Rehabilitation through education

Learning to live beyond bars

Future perfect
AchieveTexas improves high school completion rates

Taken into account
A reckoning for international hunger

Drama class
Imaginative exploration aids student understanding

Sloopy’s, hang on
Hospitality management has a brand new lab
A race to recovery is under way. Our country must recover its strength, its success and equitable opportunities for all.

Your college is a proactive leader in tackling the pervasive, broad-ranging problems that plague us. Here are a few of our major challenges:

- Schools in our country struggle to ensure that all students graduate, ready to contribute to society.
- Our world’s alarming rates of poverty and hunger demand new understanding as a basis of action.
- In a time when desperation and greed seem to wreak havoc on our world, how do we ensure that ethical decisions underlie all we do?

Our work is important and meaningful because we care, we share with our multidisciplinary partners and we dare to create a world where solutions to seemingly insurmountable problems exist. We lead the following critical initiatives started this year to improve living and learning for the most needy and vulnerable people.

**Project ASPIRE: An innovative model for teacher preparation**

With a five-year, $12.9 million federal grant, we lead the way in reforming Ohio’s teacher preparation. The ASPIRE project team is creating a new model to train math, science and foreign language teachers for high-need, hard-to-staff Columbus City Schools.

ASPIRE is designed to dig to the root of the “achievement gap” between rich and poor. It is working to attract talented people into teaching where we need them most and in the communities where the disparities are greatest, to teach subjects where the students’ needs are greatest.

The project will also create apprenticeships that support the preparation of new and prospective teachers, giving continuity across the critical first four years of a teacher’s career.

In total, Project ASPIRE will place more than 700 teachers as both urban teachers and advocates for the urban community and its children.

This is what we’re here for, to make a difference where it matters most in education in Ohio.

**Three innovation centers funded at $4.65 million**

If two heads are better than one, think of the mental power of having almost 40 EHE minds collaborate in Ohio State’s new multi-year, $16.7 million investment in strategically funded research. Your faculty members are leading two new innovation centers and they play a key role in a third, all launched last autumn.

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COMMUNICATIONS WIN AWARDS
Two professional organizations have recognized the College of Education and Human Ecology's high-quality efforts to communicate with our 91,000 living alumni. The Association of Marketing and Communication Professionals named both the 2008 and 2009 Inspire as a Gold Winner, and each year gave the magazine three feature writing honors. The Public Relations Society of America—Central Ohio Chapter named the college's overall alumni communications strategy in 2008 as the best in the nonprofit category. The honors are especially impressive because the writing, editing, design and production for all publications, electronic communications and web site are done entirely in-house.

ON THE COVER: Razor wire at an Ohio prison. Career and technical education gives Ohio inmates a permanent way out.
EHE offers eight out of 10 ‘unusual’ degrees

In an era when students are sometimes anxious about selecting an area of study, the College of Education and Human Ecology is in the lead, according to CareerBuilder.com. Author Rachel Zupek promotes “10 unusual majors,” and thanks to our holistic approach to solving issues, our college offers eight of them. Zupek writes, “It behooves you to get creative because you never know—an uncommon degree could put you in a great position to find a job in an emerging, unique or specialized field.”

First on her list is family and consumer sciences (our college’s programs of human development and family science, consumer sciences and family and consumer sciences education), which gives “plenty of options when it comes to starting your career,” Zupek writes.

No. 3 is recreation management. Food science—including dietetics and nutrition—is fourth on her list. Several of our faculty members and students are exploring topics related to criminology, which is No. 6. Many of our graduates also are serving in No. 7: social work areas.

Our emphasis on large city school districts and quality of life fits in perfectly with the eighth major, urban studies. Our science education program is of interest for No. 9, natural resources. And the final major, gerontology—the welfare of aged men and women—is certainly part of our lifelong learning and living focus.

So the next time a young person muses about their future, tell them, “Have I got a major for you!”

Sports management takes a winding road

While planning a career in sports management, senior Kiel Rostorfer never dreamed that he might end up on a bus. But an internship managing transportation at top athletic competitions opened his eyes to a road less traveled.

“I definitely learned the inner workings of a sporting event,” said Rostorfer, who graduated in June. He had the responsibility to get athletes, their families, their bosses, their sponsors and assorted other VIPs, as well as reporters, spectators and volunteers to and from the Super Bowl XLIV in Miami, Fla., the 2010 Winter Olympics in Vancouver, two college bowl games, the Pro Bowl, the Daytona 500 race and the 2010 Winter Paralympics.

He endured 20-hour days and rarely saw the actual competition but was fascinated by the challenges he faced as a manager of scheduling.

Appalachian spring break helps young Ohioans

As traditional jobs for southern Ohioans fade away, Ohio State has launched a major effort to encourage area youngsters to prepare for college. Nicole Swartz and four friends decided paying $75 each to advise students in beautiful Vinton County during spring break 2010 was worth every penny.

From their headquarters in a log cabin at Lake Hope State Park, the team visited schools to talk about college preparation with high school juniors and seniors as well as third, fourth and fifth graders.

“One girl actually got my cell number and called me. I was really excited,” Swartz recalled. After hearing about what Ohio State had to offer, the high schooler added the university to her list of possible schools.

“I felt right at home (in Appalachia),” said Swartz, a first-year student in human nutrition. From rural Berlin Heights, near Sandusky, Ohio, she could relate to the decisions facing the Vinton County youth.

“I got a lot out of being in the Vinton classrooms,” she said. She and her friends brought their insights back to the Columbus campus, where they are guides for Blueprint: College 2.0. All year long, they will meet with youngsters from Columbus City Schools and explain the promise of a college degree.
Cyber alert

Today's students have to keep more than their purses and book bags safe from thieves. They also have to guard against cyber frauds specializing in stealing identities. BuckeyeSecure posters remind them that passwords can be as hard to contain as a dog without a leash.

Student of the month

Ohio State Outstanding Student Barbara Reichert, human nutrition, second from right, receives congratulations from Ohio State student trustee Alex Swain, President E. Gordon Gee and Board of Trustees chair Les Wexner. Reichert, of Dayton, Ohio, received the honor during her senior year. Her academic achievements included receiving the college’s Nancy Reger Broughton Endowed Scholarship and Undergraduate Research Scholarship. A volunteer research assistant studying the emerging field of nutrigenomics with principal investigator Ouliana Ziouzenkova, she is the leading author on a publication that will be submitted to *Nature Medicine*. The *summa cum laude* honors student graduated in June and is entering Ohio State’s College of Medicine.

Manual inspires dissertation authors

No ABDs here. Students stuck at the “all but dissertation” stage can turn to *The Dissertation Desk Reference: The Doctoral Student’s Manual to Writing the Dissertation*, by Raymond L. Calabrese, professor of educational policy and leadership. One reviewer said, “A must-read for anyone who wants to complete a doctorate. This wonderfully inspiring work demystifies the dissertation process.”

From the very beginning, our students studied the business and art of satisfying appetites with wholesome, attractive food. It started with the first cooking class in 1898. By 1949, business practices took front and center in a cafeteria management class. In 2010, hospitality management students learn customer service up close while waiting tables at Sloopy’s Diner in the new Ohio Union. In the union lower level, a professional-grade instructional kitchen provides additional training opportunities.

Jasmine Crawley, above, hefts a tray of food prepared by Todd Hines. Emily Robinson and Colleen Tester, below, bring bowls of soup to their customers.
Beyond repentance

Career and technical educators give prisoners the means to truly change their lives

BY GEMMA MCLUCKIE

Coming over a rise on a two-lane road in northeastern Ohio, travelers are confronted by a stunning sight—a huge stone castle that for almost 100 years was the Mansfield Reformatory. It was designed, historians say, “to encourage inmates back to a ‘rebirth’ of their spiritual lives...to turn away from their sinful lifestyle and toward repentance.”

How that sight must have struck terror into the hearts of the men sentenced to spend years there.

Just to the east is a modern building, a low-slung rectangle of no particular architectural note. Its purpose is not as obvious, until rolls of razor wire glint in the sun. This is the Richland Correctional Institution, a prison holding 2,500 men in no-nonsense, two-story block housing at the edge of a treeless, 10-acre lawn.

Inside low buildings on the opposite edge, a cadre of educators spend their days encouraging inmates in a rebirth of a different sort—a move into a more promising future. They are the career and technical teachers, many of whom are very aware of the power of transformation. After all, they chose to move from the world of business into the profession of education.

“I have an associate degree in culinary arts,” said Tom Oswalt, who leads the commercial baking program. He was in business for 15 years, but “this is one of the most interesting jobs I’ve ever had. It has its trials and tribulations, but it’s unique.”

His students don’t realize they are benefitting from a long-standing program in the College of Education and Human Ecology, the preparation of corrections educators in Workforce Development and Education.

