Allies for social justice
Students learn powerful lessons in leadership

Reading rocks
At-risk youth learn to love books

First aid
Counselor standards aim to stamp out suicide

Altering action
Educators tackle autism, disabilities, human choices
Contributing to national strength

EHE supports the economic well-being of Ohio, the nation and beyond

More at ehe.osu.edu/news/2011/links

BY CHERYL ACHTERBERG

An uplifting story captured my attention the other day. A Cuyahoga County woman was denied a job with a catering company because she needed more education.

When she later presented the certificate she earned in the college’s Expanded Food and Nutrition Education Program (EFNEP), which serves low-income people, she was hired. Soon after, she regained custody of her daughter.

EFNEP, the program that helped this woman, is conducted by OSU Extension Family and Consumer Sciences (FCS), the college’s outreach arm. Last year, Extension FCS improved the lives of 201,892 Ohioans through its many programs in nutrition education, personal finance and more. In times of economic downturn, what could be more important?

OSU Extension FCS represents just one of our many initiatives that contribute to our country’s and our world’s economic strength. Allow me to share a few more.

Preparing tomorrow’s workforce

Our college’s faculty and our Center on Education and Training for Employment (CETE) contribute to workforce development and education locally, nationally and internationally. Ohio, for instance, has identified a growing need for direct service workers in health care and human services, such as nurses’ aides and home care aides.

CETE works with the Ohio Long-Term Direct Service Workforce Initiative to develop statewide training curricula, tests for Ohio’s frontline home care workforce and more. Two of our faculty members sit on the executive board. When you or your elders need long-term services and support, you’ll know your health care professionals are well trained.

In Korea, another faculty member worked with Hyundai-Kia Motor Company and our PhD alumni at several Korean universities. The company’s human resource development staff in both Korea and the United States now uses a research-based process for better understanding workplace performance issues. They can now develop more effective training programs, which translate into improved performance on the job.

Educating our children and youth to excel

The innovative minds that will drive our economy to the next level are among our children. But which ones are they? Best practices in education can give all children the chance to contribute.

EHE not only graduates new teachers trained to the highest standards, but we are at the forefront of teacher preparation reform. We lead the way with ASPIRE, a federally funded project that is creating a new model for teacher training in Ohio.

This autumn, the first of these graduates will become full-time teachers with Columbus City

(See Your dean on page 34)
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INSPIRE AWARDED GOLD FOR THIRD YEAR
For three years in a row, the Association of Marketing and Communications Professionals (MARCOM) has named Inspire a Gold Winner. Given most recently for the 2010 issue, the award specifies that among the thousands of national and international competitors, Inspire was “judged to exceed the high standards of the industry norm.”

ON THE COVER: We thank sophomore Alyssa Grolle and the children from the Short Stop Youth Center, a program of Directions for Youth and Families of Columbus, Ohio.
Family studies is route to med school admission

Medical schools seeking the best in future pediatricians or general practitioners have a new option: graduates of the Department of Human Development and Family Science (HDFS).

Family Studies majors who choose the new premed specialization learn how children develop cognitively and physically. They also study parenting issues such as how mothers and fathers change as they grow older. HDFS faculty members welcome undergraduates to their research projects that focus on interpersonal relationships. In addition, students take science courses required for admission to the Ohio State College of Medicine.

“It’s a fantastic fit,” said Gene Folden, director of HDFS academic studies. “Medical schools want more well-rounded students. Family Studies graduates take a holistic approach.”

Other Family Studies professional specializations are:

- Adolescent and At-Risk Youth
- Aging Studies
- Family and Community Human Services
- Intimacy and Sexuality Studies
- Social Policy and Population Studies

Sign of the times

Chongmin Lee graduated autumn quarter 2010 with a PhD in hearing impaired and deaf education. She is the first deaf person from South Korea ever to obtain a PhD. Not just at Ohio State . . . the first deaf person ever.

Professor Doug Owens, her advisor in teaching and learning, said, “Chongmin’s experience as a deaf person with a PhD in education for the hearing impaired and a BS in mathematics gives her a unique ability to interpret the needs and provide strategies to help hearing-impaired children understand mathematics.”

BuckeyeTHON 2011: One for the record books

When the 17-hour BuckeyeTHON ended February 26 at the Ohio Union, the feet of 799 participants may have been aching. But they all wore big smiles. The dance marathon had garnered $222,518.17 for oncology programs at Nationwide Children’s Hospital in Columbus. The total more than doubled contributions raised in 2010. At the head of the effort was BuckeyeTHON President Rachel Prescott, who will graduate June 5 with a bachelor’s in exercise science.

After three years on marathon committees, Prescott knew how to get people involved. She got the ball rolling by creating a video about BuckeyeTHON that won $2,500. In addition, “The organizing committees were unified and knew why we were there,” she said. They also were reminded of their goal during the marathon as young cancer patients cheered on the dancers. Prescott said, “When children and their families come, you see the connection.”

Next fall, Prescott, of Montclair, Va., will enter the University of Oregon dual master’s and PhD degree program in human physiology. Her dream is to teach and conduct research at a university.

Rachel Prescott

Almost 800 dancers welcome Children’s Hospital cancer patients to the 2011 BuckeyeTHON fundraiser February 26 at the Ohio Union.
Empowered to teach technology

Safety comes first when children use technology at school. So imagine explaining to parents and guardians how their elementary children will be secure while using Wikispaces, WordPress and Google Docs, communicating via email and Skype and posting their photos on the Web in a project with another school.

Martha Barley (‘88, MA ‘97, both Education) found that, faced with the complexities of asking for parents’ informed consent, some teachers hesitate to include technology in their lesson plans.

To smooth the way, Barley created tools so teachers can communicate clearly with parents and are motivated to use technology. Her templates of permission forms give teachers the details they need for informed consent. Her training materials let them practice responses to difficult scenarios.

“The right tools empower teachers,” Barley said. “I haven’t run into one parent who was uncomfortable once we became proactive about explaining the projects and how we will protect kids.”

Barley, an integration coach for 21st-century learning for Upper Arlington City Schools, Ohio, conducted the action research while studying for principal licensure in the School of Educational Policy and Leadership. The course, taught by Daniel S. Hoffman, assistant superintendent at Reynoldsburg City Schools, has future principals address challenges in their schools.

From the first year a homecoming queen was named, education and human ecology students have contributed to the tradition. In 1921, Eloise Fromme Manning (‘21 Arts and Education, MA ‘25 English) reigned as Stadium Queen. The next year, she raised the flag at the October 21 dedication of the new Ohio Stadium. Eleanor R. Duncan Raymond (‘40 Home Economics) kept spirits high as the 1939 queen, even as World War II threatened. Brenda Kay Toler (‘78, MA ‘80, both Education, PhD ’89 Educational Theory and Practice), now of Columbus, was on the court in the first year a king was elected. Her escort was Alex Lambrinides (‘78 Biology, DDS ’81), now of Westlake, Ohio.

Today, court members apply and go through a screening. High grades are required. At the 2010 Homecoming, three EHE students proudly led festivities to welcome Buckeyes back to their alma mater.

As a 21st-century learning coach, Martha Barley supports the Windermere Elementary School Lego Robotics Club. The fourth- and fifth-grade club members use their problem-solving skills to design, create and refine robotic challenges. This past school year, the club, including (l-r) Myles Dowell, Ben Hobson and Charlotte Falk, analyzed the robots’ abilities, designed a golf course and programmed the robots to play the course.

Laura Monnat, a master’s student in human nutrition, surveys a milk vending user in Baker Hall East.

Laura Monnat, a master’s student in human nutrition, surveys a milk vending user in Baker Hall East.
Trinity Frank has the talent and desire to become a future American Idol. But as an eight-year-old whose parents have been previously laid off from their jobs, divorced and like many families struggling financially, she may not get all the training, experience and exposure she needs.

That's why she comes to the Short Stop, a Columbus after-school performing arts program that engages kids whose families deal with economic issues.

That's why sophomore Alyssa Grolle, a special education major, volunteers there as part of the course, Educational Policy and Leadership (Ed P&L) 271, Leadership in Community Service. Her attention to the children, both academic and artistic, supports their success.

Growing up in the rural, close-knit town of Circleville, Ohio, Grolle always served others. At school, she led fundraisers for charities such as the American Cancer Society. She was a 4-H camp counselor and youth mentor and much more. But in urban Columbus, she was apprehensive. Could she relate to children who came from such different backgrounds?

After the quarter-long course that includes 30 hours of service helping children with homework at the Short Stop, run by Directions for Youth and Families, Grolle feels she has grown. The children greet her with enthusiasm when she arrives. She moves among them with confidence, analyzing personalities and working to ease stress while helping with...
needs, both personal and academic.

“I learned that no matter how different you are from someone, you can always find common ground,” Grolle said. “I also know I can go beyond volunteering. I can inspire others to help change the one thing I’m passionate about—educational equity.”

Chip Smith, program manager at the Short Stop, said with budget cuts, Grolle and the other Ohio State students are invaluable in staffing the program and bringing a sense of purpose to the kids. “They’re very passionate about and interested in what the kids are doing,” he said. “They’re also a great resource about getting ready for the university. Their message is, as long as you work hard, you can make it.”

Understanding multiple perspectives

Associate Professor Susan Robb Jones, higher education and student affairs (HESA), School of Educational Policy and Leadership, created the course for undergraduates in 1997. She also created Ed P&L 708, Administering Service-Learning Programs, for graduate students.

“Once students leave the protective bubble of campus and spend time with people who are hungry, homeless or struggling in school, they begin to personalize abstract social issues,” Jones said. “They discuss in class how they can make a difference, both as volunteers and leaders.”

Under Jones’ powerful program model, HESA doctoral students teach the undergraduate course, assisted by HESA master’s students. “One master’s student said serving in Ed P&L 271 was the most immediate theory-to-practice opportunity he had had in his entire graduate program,” she said. “He saw the philosophies and best practices behind service learning at work.”

Judy Guion-Utsler, Grolle’s course instructor, is focusing her dissertation on how to influence the many students on college campuses who shut out those different from themselves. The course does this, she explained, by having students hear lectures, discuss, experience and read and write about issues of social justice, such as poverty and homelessness.

“My goal is not to get students to change their perspective but to understand multiple perspectives. Then they can develop the skills to be allies with populations that do not enjoy privilege.”

Jones emphasized that the course brings together students from all academic areas. The 100 students in Ohio State’s Mount Leadership Society, like Grolle, take it each year. All students choosing Ohio State’s Leadership Studies minor also take the course.

