting out that used to send kids to the principal’s office now lands them in the juvenile justice system.

Wilkinson is one of the few researchers investigating the situations that lead to violent events. “It’s time to think outside the box,” she said. “Stop focusing on young people as problems but as potential.”

Her creative breakthrough involves two staples: research and coordinated action. But

SMASH’EM: Violence in high school sport

A shocking 98,000 sports injuries occurred in U.S. high schools in 2005-2007, all directly related to actions ruled illegal by referees, officials, or disciplinary committees. The injured children can experience severe physical and psychological impact.

Yet sports-related violence among youth is largely ignored as “just kids being kids,” according to Sarah Fields, assistant professor of physical activity and educational services. With researchers at Nationwide Children’s Hospital in Columbus, Fields conducted the first national study of injuries caused by illegal activity in nine high school sports.

Boys’ and girls’ soccer had the highest rates, and girls’ volleyball and softball and boys’ baseball had the lowest. Of the injuries, 32 percent were to the head and/or face and 25 percent were concussions.

“Illegal activity, by definition, is not supposed to occur,” said Fields. “It can be prevented by enforcing rules, penalizing illegal behavior, and educating players and coaches about the danger.”

Until now, most researchers have studied hazing, brawling, and illegal activity—all types of sports violence—separately. “Yet the connection to sports links them,” Field said. “Sports-related violence is a broad example of interpersonal violence. We need to track incidents and work on prevention.” —Janet Ciccone
she said not many organizations or agencies combine them.

“There is a lot of effort, a lot of money, lots of passion—but those resources really aren’t getting used,” Wilkinson said. Committees, councils, task groups all start from scratch.

In response to the Chicago children’s April plea, for instance, educators and policy makers might look at her 2003 study of why youth use guns to make sense of their dangerous environment. Her research team went into two gritty New York neighborhoods and talked to 416 men. They isolated factors most commonly linked to gun use, such as feelings of being disrespected.

Columbus police and criminal justice officials, social agencies and civic organizations now have such an opportunity. In 2007, Wilkinson formed the OSU Youth Violence Prevention Advisory Board, a collaboration of more than 25 justice and community agencies.

With this kind of coordination, Wilkinson believes, it will be possible to ease the misery suffered by so many children, youth and families nationwide.

Peace, everyone’s job

With successful prevention, a different coordinated effort will become necessary. Together, Americans must assess the damage and decide what treatments will heal the malaise of fear paralyzing so many neighborhoods.

“Peace takes work,” Errante said. Former enemies must reimagine a “we” out of what used to be “us” and “them.” Even more effort is needed to keep reconciliation in place.

“People should say, ‘It’s my job,’” Wilkinson said. “It’s every adult’s job to help bring out the potential in this beautiful child. The caring adult’s role is to nurture (traumatized) children and let them see, no matter what situation they came from, that it is not going to create their future path.”

Counselors’ tremendous impact

When Mike Coleman, now two-term mayor of Columbus, was a student at a parochial college-prep school, he didn’t know where life would take him so he consulted his school counselor. “He said ‘people like me’ (African-Americans) would do well to learn a trade,” Coleman recalled.

A solid-B student, he ignored that advice. After being accepted by 10 or so colleges, “I took my acceptance letters to his office. I said I had some reading material for him and left. That felt really good.”

“School counselors can make a tremendous positive impact but, unfortunately, too many of them are not reaching those students who desperately need assistance,” said James L. Moore III, associate professor of counselor education.

Instead of encouraging academic, personal and social, and career development, they “are being relegated to clerical duties and administrative responsibilities, or are just not performing as they have been trained,” he said. “That can short-change students, especially ethnic minorities, low-income and English language learners.”

The School of Physical Activity and Educational Services’ highly regarded graduate counselor education curriculum “trains students to work in difficult schools,” Moore said. When they graduate, they can see a school’s need, and know how to fill it in spite of reluctant administrative support or not much money.

As interns in urban under-performing schools, they learn how to provide classroom sessions and group counseling, and to engage adults who are significant in the children’s lives by offering targeted programs. They can gather individual data in order to give teachers insights. They learn how to write grants and find resources.

“We school counselors need to learn sensitivity and empathy, and know our students’ identities and how their cultures interact with the school system,” said Moore, who also directs Ohio State’s Todd Anthony Bell National Resource Center on the African-American Male.

He recalled, “At first my students can be fearful about going into urban schools, but when they have to leave, many cry.”

—GM
Tearing Down Barriers
College programs overcome obstacles to success

Faculty seek answers for youth who can’t go home again

Homeless teens set goals to become housed

BY J A N E T C I C C O N E

The jangling of his work phone jolts research assistant Julius Jefferson from his leisurely Saturday. His pulse picks up as he reaches for his cell. A weekend call usually means one thing—a homeless teen is in need. Praying it isn’t a crisis, he answers.

The voice of 16-year-old client Sarah straggles through the line, reed thin. “Can you come be with me at Children’s Hospital?” she begs. “I’ve been raped.”

Rage and frustration mobilize Jefferson. Still talking to Sarah, he grabs his keys and heads for his car. Once homeless himself, he knows the trauma of the street. She’s sleeping in the woods in bad neighborhoods, in abandoned houses, wherever she can. The memories of his own turbulent, dangerous life hit him hard.

Sarah is still describing what happened. Her strained voice stretches through the phone line, tightening painfully around Jefferson’s emotions. “I’ll get one of the project therapists, Sarah. We’ll meet you at the ER,” he promises, swiping away the moisture in his eyes.

Rikki Garren, PhD student and project research manager, guides a client through the assessment process, which can uncover painful history.
And because they are among the few reliable adults in Sarah’s life, she trusts that they will.

The chaos of clients’ lives
So started a day for the staff of the Evaluation of Treatment for Homeless Youth project directed by Natasha Slesnick, associate professor of human development and family science. Jefferson coordinates the Education and Human Ecology (EHE) House east of campus where the project resides. Five therapists and several undergraduate and graduate students support the project and conduct the research.

Slesnick, a nationally known expert on runaway and homeless youth, is dedicated to helping these kids pull their lives together. With funding from the National Institute on Drug Abuse, she is studying which of three therapeutic treatments is the most effective. Little data exist on how best to serve this population. “Even professionals, if not specially trained, can make mistakes that alienate these youth further,” Slesnick said. She explained that teens can be homeless for many reasons. Some leave home at 18 and fell on hard times. Parents may be dead or also homeless. Some parents asked kids to leave because they were doing drugs or other problem behaviors. Still others ran away because the street looked better than the abusive places they called home. Slesnick paused. “It tears your heart out, seeing these kids.”

Rikki Garren, research manager at the house and a student in the college’s Couple and Family Therapy PhD program, spent her first day on the job shadowing an experienced therapist. They received a call from a teen who had been beaten up on the street.

“It was my first time attending a crisis,” Garren said. “I felt plunged into emotional chaos. As the therapist assessed his status, I felt confused. I didn’t know how to interact with him. Then, to hear his story—he was with people he thought were friends. They turned on him. He was covered with cuts and bruises. It hurts your heart.”

Slesnick said data show youth on the streets are often beaten up and victimized. “Some receive head trauma so severe, it leads to information-processing difficulties,” she said. “Up to 2 million youth are estimated to leave home each year before 18, an estimate that is probably too low. In Columbus, I estimate we have 1,000 street kids. They sleep wherever they can. Often, that’s doubled up at an older kid’s place, but when there’s overcrowding or a falling out, they’re on the street again.”