It is a path to Ohio Department of Education teaching licensure for men and women who are skilled in their trades but don’t have bachelor’s degrees, or who have postsecondary degrees but not in education. They have been hired to teach by one of the two Ohio corrections systems and now need help with pedagogy. Eventually they may apply for a standard license valid for teaching students ages eight and above.

“It’s a different setting, completely different,” said Jeremy Russell, who after 16 years as a carpenter began teaching Richland inmates in 1999. The pounding of hammers and the whine of a table saw in the workshop classroom competed with conversation. Men in matching blue T-shirts were building a framed wall and
installing roofing shingles on doghouses.

“This gives people knowledge they can use after they leave,” said Russell, who also was licensed after completing education and human ecology’s workforce training specialty.

**Opening the cell door**

Data show a disproportionate number of prisoners are poor, undereducated or members of minorities. In 2008, for instance, almost 60 percent of the 1,600 youth being held in Ohio were African American.

In 2009, 30 percent of Ohio’s adult male prisoners and 20 percent of the female were functionally illiterate. Almost two-thirds of the men and three-fourths of the women were unemployed when they broke the law. A whopping 80 percent hadn’t finished high school. Half had learning disabilities and almost one in five needed special education.

The criminal justice community has long sought ways to change offenders’ habits, actions and condition. In the 19th century, inmates were encouraged to repent. In the 20th century, they were encouraged to reform. In the modern age, they are encouraged to reenter. The goal is for prisoners to leave behind the criminal life and contribute to society.

Since 1973, the state has offered Ohio inmates educational opportunities at each of its facilities. The Ohio Department of Rehabilitation and Correction’s Ohio Central School System serves adult learners. The Ohio Department of Youth Services’ Buckeye United School District serves youth from 10–21 who have committed felonies.

Programs range from literacy, General Education Development (GED) and high school, to skilled trades, to hobbies and crafts. No college-level courses exist since a 1994 federal law ended Pell Grant scholarships for prisoners.

Ohio State began the career and technical licensure program for aspiring prison instructors.

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Beyond repentance

Continued from page 7

tors in 1974. It is a part-time, 40-hour sequence.

“The corrections program is unique,” says Susan Nell (’77) of Lima, Ohio, a career and technical teacher educator at Ohio State since 1988. “Our teachers are in a nontraditional arena that requires a special set of skills. The college’s so-called ‘Route B’ licensure is a model for the country because it gives teachers those skills and increases the quality of instruction in correctional institutions.”

Because of the workforce development and education program’s success, the Home Builders Institute, a long-time partner with the college, invited Chris Zirkle, associate professor, and Nell to provide professional development sessions in Virginia in June. For two days, they worked with 30 construction technology instructors employed by the Virginia Department of Corrections. “It was very successful,” Zirkle said.

Why do experienced professionals choose to teach convicted criminals?

Nell, who taught culinary arts at Lima Correctional Institution before joining Ohio State, gave a compelling reason: altruism.

“This is a population starved for attention; they need someone to give them time,” she said with passion. “Along the line, somebody failed them. They became ‘that kid,’ the one who eventually devolved into breaking the law.

“Life is passing them by while they are in here,” said Amanda Crist, who teaches office and computer technology to 14- to 19-year-old boys at the Indian River Juvenile Correctional Facility near Massillon.

Crist has a BS in accounting with a minor in secondary education, along with an MBA in finance.

“I always saw myself in business, but the crash of 2001 made it very hard to enter the field. My mom said I should turn over every rock,” she said. After seeing a want ad for corrections teachers, “I interviewed and it felt so right. I came in for an observation and I was like, yep, I really want to do this.”

With her minor in education, Crist was already familiar with pedagogy. However, she discovered career tech in general is much more hands-on than financial education. In prison schools there are added challenges, including more students with developmental delays, mental health issues and a lack of self-discipline. The Ohio State course work strengthened her ability to deal with those situations.

Corrections instructors have to ensure three hours of quality instruction rather than the usual 50-minute block. Their curriculum also must meet professional standards. Crist is advised by a committee that “makes sure I’m
producing students the industry needs. That’s a big focus of my class.”

Great expectations

George Allen’s program at Richland also rigorously follows industry requirements such as the Ohio Barber Board’s 1,800 hours of training. His 20 students perform 100 haircuts every day, all a variation on the “medium sideburn taper fade.”

(See Beyond repentance on page 10)

Smooth reentry

EHE center, Ohio counties propel youth to success

A drug trafficking conviction sent Austin to the Perry Multi-County Juvenile Facility in New Lexington, Ohio. Upon admission, the 17-year-old was interested only in doing his time and returning to his old lifestyle. Like a spaceship reentering the earth’s atmosphere without planning, Austin was on a course to crash and burn.

Staff of the court, the Muskingum County Juvenile Reentry Initiative and the PRO-Muskingum County Families and Children First Council had other ideas. Immediately after the sentencing, Steve Desrosiers, probation officer, met with Austin and his parents. Like mission controllers who manage a spaceship’s flight, the team created a plan for Austin to reenter his community and achieve positive life goals, starting during his time at the juvenile facility.

The reentry plan worked so well, Austin lived independently, was gainfully employed and graduated from high school in May 2010. The initiative has yielded spectacular results for other youth, too. In two years, only two of the 45 other youth in the Reentry Initiative were recommitted.

In contrast, before the program began, Muskingum County struggled with its share of a statewide problem that had 30 percent of released youth recommitted within one year, and 50 percent within three years.

A spirited collaboration

Dan Kieffer, director of the Muskingum County Juvenile Court, credits the success of the initiative to the collaboration and dedication of community partners. Each child-serving agency in the county has at least one participant.

The services range from counseling (for parents and guardians, too) to curfew surveillance to support in finishing high school, earning a GED or training for job readiness. The reentry team meets with youth and parents regularly to discuss goals, obstacles and behaviors.

Kathy McLeish, director of the PRO-Muskingum Family and Children First Council (FCFC), said the county’s child-serving agencies, all represented on the FCFC, were well prepared to join the initiative thanks to training from the Partnerships for Success (PFS) Academy, a project of the college’s Center for Learning Excellence.

“The PFS Academy set the stage for our ongoing communication and targeting of resources as a community,” said McLeish. “The reentry team did the hard work of setting outcomes and benchmarks for the kids. The kids used their placement time for rehabilitation, which prepared them to transition smoothly back into the community.”

The Center for Learning Excellence promise

Melissa Ross, director of the PFS Academy, has worked since 2002 with FCFCs in 49 of Ohio’s 88 counties, funded by the Ohio Department of Youth Services. “We train FCFC members in how to assess their children’s needs, mobilize the community around programs that help them succeed, then implement and evaluate the programs,” she said.

From 2005–2006, Ohio’s investment in the PFS process helped FCFCs leverage a total of $17.28 million in external funds to address needs identified in PFS plans.

Today, Ross and her colleagues provide ongoing services to 25 Ohio counties through the Family and Civic Engagement Project, funded by the Ohio Department of Education as part of Ohio’s 2009 educational reform legislation. They teach capacity-building skills to local teams, which include the FCFCs, educational service centers and school districts. Their goal is to increase graduation rates and success of students like Austin.

—Janet Ciccone

Indian River Juvenile Correctional Facility inmates bring Amanda Crist hand-written letters to judges and parole officers and ask that her advanced office technology students type and proofread them.
Beyond repentance
Continued from page 9

Each year, board examiners come to Mansfield to test candidates from five correctional institutions in Richland’s state-of-the-art, 18-chair shop. Barbering is one of the best programs, Allen said. “You leave with a license, jobs are easy to get, and you can be very successful.”

The Ohio Central School System annual report for 2008 recounts the success of his student, Kenneth McKinney. Released from Richland in 2007, McKinney was promptly hired part time at a shop in Louisville, Ohio. Within three months, he was promoted to full-time barber. Other teachers recall former students who now rehab buildings or started their own landscaping companies.

“These people need someone to say, ‘You are worth the effort,’” Nell said.

Social responsibility urges us to improve the welfare of inmates. The United Nations calls education in America’s juvenile and criminal justice systems “a fundamental human right.”

There also is a very practical reason to make the effort: it pays off. A U.S. Department of Education study showed that for every government dollar spent on education for inmates, two dollars are saved because those students did not come back.

Crist said of her teenagers, “I don’t pretend that all will be secretaries or office managers. But I try to give them life skills—how to work with people on the job, how to be polite, how to show up on time, how to ask questions—those kinds of transferrable skills.

“If they can’t earn an honest living, they aren’t going to succeed for very long.”

Parenting club for dads behind bars

Parenthood doesn’t stop at the prison door. Mothers and fathers, no matter where they live, can always use help in honing their parenting skills.

Joseph Maiorano (’96, ’98 MS Human Development and Family Science) has data supporting the belief that boosting social and parenting skills of incarcerated fathers can improve self-esteem and appreciation for the value of fatherhood. As the Family and Consumer Sciences educator with OSU Extension in Jefferson County, he surveyed more than 200 participants who took part in Fit 2-B Fathers, a curriculum he created and teaches at the Eastern Ohio Correctional Center.