“You can’t solve hunger or educational inequality with just economics or education,” Jones said. “You need people from all disciplines to eradicate a problem. It’s interdisciplinary education at its best.”

Her ultimate wish is for students at all levels to leave the courses seeking solutions to social inequality. “The best case scenario,” she said, “will be if these students become leaders who ensure we don’t need places like food pantries anymore.”

What the world needs now: More than a top-down leader

Reuben Chapman, from Burton, Ohio, explored being an accountant, then an architect. But the many hours spent alone in these professions led him to the Leadership for Community service Model higher education and student affairs (HESA) faculty: develops future leaders for student life and student affairs, studies student development theory and best practices.

HESA doctoral students:
Teach Ed P&L 271, study student development.

HESA master’s students:
Take Ed P&L 708, serve in community agencies, assist in Ed P&L 271, study student development.

100 undergraduates in Ohio State’s Mount Leadership Society, students across Ohio State in Leadership Studies minor:
Take Ed P&L 271 annually

"Many people rise to leadership roles but haven’t learned what it takes to be leaders. Ohio State’s colleges offer courses that teach the theoretical foundations and concepts of leadership and have students apply them to real-life situations. The minor produces students who are well versed in the theory and practice of leadership."

— HESA Visiting Assistant Professor Don Stenta, who shepherded into being the new Leadership Studies minor, with courses in Ed P&L
A 10-year-old Pennsylvania girl is babysitting a little boy while his older brother takes part in a Boy Scout troop meeting. The boy has autism and does not speak. The girl starts rolling a ball to the little boy, who repeatedly gets up and returns it to her lap.

The boy’s mother comes into the meeting and is overwhelmed to see her younger son running with the ball. She tells the girl, “He has never played a game with others before.”

“Since that day, I have been telling my parents that I want to work in special education,” Elizabeth Spotts recalls. Spotts, now finishing her master’s degree in Applied Behavior Analysis (ABA) in the college’s special education program, plans to focus on the communication needs of young children with autism. After she completes her course work, she plans to sit for the exam to become a certified behavior analyst.

“What I love about the program in the School of Physical Activity and Educational Services is the way it incorporates ABA into the special education program,” Spotts said. “It’s hard to find programs that combine both.”

Behavior analysis, the scientific study of behavior change, has become known for helping children with autism. But it has a wide range of applications, including clinical psychology, school psychology, classroom instruction, gerontology, gambling, health, sport, fitness, neuroscience, organizational behavior, speech pathology, verbal behavior, even animal behavior.

In the 1970s, Ohio State was one of the first institutions to establish an academic program in behavior analysis for special education. It continues to be one of the most outstanding for preparing teachers to work with students who need help with behavior or are diagnosed as autistic.

Recognition for a job well done
In recognition, the Society for the Advancement of Behavior Analysis has presented the EHE special education faculty with its award for Enduring Programmatic Contributions.

Because much of the faculty’s research and their intern placements for 40 years have been in inclusive classrooms and vocational and community settings, the society noted, it also has benefited learners without special needs. The result is, EHE graduates have a wide range of career choices, such as classroom teacher, behavior analyst or program supervisor in public and private schools or community agencies.

Because of the program’s excellence, the college has received a series of Leadership Training grants from the U.S. Department of Special Education. Since 1987, the grants have provided tuition and stipends for doctoral students. Special education in PAES is the only doctoral program in the nation built upon applied behavior analysis.

“Ohio State is a prime example of a program thoroughly organized around ABA,” said Bill Heward, professor emeritus of special education. He, along with emeriti faculty John O. Cooper and Timothy Heron, wrote the seminal Applied Behavior Analysis, known as the White Book, in 1987. Extensively updated for its second edition in 2007, it contains almost 750 pages of introduction to the philosophical, scientific and technological principles of ABA. (See How humans act on page 34)
Watching ice melt

Behavior analysis is central to guiding choices

BY GEMMA MCLUCKIE

An essay in an academic journal usually is of little interest for those outside the field. But an article by glaciologist Lonnie Thompson started a worldwide ripple recently.

Thompson, a leading expert in global warming, was asked to write for *The Behavior Analyst*, in a special issue that explored ways to involve all people in reversing the global warming crisis.

Thompson was not prepared for the controversy surrounding his article but, he said, “I was delighted in a way. It is the first paper I have ever written where I can’t get enough reprints.”

After the professor in the School of Earth Sciences at Ohio State lectures across the county, listeners are convinced by his argument and want to know where they can find the article. Professors have asked to use the summary in their classes.

Thompson, a National Medal of Science winner, has spent three decades studying mountain glaciers, his “canary in the coal mine.” His findings with Ellen Mosley-Thompson and other colleagues at the Byrd Polar Research Center are central to the argument that human actions have resulted in global warming.

In *The Behavior Analyst* special issue, co-editors Bill Heward and Paul Chance explained why they chose to highlight the subject of climate change: “The very purpose of applied behavior analysis is to develop a reliable technology for improving socially significant behavior.”

And, Heward and Chance say, what is done to impact the environment definitely is socially significant.

Heward, professor emeritus of special education in EHE, and Chance, of the Cambridge Center for Behavioral Studies, point to previous environmental problems that have been eased by behavioral research—with results that we now take for granted: littering, pollution control, recycling and energy conservation.

What Heward, Chance and Thompson hope is that the Thompson essay will be a clarion call to behavior analysts, inspiring them to take up the cause and devise systematic ways of involving humans in solving environmental issues.

As a positive sign, the Association for Behavior Analysis International conference, “Behavior Change for a Sustainable World,” will be held August 3-5, 2012, in the new Ohio Union—a building designed to steward the environment.

Thompson couldn’t be more pleased.

Ingram Fund connects researchers

The College of Education and Human Ecology has a new opportunity to address autism spectrum disorder, which affects an estimated 1 in 110 children.

The $10 million Bill and Marci Ingram Research Fund for Autism Spectrum Disorders is providing funding to researchers at Ohio State, including EHE faculty, and at Nationwide Children’s Hospital.

“The Ingram fund allows our college, the university and Nationwide Children’s Hospital to take a comprehensive approach to a multifaceted disorder,” said Cheryl Achterberg, dean of the college and a member of the fund’s oversight committee.

“With our broad scope of expertise, we will address the challenges related to autism from the perspective of the whole person, the whole family and the whole community.”

Steve Petrill is a parent of a child with autism as well as professor of human development and family science and a member of the Ingram fund steering committee.

He said, “This collaboration has the potential to vastly improve our understanding of autism, how to live with autism, how to train the next generation of professionals working with persons who have autism and how to advocate for persons with autism across the entire lifespan.”
Success for all young readers

Preschoolers, first graders overcome roadblocks to learning with two powerful interventions

By Janet Ciccone

Read It Again Pre-K

Seven children giggle and squirm on the rug around Lori Hamilton at the Hilltop site of Coshocton County Head Start, Ohio. They’re excited because they love story time with their preschool teacher.

“Who can tell me what part of the book this is?” Hamilton pointed to words on the cover.

Several said the name of the book, but one child, then another, said, “The title.”

Hamilton pointed to one of three names on the cover. “What did this person do?” she asked.

“Wrote the words,” several children said.

“This person drew the pictures. What is she called?”

“Illustrator,” said a girl, struggling with the big word but getting it out.

These children are only three to five years old and come from families living at the poverty level in rural Appalachia. Yet midway through the school year, they can identify the title of a book and tell what an author or illustrator does.

Hamilton described how RIA focuses on accelerating early skills in four areas considered essential to children’s development of reading:

• Understanding print and how books are used
• Narrative ability (explain a sequence of events)
• Vocabulary knowledge
• Phonological awareness (understand sounds of letters and language)

Carla Aronhalt, the education manager for Coshocton County Head Start, said the biggest change she has seen from RIA is more intentional teaching. “We’ve always prepared our children for kindergarten, but RIA helps teachers work on specific skills,” she said. “RIA activities also carry over naturally during the day. While transitioning to lunch, the children will clap the syllables in each other’s names. If...
Before Joshua Setty started school, he never picked up a book. “He didn’t even want me to read to him,” said his mother, Tara Setty. “He also had a slight speech impediment that made him hard to understand. I was nervous because I knew he would be behind in school.”

Now Josh likes books so much, he wants to read all evening. In 16 weeks, the first grader zoomed from the lowest reading level to the equal of his classmates at McKinley Elementary School in Xenia, Ohio. Thanks to Reading Recovery, a one-to-one, short-term reading intervention, he is confident of his ability to read and write.

As wonderful as this story sounds, the true wonder is that it’s typical for children who take Reading Recovery, meant for the lowest 20 percent of first graders who struggle to read. Brought to the United States in 1984 by the college’s faculty—professors Charlotte Huck, Martha King and Gay Su Pinnell—Reading Recovery has since helped more than 2 million U.S. first graders catch up with their peers.

Garry Hawes, the new principal at McKinley, taught fourth and fifth grades there for 11 years. Throughout, he saw classroom teacher Kim Allison serve as many of their lowest performing first graders as possible with Reading Recovery. Sadly, one teacher couldn’t teach them all.

In 2006, the district found funds to train a second teacher in Reading Recovery at McKinley, where 48 percent of the children qualify as disadvantaged.

“For this reason, we focused our grant from the Institute of Education Sciences on the preschools of Appalachian Ohio, Virginia and West Virginia,” she said.

Project director Laura Slocum (MA ’06 Higher Education and Student Affairs), also studying for a PhD in teaching and learning, explained the benefits of RIA. “The full curriculum, plus a self-study workbook, is free and online,” she said. “The program provides teachers with a plan for each lesson that can be implemented accurately with few supports.”

Many preschools have a required curriculum in place. So RIA is a supplement, taught in two 20- to 30-minute story times per week for 30 weeks using 15 low-cost, readily available storybooks. Yet it achieves positive results similar to those reported from more intensive and expensive curricula.

“There are very few scientifically based curricula like it totally free of charge,” Slocum said.

(See Read It Again on page 12)
Donors and federal grant to aid 495,000 more children

Because Reading Recovery has 25 years of documented success, the U.S. Department of Education awarded the college an Investing in Innovation (i3) grant in autumn 2010. The $45.6 million grant is scaling up Reading Recovery in 20 states over five years. It is bringing brighter futures to 495,000 struggling first graders.

To receive the federal funds, the college had to raise a 20 percent match from the private sector, or $9.9 million. In one month, 18 donors stepped forward with a record $10.3 million. Ohio State also won the grant in part because of its 15 partner universities with Reading Recovery training centers committed to the project. This massive network began recruiting schools and training teachers as soon as the grant launched.