Which treatment is best for getting kids off the streets?
On Monday, Jefferson arrives for work at the EHE House, a modest brick home with a welcoming front porch in the Weinland Park neighborhood where poverty threatens many.

The house is an ideal research location because the teens feel comfortable in the neighborhood. He and the other staff process the pain of Sarah’s rape, and then get on with their purpose: the research.

Few studies have gathered data about how best to help homeless youth who are not with parents or guardians. One of Slesnick’s studies, published in the journal Addictive Behavior, documented the benefits of a treatment called the Community Reinforcement Approach. “CRA offers 12 therapy sessions and four HIV education and skills practice sessions,” Slesnick said. “My data show that teens who completed CRA reduced their substance abuse and depression and increased their social stabil-

Homeless youth speak out

Why they left home
“It wasn’t my decision to leave – it was my foster mom’s. She sent me to a group home. Everything went down hill from there. I blame myself.”

“Ever since I was little, my mom was there for me, but then she wasn’t. She asked me to get a bed at the shelter. I still see her sometimes. We still talk.”

The nightmare of the street
“I spent a night on the street. It was scary and embarrassing, but at least I had my best friend, who’s also homeless.”

“My life before the project was messed up. I was living in shelters, in and out of jail for small stuff, no where to go, nothing to eat. I didn’t know how I was going to survive. I lost hope.”

The project heals lives
“The people here have helped me a lot. I have a job now, and I got into Columbus State [Community College] to study heating and cooling. It feels good, how far I’ve come.”

“I’m working now to finish 12th grade. I’m interested in being a medical assistant because I like working with people and being really helpful.”
At the beginning of the school year, Francisco rarely spoke in my class,” Christina Schwartz described one of the 10th graders in her math class at Whitehall-Yearling High School in Columbus. “I knew I had to change that.”

A mere six months later, Francisco was raising his hand when Schwartz asked the class questions. He volunteered to go to the board. He was smiling and talking to his classmates.

Proof of the change came when Francisco showed Schwartz he understood graphing systems of equations. “I made him the expert for the student group working on that area,” she said. “He began to help the other students.” And that wasn’t the end.

The next day, more students wanted to join Francisco’s group. As Schwartz’s story unfolded, she lit up with pride. “He was able to explain a concept they hadn’t grasped. That was big for me—to see other students coming to him for help. Some of them he’d never spoken to before.”

What made this remarkable change possible? Schwartz and 34 other teachers—four of them at her school—joined the English as a Second Language (ESL)—Content Teachers Collaborative led by three faculty members in teaching and learning.

With a five-year grant from the U.S. Department of Education, the collaborative will prepare 180 teachers of math, science, language arts and other content areas at six high-need Ohio school districts. The program consists of four online graduate-level teacher preparation courses and three workshops at Ohio State or their schools.

Schwartz took the first course—TESOL Methods—and immediately began using the techniques to help Francisco. “For instance, I learned to slow down, to keep my explanations simple, and to work carefully through scaffolding,” she said, “which starts with teacher-centered ap-
proaches like lecture and gradually releases responsibility to the students.”

Schwartz also called on Molly Gleisner, her district’s ESL teacher, for support, for instance to translate academic vocabulary. In fact, the collaborative involves the ESL teachers from each district. They join online discussions and mentor the teachers.

Karen Newman, an assistant professor and collaborative leader, said, “Without such support from all their teachers, secondary ESL students face the very real prospect of academic distress, of dropping out of school, and of being denied access to the American dream, for which so many of their families have sacrificed everything to help them achieve.”

**ESL teachers: A growing need**

The need for trained ESL teachers in Central Ohio has expanded in recent years because the federal Office of Refugee Resettlement designated it as a resettlement center. Northern Ohio need has grown because migrant or factory workers flock to Toledo for jobs.

According to the Ohio Department of Education, the number of ESL students reported for 2005-06 represents an increase of 124 percent over 1996 numbers. More than 30,000 ESL students now require services in Ohio.

Bonnie Weaver, ESL coordinator for Fremont City Schools, uses the term mini-urban to describe her district with an enrollment of 4,000 students. “Overall, the district has about 400 LEP students,” she said.

Most of the families of the ESL students in the district don’t speak English, and Weaver, who was searching for a program, is glad she found Ohio State’s.

**A comprehensive approach to working with ESL students**

“Many of the students were struggling, and it hurt me to see them,” she said. “The collaborative’s courses have helped me help them in so many ways.

“First of all, the approach used by the faculty has been a big support for me. They break down the entire teaching process, going from lesson planning to implementation to assessment. It allows me to see where I’m strong and where I need to improve.”

Weaver multiplies the collaborative benefits by offering professional development for teachers in her district. “Now others are interested and asking to be involved,” she said.

The faculty members see zeal like Weaver’s and Schwartz’s emerging in every collaborative district. Kathleen Romstedt, assistant professor and a collaborative co-leader, said, “It’s gratifying to hear from teachers that for the first time, ESL students in their math and science classes are participating and achieving.” Both teachers and students are making great progress.

Weaver shares an “aha” moment from using one strategy: waiting patiently for students to answer a question. “This strategy has played a big role for me, yet many teachers don’t understand it,” she said. “They say it’s uncomfortable to wait more than five seconds for students to respond. I tell them to try it.”

**Experiencing the “aha” moment**

Weaver calls on Beatrice, a student originally from Mexico. The class goes still. Not a rustle of paper sounds. Not a tap of a pencil is heard. Everyone waits with bated breath as Beatrice visibly strains to formulate an answer.

Weaver waits . . . and waits . . . smiling and nodding to indicate to Beatrice that it’s okay to take time to answer. Her smile silently reminds the rest of the class as well, saying, “Be patient: wait for the reward.”

And then, Beatrice speaks. She answers the question, and . . . she ties in a joke.

The class explodes into appreciative laughter. Weaver smiles as tears gather in her eyes. Beatrice has shown trust. She has arrived.

“What increasing wait time does is let students form an answer in their first language, then translate it into English,” Weaver explained. “Beatrice has realized that because we are willing to wait, her ideas matter. Sometimes, something so little is the ‘aha’ moment.”

**Learning new aspects of cultural sensitivity**

Weaver also learned from the collaborative to investigate students’ cultural backgrounds more thoroughly, which can lead to important discoveries. “I’m bilingual, and I’m a teacher, but that doesn’t make me an ESL teacher.”

In the case of Beatrice, the school team learned that she has a twin brother, Jose, and that they came from an area of Mexico steeped in tradition. “The boys are told to take care of the girls, so the girls tend to be very dependent,” Weaver explained. Beatrice was uncomfortable answering questions in class or reading aloud. She was accustomed to letting her brother speak for her, as was expected at home.

“If teachers don’t learn these details, if they push too soon, student motivation is lacking,” Weaver said. “Language skills regress. By implementing the new ideas from the collaborative, I see both the twins making even more progress.”

**Quality distance technology supports connections and success**

Keiko Samimi, an associate professor and another collaborative co-leader, says that cutting-edge distance technology has been a boon to the endeavor. “It allows the teachers to take courses without leaving their districts. It’s been extremely successful.” Samimi exudes enthusiasm. “We hope to expand our regular Teaching English to Students of Other Languages (TESOL) offerings to online.”

Initially worried about using the online approach, Weaver says she was impressed by the faculty’s emphasis on assessing each district’s needs at the workshops. “They tailored classes and discussions to our needs. It’s helping us create a consistent program in our district.”

For Weaver and Schwartz, the collaborative has inspired them to reach further. They both plan to complete the additional three courses from the college to earn TESOL Endorsement from the state.