Although many such programs are used in corrections systems nationwide, few are evaluated for effectiveness. He found that those who completed Fit 2-B Fathers:

• Felt better about themselves
• Felt in control of their lives
• Better understood effective child discipline practices
• Recognized play as an important way for children to learn
• Recognized the importance of giving children choices

“I structured Fit 2-B Fathers as a club for men who want to be better human beings and fathers,” Maiorano said. “Years ago, I did some time and had to learn to be responsible. I use my experience to help men who have made bad choices.”

The Cooperative Extension System of the U.S. Department of Agriculture is one of the principal providers of parenting education in the United States. In Ohio, OSU Extension Family and Consumer Sciences educators have many county programs for parents in correctional facilities.

Maiorano has facilitated his series 40 times with more than 500 participants since 1999. In addition to parenting, the sessions cover managing anger, finances, health and job success.

For his PhD in teaching and learning, Maiorano plans to record inmates’ stories. “I want to help in the struggle for social justice,” he said, “particularly for students and families most affected by oppression and marginalization.”

—Janet Ciccone

Participants in Fit 2-B Fathers say:

“With Fit 2-B Fathers, I started gaining more confidence in being a father.”

“I am disciplining my child rather than punishing him.”

“The visitation time with my kids is getting better.”

“I watch what they do and play with them more.”
Hunger is a reality for millions of families across the globe. And it seems that food insecurity is growing. But no one really knows how many people are in danger of being undernourished and even starved.

Nutritionist Hugo Melgar-Quinonez is working to develop a reliable measurement tool that will give government agencies worldwide exact numbers about how households experience food insecurity and hunger. With the data, countries can pinpoint the causes and consequences and then establish policies to stave off food insecurity.

Melgar-Quinonez traveled to Rome in March 2010 at the invitation of the United Nations to discuss his research with the UN’s Food and Agriculture Organization. FAO has awarded the OSU Extension state specialist $10,000 to review the use of the Spanish-language Latin America and Caribbean Household Food Security Scale and similar tools.

He has studied its use in the Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico and Nicaragua. In addition, he is interested in whether food security scales could be used in China, India, Kenya and the Philippines.

“We will talk about the psychometric characteristics of the food insecurity scales. Are they reliable? Do they measure hunger well and define it in the same way?” said Melgar-Quinonez, who also is associate professor of human nutrition.

The consequences can be enormous. If a measurement tool works in Brazil, where levels of food insecurity are at 35 percent of the population, will it work in Mexico, where 52 percent of families are confronting the same problem?

The FAO project will help Melgar-Quinonez develop a proposal to do a full study in Central America.

The project has implications for the United States, too. A United States Department of Agriculture survey using a similar scale in 2008 found that 14.6 percent of families are food insecure. That was an increase of 3.5 percent over 2007 levels.

“Food insecurity is sensitive to the economic burdens people face,” Melgar-Quinonez said.

In addition, he noted, “There are different levels. Not all families are starving. Severe food insecurity leads to undernourishment, but mild and moderate levels can actually lead to being overweight.”

He explains that carbohydrates are cheaper, and poor families often cannot buy fruit and vegetables necessary for a balanced diet. In addition, as fast food becomes available even in countries far from the U.S., families move away from healthier traditional diets.

In his work with Latino families in Ohio, Melgar-Quinonez has found this pattern follows as immigrants enter the United States. Unlike past generations, families already are familiar with fast food or have moved to nontraditional diets.

Preliminary research at Ohio State is looking at the association between food insecurity and obesity among food stamp recipients.

At a time when hunger is a major public health and nutrition issue, Melgar-Quinonez’s scholarship is contributing to fight hunger worldwide.
A confident future

The AchieveTexas College and Career Initiative improves high school completion rates and early career awareness

Students at A.C. Jones High School in the Beeville Independent School District, Texas, collectively saved $99,654 in higher education tuition and fees by enrolling in academic transfer and career and technical education classes during the 2007–08 school year.

How did the school engage so many students in postsecondary course work, especially with a large minority student population living in an economically disadvantaged neighborhood?

They were motivated by the AchieveTexas College and Career Initiative. Karen Alexander, a three-time alumna of the college, proposed the initiative to the Texas Education Agency in 2005. She has coordinated it statewide ever since.

When Alexander first arrived at Texas Tech University in 2004, she identified many school districts with good career and college readiness programming. The new assistant professor in the College of Human Sciences recognized, however, that the state lacked an overarching framework, which AchieveTexas now provides.

“States benefit when they have a comprehensive, coordinated framework to guide local school districts in their college and career readiness programming,” Alexander explained. “By studying our framework, districts lacking programs know where to begin. Districts with some program components but not others can discover what they’re missing.”

At the same time, because Texas prides itself on local control, the state’s 1,000-plus school districts choose which of the initiative’s 122 model programs of study to implement, based on their budgets and community needs. The approach encourages them to be partners with business, industry and postsecondary education institutions, which supports economic development and sustainability.

A revolutionary new way to view learning

Alexander credits her father, Ralph Alexander, an Ohio State graduate in agricultural education and a retired superintendent of career and technical education, for launching her career in CTE and family and consumer sciences (FCS). She spent four years teaching CTE at Loveland, Ohio, and five years supervising FCS student teachers while earning her PhD at Ohio State.

Alexander gained more insight into the value of college and career readiness when she joined the University of Kentucky faculty in 2000. “As one of the first states to implement a statewide initiative in career education, Kentucky was on the forefront of CTE in the United States,” she said.

Once at Texas Tech, Alexander was the sole author of the proposal and received the grant to develop AchieveTexas. “It was the culmination of my experience, but it certainly wasn’t a go-it-alone effort,” she emphasized. She brought the best minds to the table in an advisory board that
language arts, math, science and social studies.

The 122 programs of study in the 16 career clusters outline the academic requirements. They also highlight career-related courses, extended learning opportunities, relevant internships and organizations and more related activities.

“Texas is also one of the first states to identify college and career readiness standards, and AchieveTexas will be aligning with these standards,” Alexander said. “AchieveTexas is really about creating a well-rounded education.”

Frisco Independent School District (ISD), which covers portions of four cities near Dallas, has reaped results from using the framework. “Our graduation rates are higher and our dropout rates are lower,” said Wes Cunningham, principal and curriculum director of the Frisco ISD Career and Technical Education Center. “An amazing 93 percent of our approximately 450 seniors report that they are going to college.”

Frisco’s success comes in part because the students choose careers, but the district also engages critical partners to make the next steps after high school feasible. This is a key goal of AchieveTexas: covering P-20.

“Relevance instilled by knowing their career paths gives students a reason to tackle the academics.”

Students embrace rigor thanks to relevance

One of the beauties of AchieveTexas is it sidelines the myth that CTE does not ensure a rigorous academic education. Rather, the framework brings other state educational initiatives under its umbrella, such as the “4 x 4” curriculum requiring all students to take four courses each in English

The buy-in included every

Some students continue to guide the initiative.

Continuing to guide the initiative.

Gary Madsen, immediate past president of the Career and Technical Association of Texas, advocates use of AchieveTexas as a key tool to close the gaps for students. “AchieveTexas addresses all the issues surrounding public school reform and can help Texas remain economically competitive in this global economy,” he said.

Capturing students’ interest has always been a strength of career and technical education. “Based on students’ career choices, CTE teaches them contextually,” Alexander said. “Relevance instilled by knowing their career paths gives students a reason to tackle the academics.”

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An endorsement that resonates

As the retired executive dean of Austin Community College, Austin, Texas, Tom Applegate ('68, '72 MA Education) now of Westerville, knows the state's needs well. His credentials as executive director of the National Council of Local Administrators of Career and Technical Education, as well as past president of the Association of Career and Technical Education, stand as evidence of his knowledge of and

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Confident
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experience with CTE programming.
 “In today’s global economic environment, our future workforce must possess the academic and technical skills needed for success in the world marketplace,” he said. “In creating AchieveTexas, Dr. Alexander has developed an initiative that enables students, with input from their parents, to make sound educational and economic choices. It prepares them for high-skill/high-wage jobs, provides dual credit options and stresses academic preparation. The state is fortunate to benefit from the creation of AchieveTexas.”

Alexander, who becomes a tenured associate professor this fall, has indeed dedicated herself to the goals Applegate names. “I’m really passionate about helping kids explore all their college and career opportunities,” she said. “I truly believe I was meant to fulfill this role.”