In terms of innovation, the project directors will harness technology to deliver professional development from a distance. These leaders are Principal Investigator and Associate Professor Jerry D’Agostino, educational policy and leadership, and Associate Professor Emily Rodgers and Professor Patricia Scharer, both teaching and learning. Their particular goal is to train teachers in rural areas.

“They will learn from a hybrid experience, in person and online,” Rodgers explained. “We are partnering with Apple for this exciting innovation, which should further extend the reach of Reading Recovery.”

Donors, faculty and educators appreciate what Reading Recovery does for children and, thus, for our future workforce and the nation’s economy, but parents are probably the most grateful.

Tara Setty said, “Not only is Josh reading, but his speaking voice is so much clearer. He’s doing 100 times better.”

Fifth grader Brian Dixon at McKinley Elementary liked the social aspects of school, but he wasn’t interested in learning or books. His father, Ryan Dixon, said since taking Reading Recovery in first grade, Brian has become a straight A student. He’s also one of the few players who reads a book at basketball games while waiting his turn to play.
Counselor Tom Davis found himself in his high school office, facing a depressed and suffering student who was thinking of suicide. Thirty years later, he clearly remembers the dread, and fright, that came over him. Like thousands of school counselors, teachers and coaches since, he literally had the life of a student in his hands.

“You’re trying to stay composed and supportive while all these thoughts go through your mind,” Davis recalled. His main thought was to choose the right words—the ones to take the student out of danger, not those that would encourage suicide.

One million young people ages 10 to 24 attempt suicide each year. It takes only one student thinking about ending her life to bring home how vital a school counselor can be.

Davis, now professor of counseling and higher education at Ohio University, pointed out that school counselors are thought of as focusing on academic achievement and careers. However, they often are called on as the mental health experts within the school setting. One standard that has been lacking in the profession’s education requirements is that of suicide prevention, he said.

That is changing, thanks in large part to leadership by Davis and two EHE faculty members: Professor Darcy Haag Granello and Associate Professor Paul Granello, both counselor education, School of Physical Activity and Educational Services.

Davis (PhD ’81 Education) chaired the Council for the Accreditation of Counseling and Related Educational Program’s (CACREP) 2009 Standards Revision Committee. Since then, counselor education programs accredited by CACREP must include in their common core curriculum “crisis intervention and suicide prevention models, including the use of psychological first aid strategies.”

Davis makes no bones that the Granellos’ research and advocacy for suicide prevention efforts in the K-12 system influenced his decision to call for additional training for school counselors. “They are two of our discipline’s most eminent scholars in suicide training and prevention,” he said.

(See Peer pressure on page 14)
Peer pressure

Continued from page 13

The Granellos teach multipronged prevention that engages school personnel and students themselves.

Because depression and mental illness are central to about 90 percent of suicide attempts, counselors, teachers and coaches are vital because they “eyeball kids every day,” Darcy Granello said. They can spot students who need a helping hand or referral to therapy. But for students who would never dream of confiding in a grownup, organized, schoolwide screening also is needed.

To identify children who are quietly hiding their desperation, “we have the behavioral technology to screen for depression and other mental health problems,” Paul Granello said. “We give students eye tests and ear tests; we should screen for mental health as well. If we catch them early, 80 percent of depression cases are highly treatable. But we wait.”

He screened 14,000 students across Ohio and found more than 23 percent showed signs of mental illness and should get further evaluation. “Not all who raise red flags need mental health therapy, but we should acknowledge that we know they are feeling sad,” he said.

Giving tools to students themselves is another aspect of prevention. “We must teach our young people what to do if a friend is suicidal,” Darcy Granello said. “One statistic that scares me is, only 25 percent of adolescents would tell an adult if they knew a friend contemplated suicide.” Students instead hang on to the information or appoint themselves as counselors. If a troubled friend does end his or her life, the rate of suicide attempts by the secret keeper skyrockets.

The Granellos also conduct workshops in schools and at professional conferences for teachers and other school staff.

(See Peer pressure on page 35)

No more food fights

Novel nutrition education equips parents to overcome barriers to preschoolers’ healthful eating

BY JANET CICCONE

I don’t like that. I’m not eating it.” How many parents have heard this statement from their children at meals? How many of us say it ourselves, having developed our food likes and dislikes at an early age?

“We need to guide children’s food attitudes and preferences in the formative years of preschool,” said Carolyn Gunther, a program director in human nutrition. “Eating behaviors that fuel childhood obesity are known to be well established by kindergarten. They are increasingly difficult to change after that.”

Simple Suppers offers social support, nutrition facts, cooking skills

Tina Cenname (’64 Textiles and Clothing) and Augie Cenname (’65 Economics) want to stave off childhood obesity before it starts. They chose to support the Simple Suppers program, one of the few nutrition education programs based on research that helps parents of preschoolers overcome barriers to their children’s eating high-quality diets. Gunther directed the pilot test of the seven-lesson program at the college’s Schoenbaum Family Center this past academic year.

Each month, parents and their preschool children gathered in child-sized chairs at child-sized tables in the center’s dining room. The adults didn’t mind sitting with their knees practically to their chins, though. They were glad to act as role models, preparing and eating meals with their preschoolers.

First, though, parents and children took part in separate nutrition education sessions.

“How can a preschool child help prepare dinner?” Jackie Pennywitt asked the parents.

“Wash the vegetables,” said one.

“Get items from the refrigerator,” another said.
As a minority scholar in human nutrition, Pennywitt, from Beavercreek, Ohio, worked under Gunther’s direction to design the curriculum. One barrier to healthful eating is limited time, so this lesson encouraged children to help, making meal preparation faster. Plus research shows children are more likely to eat food they help cook.

In another room, Stefanie Hillman taught the dozen preschoolers. “Milk comes from cows,” read the dietetics master’s student from Westerville, Ohio. “It helps build strong bones and teeth.”

One three-year-old seemed impressed by this information. He flexed one bicep repeatedly, checking his muscles and bones for strength.

Later, a four-year-old was mixing a healthful yogurt parfait with her mother. Hillman asked the girl which parts of our body need milk to grow strong.

“Bones,” she cried, stretching up both arms with enthusiasm. Her mother and Hillman applauded.

Children leave the Simple Suppers sessions with stomachs full of healthy, low-cost fare, such as homemade pizza and cold taco salad. Parents leave armed with new approaches to shaping the eating behaviors of their young children.

And no one said, “I’m not eating that.”
People in helping disciplines want the best for those they serve. However, each profession has its own culture, and that can cause sharp disagreements. For example, a social worker by training guides clients to determine their own course of action. Physicians or lawyers, because of their training, may feel it’s their duty to be more directive with their clients.

Now, thanks to a new professorship at Ohio State, a 37-year effort to enable professionals to be willing and effective partners will continue. The Interprofessional Commission of Ohio was far ahead of its time. It was 1973 when Methodist theologian Van Bogard “Bogie” Dunn conceived bringing together a wide range of professions with similar goals but with problem-solving approaches that too often created conflict and inefficiency. He convinced Luvern L. Cunningham, then dean of the college, along with a prominent attorney and doctor in Columbus, to form the commission.

In the decades since, more than 16,000 ministers, mental health therapists, educators, physicians, nurses and health professionals, social workers and lawyers have tackled complex issues. Graduate students in those fields have learned to collaborate thanks to 200 Ohio State credit courses. The commission also facilitates collaboration within communities. Most notably, it played a leading role in the initial work of Campus Partners to revitalize the Columbus neighborhoods east of Ohio State. According to Lisa Hinkelman, director of the commission, the community aspect of its work now focuses on empowering middle school girls.

“Because of its breadth of professions, the commission is the only program of its kind in the world,” said Mike Casto, senior staff consultant for the commission. His family is a major contributor to the William H. and Lacerynette V. Casto Professorship in Interprofessional Studies in Honor of Henry and Ruth Leuchter and Van Bogard and Geraldine Dunn. Contributions by the Leuchters also made the Casto Professorship possible.

More than 16,000 ministers, therapists, educators, physicians, nurses and health professionals, social workers and lawyers have tackled complex issues. Graduate students learned to collaborate thanks to 200 Ohio State credit courses.

Professorship works for social justice
Lacy and Bill Casto grew up during the Great Depression. Like many of their generation, they had an abiding faith in their church and the value of education. Their beliefs melded in their sons, Mike (’67 Education) and Bill (’64, PhD ’76, both Education), who chose to become ordained ministers as well as university academics. Mike and Bill Casto also had an abiding belief in collaboration. Their belief is blended in the named professorship that honors six people and a concept of utmost importance in their lives.
“Our parents didn’t have the experience of higher education, but they knew it made a difference,” said Mike, an associate professor of interprofessional studies, School of Physical Activity and Educational Services. His older brother, Bill, is retired from the faculty at the Methodist Theological School in Delaware, Ohio.

Along with their parents and wives Sally and Jennifer, the Casto brothers began establishing the professorship. The Henry and Ruth Leuchter Fund recently contributed a substantial sum.

The Leuchters have been staunch supporters of the Interprofessional Commission of Ohio, housed in Mike Casto’s academic area. Henry, a retired Columbus psychiatrist now living in Colorado, has been his mentor for 25 years. Ruth, who died in 2009, backed the effort through the couple’s monetary contributions.

Bogie Dunn was Henry’s friend, colleague and mentor and introduced him to the commission.

All six had a strong sense of social justice. Lacy, a homemaker, and Bill, a vice president of production for Abbott-Ross Laboratories, were not crusaders but quietly helped others throughout their 64-year marriage. They died about 10 years ago.

Bogie, who died in 1994, was a vocal defender of human rights. While academic dean for the Methodist Theological School in Ohio, he was jailed for protesting when southern Methodist churches held separate services for white and black worshipers. Henry Leuchter, 91, has a global perspective and a continuing commitment to social change based on living in Germany until the 1950s.

“Organizations come and go,” said Mike Casto, who will retire in October. “But with the Casto Professorship, Ohio State’s leadership in interprofessional collaboration becomes a permanent part of Ohio State’s academic program.”

For more, see ico.osu.edu.
Your Generosity

The many ways to give

Endowed funds  By donating once or over the years, alone or with partners, you can build a legacy to support students, faculty or college programs. Tax advantages accrue with each gift.

“We were profoundly influenced by parents and renowned academic leaders in our respective fields of education and human ecology. Out of this deep sense of gratitude, we honor those who inspired and believed in us. Establishing endowment scholarships* is a wonderful way to perpetuate the legacy of people close to our hearts.”