“Most of my ESL students are very hard working. They want to succeed,” Schwartz said. “Francisco’s parents are so happy he’s understanding, fitting in with the class, and doing well. I want to be an advocate for these young people. I’m thrilled by their success.”

**Translating an entire village**

Marcia Farr spent 12 years learning about Mexican rancheros living in Chicago. For her fascinating portrait of family loyalty, see ehe.osu.edu/news/2008/rancheros.html.
Stop cheating, increase social well-being

Motivating adolescents: Research-based advice from two educational psychologists

BY JANET CICCONE

As a seventh grader, Eric Anderman almost failed math. Later, as a middle and high school teacher, that experience connected him to the pain and anxiety of his students when the school publicly reported who got high grades and who got low. He decided to study positive ways to motivate students to learn besides competition.

As an elementary and middle school teacher, Lynley Anderman encountered teachers who said, “I can be a nice person or I can really teach my students, but not both.” She decided to study whether a positive social climate in class would improve student learning.

Today, Eric Anderman, professor, and Lynley Anderman, associate professor, both of educational policy and leadership, are among the first researchers to push modern motivation theory to stop academic cheating and to improve social aspects of education.

Eric Anderman’s research shows that emphasizing grades and competitive performance in classrooms leads to stress, decreased motivation to learn, and for some, to cheating.

“Cheating can be a defense against failure,” he said. Yet teachers cannot avoid required high-stakes testing, so he recommends mastery goals to decrease academic stress and cheating.

Mastery goals encourage students to increase active learning. Teachers emphasize the value of learning rather than memorization of content. Students focus on their progress and gauge success by their own improvement.

Lynley Anderman’s research shows that social climate influences student motivation to learn, which means it’s important to their success.

“Being friendly and showing interest in students’ lives outside school are not sufficient,” she said. She recommends a combination of academic and interpersonal respect. “My purpose is to help teachers understand how to balance social and academic goals,” she said. “I show how the best teachers do both.”

The Andermans believe these variables—social and academic climate—must be addressed because they make such a difference to whether students drop out of school, and whether they are motivated to learn. “We know from empirical work that teachers can do so much to change the climate of the school and classroom,” Eric Anderman said.

Tips for teachers
For the Andermans’ tips to reduce stress that leads to cheating, and improve classroom social climate, see the osu.edu/news/2008/tips.cfm

Highly recruited faculty couple Eric Anderman and Lynley Anderman chose Ohio State.
Too many children struggle in kindergarten. The college’s Early Childhood Quality Network trained 6,500 early childhood professionals last year to teach preschoolers basic skills in literacy, math, science, and social studies, so they are prepared for school. These trained professionals spend quality time with 120,000 children every day. They support an equal start for everyone.

Last year, these Ohioans did more than think about improving their health and well-being. They took action. They attended research-based OSU Extension Family and Consumer Sciences (FCS) educational programs, conducted by the 78 OSU Extension FCS educators covering the 88 Ohio counties. FCS is an outreach arm of our college.

Imagine you work with children and want to teach a science lesson. The Ohio Resource Center for Mathematics, Science, and Reading has that lesson plan for you. Teacher’s guides, curricula—all are given strenuous review by peers. All are based on Ohio’s learning standards. That’s why ohiorc.org is a trusted source of quality resources for P-16 educators.

“Shell, shoe, ship.” The Reading Recovery student reads every word correctly. She has progressed from barely reading to being equal with her peers. Since our faculty brought Reading Recovery to the U.S. in 1984, it has helped 1.7 million children. And the U.S. Department of Education has recognized it as the only program having positive effects in all four literacy domains.

Suicide is the second leading cause of death among college kids. Our faculty started the OSU Campus Suicide Prevention Program and trained 1,000+ gatekeepers last year. These tuned-in faculty, staff, and students rub shoulders with students where they live, study, work, and play. They know how to question, persuade, and refer to save lives.
Faculty, student studies improve school, health, work, family

More details at ehe.osu.edu/news

Bloome inducted into Reading Hall of Fame

This past spring, David Bloome, professor of teaching and learning, was inducted into the Reading Hall of Fame by the International Reading Association. The award recognizes his career and accomplishments, which span more than 25 years.

Bloome’s current research focuses on young children’s spoken and written narrative development, reading comprehension as a set of intertextual practices, and discourse analysis of classroom literacy events. He co-directs the Columbus Area Writing Project.

He is widely known and respected, in particular through his scholarship in reading instruction. Most notable, he is editor with Ian Wilkinson, associate professor, of the prestigious Reading Research Quarterly.

EHE is known for excellence in reading and literacy scholarship. Bloome joins other Reading Hall of Fame inductees with EHE ties: retired faculty Rudine Sims Bishop and Gay Su Pinnell, deceased faculty Charlotte Huck and Martha King, and Bea Cullinan, three-time alumna and former college faculty.

With $6.8 million, Justice to assess reading interventions for preschoolers

Children benefit from special attention when they are learning to read. With almost $7 million in new federal funds, Laura Justice, professor of teaching and learning, teamed up with researchers across the college to study two ways to provide that extra boost. The first, with Stephen Petrill, professor of human development and family science, is a $3.8 million, four-year project, Sit Together and Read, for early childhood special education classrooms. Children in economically challenges rural Appalachia will benefit from a $3 million, four-year study. Justice and Dennis Sykes, director of the college’s Early Childhood Quality Network at our Center for Special Needs Populations, will evaluate Read It Again! The goal is to see how well the program improves children’s readiness for school.

—Gemma McLuckie

Labs in Life @ COSI will link exercise, nutrition, and health

Imagine visiting a science museum where researchers make discoveries before your very eyes. In a partnership between Ohio State and COSI, Labs in Life @ COSI will feature working laboratories that showcase real-time research using state-of-the-art equipment.

Led by Kathryn Jakes, professor of outreach and engagement, the first labs are being created by our college’s faculty and staff. They and our students will be inspiring role models, running the research and offering programs about how physical activity and nutrition improve health, body composition, and well-being.

You can even volunteer to be a research subject. Within the lab, your body composition and physical performance will be evaluated. Or you can use surrounding exhibits that include tools to test yourself.

The innovative program will showcase how research improves lives, at the same time nurturing our fascination with science, technology, and mathematics. It’s a win/win alliance.

—Janet Ciccone

Men, women manage family businesses differently, Stafford study shows

Family-owned businesses run by women thrive when family members donate their time to help the company. But when men run the family business, donated family time is linked to lower revenue.

That’s one finding in a study that probed how gender issues affect the management of family businesses.

“Women and men seem to structure the interaction between work and family quite a bit differently when running the family business,” said Kathryn Stafford, associate professor of consumer sciences.

“You can see differences in the use of family members at work, how they handle disruptions at work and home, and a wide variety of other variations.”

For example, men may use unpaid family members only as a last resort when the business is in trouble. Women may see using relatives at work as a way to have family with them and share time together.

—Jeff Grabmeier

Jo McCulty
Student researchers unlock mysteries of learning and living

**Oh, my aching back**

Weightlifting without proper form carries great risk of lower back injury. Those injuries can even occur when lifting a weight from the storage rack.

Undergraduate student Ryan McNeilan of Versailles, Ohio, conducted the first study to measure strain on the back when lifting round weight plates from a conventional storage rack compared with lifting from a modified rack. With support from advisors Steven T. Devor, associate professor of physical activity and educational services, and Steven Lavender, College of Engineering, his study took first place in the Engineering category at Ohio State’s 2008 Denman Undergraduate Research Forum.