The 122 programs of study in AchieveTexas are modeled on 16 federally defined career clusters:
• Agriculture, Food and Natural Resources
• Architecture and Construction
• Arts, A/V Technology and Communications
• Business Management and Administration
• Education and Training
• Finance
• Government and Public Administration
• Health Science
• Hospitality and Tourism
• Human Services
• Information Technology
• Law, Public Safety, Corrections and Security
• Manufacturing
• Marketing
• Science, Technology, Engineering and Mathematics
• Transportation, Distribution and Logistics

The school success stories in this article are from AchieveTexas in Action: A Best Practices Guide for Educators and Partners. More at achievetexas.org

Saving students:
Year 2 of Columbus’ AT&T Success Centers sees results

Bobbi Price found ninth grade challenging. Gossiping peers pulled her into arguments. The drama made concentration on academics hard. Her grades dropped.

Then last September, Price connected with the new AT&T-funded South High School Student Success Center, one of two in Columbus City Schools. Under the direction of Associate Professor James L. Moore III and Visiting Assistant Professor Colette Dollarhide, master’s students in counselor education provide skills in healthy communications, career exploration and postsecondary planning. Teens may also choose confidential counseling to deal with personal obstacles to academic success.

“I feel great about this program,” Price said. “My grades are up and I’m keeping them that way. When other students say negative things, I don’t pay attention. I concentrate on listening to the teacher and doing my work. So I’m happy now.”

Price also mentors other ninth graders. “I like being a mentor ‘cause they can learn to be happier, like I am. Then they can help others. I’ve achieved more and become a different person.”

Lauren Grubbs (’07), a master’s student in counselor education, attended Columbus City Schools while growing up. She is proud to bring the energy of Ohio State to her role as an intern at the success center.

“Focusing on the needs of these students has brought out a passion in me I didn’t even know existed,” she said. “This is where we belong, helping students thrive.”

Daniel Roberts of Grandview, also a master’s degree intern, explained that many students have less-than-ideal home lives. “Some are homeless, some deal with gang violence,” he said. “AT&T has given them the resources to succeed in school academically, to develop personally and emotionally and to become young, thriving scholars. It’s no overstatement to say school counselors save students’ lives. That’s why I’m in this profession.”

Maureen Casamassimo, site supervisor for the counselor education interns, emphasized the importance of career exploration for ninth graders. “Bobbi discovered skill areas that match her interests beyond cosmetology, her original choice,” she said. “She’s opening her mind, becoming aware of the importance of her choices in high school.”

—Janet Ciccone
Creating new worlds

Learning through dramatic inquiry has potential to transform education

BY JANET CICCONENE

The governor addressed the assembled delegates in ringing tones. “We have called this convention to discuss amending the U.S. Constitution in two areas: health care reform and gun control,” he said. “We’re counting on you, concerned citizens, to recommend amendments to our representatives in Congress.”

Alexandra Stoffin stood among the delegates in the crowded chamber. “I am a nurse, and my friend was unable to afford health care. Her health declined and then she couldn’t find work due to poor health. The Constitution says we should not be discriminated against, but she was discriminated against in finding work. I recommend we create a measure of need for individuals and, based on need, have the government provide health care.”

George Smith leaped up next. “I am a neuroscientist at Mount Carmel Hospital, and I challenge the idea that the government can provide health care for so many. More delegates jumped to their feet to agree or disagree with Stoffin or Smith and propose their own ideas. As the debate intensified, some delegates reconsidered their positions and changed sides.

Welcome to sophomore government class. What appeared to be an authentic forum of citizens was, in reality, students engaged in a dramatization of a social science topic. The event took place at Metro Early College High School, a STEM (science, technology, engineering and math) school supported by the college, the university, Battelle and the Educational Council, a confederation of Franklin County’s 16 public school districts.

Teacher Cory Neugebauer (’08 MEd), playing the Ohio governor, guided the students in the use of dramatic inquiry. He is studying the approach to education as one of 20 Central Ohio teachers, the first of three cohorts to take courses with Associate Professor Brian Edmiston (’91 PhD), teaching and learning.

Edmiston notes, “Dramatic inquiry has the potential to transform education. It permits students to read complex texts and, with their teachers, create dramatic ‘worlds’ where they explore topics significant to everyone.”

The project kicked off last summer with the teachers traveling to Stratford-upon-Avon in England where they studied the rehearsal-based approach to learning perfected by the RSC’s education department. During the three-year project, the teachers will develop their leadership

(See New worlds on page 20)
School psychologists to the rescue: Guiding teachers’ use of behavioral interventions

How does an elementary teacher deal with a student who habitually talks out of turn? The entire class is interrupted repeatedly. What’s a teacher to do?

Who would have thought the answer is: collect and analyze data? Associate professor Antoinette Miranda, school psychology, said the past 10 years have seen increased awareness sweep the country regarding the importance of interventions in the general education classroom. And interventions, which are strategies for improving students’ academic or behavioral performance, call for collecting and analyzing data.

No Child Left Behind highlights the importance of providing scientifically based instruction and interventions to assist in closing the achievement gap. Yet many teachers do not understand the process of implementing classroom interventions, including gathering data to monitor student progress.

Nine master’s students in the School Psychology program paired with Central Ohio teachers during spring quarter for PAES 883—Implementation of Behavior Interventions. Each student helped a teacher implement a behavioral intervention. They explained how to identify a child’s measurable problem behavior, gather baseline data about it, choose an intervention, explain it to the child and collect data to verify progress.

All nine students presented posters describing the process and showing their teachers’ data at the college’s first Student Research Forum in May. “Some school districts are using interventions. Others are still learning,” Miranda said. “I tell students that the chance to practice consultation is what’s important in this course. They must learn to be flexible and provide extra support to teachers who may not know the process.”

“They also get extra training in working with diverse populations and in urban settings. That’s what sets our program apart—our urban specialty focus.”

—Janet Ciccone

Americans pay a whopping $152 billion for foodborne illness

Foodborne illness costs the U.S. $152 billion each year, reported Robert Scharff, assistant professor of consumer sciences and former U.S. Food and Drug Administration economist. The Pew Health Group funded his study to determine if the nation’s food-safety oversight system needs to be reformed.

Every year, 76 million Americans are sickened from consuming contaminated food—and 5,000 of these people die. That’s more than the number of individuals who lose their lives as a result of fire or unintentional drowning in the United States each year.

Scharff, who also is a scientist with the Ohio Agricultural Research and Development Center, said incidents of foodborne illness over the last several years—from spinach to peppers to peanut products—have demonstrated widespread problems with the U.S. food-safety system. Using a new model he developed, he was able to comprehensively measure the social as well as the economic cost of foodborne illness. The model could become the standard used nationwide.

The best estimate of the annual cost of foodborne illness in Ohio is approximately $4.1 billion. This represents an annual cost of $355 for each Ohio resident.

In the past, estimates have not typically included important social costs such as the lost productivity and lost quality of life an afflicted individual experiences.

“Anyone who has ever suffered from a foodborne illness knows that pain and suffering should be included when estimating these costs,” Scharff said. “Undergoing several days of intestinal pain, vomiting and diarrhea is clearly a cost for the individual.”

—Martha Filipic, OSU Extension
Petrill shows role of environment in developing reading skills

While genetics play a key role in children’s initial reading skills, a recent study of twins was the first to demonstrate that environment plays an important role in reading growth over time.

The results give further evidence that children can make gains in reading during their early school years, above and beyond the important genetic factors that influence differences in reading, said Stephen Petrill, lead author of the study and professor of human development and family science.

“We certainly have to take more seriously genetic influences on learning, but children who come into school with poor reading skills can make strides with proper instruction,” Petrill said. “The findings support the need for sustained efforts to promote reading development in children that take both genetic and environmental influences into account.”

While other studies have shown that both genetics and environment influence reading skills, this is the first to show their relative roles in how quickly or slowly children’s reading skills improve over time.

—Jeff Grabmeier, University Research Communications

Teacher coaching found to boost student reading

An innovative study of 17 schools suggests that putting literacy coaches in K-2 classrooms can help boost students’ reading skills by as much as 32 percent in a single year after three years of implementation. It also suggests that reading gains are greatest in schools where teachers receive a larger amount of coaching.

The study, led by Anthony S. Bryk, president of the Carnegie Foundation for the Advancement of Teaching, focused on schools implementing Literacy Collaborative, a school reform approach developed by the college and Lesley University, Boston. Faculty Emerita Gay Su Pinnell and Professor Patricia Scharer, teaching and learning, lead Literacy Collaborative. It trains teachers to become literacy coaches working one-to-one with their colleagues on a half-time basis to learn teaching strategies drawn from principles of cognitive science. The 17 schools also used Reading Recovery as the required intervention for struggling first graders.

During the four-year study, students’ reading skills grew 16 percent beyond predicted levels after the first year of coaching, 28 percent more than expected after the second year and 32 percent more than predicted after the third year. The 8,520 students studied represented a mix of social and economic characteristics.

The new study is important, according to Jennifer Sloan McComb, a policy researcher at the RAND Corp., because it tracks progress over a long period, drills deep, links students to their teachers and focuses on a high-quality coaching program. It is among the first of what many scholars hope will be a new generation of studies that offer solid clues not only to what works but also when, under what conditions and to some extent, why.