— Robert Grimm (’74 Technology Education) and Cynthia Grimm, Zionsville, Indiana


Annual giving  Yearly gifts of all sizes to the Dean’s Fund provide flexible support to enhance the college’s excellence.

“I continue to give every year because of my love and my ultimate sense of pride for our university and its future. Like Woody said, ‘It’s about paying forward.’ It may not be much, but I know that I am contributing to a place that touches so many.”

— Mike Trowbridge (’04 Consumer and Family Financial Services) and Rachel Trowbridge, Lewis Center, Ohio, at their wedding in the Shoe, July 5, 2008.

Make a difference

Emerson S. and Lucy J. Zuck Fund

Michael Yough was chosen by the Science Student Council and the Board of Scientific Affairs, both of the American Psychological Association, to present his research at the 2010 conference’s Psychological Science Graduate Superstars – Datablitz. His study showed the vitality of an intervention he created to help preservice teachers serve English language learners.

Advisor: Professor Anita Woolfolk Hoy, educational policy and leadership

Sandy Slomin Bullying Prevention Project

Ashley Hicks is making accessible the latest knowledge on bullying—causes, consequences and prevention. Hicks, a PhD student who has made major contributions to her advisor’s Violence Prevention Project, is developing and adding materials to prevent bullying for educators and parents to the OSU Community Safety Institute Knowledge Center website.

Advisor: Associate Professor Deanna Wilkinson, human development and family science

Jean S. Bowers/Fern E. Hunt Fellowship Fund

Hua Zan teaches and helped update the online version of the consumer sciences course in personal finance, which is among the college’s many new online courses. Zan also studied patterns of household overspending with Professor Sherman Hanna and helped prepare his invited talk on the subject for the U.S. Bureau of Labor Statistics (see Hanna on page 25).

Advisors: Associate Professor Kathryn Stafford and Assistant Professor Robert Scharff, consumer sciences
Charitable gift annuity (CGA)  You can fund a CGA to benefit the college for as little as $10,000. A CGA provides lifetime payments for one or two persons and numerous tax advantages.

“...I was delighted to learn that I could support the educational psychology program and provide income for myself using the CGA option. I am providing funding for the field I love, educational psychology, at the college that brought my husband [Professor Wayne Hoy] and me to Ohio State over 17 years ago.”

— Professors Anita Woolfolk Hoy and Wayne Hoy, Columbus, Ohio, arrived at Ohio State in 1994.

Annual giving  Yearly gifts of all sizes to the Dean’s Fund provide flexible support to enhance the college’s excellence.

“Even while living in Colorado for 50 years, I display a pride and enthusiasm for Ohio State that my neighbors and friends have trouble understanding. I have great and happy memories of Ohio State and believe in giving back for the education I received. My gifts to the college are a small way of helping future educators.”

— Patricia “Patti” Pike ('59 Education), Denver, Colorado, enjoyed the college’s fall rally and her 50th reunion in September 2009.

in student lives

Pauline A. Weaver Scholarship Fund

Brittney Keller is studying obese women in Ohio who can’t afford enough healthful food. She measures their consumption of dairy, fruit juice and carbonated beverages. She is examining differences by weight, dietary patterns and how close they are to hunger. An honors undergraduate student, Keller designed the study for her honors thesis. She builds on data management skills from two years with her advisor’s community nutrition research team.

Advisor: Associate Professor and OSU Extension Specialist Hugo Melgar-Quiñonez, human nutrition

Harry C. Moores Scholarship Fund

David Wandera Bwire from Kenya brings new insights into diversity by serving on teaching and learning’s diversity committee as the student representative and graduate associate. He is creating an orientation for international students and conversations for students to expand their proficiency in addressing diversity issues. He also works with the Office of Equity and Diversity on collegewide initiatives.

Advisor: Associate Professor Cynthia Tyson, teaching and learning

Ruth D. and George W. Sherman Scholarship Fund

James Larcus took some advice to heart when an injury ended his chance to play baseball. His mentor urged him to take advantage of all Ohio State has to offer. Larcus joined several organizations, including the inaugural Sport and Wellness Scholars living-learning community, Mirrors honorary and the College Mentors for Kids buddy program. When Mike Dunn died unexpectedly, James became determined to follow his path and also develop students’ lives.

Mentor: Director Mike Dunn, Ohio State Recreational Sports Learning
One year’s impact

Touching lives in Ohio, the U.S. and worldwide

772 hours
of individual, couple
and family therapy

The Couple and Family Therapy (CFT) PhD program, one of few in North America, is celebrating its 25th anniversary. Last year, doctoral students provided 772 hours of therapy supervised by CFT clinical faculty. Since 1992, while clients worked out their issues with the help of more than 8,000 hours of therapy, 19 graduate students earned their PhDs.

201,892
Ohioans gained knowledge to improve their lives

Last year, 4,557 Ohioans controlled their Type 2 diabetes more effectively thanks to Dining with Diabetes, the award-winning program presented by OSU Extension Family and Consumer Sciences (FCS). They were among the 201,892 Ohioans who enrolled in OSU Extension FCS programs statewide to improve their nutrition, finances or work/life balance.

940
English language learners received expert instruction

Twenty Ohio school districts needed to enhance their instruction for 10,930 students learning English. EHE created the English-as-a-Second Language Content Teacher Collaborative, which has trained 143 secondary school content and ESL teachers since 2007. During their training year, these teachers instructed about 940 English learners.

81st anniversary
of shaping higher education through research and scholarship

Founded at Ohio State, the Journal of Higher Education is the world’s oldest and most cited scholarly journal on the institution of higher education. Editor Leonard Baird reports some topics are perennial. Even in 1930, they included corruption in intercollegiate sports, training PhD students to teach and even quarters versus semesters.

16,800 hours
of school and clinical counseling

Counselor education graduate students conduct internships and practicums in schools or clinical settings such as hospitals and universities. They supported youth and adults for a total of 171,500 hours in 10 years. Last year, 12 graduate students contributed 16,800 hours. Five of these students and their advisors ran the Student Support Center at Metro Early College High School, the EHE-supported STEM school.
Research brings new discoveries to life

Throughout the year, the college’s faculty and staff address complex problems across our disciplines. The answers introduce new solutions to promote health and well-being and boost learning. Students and alumni engage with faculty in this work, gaining experience and sharing knowledge beyond Ohio State.

Americans willing to pay more green at ‘green’ restaurants

Customers want their restaurants to be environmentally friendly, and they are willing to pay for it. Professor Jay Kandampully, consumer sciences, found this result in a recent study of Columbus restaurant patrons. Unfortunately, most restaurants don’t market themselves as “green.”

The study of 455 customers at five independent casual restaurants found an overwhelming interest in environmentally friendly restaurants. In fact, about 65 percent of those surveyed said they would be willing to pay up to 10 percent more to dine at green restaurants, and 20 percent would be willing to pay even more. However, all participants agreed that the quality of food was most important to them, and they were not willing to compromise quality just to eat green.

Coauthor Franziska Schubert (’06, MA ’08, both Hospitality Management), who conducted the study with Kandampully while a graduate student, said customers were most interested in restaurants that took action to protect the environment, such as using biodegradable or recycled products. The next most important green practices to diners were the use of organic products and serving locally grown food.

The bottom line according to Kandampully is that restaurants engaged in green practices should communicate that fact to their customers to gain a competitive edge in the marketplace.

—Jeff Grabmeier, University Research Communications

Abused women need time, support after leaving relationships

People often wonder why women don’t leave abusive partners, but as new research shows, things aren’t necessarily better after they do, at least not right away. The good news is that abused women with support from friends, family and social services overcome depression and anxiety sooner than women without support.

“Our findings help us understand how unstable those first few years are for mothers who leave violent relationships,” said Kate Adkins (PhD ’10 Human Development and Family Science), who did the work with Assistant Professor Claire Kamp Dush, also of HDFS.

They found that even after the end of an abusive relationship, mothers showed poorer mental health, were more depressed and maintained high levels of anxiety. In those areas, they were no better off than women who stayed in abusive relationships.

A key reason, according to Kamp Dush, may be the contact the mothers maintained with the abuser because of the child. Getting out of the relationship may be good in the long run, but they first have to deal with stress, including financial problems, single parenting and sharing custody with the abuser.

Adkins, who is a family therapist working with domestic violence victims, said that after the relationship ends is when mothers really need support and protection.

—Jeff Grabmeier, University Research Communications
Types of carbs make big difference in controlling diabetes

A study that educated people with Type 2 diabetes about their food choices suggests that not all carbs are created equal. The research addressed a controversy in the nutrition community; some practitioners believe maintaining a low-glycemic-index diet is too complicated for consumers.

According to Associate Professor Carla Miller, human nutrition, when participants were taught the benefits of low-glycemic-index foods, they achieved lower weight, smaller waists and improved blood sugar levels.

Lower-glycemic foods slow the speed of digestion and prevent rapid increases in blood sugar after eating. These foods include many vegetables, fruits, dairy foods and whole grains. Foods ranking higher on the glycemic index include some types of rice, white bread and many cereals.

The 103 participants who completed the nine-week study learned about topics such as monitoring food intake, portion sizes, carbohydrate counting and maintaining behavioral change.

“They consumed the same amount of carbs as usual, but selected lower-glycemic-index foods,” Miller said. She believes what people really need to be successful in controlling diabetes is continued education and support to maintain good control of blood sugar.

Her results show that although the quantity of carbs matters, the type of carbohydrate is equally important.

—Emily Caldwell, University Research Communications

Empowering girls to deal with personal, academic issues

Survey results from 3,000 central Ohio girls grades 5 through 12 reveal surprising pressures in their lives. Girls struggle with issues related to friendships, dating, sex, body image and bullying. The report is a product of the One Girl Collaborative, a partnership between EHE’s Interprofessional Commission of Ohio, The Women’s Fund and other nonprofits wanting to invest in girl-serving organizations.

Lisa Hinkelman, executive director of the commission, authored the study. She is also founder and director of Ruling Our Experiences, a program that gives girls skills to deal with personal and academic issues.

The survey showed two-thirds of participants prefer to talk to girls their own age or older about important issues, rather than adult women or mentors. “Adult mentoring can be positive, but some girls have difficulty feeling they can share their experiences with adults,” said Hinkelman.

The answer isn’t to leave girls to their own devices but to find ways they can help each other through peer outreach and education.

The next step is to create comprehensive, collaborative programming for girls that answers their needs. “We need to make data-driven decisions and look at how we’re targeting services to girls, so we know we’re having a positive impact in their lives,” Hinkelman said.