McNeilan, who will enter OSU medical school this autumn, found that back risk can be minimized by:

- using a modified weight plate storage rack that stores the heaviest plates at or above knuckle level.
- using 10/2 o’clock hand positions on the weight plate when lifting it to the bar.

—Janet Ciccone

**Harrison study offers hope for slowing macular degeneration as we age**

Nutrition researcher Earl Harrison has identified the protein responsible for transporting important nutrients to the eye. The nutrients, lutein and zeaxanthin, are believed to protect against the development of age-related macular degeneration, a leading cause of vision loss in elderly Americans.

The research by Harrison and colleagues, published in the *Journal of Lipid Research*, examined the process by which the nutrients move from the bloodstream to the eye. Various studies have suggested that high concentrations of these two dietary compounds, known as xanthophylls, have properties that can prevent macular degeneration.

“Our research to understand this mechanism might provide a greater appreciation for how to intervene to possibly slow macular degeneration,” said Harrison, who is the Dean’s Distinguished Professor and chair of Human Nutrition. The two nutrients are commonly found in green, leafy vegetables, such as kale, spinach, broccoli, zucchini, and peas, and in yellow or orange fruits and vegetables, such as carrots, papaya, squash, and peaches.

—Emily Caldwell

**Fresch’s Spelling for Writers featured in USA Today**

Mary Jo Fresch, associate professor of teaching and learning, Marion, was featured in USA Today on May 27 about her *Spelling for Writers* program for grades 1-6 created with Aileen Wheaton, a part-time instructor at Marion. Used in at least nine states, their research-based program emphasizes word patterns, roots, and meanings, not word lists.

“We believe that memorizing lists of words does not give students reliable, independent strategies for writing,” said Fresch, ’95 PhD.

Since their first OSU Seed Grant in 1995, Fresch and Wheaton perfected the proven alternative. In an assessment by a California elementary school, 85 percent of students using *Spelling for Writers* improved an average of 15 percent-age points.

“Students love the word history stories. In fact, they often bring in their own to share,” said Fresch.

—compiled by Janet Ciccone
Did you know that your gifts make the difference in our college between successful and spectacular? Each time you choose to bestow dollars on our endeavors, in any amount, you make new opportunities possible. You help take our programs to the next level.

With your gifts, we launch innovative efforts that otherwise could not be. Your donations built cutting-edge facilities that otherwise could not exist. They in turn attract distinguished faculty and staff. Your gifts fund scholarships or fellowships for high-achieving students who are drawn to our college by our exemplary faculty, staff, and facilities. Thanks to you, we have spectacular success stories to tell.

In these pages, we share a sampling of the remarkable advances made possible most recently by your gifts.

“Your gifts help us serve humanity with two cutting-edge buildings

Walking down West 17th Avenue at dusk, you will see a beautiful new structure where Larkins Hall, the university’s athletic facility, once stood. Lighting up the area is the Scarlet Skyway, which connects the new Physical Activity and Educational Services (PAES) Building to the university’s Recreation and Physical Activity Center (RPAC).

These two buildings are the culmination of a $96 million construction project. It created a state-of-the-art space for our college’s School of Physical Activity and Educational Services, including classrooms, laboratories, and academic offices. Faculty, staff, and students were thrilled to move into the new building in 2007.

Margaret “Peggy” Iden Student Lounge
The Iden Lounge invites students to stop for study, contemplation, or refreshment. Iden, ’50, ’51 MA of Boulder, Colo., who was a physical education teacher, school administrator, and professor, says, “My love for Ohio State knows no bounds.”

Mary Beyrer Director’s Suite
Beyrer, ’59 PhD and emeritus professor and administrator, led the advancement of health education. The students she advised have become some of the best-known faculty in the profession.

Stein-Glazer Resource Room
The resource room was contributed by W. Michael Sherman, vice provost, The Ohio State University, and professor, physical activity and educational services.
Our amazing new building, the first early childhood center built by a university/corporate/community partnership in a neighborhood of need, is now open and fulfilling its promise. The center east of the Columbus campus serves 88 children and their families with early childhood education and care, along with family advocacy. We’re working to improve a neighborhood, starting with the children.

Distinguished professor Howard Goldstein, a nationally known scholar in the field of early intervention, has joined us to lead our research agenda at the center. His vision is to concentrate on understanding developmental problems typically experienced by children who grow up in poverty, and changing their futures through targeted interventions. The research will have implications for similar neighborhoods worldwide.

JPMorgan Chase Library
Children are enjoying the 4,000 books recently donated by the Central Ohio Lowe’s Heroes program. Chase gave $1 million to name the library, plus funded a family reading program directed by a librarian. The gift also supports a community assessment to identify the gaps in services for local youth.

Cenname Family Nutrition Night
Thanks to a gift from Columbus residents August and Christina Cenname, ’64, families of Schoenbaum Center children make a healthful meal in the center’s big kitchen to take home. A registered dietitian guides the event.

The Columbus Foundation Observation Gallery
The gallery allows students, researchers, and visitors an unobtrusive view of all classrooms where they will see best practices. The $330,000 gift was made possible by:
- Jacob Hare Charity Trust Fund
- Alfred L. Willson Charitable Fund
- Edna K. Jacobs Fund
- A. Irene Emswiler Fund
- Chester C. and Rose L. Shinbach Fund
- Adelaide C. Craig Fund
- Joe and Mary Hoffer Fund
- Robert B. Hurst Fund

Sally Beals Teacher’s Office
Beals, ’58 of Centerville, Ohio, made her gift because, “The center is providing the atmosphere children need.”

By the numbers

Procter & Gamble
- $1 million to name town square
- $50,000 in company products, providing 990 diapers and 1,500 pull-ups per month

Elmer’s Products
- $100,000 art studio and materials, providing 6 gallons of glue and 4 gallons of paint per month
- Product testing to learn children’s preferences

Lead donor Betty Schoenbaum celebrates the opening of the center named in her honor. Her $2.5 million gift gives children in need a healthy start. Former dean David Andrews was instrumental in bringing the project to fruition.

William O’Bannon’s daughter Sarah was one of the first 88 children enrolled at the Schoenbaum Family Center at Weinland Park.
Cotrell gift supports leadership in Workforce Development and Education

Calvin J. “Cal” Cotrell believes that strengthening leadership in Workforce Development and Education (WDE) will offer long-term advantages for our country. With his wife, June E. Cotrell, he is helping to make a difference through a $500,000 planned gift to benefit the WDE program in the School of Physical Activity and Educational Services.

A two-time Ohio State graduate, Cal ’50 and ’60 Ph.D., credits three faculty—Robert E. Smith, H.H. London and Robert M. Reese—with providing sound advice and helping him successfully steer his professional course. He is grateful to the college for professional mentoring and guidance as well as for his studies.

June worked as a private secretary and was active in women’s groups at both Ohio State and Temple University, where Cal held faculty positions. In addition to working in higher education, Cal was a researcher at the American Institute of Research, Pittsburgh. The Cotrells—both from Defiance County, Ohio, originally—now make their home in Florida.

“The gift will provide scholarships for career education teachers pursuing graduate degrees,” said David Stein, associate professor and WDE section head. “With support, they can study full time, thus increasing enrollment in our program and enhancing the career and technical education field.”

—Terri Stone

Nationwide to boost Columbus schools’ success with $1.3 million

In a new partnership, Columbus City Schools (CCS), Nationwide, and the college are working together to support student success. With $875,000 from Nationwide, David Andrews, professor, and Cynthia Buettner, assistant professor, both of human development and family science, are creating a knowledge bank of proven resources and tools for the school district. The database ties to the district’s All School Improvement Process, which puts data-driven decisions, based upon the individual needs of students, at the center of all actions taken by educators.