—Compiled by Janet Ciccone from Education Week and faculty interviews

New $20 million center to speed reading research

In an unprecedented move to help U.S. children who struggle with reading comprehension, the U.S. Department of Education’s Institute of Education Sciences created an innovative network of social scientists to conduct research via five multimillion-dollar university centers.

Professor Laura Justice, teaching and learning, has been recognized for her achievements in early literacy research with a five-year, $20 million grant to form one of the centers. Justice and experts at all five centers will share their findings even as they create and test interventions to improve children’s understanding of printed content. By revealing their ideas early on, they will propel the research process forward.

Justice and her team will focus on children from pre-kindergarten through third grade.

“We are honored to play a key role in this prestigious network of researchers on a mission to accelerate the pace of reading comprehension research,” said Cheryl Achterberg, dean of the College of Education and Human Ecology.

“Dr. Justice and her team represent Ohio State’s excellence and our profound commitment to helping children who struggle to understand what they read.”

—Janet Ciccone

A four-year study shows Literacy Collaborative techniques for teacher coaching improve students’ reading ability.
**Consumers cut calories while restaurant sales stay steady**

Yong H. Chu was an undergraduate in biological sciences at Ohio State when he asked, Would diners switch if they knew how many calories are in their favorite restaurant foods? Under the guidance of Gail Kaye, program director for human nutrition and OSU Extension, he found that consumers do pay attention when the numbers are provided.

Kaye and Chu collected data about choices consumers made at a university dining center operating much like a fast-food restaurant. When nutrition information was listed at the point-of-purchase, sales of high-calorie entrees dramatically decreased, while sales of lower calorie items substantially increased.

“The average decrease in calories in the entrees chosen was small, about 12 calories on the first day and increasing gradually through the two-week study period, but the decrease was immediate when nutrition information was available,” Kaye said. “Even more dramatic was the difference in the numbers of higher- and lower-calorie entrees sold before calorie counts were available.”

More good news: The restaurant lost nothing in sales during the study, Kaye said. Its revenue per entree sold remained consistent before, during and after nutrition information was offered.

Chu is now a doctoral student at University of South Carolina.
—Martha Filipic, OSU Extension

**Garlic lovers breathing easier, thanks to Harrison study**

A new study is adding to the notion that garlic can be a potential cancer fighter.

Earl Harrison, the Dean’s Distinguished Professor of Human Nutrition, says certain processes in our bodies that have the potential to cause cancer can leave signals of that process in urine. He and his team developed a urine test to check for two different markers. One shows how much garlic a person recently ate, the other shows the level of that potentially cancer-causing process.

“Our results showed that the more we had the marker for the garlic consumption, the less we had the marker for the risk of cancer,” he said.

Patients were given pills containing concentrated garlic. Doctors aren’t sure if that is the best way to get garlic’s benefits, but they are confident that eating it as a food is a much tastier way.

“If you like garlic and garlic-containing foods, go out and have as much as you want. There’s no indication that it’s going to hurt you and it may well help you,” said Harrison, who also is a scientist at Ohio State’s Comprehensive Cancer Center.
—Clark Paul, Comprehensive Cancer Center

**Teachers’ can-do attitudes improve learning**

In 1966, the landmark Coleman study startled the public with its stark conclusion that teachers and school leaders make little difference in the achievement of students compared to family and community influences. For the past several decades, Wayne Hoy, the Novice G. Fawcett Chair of Educational Administration, and Anita Woolfolk Hoy, professor of educational policy and leadership, have studied properties of schools and teachers to identify those that do make a difference.

Their studies, including a 2010 article with Karen Beard (’09 PhD), suggest that when teachers trust their students, work cooperatively with parents, press for high, achievable academic goals and believe in their own capabilities to reach even the most difficult of students, then a culture of “academic optimism” emerges. Such a school culture fosters student achievement regardless of the socioeconomic level of the community.

There is real value in focusing on potential in schools—on strengths and resilience—rather than pathology, weakness and helplessness, they say. Academic optimism explains and nurtures what is best in schools to facilitate student learning.

Districts should encourage teachers and principals to move forward with confidence, knowing that a “can-do” teacher attitude, school outreach to parents and a professional community that emphasizes collaboration to improve and high positive expectations for students are all encompassed in a school culture of academic optimism. Fortunately, schools have the tools to measure academic optimism and the capacity to enhance it.

**Doctoral student wins NIH grant to study substance use by gay, lesbian, bisexual youth**

Erika Grafsky (’03 Family Studies) has always believed in social justice. So she was concerned to learn that the odds of substance use by gay, lesbian and bisexual (GLB) youth are 190 percent higher than for heterosexual youth. Her concern grew after reading additional research showing the odds for use are 340 percent higher for bisexual youth. For female GLB youth, the odds skyrocket to 400 percent higher. Yet little is known about this association.

As a doctoral student in the Department of Human Development and Family Science, Grafsky recently scored a first for her unit by winning a prestigious, $54,000 dissertation grant from the National Institutes of Health to study the association. She believes a relationship may exist between parental reaction when youth reveal their sexual preferences and youths’ substance use.

Through interviews with youth and their families, she is examining the rewards and costs of disclosure and how substance use relates to the process.

Grafsky chose the Couple and Family Therapy PhD program, one of only 21 in the United States, in order to study with Chair and Professor Juliane Serovich. Serovich has developed clinical interventions for men and women to support disclosure of their HIV status to partners, family and friends.

Grafsky is eager for this study to help in providing research-based counseling and therapy support to GLB youth and their families.

The Edith M. Slabaugh Scholarship Fund from the college also supports Grafsky’s research with a dissertation fellowship.
—Janet Ciccone
I want to thank you for changing lives. Last year, your gifts provided $825,000 in scholarships or fellowships to 400 students in our programs.

This is outstanding. Still, many more deserving students need your help, and your gifts are our key source of such support. As President E. Gordon Gee says, private support is now essential for Ohio State to educate the next generation of leaders.

Your gifts also enable the creation of new knowledge, build modern learning environments and accelerate our research agenda so we can develop solutions to global challenges.

Professor Earl Harrison, who made national news with his garlic and cancer research (page 18), is a prime example. Today, the legacy of Leta Gigix Duhamel (‘35 Home Economics) funds Harrison’s work. Before her death, Leta said, “If I had gone to graduate school, I would have chosen nutrition as my major.”

Gifts of all sizes make a difference. Won’t you please donate today? Go to ehe.osu.edu/news/2010/links and choose the online giving link. Or contact me to discuss what gift ideas inspire you: (614) 292-5538, trkirby@ehe.osu.edu.

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**Becker, Pinnell gifts to train new Reading Recovery teacher leaders**

Eric Becker was a confused first grader who wanted to read very badly, but something held him back. Then he entered Reading Recovery in his Upper Arlington school, and his family learned he had dyslexia. Despite this barrier, he became an avid, happy reader. His grandmother, Lois Becker, credits Reading Recovery with discovering and diagnosing the problem and putting him on the path to reading success. She also thanks Reading Recovery for helping her other grandson, Kyle.

“Today, Eric is in his third year at Cleveland-Marshall College of Law, Cleveland State University, and makes the dean’s list regularly,” Lois said. “What he has accomplished is really a miracle. Kyle graduated summa cum laude from Notre Dame in mechanical engineering and now works for a consulting firm in Chicago.”

Because of her family experience with Reading Recovery, Lois decided to create the Lois K. Becker Teacher Leader Scholarship for Ohio. Teacher leaders coach Reading Recovery teachers at their home schools and across districts, providing essential professional development for school teams. They also work with school administrators to ensure effective Reading Recovery programs.

Lois and her husband Robert, both alumni of Ohio State’s College of Business, have been loyal Ohio State supporters for years. Lois, who was an elementary school teacher for 18 years, now also supports the college’s Literacy and Learning Clinic.

“I think there’s a definite need for the clinic,” she said. “Reading opens up the whole world to you.”

**Support from a Reading Recovery legend**

Family triumphs like the Beckers’ are exactly why Professor Emerita Gay Su Pinnell (’68 MA, ’75 PhD Education) continues her support of Reading Recovery. She is renowned for her role in bringing the program from New Zealand to North America and Ohio State in 1984.

Today, funding to train new Reading Recovery teacher leaders is shrinking. So Pinnell decided to create the Pinnell Reading Recovery Scholarship for Teacher Leaders.

“After 25 years, many of our Ohio teacher leaders are headed for retirement,” she said. “We need to replenish the group. Teacher leaders are so highly trained, they know the powerful teaching moves that accelerate children’s learning. Not only must they have the skill to train adults, but they also continue to teach.”

(See Reading Recovery on page 20)
Your dean
Continued from page 2

These centers tackle global issues in a way that, as President E. Gordon Gee said, "only an exceptionally strong, wonderfully complex and truly comprehensive university can—by involving multiple disciplines."