—Melanie C. Tracy

Bringing community, family literacy inside the classroom

“If we’re in a classroom engaged in reading text, testing on text, why can’t we use the community as text?” This question, asked by Associate Professor Valerie Kinloch, teaching and learning, describes exactly what she did while teaching at Columbia Teachers College.

In *Harlem on Our Minds: Place, Race and the Literacies of Urban Youth*, Kinloch documents how she guided Harlem high school students in developing literacy narratives about community topics they chose—in this case, their community’s gentrification. These narratives led to student-directed multimedia essays, argumentative essays and presentations. She continues to work in adolescent literacy with Columbus, Ohio, teachers, promoting diverse voices and stories in classrooms.

“Literacies encompass not only the ability to read and write, but also to make sense of our lives and to critique multiple positions and perspectives,” Kinloch said. To promote democratic learning environments, she recommends that teachers and teacher educators:

• Invite students to explore local and global community issues by adopting both insider and outsider positions to support their practice in wearing multiple identities in various contexts.
• Teach students to participate in peer feedback groups to exchange perspectives, question positions and reformulate their own arguments on course topics.
• Have students write on a community issue before studying published writings on it, then juxtapose their writings with the authors’ texts.

—Janet Ciccone

EHE nutritionist advises government on new dietary guidelines for Americans

Professor Cheryl Achterberg, human nutrition, played a major role in the Dietary Guidelines for Americans 2010, new federal recommendations about the proper diet Americans need to stay healthy and fit.

Achterberg and 12 other prominent medical and scientific researchers were members of the 2010 Dietary Guidelines Advisory Committee. Their recommendations were based on evidence and the most comprehensive review of scientific literature for the Dietary Guidelines to date, said Achterberg, who also is dean of EHE.

“The Dietary Guidelines are the primary policy tool for nutrition recommendations, standards and education in U.S. schools, communities and the public health system,” she said. “They are also key to setting the standard for calculating poverty in the U.S. and serve as a benchmark around the world for translating science to the public.”

Achterberg has evaluated the impact of behavior on the dietary patterns of populations, including multiethnic, low-income and elderly Americans.

She has served on panels for numerous groups, including the World Health Organization, the Institute of Medicine and the United Nations as an expert in nutrition education and community interventions.

—Gemma McLuckie
Your EHE on the Web

EHE contributes to national strength
Learn one of the many ways EHE is steering students to STEM careers

Awakening leaders for the common good
Ruth Weimer Mount left a legacy that nurtures student leaders

More at:

40 years of studying how humans act
The Behavior Analyst shows how behavior analysis applies to environmental issues

Success for all young readers
Find out about educator resources for reading, the donors to Reading Recovery and more Reading Recovery success stories

Peer pressure
Schools often react poorly to student suicides

Improving your personal nutrition
Discover free videos, webinars and handouts to reshape your plate and your health

Stand up for Shakespeare
Alumna Jean Reph brings benefits of EHE’s Dramatic Inquiry program to students

Research brings new discoveries to life
Read more details about EHE research and how it affects your life and those around you

2011 EHE Hall of Fame and Alumni Society Awards
More to admire about the stellar achievements of your fellow alumni and EHE administrators

Your connections to EHE
On the web EHE news and info for you, whenever you want it: ehe.osu.edu

Like us on Facebook
We keep you informed with news about faculty, students, alumni, events, you name it
Facebook.com/OSUEHE

Follow us on Twitter
We’ll follow you and share the latest links and news
twitter.com/OSUEHE

More at ehe.osu.edu/news/2011/links
Beyond Penguins and Polar Bears

Elementary school teachers can help their students with early development of science concepts and skills using *Beyond Penguins and Polar Bears*. The free online magazine, plus monthly online web seminars, is among the few resources to help integrate science into the elementary school curriculum.

Kimberly Lightle, director of digital libraries, and Jessica Fries-Gaither, educational resource specialist, both of teaching and learning, won funding from the National Science Foundation for the project. They load *Beyond Penguins and Polar Bears* with professional development content and instructional resources on topics such as rocks and minerals, the water cycle, plants and animals, and polar research and explorers.

The American Association for the Advancement of Science recognized the magazine early in 2011 with its Science Prize for Online Resources in Education. The prize honors the magazine for integrating science and literacy by relating elementary science concepts to the real-world context of the Arctic and Antarctica.
Ohio State selects Haag Granello as premier educator

The course work of the EHE master’s program in counselor education has been designated as having “doctoral level expectations.” Darcy Haag Granello, coordinator of the program, says simply that, despite the lofty expectations placed on them, she “hasn’t lost a student yet.”

That’s because, as both her colleagues and students assert, the professor of physical activity and educational services is a premier educator. In recognition, Ohio State has selected her to receive the 2011 Alumni Award for Distinguished Teaching, the highest teaching honor given to university faculty.

Much of her success comes from inside the classroom. Students praise the passion she brings to her classes and her ability to challenge as school counselors. She also promotes the success of her students through work outside the classroom. She coordinates the Instructional Enhancement Initiative, which works with the University Center for the Advancement of Teaching to prepare seminars for faculty and graduate teaching assistants on teaching topics.

Granello’s success as an educator and counselor was summed up by the praise of one of her students: “If I help one-tenth of the people she has helped in her life, I will consider myself successful.”

Winger, Hinkelman inspire Ohio State women and beyond

Two of the four recipients of the first awards from the Ohio State chapter of Unplugging Society: A Woman of Color Think Tank were from the School of Physical Activity and Educational Services: Wendy Winger, OSU Campus Suicide Prevention Program, and Lisa Hinkelman, Interprofessional Council of Ohio. Both were selected for their contributions and achievements as empowering female role models for women at the university and in the community.

We share Ohio State’s knowledge through service


Jay Kandampully, hospitality management: CTF International Fellow, CTF Service Research Center, University of Karlstad, Sweden. The center is the birthplace of the Scandinavian school of thought in service management and value creation through service.


Lydia Medieros, human nutrition: Visiting professor, Taipei Medical College, Public Health and Nutrition, Taipei, Taiwan, Province of China.


Ross Nehm, teaching and learning: Chair, National Science Foundation research and assessment panel, “Transforming Undergraduate Education in the Sciences,” July 2010, Washington, D.C.

Jean Wyer, EHE career services: President, Ohio Association of Employment in Education.

Faculty lead their professions with significant career awards

David Bloome, teaching and learning: 2011 Fellow, American Educational Research Association (AERA), for exceptional contributions to research in language and literacy education.

Sebnem Cilesiz, educational policy and leadership: Young Scholar 2010, Association for Educational Communications and Technology, for an article published in Educational Technology Research and Development.

Brian Focht, physical activity and educational services: 2011 American Association of Health, Physical Education, Recreation and Dance (AAPERD) Research Consortium Writing Award for a paper in Research Quarterly for Exercise and Sport.

David L. Haury, teaching and learning: 2011 Fellow, American Association for the Advancement of Science, for outstanding contributions to science education, including being founding editor of The Journal of Science Teacher Education. His recognition helped make Ohio State second in the nation in number of new fellows.

Julie Kennel, human nutrition and OSU Extension: 2011 Dietitian of the Year, American Dietetic Association Area 5 (Illinois, Indiana, Ohio, West Virginia, Kentucky, Tennessee).

Bruce Kimball, educational policy and leadership: One of two only two U.S. education faculty to receive a 2011 Guggenheim Fellowship. Study: endowment-building practices of U.S. colleges and universities, 1900–1930.

James L. Moore III, physical activity and educational services: 2010 W.E.B. DuBois Higher Education Award, National Alliance of Black School Educators, for promotion of higher education for African Americans.

Peter V. Paul, teaching and learning: Richard and Laura Kretschmer National Leadership Award in Hearing Impairment.

Terrell L. Strayhorn, educational policy and leadership: 2011 Emerging Scholar, Diverse: Issues in Higher Education.

Deanna Wilkinson, human development and family science: Ohio House proclamation for the Columbus Violence Prevention Collaborative’s public education, faith leader involvement, community mobilization, police participation and research.
2011 EHE HALL OF FAME CLASS AND ALUMNI SOCIETY AWARDS

Read more about the inductees and awardees at ehe.osu.edu/news/2011/links

HALL OF FAME

Phyllis Bailey, of Columbus, professor emerita of athletics and physical education, Ohio State Department of Athletics

A pioneer in women’s sports, she oversaw the transition from a handful of clubs to 18 varsity teams during her 39 years as coach and administrator at Ohio State. Beginning as the Buckeyes’ first women’s basketball coach, she served as assistant athletic director during the transition to Title IX equality. As a mark of the changes she had wrought, her last duty as associate AD gave her responsibility for men’s as well as women’s basketball, the first time gender was not the only basis of her assignment.

Michael A. Olivas, of Houston, Texas, MA ’74 English, PhD ’77 Higher Education and Organizational Theory

As an internationally respected professor of higher education law and immigration law, University of Houston, his writings and advocacy have shaped public policy to help people of color, poor people, immigrants and migrant workers be full-fledged participants in achieving the American Dream, especially in accessing higher education. He wrote the leading casebook on higher education law widely used by professors and students. He lectures and consults internationally. Early in his career, he worked with the Ohio Board of Regents to ensure that migrant farm workers receive Ohio residency status and can attend college.

NEW LEADER AWARD

Leah Robinson, of Opelika, Ala., MA ’02, PhD ’07 Sport and Exercise Science

As faculty at Auburn University, she focuses on health disparities in young children, particularly those of African descent, with the goal of developing motor skills and physical activity to avert obesity and cardiovascular disease in later life. Only four years into her scholarly career, she has received numerous professional accolades. However, the most important aspect of her academic work is her dedication to the health of children from underrepresented groups.

Are you looking to reconnect with your alma mater? If so, the College of Education and Human Ecology Alumni Society wants to hear from you.

We have initiated several exciting endeavors this year and are always looking for opportunities to improve our college and community. For example, our alumni took part in Read Across America with Arts and Sciences alumni last March. In early June, we completed our first EHE Alumni Society 5K Run/Walk. Let us know how we can get you involved!

Our alumni are truly amazing, as you can see by this year’s award recipients. On p. 35, we call for award nominations for 2012. Help us identify outstanding alumni who have had a significant impact on you and others.

Thank you for contributing to a community that is changing lives!