“School personnel are more attuned to using data to measure student progress and to identify areas needing intervention,” Buettner said. “What they haven’t had at their fingertips are the proven strategies to address a particular challenge once identified. The new database is meant to fill that gap and to integrate seamlessly with existing online student data and curricular systems.”

A total of $460,000 of the Nationwide gift supports the evaluation by Andrews and Buettner of Project Mentor, a partnership between Big Brothers Big Sisters of Central Ohio and CCS. The project matches adult mentors with students to help increase the 2012 CCS graduation rate to 90 percent.

—Jane Carroll and Janet Ciccone
Losing isn’t always bad: 4.5 tons of fat in 3 months

Powerful college programs serve families and consumers in Ohio and beyond

BY MARTHA FILIPIC
OSU EXTENSION COMMUNICATIONS AND TECHNOLOGY

Residents of Hancock County, Ohio, are stepping more lightly on the Earth these days. They lost 4.5 tons between January and March 2008.

That’s when the community started a 12-week program, “Be Healthy Now: A Challenge for Fitness,” initiated and coordinated by the Hancock County office of Ohio State University Extension.

“What I feel best about is that hundreds of community members have made a decision to live more healthy lifestyles,” said Barbara Brahm, OSU Extension Family and Consumer Sciences (FCS) educator for the county. OSU Extension FCS is an outreach arm of the college. Local businesses, schools, government, and more joined with Brahm.

Residents flocked to register, with 3,655 in January. Brahm said people seemed drawn to the idea of competing. Participants formed teams of four to six people and tried to lose the greatest percentage of body weight in three categories: Women’s, Men’s and Co-Ed. “Studies show that weight-loss success rates are much higher when people work with others to lose weight,” Brahm said.

Weekly educational sessions focused on nutrition and fitness. Brahm said average attendance held steady throughout at about 200 people per session.

Top-performing teams and top-

OSU Extension FCS educator Barbara Brahm talks with a participant at the Be Healthy Now celebration.
Savings program for working poor has long-term impact

A savings program for the working poor can have a significant impact on the lives of participants, according to a study by Cäzilia Loibl, a family financial management specialist with OSU Extension FCS. Loibl surveyed past participants of Individual Development Account (IDA) programs offered by agencies affiliated with the Ohio CDC Association. Participants who complete the program and meet requirements receive a dollar-for-dollar match of the money saved. Most of Loibl’s survey respondents completed their IDA program and met their goals. For example, the majority wanted to purchase a home with their IDA account, and of those who graduated, all but one still own the homes they bought.

These findings are the first to document the positive impact of the IDA program over the long term. They show clearly that the IDA program teaches people habits and skills on how to save and build wealth. Loibl will next educate future investors through the IDA program with a grant from the FINRA Investor Education Foundation.

Survey reveals food safety gaps at facilities serving meals to elderly

Dietary managers at nursing homes and other facilities serving high-risk clients appear to know relatively little about a rare but potentially deadly food-borne illness, according to a survey by Lydia Medeiros, professor of human nutrition, and colleagues at Colorado State University.

The survey asked dietary managers about their knowledge of the bacterium Listeria monocytogenes, and the illness it causes, listeriosis. The bacterium is found widely in the environment and can grow at refrigerator-level temperatures. Luckily, the incidence of listeriosis is relatively rare—but when it does strike, it can be severe for elderly people, pregnant women, and infants.

Of the 267 dietary managers who responded to the survey, 62 percent said they have heard little or nothing about Listeria, and 40 percent rated their understanding of the bacterium as low to very low.

The survey also revealed that dietary managers had a strong interest in learning more about minimizing the risk of listeriosis. Medeiros and colleagues created an online continuing education curriculum for professionals about food safety for high-risk populations at hec.osu.edu/highriskfood-safety/index.php.
For your scrapbook

Take ‘A (Long) Walk Down Memory Lane’ with fellow alumni

Get your scissors and paste ready. You’ll need them to record the 2008 College of Education and Human Ecology Reunion and Football Rally in your scrapbooks.

You and your friends will want to remember the weekend, Sept. 5 and 6 in Columbus.

Friday, a special dinner will celebrate the reunions of the Classes of 1958, 1968, 1983 and 1998. Don’t miss your chance to renew friendships and share memories of exciting student days.

On Saturday, we are hunting bobcats in the outback. That is, we’ll enjoy delicious food from Outback Steakhouse in our tent on the grassy plaza beside Campbell Hall. Then it’s over to Ohio Stadium where the Buckeyes will take on the Ohio University Bobcats.

The first thing to remember? RSVPs are due by Aug. 25, 2008.

For more information, please visit ehe.osu.edu. If you don’t have Internet access, contact Sean Thompson, (614) 688-5392, or Nancy Swearengin, (614) 292-2743, and we’ll send you a reunion packet.

What does ‘alumni’ mean?

The term alumnus has its origin in the Latin language, meaning “nurtured pupil.” Today the word usually refers to graduates of a college or university.

But ‘alumni’ is more than just a definition. The term is not only a part of your past, but a part of who you are today. For the College of Education and Human Ecology, your relationship with Ohio State didn’t end with your graduation. That event was simply a transition in a lifetime relationship with the university. As part of this very special family, we value your continued interest, interaction, and involvement in the life of your college.

Stay in the loop! Check our Web site, ehe.osu.edu. Watch for our monthly “EHE News Source” e-mail. And look for the EHE Innovator.
SE revitalizes PE: Fair play for everyone

Daryl L. Siedentop, Westerville, Ohio P.E.D. ’68, Physical Education, Indiana University. Professor emeritus, Physical Activity and Educational Services, The Ohio State University

In the 1970s and before, Physical Education instruction put little emphasis on technique (e.g., the right way to throw the softball). Instead, kids were required to play many different sports as if they were professionals. The most skilled students dominated. Those not as athletic suffered.

Daryl Siedentop created a new model that changed PE dramatically over the next 25 years. He called it Sport Education, or SE. Like the European concept of sport-for-all, it includes sport, dance, and fitness activities. Kids organize into teams that compete for seasonal championships. They collect points for victories, fair play, and even for playing team roles like referee and equipment manager.

Another SE feature: like-ability students are matched. A soccer competition season might start with kids competing 1 versus 1, then 2 versus 2, and eventually getting to 4 versus 4. Contests can also be modified, such as a lower net and “friendlier” ball in volleyball.

Research worldwide shows that students favor the model. Lower skilled students and girls benefit greatly from their SE experiences.

New Zealand adopted the model first, followed by Western Australia, then all of Australia. In England, the model is widely used. Daryl’s books on SE were translated into Korean, Japanese, and Chinese, where the model is widespread.

Daryl’s achievements have been recognized throughout the world, and the SE model is his enduring legacy.

Family Resource Management trailblazers: Home as micro economy

Ruth E. Deacon, Columbus, Ohio B.S. ’44, Home Economics Education, The Ohio State University; M.S. ’48 and Ph.D. ’54, Family Economics/Home Management, Cornell University. Professor emerita, Management, Housing and Equipment, Ohio State; Dean and professor emerita, Home Economics, Iowa State University

Francille M. Firebaugh, Columbus, Ohio Ph.D. ’62, Household Economics and Management, Cornell University. Professor emerita and director, School of Home Economics, The Ohio State University; Vice president emerita, Cornell University

We all have to manage our households: budget, food, shelter, clothing, transportation. The list goes on and on. In the early 1960s, Ruth Deacon and Francille Firebaugh would have called us micro economists, and the family, a micro economy. As scholars, they wanted to make our households run simpler, smoother, better through effective management practices.