International Poverty Solutions Collaborative: Co-directed by Professor Howard Goldstein, human development and family science, this center will develop and evaluate holistic solutions to help lift communities out of poverty. With more than 60 faculty from 14 Ohio State colleges, the collaborative has a breadth of interdisciplinary expertise greater than any other poverty center in the nation.

Rather than focusing on causes, this next generation of poverty researchers will focus on solutions and why they produce desirable or inadequate effects.

They will develop intervention packages at community laboratories in urban Columbus, rural Ohio and two international locales. Students will engage in courses, research and service experience at the labs.

Through our contributions, we will strive to document culturally sensitive methods for long-term impact in high-poverty communities.

Food Innovation Center: Food for Global Security, Safety and Health Promotion: With more than 80 faculty from 12 Ohio State colleges, this center attacks the food crisis. Three of the co-directors are affiliated with our Department of Human Nutrition: Mark Failla, Steven Clinton and Steve Schwartz.

As a professor of human nutrition, I joined this center with enthusiasm. We are focused on four major themes. In developing foods for health, we design novel foods, ingredients and crops with health-enhancing characteristics.

In biomedical nutrition, we strive to fight chronic diseases or health issues such as obesity, vitamin A deficiency, slow wound healing, cancer of the mouth, lips and gums, and Alzheimer’s disease.

In food safety, we will aim to significantly reduce the 5,000 domestic deaths and many millions of cases of foodborne illness caused by unsafe foods.

Lastly, the world’s growing population requires global food strategies and policies. We are engaging industry, government and academic innovators in planning rural and urban food systems, standards for global food trade and organizational processes to address food contamination in the agricultural industry and during processing.

The Center for Ethics and Human Values: Every problem confronting us has ethical dimensions. Thirty-six faculty across 11 colleges will promote dialogue among researchers about ethics in their work. They will also promote an "ethics across the curriculum" approach to undergraduate and graduate education. They will develop Ohio State’s capacity to address emerging ethical issues in all areas of life.

I am proud that we are leading the way in important races to discovery and effective intervention. With your support of time, talent, treasury and trust, we can make a difference that matters.

More at ehe.osu.edu/news/2010/links

New worlds
Continued from page 15

abilities and create a dramatic inquiry network across Central Ohio.

Like Neugebauer, whose class joined that of fellow Metro teacher Jeff Elliott (’03 MEd) for the Constitutional convention, many of the teachers have already collaborated with colleagues and led workshops in their schools.

“A constitutional government is people deciding how they will govern themselves,” said Neugebauer, who left a lucrative career in Washington, D.C., to return to his hometown and become a teacher. “These experiences train students to be critically thinking citizens. They create something entirely new, yet they must know the foundational material to argue their points with sound logic.”

Student Greg Boehm said the experience “helped me realize why it’s difficult to get into government. I was dealing with around 30 people, and I couldn’t get anything done. This class gave me a better feel for what goes on in Congress and more respect for those who get things done. I’m glad I got involved.”

Reading Recovery
Continued from page 19

Peers to train parents for children’s success

Peers training peers. It’s an age-old formula for success, since people typically feel comfortable learning from those they know and trust.

The W.K. Kellogg Foundation has contributed $50,000 to the Schoenbaum Family Center to plan a parenting program modeled on OSU Extension Human Nutrition's Expanded Food and Nutrition Education Program (EFNEP).

Known as the “Cadillac” of nutrition education programs, EFNEP shows significant return on investment, in part from the use of neighbors trained as paraprofessionals. They educate their peers, creating support networks in the neighborhood.

The Kellogg program will emphasize both positive parenting and training to become childcare providers. As a result, Weinland Park residents will have more opportunities to take care of their neighbors’ preschool children, while taking advantage of professional development from the Schoenbaum Family Center.
One year of EHE impact numbers

Touching lives in Ohio and beyond

**12,961**
Buckeyes enrolled in sport, fitness and health courses

Tennis, anyone? What about sky diving or golf? Each year, the college's Sport, Fitness and Health Program in the School of Physical Activity and Educational Services is open to the entire Ohio State student population. Courses aim to enhance the health and quality of life through promotion of an active lifestyle. Students may choose from 110 courses ranging from aerobics and AIDS information to cancer prevention and yoga.

**500**
U.S. National Security Agency employees

The U.S. National Security Agency can now better ensure its employees are equipped to protect the United States by providing timely information to our decision makers and military leaders. It's all thanks to Professor Ron Jacobs, workforce development and education, who was invited to share his expertise about learning in the workplace and on-the-job training with 500 NSA managers and trainers in September 2009.

**281,767**
Ohioans helped by OSU Extension FCS

The demand for OSU Extension Family and Consumer Sciences (FCS) services grew by 29 percent last year. Extension educators provide programming designed to help Ohioans in every Ohio county stretch limited resources, feed their families nutritiously and make the most of their family relationships. The educators touched 62,613 more people this year than last, despite the loss of staff and funding cuts due to the economy.

**6,623**
Ohio State students supported in college success

The Walter E. Dennis Learning Center laid foundations for the college success of more than 6,000 Ohio State students last year. Founder and Director Bruce Tuckman, professor of educational policy and leadership, and his staff provide research-based outreach workshops, learning strategies courses and individual learning strategy consultations to improve undergraduates' study skills, test-taking strategies and more.

**398**
Faculty, staff, student mentions in the media

Once a day on average, all year long, the media calls on EHE experts. They speak on a range of topics, from how to stop academic cheating to how to stop cancer patients' severe weight loss. Media appearances range from quotes in USA Today and The New York Times, to interviews on the Santita Jackson radio show in Chicago and in-depth stories about faculty research on international web sites like TehranTimes.com in Iran.
Kelsey is Distinguished Staff honoree
Administrative Associate Sharon Kelsey was selected for the 2009 Distinguished Staff Award, Ohio State’s highest honor for non-teaching employees. She is called the “backbone and nerve center” of the Center on Education and Training for Employment and is admired for “empowering others within the business office to work efficiently and effectively and with a positive attitude and approach.”

Alumni Association honors Fields, Hite as Distinguished Teachers
Ohio State honored two College of Education and Human Ecology faculty members, Sarah Fields and Robert Hite, with the 2010 Alumni Award for Distinguished Teaching.

Students who were taught by Fields, associate professor of physical activity and educational services, are fervent. One said, “Her proficiency and command of a variety of topic areas is a testament to her intelligence as well as her dedication to the students in the sport leadership and sport humanities majors.”

A nominator said she uses a wide variety of methods, including lectures, discussions, individual and group case studies, guest speakers and other classroom activities. And she continues to consult with her colleagues about making her classes even better.

Another, more succinct nominator said, “She’s authentic.”

Hite, associate professor emeritus of educational policy and leadership, was applauded for his contributions to the college’s general teacher education program, in which he prepares future faculty for education colleges. He brings his experience as a math teacher, principal, district superintendent and faculty member to each class. A doctoral student said, “Dr. Hite modeled what he was teaching.”

“Dr. Hite has created many impressive and truly innovative teaching materials,” a nominator said. They include a “passport” that records each student’s mastery of topics.

The college’s distinguished teacher tally is 56 since Ohio State established the top faculty honor in 1959.

College of Education and Human Ecology
Who we are: a snapshot
Your college is 6,000+ students strong, enrolled in 58 programs, in six academic units:
• Department of Consumer Sciences
• Department of Human Development and Family Science
• Department of Human Nutrition
• School of Educational Policy and Leadership
• School of Physical Activity and Educational Services
• School of Teaching and Learning

You stand shoulder to shoulder with 91,492 living EHE alumni:
• 63.3 percent of you live in Ohio
• 35.3 percent live in the USA outside Ohio
• 1.4 percent live abroad

You have earned these degrees from EHE:*
• 70 percent of you have bachelor’s degrees
• 27.9 percent have master’s degrees
• 5.7 percent have doctoral degrees

*Equals more than 100 percent as some alumni have more than one degree from EHE.

Provost Joseph Alutto presents Sarah Fields, physical activity and educational services, with an apple, symbolic of her teaching skills.

Robert Hite, educational policy and leadership, right, accepts congratulations from President E. Gordon Gee and Dean Cheryl Achterberg.
We share knowledge through service

**National**

Margaret Binkley, consumer sciences: National Restaurant Association’s task analysis panel to restructure the credentialing of Foodservice Management Professionals.

Sue Dechow, teaching and learning: introduced William Brustein, Ohio State’s vice provost for global strategies and international affairs, to our 13 Indonesian higher education partners in the U.S./Indonesia Teacher Education Consortium (USINTEC).

Jonathan Fox, consumer sciences: chair, National Financial Planning Curriculum Review Committee’s oversight of income tax courses required to become a certified financial planner.

Claire Kamp Dush, human development and family science: student/new professional program representative, National Council on Family Relations.

Kim Lightle, teaching and learning: National Science Foundation panel on implementing the new Climate Change Education program.