Kevin Doll

read more about the inductees and awardees at ehe.osu.edu/news/2011/links
Greatness walks among us. In recognition, two outstanding alumni representing the fields of college athletics and higher education law were inducted into the EHE Hall of Fame this May. Seven alumni representing the fields of disability advocacy, education administration and evaluation, social foundations of education, hospitality management, human resource development, literacy education and youth physical activity received awards for their achievements at the Blackwell Inn ceremony. The awards committee of the EHE Alumni Society had difficult choices to make from many accomplished nominees. The society proudly presents these role models in their fields.

AWARD OF DISTINCTION

Edward H. Rensi, of Downers Grove, Ill., ’90 Business Education
He developed many fast-food concepts now taken for granted: Chicken McNuggets, drive-throughs and Extra Value Meals. Rensi, who first attended Ohio State in the 1960s, started in the hospitality industry as a part-time manager trainee and retired as the top executive of McDonald’s USA. Throughout his career, he was admired for solving societal challenges, including aiding families of seriously ill children by developing Ronald McDonald Houses.

Julianna Cochran Rogers (posthumous award), formerly of Columbus, ’70 Education, MA ’74 Speech Communications
An early advocate for the rights of people living with physical and learning limitations, she overrode barriers to enroll at Ohio State after recovering from polio. On campus, she lobbied fiercely to improve accessibility for all students and became a model for the installation of handicap-accessible facilities. In her professional career, she pioneered the recognition of the needs of students with dyslexia. She passed away in 2000.

Darrell K. Root, of Miamisburg, Ohio, MEd ’57, PhD ’71 Educational Administration and Educational Evaluation
A retired professor, University of Dayton, he made major contributions to the technique and art of evaluating educational programs, ensuring the best courses of study for children, college students and business professionals nationwide. In addition to helping create the PhD in evaluation at Ohio State, he was central to evaluating Ohio’s Praxis exam for beginning teachers, and helped develop the CIPP evaluation model of context, input, process and product.

CAREER ACHIEVEMENT AWARD

Joetta Beaver, of Worthington, Ohio, ’66, MA ’73 Education
She is a teacher of teachers, creating leaders by presenting new concepts and methods for reading instruction worldwide. As one of the first Reading Recovery teacher leaders, she was among the visionaries who brought the program to North America. Because of her later guidance of the Reading Recovery Council of North America, 2 million struggling first graders nationwide have learned to read and write. An educational consultant, she also analyzes districts’ use of assessment data to maximize teaching and learning.

AAhad Osman-Gani, of Kuala Lumpur, Malaysia, MA ’87 Business Administration, PhD ’92 Human Resource Development
An internationally known professor of human resource development, Iium University, he has almost single-handedly advanced HRD principles and concepts throughout Asia. Because of his energy, academic HRD programs are well established at universities in that part of the world. His 150 articles and consulting on international and cross-cultural management have had a major impact on global businesses that must successfully blend employees from varying backgrounds and languages.

Wayne J. Urban, of Tuskaloosa, Ala., MA ’65 Higher Education, PhD ’68 History of Education
A professor at the University of Alabama, he uses social foundations of education tenets, especially those of Ohio State’s famous social foundations program of the 1960s, to address contemporary issues of social justice. He emphasizes the importance of social engagement and engagement to make a difference in issues of race, class and equity. He draws on historical and sociological perspectives to expand understanding of African American education, teacher unions and other policy matters.
1940s
Doris Lawler, ’42 of St. Marys, Ohio, was recognized by the Ohio House for her 50 years as a member of the St. Marys Community Library Board, March 2011.

1970s
Kathleen Beebe-Balogh, ’74 of Weaverville, N.C., is president of the League of Women Voters of North Carolina and an Oxfam Sister on the Planet.

John Howard Jr., PhD ’78 of Fleming Island, Fla., who teaches English and literature at St. John Rivers State College, Palatka Campus, and was a school principal and superintendent, has published three children’s novels.

Donald F. Staffo, PhD ’78 of Tuscaloosa, Ala., a member of the EHE Hall of Fame, will be inducted into the State University of New York College at Brockport Hall of Heritage in September 2011.

1980s
Daniel DiBiasio, MA ’72, PhD ’82 of Wilmington, Ohio, will become president of Ohio Northern University in September 2011. He has led Wilmington College for 16 years.

Sharon Gilbert, ’76, MA ’82 of Marion, Ohio, is retiring after 26 years of service as the Reading Recovery teacher leader for school districts in seven Ohio counties.

2011 Recipients of the Donald and Gail Anderson Award

The Anderson Award was established to honor Donald P. Anderson, a former dean and 26-year faculty and administrator of the College of Education, and his widow, Gail Anderson. Public school teachers are selected for their contributions to education.

Timothy Dove, MA ’88
Educational Policy and Leadership of Worthington, Ohio, a social studies teacher for Worthington City Schools. Dove was also named the 2011 Ohio Teacher of the Year by the Ohio Department of Education.

Sunday Smith Weakley, ’01
Human Development and Family Science, MA ’02 Family and Consumer Sciences of Lewis Center, Ohio, is a family and consumer sciences teacher for Olentangy Local School District.

Tara Ann VanDerveer, MA ’78 of Menlo Park, Calif., director of women’s basketball at Stanford University, is the 2011 Naismith Women’s College Coach of the Year.

2011 recipients of the Donald and Gail Anderson Award

1990s
Allison Goerler, ’90 of Columbus, is a member of the pre-opening team of the Movenpick Hotel in Dubai, United Arab Emirates.

Phillip Louden, ’92 of Westerville, Ohio, a band teacher and secondary music curriculum coordinator for the Westerville district, received the 2011 Music Educator Award from the Columbus Symphony Orchestra.

Jennifer Swearengin Cvelbar, ’93 of Blacklick, Ohio, is author of Yankee Heart, her first historical novel as Jennifer A. Davids. Next in the trilogy are Wounded Heart and Restored Heart (set at Ohio State in the 1880s).

2011 Alumni Inducted into the Ohio State Athletics Hall of Fame

Six former EHE student-athletes were inducted into the Ohio State Athletics Hall of Fame on September 24, 2010. They are: Mark Balen Jr. (golf, ’79 Recreation Education), David Norman Camaione (wrestling, ’60, MA ’61, PhD ’69, all Physical Education), Stacey Gordon (volleyball, ’06 Sport and Leisure Studies), James “Jamie” Natalie III (men’s gymnastics, ’01 Education, MD ’05), Regina Oliver (women’s lacrosse, ’05 Human Development and Family Science) and Shandelier Boyd Pleasant Smith (track, ’97 Human Development and Family Science).

As we go to press, the inductees are being announced for the 2011 class. They will be honored on Friday, September 9, 2011.

A trio of former student-athletes pose at the Longaberger Alumni House with Athletics Director Gene Smith (left) and Alumni Association President Archie Griffin. They are (l-r) Regina Oliver, Shandelier Boyd Pleasant Smith and Stacey Gordon.

1990s
Allison Goerler, ’90 of Columbus, is a member of the pre-opening team of the Movenpick Hotel in Dubai, United Arab Emirates.

Phillip Louden, ’92 of Westerville, Ohio, a band teacher and secondary music curriculum coordinator for the Westerville district, received the 2011 Music Educator Award from the Columbus Symphony Orchestra.

Jennifer Swearengin Cvelbar, ’93 of Blacklick, Ohio, is author of Yankee Heart, her first historical novel as Jennifer A. Davids. Next in the trilogy are Wounded Heart and Restored Heart (set at Ohio State in the 1880s).
Todd Adam Decker-Kaplonski, MA ‘93 of Mount Gilead, Ohio, won the Columbus Council on World Affairs International Educator of the Year Award. A theater teacher at Mifflin High School in Columbus, he is the first educator from the Columbus City Schools to receive the award.

Tim Tetzlaff, ’94 of Naples, Fla., is director of conservation and communications, Naples Zoo, and public awareness advisor for the Madagascar Fauna Group.

Peng Chen, MS ’96, PhD ’97 of Elmhurst, Ill., was named president of Morningstar’s global investment management division. He will oversee the company’s investment consulting, retirement advice and investment management operations in North America, Europe, Asia and Australia.

2000s

Zachary Salapack, ’01 of Marysville, Ohio, is owner of Sublime Smoke Mobile Kitchen and Catering for weddings, fairs, private bookings, cooking classes, private dinners and street food.

Susan Shockey, ’78, MS ’81, PhD ’02 of Annandale, Va., is national program leader in family and consumer sciences, National Institute of Food and Agriculture, U.S. Department of Agriculture, Washington, D.C.

Lee Covington Rush, PhD ’02 of Saint Charles, Ill., received the American Counseling Association’s 2011 Counselor Educator Advocacy Award in recognition of his training for legislators.

Brian Head, ‘03, MA ’05 of Fairfax, Va., is now player services manager for NFL Players, the marketing and licensing subsidiary of the National Football League Players Association.

Brandon Kimble, ’04 of Houston, Texas, was honored as a Houston Independent School District 2010 Secondary Teacher of the Year. He teaches seventh-grade mathematics at Pershing Middle School and strives to produce at least two years of academic growth in each student through Saturday tutoring and fun strategies.

Marcus Freeman, ‘07, MA ’11 of Stow, Ohio, is assistant coach for linebackers at Kent State University. He retired from the National Football League’s Houston Texans in 2010.

Sejin Ha, PhD ’07 of West Lafayette, Ind., assistant professor of consumer sciences and retailing at Purdue University, won the Best Multimedia (poster) Presentation Award at the 2010 Global Marketing Conference in Tokyo, Japan. Also, with Hyunjoo Im, PhD ’07 of Pomona, Calif., she received a Paper of Distinction Award for the second time from the International Textile and Apparel Association. Im is assistant professor of apparel merchandising and management at California State Polytechnic University.

John Kronour, ’08 of Lebanon, Ohio, is an internal wholesaler for the PIMCP and Allianz funds, Allianz Global Investors, a global asset management company.

Mei-Lin Chang, PhD ’09 of Marietta, Ga., adjunct professor of educational studies, Emory College, was awarded a highly competitive American Psychological Association Early Career Research Grant.

Tara McCarthy, MEd ’10 of Columbus, received the 2011 Virginia M. Sowell Student of the Year Award, presented in April, from the Council for Exceptional Children, Division on Visual Impairment. She is a teacher at the Ohio State School for the Blind.

2010 alumni awards

From The Ohio State University Alumni Association

Five EHE alumni and one EHE donor powered up our pride at the Alumni Association’s prestigious awards ceremony in October 2010.

Anne C. Foltz, ’55 Human Ecology, MS ’79 Family Relations and Human Development, and John C. Foltz, ’55, MS ’71, both Agricultural Education, of Dublin, Ohio, received the Dan L. Heinlen Award for university advocacy.