How to move their field of Family Resource Management forward? The pair transformed resources (both human and material) into results to meet goals. It, the family becomes a social system that transforms resources (both human and material) into results to meet goals.

They were also the first to recognize, wisely, that events need managing too. Your family’s goal may be to send a daughter to college, but if the breadwinner breaks a leg, resources become critical to manage that, too.

The radical new approach moved Francille and Ruth to the forefront of the Family Resource Management field, and moved the field a quantum leap ahead. They wrote the major textbook that flew through multiple editions over the years. Both held leadership positions as deans—Ruth at Iowa State and Francille at Cornell—following their years at Ohio State. The two pioneers blazed the trail for today’s scholars in Family Resource Management.

One-room school teacher to university president: All learners can succeed

Nancy L. Zimpher, Cincinnati, Ohio B.S. ’68, English Education, M.A. ’71, English Literature, Ph.D. ’76, Teacher Education and Administration in Higher Education, The Ohio State University. Former professor, Educational Policy and Leadership; former dean, College of Education, and former executive dean, Professional Colleges, Ohio State

Who says a teacher in a one-room country school can’t become a university president? Not Nancy Zimpher. She started early in her career teaching at a tiny school in Rolla, Missouri, her most challenging placement since earning a bachelor’s degree. It was a good start and one she never forgot.
But she wanted to do more. She earned two more degrees and joined our college as staff. One day, she realized she had held practically every administrative position possible in the college except dean. She remedied that by joining the educational policy and leadership faculty in 1984, paying her dues, and proving her academic and leadership strength. One thing led to another, and she became an associate dean, then dean in 1993.

As dean, Nancy led Ohio State in the Holmes Partnership, a national teacher education reform movement. She knew change was needed to improve U.S. public education, especially for girls and boys in urban schools.

Since then, the teacher from the little country school has been executive dean of Ohio State’s professional colleges and chancellor of the University of Wisconsin-Milwaukee. An invitation to be president of the University of Cincinnati was too great to resist. She came home to Ohio in 2003.

Without a doubt, the former teacher knows what it means to have a vision and stick with it. Her success gives back huge benefits to the field.

A mentor for the millennium: Staying true to students

Velma Vizedom Everhart, Columbus, Ohio. B.S. ’38, M.S. ’54, Home Economics Education, The Ohio State University. Associate professor emerita, Housing and Home Furnishings, Ohio State

She may be petite, but she’s a powerhouse of activity. Velma Everhart devoted her career to providing meaningful leadership to her many students. Talk to faculty or staff in human ecology, and you will find a number of them once studied with her. Ruth Deacon, Joyce McDowell, Penny Reighbart, and Susan Zavotka all took class with her (Ruth, when Velma taught high school). Alumni Julia Bittel (OSU College of Dentistry), Joy Weis Daniel (Sharp Electronics Corp.), and Kathy McGrath (Southeastern Local Schools, Ohio) all remember their coursework in housing and home furnishings with Velma. And say they benefited immensely.

When first a home economics teacher, Velma became known around the state for judging 4-H clothing projects. Starting in 1956, she joined Ohio State and demanded high performance from her students, but she also taught the importance of aesthetics in everyday life. She reached beyond Ohio to earn kudos for her leadership as national president-elect, then president of Phi Upsilon Omicron, the home economics honorary.

Although she retired in 1978, Velma kept up her mentor role by joining the Human Ecology Administration, University of Wisconsin. Professor emerita, Human Ecology, associate state leader emerita, 4-H, both Ohio State

She may be in her 80s, but Bea Cleveland has a twinkle in her eye and passion in her heart for the causes she has supported her whole life long. Those causes are 4-H and the College of Education and Human Ecology at Ohio State. To her, the two are intertwined.

Bea grew up in rural Ohio where her parents nurtured an orchard. Later, she was bitten by the 4-H bug, and decades later, she’s still giving to her cause of choice. A levee of 4-H leadership is truly engrained in her after 32 years of coordinating 4-H programs for children and adults. She is also a cheerleader for leadership training through 4-H, knowing in her wisdom that the leaders of tomorrow are cultivated from among our youth.

Bea is widely honored for guiding Ohio State’s International 4-H Youth Exchange Program. She welcomed all 4-H youth coming to the U.S. from other countries, and she readied U.S. 4-H youth to embark to other lands. Former students still thank her for their globetrotting experiences.

But most of all, Bea is a legend for her ability to bring in the bucks for 4-H and other Ohio State causes. Since retiring in 1977, she encouraged gifts of more than $1.5 million, much of it through personal contacts.

She is a legend in her own time. She did it by her own design, and she still does.

Shaking up the school house: Bucking the system from within

Phillip C. Schlechty, Louisville, Kentucky B.S. ’60, M.A. ’63, Ph.D. ’67, Education, The Ohio State University

P hilip Schlechty’s dream was to give hands-on training to arm school leaders with the tools they need to buck the system from within.

He first captured attention when he put his theories to work at the Charlotte-Mecklenburg school system while on the faculty at the University of North Carolina (UNC). The rave reviews poured in. Eventually, he was in such demand, he stopped being a professor and department chair to work with public schools full time.

Today, Phil walks the talk of his books and teachings, working through the nonprofit Schlechty Center for Leadership in School Reform. He advocates systemic educational reform.

Public schools, he says, must switch their core business from producing compliance and attendance to nurturing attention and commitment. We must challenge kids with engaging work. We must help them persist even if learning gets tough. Most of all, he wants to give students what we all want—a sense of satisfaction.

Phil is a leader who also started small—teaching in Versailles, Ohio—and moved to larger arenas. He taught at our college and at three other universities besides UNC. He has been a public school administrator and a teacher. Like the title of one of his books, he spends his life shaking up the school house. And people are glad he does.
1940s
Martha Jane Barber Cook, ’47 of East Sparta, Ohio, taught for 60 years in public schools and now is a professor of English at Malone University in Canton.

1960s

1970s
Michael Alexander, ’75 MA, is the ninth president of Lasell College, Newton, Mass. A former corporate leader with experience in the entertainment and technology fields, he has a nontraditional approach to academe.

Irene G. Bandy-Hedden, ’79 PhD of Sarasota, Fla., has been elected to a five-year term on The Ohio State University Alumni Association board of directors, beginning in September 2008.

Allen Bohl, ’78 PhD of St. Augustine, Fla., is co-author of Getting to Thanksgiving; a novel he wrote with his oldest son, Brett.

Frank K. Lester Jr., ’72 PhD of Bloomington, Ind., was presented with the National Council of Teachers of Mathematics 2008 Mathematics Education Trust Lifetime Achievement Award for Distinguished Service to Mathematics Education.

1980s
Tim Flanagan, ’80 MA of St. Petersburg, Fla., has written two books, Becoming a Conflict Competent Leader and Building Conflict Competent Teams.

Robert Manchester, ’81 of Waldorf, Md., is an educational therapist with the National Institute for Learning Development program for youth with disabilities.

Feel the beat: Geary Larrick
Prolific should be Geary Larrick's middle name. From the Christmas morning he learned to play “Joy to the World” on a toy xylophone, his wide ranging career has encompassed teacher, composer, and performer.

When Larrick graduated from Ohio State in 1965, he already was a seasoned pro. He had played marimbas, piano and cello at countless events around Zanesville and Cambridge. He played three instruments in four years with TBDBITL. And signed up for every ensemble possible.