Hugo Melgar-Quinonez, OSU Extension and human nutrition: advisory board for Sesame Street’s “Healthy Habits for Life,” a bilingual education outreach program to help low-income families choose affordable, nutritional food.

Cindy Oliveri and Susan Shockey, both family and consumer sciences, OSU Extension: chairs, National Extension Association of Family and Consumer Sciences’ 2012 national conference, Columbus.

Dennis Sykes, Center for Special Needs Populations: governing board, National Association for the Education of Young Children, 90,000 members worldwide.

Christopher Zirkle, physical activity and educational services: board of directors, Home Builders Institute, the workforce development arm of the National Association of Home Builders; and expert reviewer, applications for U.S. Department of Energy grants to train workers for the electric power sector.

**Ohio**

Kirk Bloir, family and consumer sciences, OSU Extension: advisor, Agricultural and Extension Education Program, Ohio Department of Human and Community Resources Development.

David Stein and Constance Wanstreet, physical activity and educational services: invited by the Supreme Court of Ohio to develop the justices’ skills in teaching adults.

Family and Consumer Sciences Extension: 100 years and still going strong

The college’s Family and Consumer Sciences Extension program is celebrating its 100th year at The Ohio State University. The first Winter School for Homemakers was offered in 1909, five years before the Smith-Lever Act established the national extension service in 1914. In 1910, the first Extension Schools for adults were held in Columbus.

Climbing the *U.S. News* ladder

The College of Education and Human Ecology continues to rise in the *U.S. News & World Report* annual survey rankings. “We are pleased that we keep moving up among public universities, having progressed steadily from 10th to seventh place in only three years,” said Dean Cheryl Achterberg. The graduate education program is 14th overall among all 279 institutions nationwide.

Four education specialty areas are rapidly making their way up the rankings. Special education has jumped to 12th, an impressive move of eight places in three years. Rising three spots in one year is education psychology, now 13th. Higher education administration rose to 15th, while education policy tied for 16th.

Six other specialties are in the top 10 nationwide. They are administration and supervision, counseling and personnel services, curriculum and instruction, elementary education, secondary education and vocational and technical education.

Faculty and staff lead their professions with significant career awards

Eric Anderman and Richard Lomax, both educational policy and leadership, were named as 2010 American Educational Research Association (AERA) Fellows as senior faculty with substantial research accomplishments.

Mollie Blackburn, teaching and learning and sexuality studies, received the “significant body of work award” from the AERA Queer Special Interest Group.

Bruce Kimball, educational policy and leadership, received the Outstanding Publication of the Year from AERA Division J: Postsecondary Education for his book, *The Inception of Modern Professional Education: C.C. Langdell, 1826–1906*.

Valerie Kinloch, teaching and learning, received the AERA Scholars of Color Early Career Award.

Patricia Lather, educational policy and leadership, was one of only two researchers to receive the 2010 AERA Lifetime Achievement Award from AERA Division B: Curriculum Studies.

James L. Moore III, physical activity and educational services, was the third American to receive the international Outstanding Contribution to School-Based Family Counseling Award from the Institute for School-Based Family Counseling for his professional work with ethnic minorities, particularly African-American males.

Rick Petosa, physical activity and educational services, was inducted as a fellow in the American Academy of Health Behavior because of his significant record of improving the public’s health.

Sharon Seiling, consumer sciences, OSU Extension, accepted the Federal Deposit Insurance Corporation (FDIC) Chairman’s Award for Innovation in Financial Education as a founding member of eXtension’s Financial Security for All Community of Practice web site.

Cynthia Tyson, teaching and learning, received the inaugural Mid-Career Award from AERA Division K: Teaching and Teacher Education.

Arthur L. White, teaching and learning, received the Malinson Distinguished Service Award from the School Science and Mathematics Association for his leadership and scholarly body of work.

Homemakers in 1946 learn about preserving nutrients in cooking.
outstanding alumni from the fields of public health, physical activity policy and education, wildlife conservation, home economics education and education assessment and accountability were inducted into the Education and Human Ecology Hall of Fame this past November.

“We expect our faculty to consistently introduce outstanding ideas that will influence policy and practice. We also expect our students to take what they learn from these scholars and change the world,” said Cheryl Achterberg, dean of the college. “It is obvious when you look at the caliber of our inductees that they met—and exceeded—our expectations.”

Read more about these awardees and other news at ehe.osu.edu/news/2010/links.

Joy Garrison Cauffman, of Arcadia, Calif., ’48 Education; ’53 MS Physical Education; and PhD ’59 Health Education and Healthcare Administration
Her research into detecting colorectal cancer saves lives. Based on her results, physicians around the world began to advise their patients to schedule sigmoidoscopies and colonoscopies. Cauffman was the first female tenured professor of family medicine, in the Keck School of Medicine, University of Southern California.

Thomas L. McKenzie, of San Diego, Calif., ’76 PhD Physical Education, Teacher Education and Behavior Analysis
He is a prolific and influential researcher in child and youth physical education, known internationally for advocating active lifestyles and access for all. A professor at San Diego State University, he led the national Child and Adolescent Trial of Cardiovascular Health, a randomly controlled clinical trial for improving physical activity in schools.

Donald F. Staffo, of Tuscaloosa, Ala., ’78 PhD Physical Education, Teacher Education and Physical Education Administration
Widely recognized for his influence on national policy and practices in physical education and sports, the professor and chair of Health and Physical Education at Stillman College was recognized by the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).

Daniel L. Stufflebean, of Kalamazoo, Mich., and The Villages, Fla., founder and director, The Ohio State University Evaluation Center, 1963–’73
His work has influenced the lives and careers of millions of young people as his pioneering evaluation methods have been implemented worldwide. His CIPP model helps school districts improve academic programs. He crafted the first national Standards for Educational Evaluation.

The late Helen A. Strow, a native of Wood County, Ohio, ’25 Home Economics; ’31 MS Textiles and Clothing
She trained other home economists and helped rural families in Europe, Latin America, Asia and Africa for 60 years. She traveled worldwide for the U.S. Department of Agriculture. Founder of the International Home Economics Service, she strengthened the Federation of Home Economics.

The late Jeffrey S. Swanagan, of Columbus, Ohio, ’81 Science Education Naturalist Jeffrey Swanagan was changing wildlife education nationwide before his untimely death in 2009. “Touch the heart to teach the mind” was his mantra for zoo and aquarium visitors in Ohio, Georgia and Florida. He began at the Columbus Zoo while a student and went on to direct Zoo Atlanta, the Florida Aquarium and the Georgia Aquarium. He returned to Columbus in 2008.

Who are your heroes?
Chances are you know fellow alumni who have made a significant difference in your life or the lives of others. If so, please nominate them for the college’s Hall of Fame or an alumni award. We want to acknowledge their accomplishments at our next awards ceremony. (See page 27.)

The first year of the EHE Board of Governors focused on building and planning. We have started new endeavors in community service, such as a project to assist low-income families in Weinland Park with financial literacy. We just completed elections for board members and, together, look forward to new opportunities to improve our college and community.

I encourage you to get involved in your alumni society. If you have questions or observations, I welcome them. I am extremely excited to share your visions.
CLASS NOTES

1950s
Ruth L. Strader ’51, and her husband Jack D. Strader ’49 Horticulture, of Columbus, received the 2010 Food, Agricultural and Environmental Sciences Distinguished Alumni Award for their 55 years as owners and operators of six Strader’s Garden Centers in central Ohio.

Velma Vizedom Everhart ’38, ’54 MS of Columbus, received The Ohio State University Alumni Association’s 2009 Ralph Davenport Mershon Award for her devotion to Ohio State since first taking classes in home economics more than 70 years ago.

1970s
Cynthia Anderson ’75 MA of Youngstown, was vice president for student affairs at Youngstown State University for 15 years before becoming its seventh president in June 2010.

Susan Finn ’72 PhD of Upper Arlington, Ohio, was recently selected as one of Bowling Green State University’s “100 Most Prominent Alumni.” Finn is past president of the American Dietetic Association and president and CEO of the nonprofit American Council for Fitness and Nutrition.

Evelyn “Evie” Freeman ’78 PhD of Mansfield, Ohio, has announced she will retire as executive dean of Ohio State’s five regional campuses in 2012. She also is dean of OSU-Mansfield.

Pat Hawk Smith ’56, ’74 MA of Worthington, Ohio, was selected to review applications for the Obama Administration’s $4.5 billion in Race to the Top grants for education reform.

Chris Timko-Grate ’74 of Lakeside Marblehead, Ohio, was featured in the Toledo Blade, which highlighted her career in hospitality management, including her position as manager of the Fremont Country Club.

Ray Zepp PhD ’75 of Crystal Beach, Fla., helped found a service-oriented university in Cambodia, the Dewey International University in Battambang.

1980s
Chris Collaros ’89 MA of Worthington, Ohio, and Fred Burton ’77, ’83 MA, ’85 PhD of Columbus, have their own band, Principally Speaking. They met while working in Worthington in 1990. Collaros now is a principal in Upper Arlington City Schools and Burton teaches for Ashland University in Columbus.