Robert L. Bartels, ’51 Education, MA ’52, PhD ’61, both Physical Education, of Columbus, and David Costill, PhD ’65 Physical Education, of Muncie, Ind., both received the Professional Achievement Award.

Ericka King-Betts, MS ’01 Family Relations and Human Development, of Cincinnati, Ohio, received the William Oxley Thompson Alumni Award for early career achievement.

Virginia H. Bazler, ’54 Family Resource Management, and Frank E. Bazler, ’51 Business Administration, JD ’53, of Troy, Ohio, received the Ralph Davenport Mershon Award for service to Ohio State.


More to celebrate

In the 2010 Inspire remembrance of the 1960 Ohio State men’s basketball team, two players were overlooked. Among the Buckeyes who not only won the national championship but also graduated with bachelor’s degrees in physical education were David P. Barker, ’60 of Columbus, and Joe Roberts, ’61 of Oakland, Calif. We thank Frederick M. Chancellor Jr., ’60, MA ’67, PhD ’72 of Palo Alto, Calif., for pointing out the omission.

More alumni news at ehe.osu.edu/af
Known as the music man

In 1944, Bob Hope and Frances Langford entertained the U.S. Navy on Admiralty Island in the South Pacific. Herb Seelbach was there, playing the clarinet and saxophone in the band and laughing good-naturedly as he carried Bob on his shoulders during the entertainer’s act.

The year was 1960, and John F. Kennedy spoke in the public square of Warren, Ohio. Seelbach was there directing the band of area musicians to enliven the event.

Seelbach performed with the Kenley Players Orchestra of Warren for 20 years. He rubbed shoulders with such notable artists as Ginger Rogers, Gene Kelly, Andy Williams and Shirley Jones. He also played with many great bands during his career, including the Jimmy Dorsey Orchestra.

A musician of his talent and connections certainly could have made a wonderful living in show business.

Yet from the time he earned his bachelor’s degree, Herbert W. Seelbach Sr. (’38 Education) dedicated himself to teaching and service, bringing the gift of music to hundreds of students as an instrumental music teacher.

At Girard High School in Trumbull County, from 1957-1977, he enjoyed the one-to-one teaching approach, believing this created more excitement for learning in his students. He also excelled in leading the student marching band, dance band, pep band, school orchestra and various quartets and sextets. Their music impressed homeowners and visitors alike. He returned to school himself, receiving an MA in music education from Youngstown State University in 1972.

Seelbach made music accessible to the community by conducting the local Packard Band. Over the years, he brought more than 175 free band concerts to the public. Despite this commitment, his busy teaching schedule and civic work with the Masons, he also taught his five children to play instruments.

Seelbach, who at 95 is one of the two oldest living Ohio State Marching Band Alumni Club members, said, “I love music…I love teaching…and I love my students.”
Kevin Manning added the Owings Mills Campus to Stevenson College during his 10-year tenure as president.

Stevenson University near Baltimore is a thriving postsecondary institution with 3,900 students. It has also earned “Best Value” and “School to Watch” designations from U.S. News & World Report.

In just 10 years, Kevin J. Manning (PhD ’82 Higher Education Administration) transformed the limited mission of the small, unknown Villa Julie College. Today, with a new name, it thrives as the third largest private university in Maryland.

William E. Kirwan, chancellor of the University System of Maryland and former president of Ohio State, called Manning’s feat “nothing short of miraculous and enormously beneficial to the state of Maryland.”

Manning set a course to build a second campus and double the size of the student body. He refined Stevenson’s focus, emphasizing response to the state’s and nation’s workforce needs, as well as creating outreach and engagement programs that address community needs.

Manning’s leadership is also felt far beyond the boundaries of the campus. Mark Furst, president and CEO of United Way of Central Maryland (UWCM), said that in 2009 the prospects for a robust United Way annual campaign were dim because of the recession, rising unemployment and the loss of several major employers in the region.

At that time, Manning was overseeing the many changes at the newly renamed Stevenson University and was in the midst of the school’s own multimillion-dollar capital campaign. In others words, Furst explained, “Manning had countless good reasons to say ‘no’ or ‘not now’ when we asked him to co-chair our annual campaign.”

Furst credits his colleague’s tireless efforts for the $34 million UWCM raised that year. The funding supported more than 1,500 nonprofit organizations serving Baltimore and five surrounding counties, a region of 2.5 million people.

“The Ohio State experience was critical in shaping my career success,” Manning said. “My advisor, Dr. William Moore, had been a practicing professional for many years. Not only was he extremely helpful in my doctoral study, but I learned much from his leadership experience. Ohio State was a great opportunity for me.”

Taking the lead in medicine

Even during her earliest days at Ohio State, Jacqueline Nwando Onyejekwe Olayiwola exhibited strong leadership skills. She was selected as Homecoming Queen, formed multiple student organizations, including Minority Students in Human Ecology, and was a member of SPHINX, Ohio State’s prestigious senior honorary.

She has continued that pattern since graduating (’97 Human Nutrition, MD ’01) from Ohio State. Olayiwola, now of Waterbury, Conn., is a family physician and the chief medical officer of Community Health Center Inc., Connecticut’s largest network of health centers, which cares for more than 100,000 patients. She is the clinical leader of physicians, nurse practitioners, diabetes educators, nutritionists and other providers, and is responsible for pioneering, developing and implementing best practices and innovations in primary care. She is also a national spokesperson for Recess Rocks, a national campaign to end childhood obesity.

As chief executive officer and founder of GIRLTALK, she educates minority adolescent females about sexual health, safe sex practices and contraception. GIRLTALK stands for Girls In Real Life Tackling A Livid Killer: Minority Girls Talk Back to HIV/AIDS. To date, the nonprofit organization has reached more than 300 girls in high-risk communities in New York and West Africa.

“I credit my experiences in the College of Human Ecology as critically formative and influential in my success,” Olayiwola said. Her degree in human nutrition gave her scientific understanding of obesity, metabolism and exercise, which has been important in her role as a physician who counsels patients and as the Recess Rocks spokesperson.

“In addition, the rigor of the human nutrition course work prepared me for a career that requires a strong work ethic, organization, dedication and structure.”

The Ohio State Alumni Association honored her with the William Oxley Thompson Award for early career achievement in 2009. As one of her nominators said, her professional activities are impressive but “if asked to choose characteristics that best describe Dr. Olayiwola, it would be her incredible work ethic, caring, compassionate sense of altruism and selfless commitment to individual patients and the greater community.”

Excerpted with permission from The Ohio State University Alumni Association.
Designer, stylist brings visions to life

When Nina Schelich goes to work, she enters parallel universes. She can go back five decades to Amish country, or into a future full of youngsters with amazing reading powers. In between, she can visit today’s homes and businesses.

She’s not a magician. She’s a wardrobe stylist and costume designer. It is her job to draw viewers into a visual story, whether a 90-minute drama, a 30-minute television skit or a 30-second commercial.

“I love what I do,” said Schelich (’99 Textiles and Clothing), who lives in New York City. “It is so collaborative and I meet amazing, creative people and outstanding actors.”

For a film, Schelich bases her ideas on the script, story boards and scene designs. “It’s a huge creative process,” she said. For instance, 2006’s Home starring Marcia Gay Harden takes place 50 years ago in Lancaster, Pa. Garments had to be authentic in several ways: 1960s shapes, fabrics and colors. In addition, some characters needed to be dressed as Old Order Amish.

She found vintage patterns and fabric in Pennsylvania and New York. A trove of antique cotton feed sacks, a source of yardage in the past for rural housewives, came from a stash in her family’s attic in Celina, Ohio. She also dyed modern material. “I especially had fun designing little girl clothes.”

Television ads such as those for Coca-Cola and programs such as PBS’s “The Electric Company” require different skills. In those cases, her role is one of super shopper, buying fashions that help viewers immediately identify with the actors selling products or starring in dramatizations. “I’m a facilitator so the advertising agency or producers can reach their targeted audiences,” she explained.

Schelich finds it exciting to see on screen what she has accomplished. “I know that shirt took 15 hours to make. I’m relieved when a flaw we worried would show can’t be seen. It’s a great feeling to know I was a part of the crew.”

She likes having a career that allows her to be responsible for her own success. “It’s a testimony to my creativity. If I’m consistently working, that lets me know I’m doing something right.”

From rescuing children to capturing terrorists

When movie star Tom Cruise enters a store in The Minority Report, the security camera reads his eye’s iris and a speaker greets him by name. At the time this movie was made, the technology was sci-fi.

Today, this is possible, and Michael T. Yura (PhD ’71 Counselor Education) is forecasting its future and that of all biometrics in security work for the U.S. Department of Defense.

It all began when he volunteered to help a former student with training for the FBI. Not long after, Yura, then a professor of counseling psychology at West Virginia University, was asked by the FBI to create the first biometrics academic program in the world.

“Biometrics has become an extremely valuable tool for the military and other areas, such as the law,” said Yura, now a subject matter expert for International Biometrics Group, New York City. “Gait, fingerprints, vein patterns—all are unique biological data for identifying people.”

In 1907–08, Yura helped develop West Virginia’s AMBER View, the companion to AMBER Alert. The system supplied police with a current photo and data within minutes of a child’s disappearance. People could sign up through their phone carriers to receive a 3D image to spot the missing child. The practice of using physiological or behavioral characteristics for identification

Yura also describes how biometrics helps capture terrorists in war zones. “If we defuse a roadside bomb, our forensics experts examine it for fingerprints and DNA,” he said. “Once we know who made it, we can stop that person at a check point. It’s great knowing you helped capture someone who might have killed our servicemen and women.”

Recently, after giving the keynote lecture at an Interpol conference, Yura was asked by a foreign government to help create a system for identifying warlords who committed genocide. “These people have plastic surgery to hide from security cameras,” he said. “We hope to identify them using biometrics.”

To be successful, Yura draws on the skills he learned at Ohio State in understanding human dynamics. “They’ve taken me to where I am today,” he said. “I’m always so grateful.”
Risk is ubiquitous. Almost every action we take involves some degree of risk. Getting out of bed, we could slip and fall, breaking a bone. Also troubling, inaction involves risk. If we stay in bed, the lack of exercise may cause obesity, possibly leading to diabetes or heart disease. Yet we must persevere—trying to minimize risks while seeking a life of meaning and happiness. Often, we make a tradeoff between happiness and taking risk to obtain it. Dealing with risk can involve making hard choices.