“My father (Clyde Larrick) said that I should get my degree in music education instead of a performance degree,” Larrick recalled. “I had doubts, but now I wouldn’t trade it for anything.”

In 1970, he earned his master’s degree from the famed Eastman School of Music. He then taught percussion at the University of Wisconsin, Stevens Point for 16 years. He continues to live in Stevens Point with his wife Lydia and daughter Sulina, a junior at UW-Madison.

He earned a doctorate from the University of Colorado in 1984, right before his early retirement as assistant professor of music. That is when he started composing in earnest. His list now contains more than 100 pieces and four symphonies. He has written 10 books; the most recent, The Late-Life Reflections of a Retired Professor on Just about Everything in the World. And he continues to perform.

James I. Miller, MA ’82 of Dublin, Ohio, directs the Ohio Department of Education’s Office of Professional Conduct.

Suzie Dupler Telle, ’81 of Powell, Ohio, recently went on the Buckeye Cruise for Cancer, benefiting the Stephanie Spielman Fund, James Cancer Hospital and Solove Research Institute.

Sharon J. Washington, ’83, ’88 PhD of Berkeley, Calif., is executive director of the National Writing Project. Previously she was employed at the Office of the President for the University of California system.

Sister Victoria Marie Gribschaw, ’85 PhD of Greensburg, Pa., received the Pennsylvania Association of Family and Consumer Sciences 2008 Outstanding Professional Award.

Doug Williams, ’83 of San Diego, is a teacher, coach and English language facilitator after teaching grades K-5 for 18 years and mentoring new teachers for five years.

1990s
Tara Marling Abraham, ’93 of Westerville, Ohio, received the Fundraiser of the Year award from the American Red Cross of Greater Columbus, June 2008.

Peng Chen, ’96 MS, ’97 PhD of Chicago, was named to the Chicago Crain "40 Under 40," as a corporate...
rising star. He is president and CIO of Ibbotson Associates.


Beverly McCauley Klecker, ’60, ’66 MA, ’96 Ph.D, of Morehead, Ky., received the 2008 Morehead State University Distinguished Researcher Award.

Marcus Nicolaidis, ’95, of Los Angeles, is food and beverage director for the Palisades Development Group. The New York Times reported his marriage to Lilah Schechner on Jan. 12, 2008.

Sonja Smith, ’92 PhD of Mount Vernon, Ohio, professor of education at Mount Vernon Nazarene University, received the inaugural Ohio Association of Colleges for Teacher Education Award for Distinguished Contribution to Teacher Education in Ohio, 2007.

Unice H. Teasley, ’67, ’72 MA, ’96 PhD of Columbus, manages three after-school sites in Ohio, developing and reviewing lesson content for a federal mathematics project.

Patrick G. Warner, ’90 of New Albany, Ohio, has founded his own law firm focusing on investor and consumer representation.

2000s
Karen Parrish Baker, ’04 PhD of Huntington, W.Va., is president of the Optimist Club of Huntington, the first African-American female president in the Kentucky-West Virginia District. An associate professor of adult and higher education at Morehead State University, she and her husband, Winston, have two children, Alex and Monika.

Danielle Shapiro, ’04 of Mahwah N.J., received the 2008 Doris Sklar Scholarship from the International Association of Conference Centers. She is a sales executive at Metropolitan Pavilion in New York.

Faculty Emeriti/Retired Staff
The Department of Consumer Sciences honored Marion L. Cremer, professor emeritus, with the Silver Plate Award for her lifetime professional achievement in food service management, dietetics, and hospitality management. Cremer, ’58 MS of Worthington, was recognized at the fifth annual Rising Stars banquet, hosted by the Hospitality Management program in Columbus, spring 2008.

Otto Santos Jr., ’71 PhD of Naples, Fla., retired as professor emeritus, School of Physical Activity and Educational Services, and is now an adjunct professor with Edison Community College and International College.
James M. Sweeney, ’57, ’60 MA, ’65 PhD of Columbus, emeritus professor, School of Physical Activity and Educational Services, is coaching Ohio State’s pistol program, which in 2000 was the first civilian squad to win the Collegiate Pistol Championships.

Swanagan: Zoo is about people
The new Columbus Zoo and Aquarium executive director, Jeff Swanagan, ’81, is back home. He was a camp counselor at the zoo while studying general science education. He told the Columbus Dispatch he has learned, “It’s not about the content (of exhibits); it’s about teaching the heart. Everybody thinks the zoo is all about animals, but it’s not. This is primarily about the people.”

New college, new honors
The College of Education and Human Ecology will unveil its Alumni Awards on Saturday, Nov. 8. The college and alumni society will honor those who personify Ohio State’s tradition of excellence. To nominate yourself or other outstanding graduates, see the nomination form on page 31 of Inspire or visit ehe.osu.edu/af to download a copy.

Varsity ‘O’ inducts three alumni athletes
Three Education and Human Ecology alumni are among the 2008 Varsity “O” Hall of Fame class. Krista Keir ’03 of Columbus, graduated from Ohio State magna cum laude in education. She was the 2002 Big Ten discus champion and set the Ohio State and Big Ten indoor shot put record. Maxi Meissner, ’04 of Austin, Texas, was key to Ohio State’s first Big Ten rowing championship in 2002. The exercise physiology major was the Midwestern Chapter of the American College of Sports Medicine’s most outstanding student in 2003. Golfer Amy Langhals, ’07 of Lewis Center, Ohio, was three-time All-Big Ten and 1997 Big Ten Player of the Year. After graduating from sport and exercise science, she played professionally. She’s now OSU’s assistant women’s golf coach.

Write a poem: Dorothy Holley

The Last Rose
A rose bush greens in spring, flowers in summer. Every day I cut emerging buds to create a bouquet to give away or grace my home risking the hurt of thorns for beauty can extract a price.

Now, the bush appears flowerless. All the petals are gone, fallen on the ground but I find one bud in its slow unfolding, bring it in, place it in a vase, value it more than a full bouquet.

Surprised by Joy
Tiny morning glory seeds planted but not expectant as they were past their prime, came up, climbed the fence, climbed the tree.

In fall after they lost their color, I, in my eighth decade, climbed the tree, untwined the vines to clear the view for another year.

The Garden Journals, 2006 © Dorothy Hance Holley

Limits
On the farm water comes from cisterns or deep dug wells. Both depended on the rains. There never was too much. When bath time came my city cousins were amazed at my mother’s limit of three inches in the tub.

A Whole Quart Jar, 2005 © Dorothy Hance Holley

Join the EHE alumni fun
We have numerous alumni events throughout the year. You probably are familiar with the autumn Reunion Weekend and Football Tailgate. There are 3-Point Schott rallies highlighting various sports, including men’s hockey and women’s basketball. We have been known to go to concerts.

Don’t forget our academic side. Our Lena Bailey and Penny Karlsberger lectures are fantastic opportunities to hear from top professionals. And the college, university and OSU Extension offer professional development courses and workshops statewide.

More at ehe.osu.edu, click Alumni and Friends.
It’s a reality. Electronic surveillance technology is a growing presence in public schools. As adults, many of us would object to being constantly tracked by surveillance cameras. We would find this to be a violation of our privacy. Few people, however, have thought much about using such cameras in schools. In fact, many applaud their use, especially if they offer some hope in creating safer schools. The ethical aspects of electronic surveillance, however, have not been sufficiently examined.

Perhaps one reason why surveillance cameras have caused so little uproar in our communities is that they seem like a natural extension of a watchful and observant school official. We want school administrators to observe the actions of students. If they didn’t, they would not be doing their job. But electronic surveillance is different from “embodied surveillance,” when principals and teachers monitor what is happening in their building.