Rosie Jones ’81 of Atlanta, Ga., is the captain for the U.S. Ladies Professional Golf Association team vying for the biennial Solheim Cup next year in Ireland. The U.S. leads the series 8-3.

Leading SUNY: Nancy Zimpher

Former College of Education dean and three-time Ohio State alumna Nancy Lusk Zimpher has taken the reins as chancellor of the State University of New York system, the largest comprehensive university system in the United States, educating nearly 440,000 students in 7,669 degree and certificate programs on 64 campuses. She came to SUNY from the University of Cincinnati, where she was president from 2003–2009. Zimpher, who was inducted into the Education and Human Ecology Hall of Fame in 2008, became dean of the college in 1993 and was executive dean of the professional colleges before accepting the chancellorship of the University of Wisconsin–Milwaukee in 1998.

Champions on the court and off

The 1960 OSU men’s basketball team was feted winter quarter on the 50th anniversary of its national championship. An interesting fact: Not only did the team achieve athletic glory, every player graduated. The players include education alumni Larry Siegfried ’62, ’77 MA, second from bottom, and John Havlicek ’62, top of steps, as well as Mel Nowell ’64 and Bobby Knight ’62. That’s something to celebrate.

Terina Joann Matthews ’96 MA of Louisville, Ky., received the 2009 Josephine Sitterle Failer Award from the OSU Alumni Association for her dedication to helping young people. She is a corporate recruiter for Yum! Brands.

Paul LaRue ’81 of Washington Court House, Ohio, won a 2009 National Teacher Award from Time Warner Cable for using HBO programming and an online National Teach-In about Abraham Lincoln as teaching tools. His history research students at Washington High School also wrote lesson plans about the nominees for the 2010 competition to select an Ohioan for the Congressional Statuary Hall.
Three honored as outstanding African American alumni

Stan Jefferson '74 of Columbus, received the Samella Lewis Professional Achievement Award. A longtime coach and educator in the Mansfield City Schools, he is director of player development for the Buckeye football team.

Tamira M. Moon '01, '04 MS of Atlanta, received the Larry Williamson Distinguished Service Award. She is a project director at Georgia’s Division of Public Health.

And Mac A. Stewart '73 of Columbus, received the Frank W. Hale Honorary Leadership Award. Earlier in the year, he received the OSU Alumni Association’s 2009 Josephine Sitterle Failer Award for his advocacy for students. He recently retired as Ohio State’s vice provost for minority affairs.

William “Bill” Leahy ’86 of Pompano Beach, Fla., is chief operating officer of Anthony’s Coal-Fired Pizza, headquartered in Fort Lauderdale. The national chain has grown to 22 stores that prepare their pies in 800-degree, coal-fired ovens.

Julie Knotts Overholt ’87 of Aurora, Ohio, senior manager of assessment for K12 Inc., received the company’s 2010 CEO Award for Innovation in Education. K12 Inc. provides online learning for home schooling and K–12 education.

1990s

Jane Best MA ’96 of Highlands Ranch, Colo., is vice-president of governmental relations for Mid-Continent Research for Education and Learning (McREL). She also is a member of the Education and Human Ecology Alumni Society Board of Governors.

Gregg Kaye ’90 of West Springfield, Mass., was featured in “Paths Less Traveled: Leaders in collegiate athletics come from all walks of life,” NCAA Champion Magazine (Winter 2010). Kaye is commissioner of the Commonwealth Coast Conference, Division III.

2000s

Adrienne Bowden ’01, ’02 MEd of Pickerington, Ohio, is a member of the Ohio Education Association Board of Directors, Unit #2, representing 14 local districts in Fairfield and Franklin counties. She also is a diversity trainer for the National Education Association.

Brian DeWine ’03 MA of Asheville, N.C., is co-owner and president of the Asheville Tourists, the Class A South Atlantic League franchise of the Colorado Rockies baseball team.

Kevin Doll ’00, ’01 MS of Columbus, a financial advisor with Hamilton Capital Management, was a cast member for the musical Rent, presented in Dublin, Ohio.

Andrew Flemming ’03 MEd of Columbus, was featured by the Columbus Dispatch because of his Buckeye Fever while teaching in Thailand. His wife, Lindsey, joked to his students to expect “PMS…or ‘pre-Michigan syndrome’.”

Jacqueline Nwando Olayiwola ’97 of Middletown, Conn., received Ohio State’s William Oxley Thompson Alumni Award for early career achievement. She is chief medical officer and president of the medical staff at Community Health Center in Middletown.

Head of the class: David Harrison

David Harrison’s experiences at two-year institutions, including Sinclair Community College in Dayton and Seminole Community College in Florida, have brought him back to Ohio. Harrison (’00 PhD), took office July 1 as president of Columbus State Community College.

“I was always impressed with the work that Columbus State was doing” while completing a doctorate with Wayne Hoy, educational policy and leadership, Harrison said, but he didn’t think about actually leading the college.

A first-generation college graduate himself, he said, “I have a personal connection with students who have barriers in front of them: finances, academic preparation, having to work or take care of family members. Or the fact they just don’t understand the college process.”

Columbus State’s record enrollment of 23,000 is one indication of the need for its programs, Harrison said. He will deepen the college’s innovative partnerships with high schools, other colleges and universities, employers, government agencies and community organizations. He seeks to provide flexible and convenient learning options for students, as well as to ensure a commitment to their success across the organization. He predicted, “Columbus State is well on its way to being a leading example of the 21st-century college.”
I would like to nominate __________________________________________________________ for:

☐ The New Leader Award. Granted to EHE alumni, age 36 or younger at time of nomination, for significant accomplishments in business or professional life or for service to the college.

☐ The Career Achievement Award. Honors EHE alumni who have proven records of career accomplishments and have made outstanding contributions to their professions.

☐ The Meritorious Service Award. Presented to an alumnus/a who has distinguished him/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.

☐ The Award of Distinction. Presented to alumni who have achieved distinction in their field of endeavor for making a difference in the lives of others through outstanding professional, personal or community contributions.

☐ Hall of Fame. Induction is the highest honor that the college can bestow. Nominees must have made significant contributions to education and human ecology as models for all others in their fields. Nominees must have distinguished themselves nationally or internationally, made a positive contribution to society and brought extraordinary credit to The Ohio State University. Those nominated may be living or deceased. They must be former college faculty members or administrators or graduates from an education or human ecology program.

Nominator
Name ________________________________________________________________
Address ______________________________________________________________
City __________________________ State ___________ Zip ________________
Phone ___________________________ E-mail __________________________

Nominee
Name __________________________ Title ________________________________
Address ______________________________________________________________
City __________________________ State ___________ Zip ________________
Phone ___________________________ E-mail __________________________
Occupation ______________________________
Degree(s) and Year(s) of Graduation ________________________________

The nomination packet must include:
• Completed nomination form
• The nominee’s vita or résumé
• No more than three letters of support
• Optional additional support materials

Please do not submit incomplete nomination packets.

Recipients will be selected by the EHE Alumni Society Board of Governors.

Please note: Self-nominations are accepted. One nomination per form. You may photocopy the form or print it from the EHE web site, ehe.osu.edu/af/awards.

Send materials to: Sean Thompson, College of Education and Human Ecology, The Ohio State University, 110 Arps Hall, 1945 N. High St., Columbus, OH 43210. Nomination deadline: January 14, 2011.
Buckeyes Tried and True


The University of Miami Hurricanes will blow into Columbus on September 11, but our Buckeyes will conquer that wild wind and turn it into a mild breeze with a victory in the ´Shoe. Before you cheer the taming of the Hurricanes, join your fellow EHE alumni for a scrumptious tailgate, once again catered by Outback Steakhouse. Game ticket prices have risen, but the college is holding costs at 2009 levels!

When our team needs the 12th man, lifelong Buckeyes respond to the call. First, though, they eat! Join fellow alumni in the big tent for the fourth annual EHE tailgate.

TAILGATE: Saturday, September 11, 2010
WHERE: Tent on south side of Campbell Hall, 1787 Neil Ave.
TIME: 12:30 p.m. or three hours before kickoff
COST: $25 Tailgate catered by Outback Steakhouse
$100 Tailgate and Reserved Game Ticket

RESERVATION DEADLINE: August 15, 2010

Remember… sign up for Ohio State’s 2010 Reunion Weekend. You can enjoy three days of university events while seeing old friends and making new ones. The College of Education and Human Ecology will welcome back the classes of 1950, 1960 and 1985. Complete details about EHE Reunion Weekend, including game ticket lottery and eligibility rules, can be found at ehe.osu.edu/af/reunion. Questions? Contact Sean Thompson, thompson.1355@osu.edu or (614) 688-5392.

Not connected to the Internet? Get an information packet by contacting Nancy Swearengin at (614) 292-2743 or swearengin.1@osu.edu.