So how do we manage risk? Individually, we make choices based on our own preferences. My risk preferences are valid only for me, not for you, and vice versa. Markets can help manage risk by providing consumers with choices. We express our preferences by purchasing or not purchasing the options. For example, consumers who value food safety can buy pasteurized eggs, although the elevated safety costs extra. However, if consumers consistently make choices that put them at risk, or if markets do not provide safe alternatives, public policy may need to improve social welfare.

Disagreements occur about when public policy should manage risk. One aspect of my work—the development of risk analyses—helps guide decisions. I assess risk to determine its magnitude and the effectiveness of proposed interventions. I then characterize risk outcomes using economics. The resulting benefit-cost analysis can be used as a policy tool. This tool balances the social willingness to pay for a proposed or existing program (a measure based on individual preferences) against the cost of implementing the program.

Most recently, I focused a risk analysis on the economic cost of foodborne illness. Headlines generated from my work focused on the aggregate cost of foodborne illness—$152 billion in 2010, soon to be revised downward based on new CDC data. I feel the more useful measure, from a policy perspective, is the reduction of cost per case of foodborne illness. For a risk assessment that predicts a 10,000-case reduction of salmonellosis from a given intervention, the critical factor is how much society values those averted cases. If the value is $9,000 per case, the social benefits from that program are $90 million.

Additional approaches exist for reducing risk. I believe, as do many in EHE, that education is often one of the best ways to enhance the well-being of consumers. Education preserves freedom of choice while helping consumers understand their risks, thereby allowing them to make choices consistent with their preferences. This is particularly true when consumers’ choices have direct consequences for them. In EHE, Margaret Binkley, consumer sciences, and Lydia Medeiros, human nutrition, evaluate the impact of food safety education at the retail level and in the home, respectively. They study motivation/reasons for unsafe behavior so educational programs can be effective. Their results show that after education, people make healthier, safer choices.

At the same time, I believe freedom of choice is possible only if options exist for consumers. In some cases, options exist but are not offered in relevant markets. In
Your dean

Continued from page 2

Schools (CCS), but they will not be newcomers. Throughout their degree programs in teaching math, science or foreign language, they apprenticed in CCS classrooms, honing their use of best practices under experienced mentors.

As these teachers progress in their careers, they will continue their professional development with expert coaches, as will all new CCS teachers. This generation of experts is better equipped to help diverse children succeed.

EHE has long produced award-winning teachers. Just this year, social studies teacher Timothy Dove (MA ’88 Education) was honored as the 2011 Ohio Teacher of the Year.

Third-grade teacher Krystle Fritsch Nemo (’07 Human Development and Family Science, MEd ’08 Education) was honored for beginning exemplary teaching by the Ohio Council of Teachers for English Language Arts.

In his first year of teaching, Robert Hobbins (MEd ’08 Science Education) saw six of his students win first-place finishes at the Arizona science fair and three win grand prize awards for best middle school projects. He received the 2010 Arizona Governor’s Teacher of the Year Award.

Our thousands of alumni play critical roles in the lives of children and youth. These young people are the future leaders of our state, our nation and our world.

Serving consumers, improving health and well-being

EHE prepares an impressive array of professionals for burgeoning consumer industries and service sectors. They include consumer and family financial management, fashion and retail, hospitality, human services, nutrition industries and sport, exercise and leisure.

In each area, we hone experts who contribute to the economy, with a special focus on consumer health, well-being and satisfaction.

Wendy Goldstein (’75, MS ’81 Fashion and Retail Studies), for instance, is president of Costume Specialists Inc., of Columbus. Her company, which designs, sews, cleans and stores costumes for clients nationwide, provides jobs and solid economic returns.

Kerry Kramp (’77 Hospitality Management) is president and CEO of Sizzler Inc., based in suburban Los Angeles. The company owns or franchises more than 260 restaurants worldwide and is opening more, offering jobs and opportunities.

So when you think of EHE, think of jobs, the economy, satisfied customers and competent learners. We contribute to the bottom line today and for the future.

Awakening leaders

Continued from page 7

lacked appeal. As a sophomore, he explored teaching by taking the Ed P&L 271 course.

At the after-school program of the Somali Women and Children’s Alliance, he helped children with their homework. He helped a woman his age study English to pass her nursing course. And he realized he wanted to be a teacher—of either English as a Second Language or math and science.

“It was a profound turning point for me,” he said. “I loved the immersion in a different culture, and I learned I can be a leader—at least for the children. I can help younger students gain a vision for life, get hungry for what’s to come. I can make a difference in people’s lives.”

In the year after the course, Chapman used what he learned to help settle a Somali refugee family of eight in Columbus. He found himself guiding his campus Bible study group in collecting food, clothing and funds to smooth the family’s transition.

Chapman expects to graduate from EHE with a specialization in human development and family science. He plans to attend a master’s of education program the following year.

“The class taught me that if I want to lead, I must be observant. I’m now more culturally aware and sensitive to others,” Chapman said. “It’s like the Bible says, ‘The first shall be last, and the last shall be first.’”

How humans act

Continued from page 8

Effectiveness opens doors

“The worldwide awareness of ABA autism treatment has generated a great opportunity for this science,” Heward said. “It also is a challenge to produce enough well-trained teachers and early interventionalists who have enough knowledge and skills.”

When Elizabeth Spotts receives her BCBA certification, she will join a rapidly growing group of specialists who meet requirements, meaning they have advanced degrees and supervised practice.

Heward emphasized that ABA is not just for autism spectrum disorders. For instance, interest is growing in use of effective ABA teaching strategies with gifted students, he said. Researchers and practitioners have learned much from 40 years of teaching students with special needs, “but imagine what students who are agile, fluent and amazing learners might teach educators.”

Risk

Continued from page 33

others, new science is needed to provide a choice not previously available to society at large.

EHE researchers enhance both types of consumer options. For example, an obesity prevention program led by Jackie Goodway, physical activity and educational services, teaches basic motor skills to at-risk preschoolers who lag due to disadvantage (see Inspire 2010). Ouliana Ziouzenkova, human nutrition, is developing therapy based on cell engineering and nanotechnology to help patients with obesity and Type 2 diabetes.

By bringing new options to consumers, we expand choice in a way that promotes healthy living. The takeaway is that we can never aim to eliminate risk, only better manage it.

Robert Scharff is an assistant professor of consumer sciences.
Peer pressure

Continued from page 14

The most common question, Darcy Granello said, is, “How do I keep from making things worse?” The idea that a misstep could actually push a student to end his life is terrifying.

She tells them, “The message is, ‘I care about you. I want you to be well. There are resources available. We can connect you to those resources.’ Even if the student doesn’t go any further, the fact that someone acknowledged them is healing. For many students, that can be sufficient: Person X noticed.”

When a suicide does occur, many school officials react in exactly the wrong ways. The Granellos’ new book with Gerald Juhnke, Suicide, Self-Injury and Violence in the Schools: Assessment, Prevention and Intervention Strategies, for the first time advises administrators on how to lessen the possibility of copycat suicides and to help others hurting from the tragedy.

While school officials may be well-meaning in their response to a suicide, the best way to react is actually counterintuitive to our cultural norms, said Paul Granello.

Memorial services at school, flying flags at half-staff and pasting photos and farewell notes on lockers glorify the person who completed suicide, he said. Some troubled people might think they want all that attention too. Instead, adults should talk about how suicide transfers pain from the person who killed himself or herself to a whole community, Darcy Granello said. “The focus should be on what help is available and on helping people respond to grief.”

Schools should provide students with facts about suicide risk and mental health resources. This should happen in small groups or individually, if needed.

Adults, such as counselors, shouldn’t be afraid to talk about suicide and to directly ask troubled students if they are thinking about suicide. “There’s a lot of research that shows talking about suicide appropriately actually reduces the risk,” Darcy Granello said.

“The tragedy is that we have this epidemic of suicide among young people,” Paul Granello said, “when in most cases the cause is depression that could be treated.”

Treatment was the key for Tom Davis’s depressed student. He convinced her to contact her mother, then he accompanied the two of them to a local mental health agency. “The outcome was good,” he said. “She was a very high-achieving student who went on to college and the last I heard was doing very well.”

Jeff Grabmeier, University Research Communications, contributed to this story.

Call for Nominations
2012 Education and Human Ecology Alumni Recognition and Hall of Fame

The College of Education and Human Ecology Alumni Society invites you to nominate your alumni friends, colleagues or relatives for these five awards:

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.

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

Meritorious Service Award
Presented for dedicated service to the college.

Award of Distinction
Presented to alumni who have made a difference in the lives of others through outstanding professional, personal or community contributions.

Hall of Fame
Induction is the highest honor the college can bestow upon alumni and former college faculty or administrators. Nominees must have made significant contributions both nationally and internationally to education and human ecology as models for all others in their fields.

More details appear on the nomination form, available at ehe.osu.edu/al/awards, or by contacting Sean Thompson at (614) 688-5392 or thompson.1355@osu.edu.
Once a Buckeye, Always a Buckeye

Tailgate and football deadline: Friday, August 19, 2011

Tailgate: Saturday, September 10, 2011
Where: Big tent on campus, place to be announced
Time: Three hours before kickoff
Cost: $25. Tailgate only (catered by Outback Steakhouse)
$100. Tailgate and Reserved Game Ticket

This is the Year of the Alumni at Ohio State. Show you are “once a Buckeye, always a Buckeye” at the 2011 Education and Human Ecology Alumni Tailgate during the Ohio State Reunion Weekend, Friday-Sunday, September 9-11, 2011. Special guests: Classes of 1951, 1961 and 1986.

The Toledo Rockets may think they are full of juice, but our Buckeyes will cool their jets on Saturday, September 10, in Ohio Stadium. Before that, the EHE Alumni Society invites you to a mouthwatering meal, once again catered by Outback Steakhouse. As usual, there will be fun surprises. Game ticket prices have risen, but the college is holding your costs at 2009 levels!

A lottery will be held if ticket demand exceeds supply. Otherwise, tickets are distributed by first come, first served.

Reservation Deadline: Friday, August 19, 2011

The 2011 Year of the Alumni includes Ohio State’s 2011 Reunion Weekend, which consists of three days of university events. Get your group together to meet up on campus or come ready to make new friends. The College of Education and Human Ecology will welcome back the classes of 1951, 1961 and 1986.

Complete details about the EHE Reunion Weekend, including game ticket availability 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? Request an information packet from Nancy Swearengin at (614) 292-2743 or swearengin.1@osu.edu.

Follow ticket availability timelines on facebook.com/OSUEHE and at twitter.com/OSUEHE.