One important difference is the electronic surveillance’s greater storage capacity, which allows images to transcend time and place. This transcendence increases the possibility of abuse. Students can’t be sure of who has access to their image and for what purposes. With traditional ways of observing students, the school officials watch over the students, to be sure, but the students are also watching over the school officials. There is a greater symmetry in power. Students know who is watching, what they are watching, and for how long. They can counter inappropriate watchfulness and better protect their remaining privacy.

Surveillance cameras also send a greater message of distrust than does traditional, in-person student observation. Students know the camera is only there to document misbehavior. School officials, on the other hand, do more than police misbehavior. They also provide concern and support. They cheer at games, for example, and hand out achievement awards. They embody both power and love, in other words, while cameras simply embody power. By representing this singular function of police power, cameras can sour the educational environment. It does make a difference that the new type of surveillance is electronically mediated.

A message of distrust, however, is not the only message. Surveillance technology also sends a message about how we are to relate to one another. My worry is that students may become desensitized to surveillance and to privacy concerns. We want students to learn to re-
spect the privacy rights of others. Technological surveillance works against this goal: students begin to think intense surveillance is the norm, rather than the exception.

At the same time, if cameras can help make schools safer and increase order, then this also is an important consideration. While there is actually little evidence that cameras are effective in preventing violence (the cameras at Columbine were impotent in the face of the carnage), if cameras can in fact decrease problems like bullying, harassment, or student injury, they deserve serious consideration. Given that potential benefit, what can be done to make the use of surveillance technology more ethically appropriate?

I have devised five ethical principles for school surveillance:

Openness: Have continual public debate on the use of cameras, with student input.

Minimization: Use cameras only in response to specific problems and when other measures fail, and then take them down when problems are resolved.

Empowerment: Make sure that students and teachers can access the technology if their concerns are at stake. Ensure that the use of such technology benefits everybody, and not just school administrators.

Transparency: Make sure everyone knows cameras are installed and publicize the policies for using them.

Erasure: To cut down the possibility of abuse, make sure the video recordings are erased after a reasonable time.

There may be justifiable reasons to use surveillance cameras in schools, but their use can and should be circumscribed by ethical considerations.

Bryan Warnick is assistant professor of educational policy and leadership.

Homelessness

Continued from page 11

ity, including the days living off the streets.” Now Slesnick must document how CRA compares to other approaches.

“Some people believe that homeless youth are so hard to engage that Motivational Interviewing (MI) is the best intervention,” Slesnick said. As the second therapy being tested, MI offers four brief intervention sessions.

Other people feel homeless kids don’t need treatment, just connection to services. Case Management (CM), the standard treatment offered to most homeless youth nationwide, is also being tested. Slesnick found that many kids don’t complete the 16 sessions. She thinks she knows why.

The vital role of adults they trust

Jefferson spends each day acting as a positive role model for kids as they take showers, eat the food that church and local volunteers bring, and receive one of the three treatments. Spare of build but with a determination toughened by his experiences, he wins their trust.

Trust can be key. Slesnick recommends that every city have a drop-in center for homeless youth. “Developing trust between homeless youth and service providers is a powerful, first target for structuring interventions, even before dealing with substance abuse, mental health, or child abuse history,” she said. “A drop-in center is the ideal place to do this.”

Beginning to heal

Most of all, everyone rejoices when the kids progress. The project’s first graduation in March 2008 was held at the Schoenbaum Family Center at Weinland Park near the EHE House. Twenty-five teens had found jobs or housing, cut back on drugs and more.

Staff and visitors applauded as exuberant teens made speeches, accepted graduation certificates and listened in awe as Ohio State Athletic Director Gene Smith praised their determination. “There’s nothing that you can’t overcome because you’ve already overcome so much,” he said. “You have fortitude and stamina. Not everyone has that.”

Challenges and successes

Most challenging to everyone are the institutional and legal barriers to serving these kids, particularly in Ohio. “Being minors is a big problem for them,” Slesnick said. “In Ohio, they cannot get a job without an ID or birth certificate to get the ID, and they cannot receive medical care without permission from a parent or guardian. Many are afraid to tell their parents where they are for fear of abuse. Yet these same adults hold the legal key to their survival.”

Conversely, the best part is the progress the project has helped these young people achieve. In one year, three achievements of the 69 young people stand out:

• 46 percent obtained jobs
• 58 percent gained a place to live with family, friends, group home, or other program, with 13 percent paying rent
• 26 percent reduced or quit using substances

Results like these show the project has a clear economic pay-off. A Colorado study suggested it costs about $5,887 to move a homeless youth off the streets permanently, while it costs $53,665 to maintain a youth in the criminal justice system for a year.

“A little money now will pay off in the long-term by integrating these homeless youth back into society,” Slesnick said.
Nomination Form (also available for download at ehe.osu.edu)

I would like to nominate __________________________________ for:

☐ Award of Distinction    ☐ Young Professional Award
☐ Career Achievement Award ☐ Meritorious Service Award

Nominator

Name
Address
City      State     Zip
Phone      E-mail

Nominee

Name     Title
Address
City      State     Zip
Phone      E-mail      Date of birth
(for Young Professional)

Degree(s)      Date(s) of Graduation

The **Award of Distinction** will be given to an alumnus/a from the college's doctoral or master's programs who has demonstrated outstanding achievement in: basic, clinical or applied research; education; and/or industry. Current members of the Alumni Advisory Board and previous recipients are not eligible for this award. Up to three awards may be given.

The **Career Achievement Award** honors alumni of the college who have proven records of career accomplishments and who have made outstanding contributions to their profession. Current members of the Alumni Advisory Board and previous recipients are not eligible for this award. Up to three awards may be given.

The **Young Professional Award** honors young alumni of the college who have already demonstrated distinctive achievement in a career, civic involvement, or both. Nominees must not have reached their 36th birthday by the year in which the award is given. Current members of the Alumni Advisory Board and previous recipients are not eligible for this award. Up to two awards may be given.

The **Meritorious Service Award** is presented to an alumnus/a from the college who has distinguished himself/herself by dedicated service to the College of Education and Human Ecology. Nominees must have supported the college, its units, or its functions by: making considerable commitment in terms of time, effort, or service; assisting through creative, innovative input; and/or making significant financial contributions. Current members of the Alumni Advisory Board and previous recipients are not eligible for this award. Up to two awards may be given.

Please note: Self-nominations are accepted. A letter of nomination, a vita or resume, and three recommendation letters must accompany this form. Additional support materials are optional. One nomination per form. You may photocopy the form or print it from the EHE Web site, ehe.osu.edu. Please do not submit incomplete nomination packets. Send materials to: Sean Thompson, College of Education and Human Ecology, 185 Arps Hall, 1945 N. High Street, Columbus, OH 43210

Alumni Awards
to be presented at a luncheon on Saturday, Nov. 8, 2008

Longaberger Alumni House
Sanders Grand Lounge
2200 Olentangy River Road
Columbus, OH 43210

Nomination deadline: Sept. 12, 2008

Questions:
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Can you sign? Learn how at our American Sign Language page, along with details about our program.

The latest FCS Senior Hotline covers prescription drug costs, healthful eating for aging, and Ohio’s Homestead Exemption.

See what Outdoor Pursuits courses we offer students, like caving, whitewater rafting, and more.

Sign up for EHE News Source, the college’s monthly electronic newsletter. Send your name and year of graduation with your request to ciccone.2@osu.edu.

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