When a song helps students belong

Retention strategies for colleges and universities

Eating toward a goal
‘Do your best’ not enough

Learning while serving
Students aid others and stay in school

Why abuse victims recant
When to say ‘enough’
Mastering life

EHE researchers unveil strategies to help people stick to commitments or decide that enough is enough

BY CHERYL ACHTERBERG

Mastering life requires us to stick to commitments. At the same time, sometimes life demands we say enough is enough to certain behaviors and attitudes. Here are two examples of how we help people make those decisions.

The CeaseFire Initiative: Saying enough is enough to violence

Associate Professor Deanna Wilkinson, human development and family science, is laying the groundwork to interrupt violence with CeaseFire Columbus.

She began by partnering with Professor James L. Moore III, physical activity and educational services, and Associate Professor Ola Ahiqvist, geography, to identify local violence hotspots. With funding from the EHE Dean’s Discretionary Fund, they pinpointed three Columbus neighborhoods with the highest levels of gun-related homicides.

Since then, with funding from Ohio State’s Office of Outreach and Engagement and the Ohio Office of Criminal Justice Services, Wilkinson has begun organizing in two of the communities, partnering with grassroots organizations and local church leaders. Her research on the decision making of adolescent and young adult violent gun offenders provides the knowledge necessary to interrupt the deadly cycle.

“Changing attitudes, behaviors and community norms in neighborhoods burdened by decades of high levels of violence takes a holistic approach with a long-term vision. CeaseFire uses evidence-based intervention, outreach, mediation and public education,” Wilkinson said. “Our team of trusted community members is increasing the ability of residents to recognize the signs that a young person is heading for trouble and connect him or her to resources to disrupt violent behavior.”

(See Your dean on page 35)

Deanna Wilkinson (middle left, black T-shirt) gathers with partners in CeaseFire Columbus for the monthly peace march and service at Family Missionary Baptist Church. Marchers in May included representatives from the Columbus Public Health Department, Columbus Division of Police, Men for the Movement, Franklin County Court of Common Pleas, National Center for Urban Solutions, EHE students and staff working on CeaseFire Columbus and numerous community residents and church members.
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ON THE COVER: Research by Terrell Lamont Strayhorn, associate professor of higher education and student affairs, reveals the power of campus gospel choirs such as Ohio State’s African American Voices to retain African American students at predominantly white universities.
First academic All-American in 44 years

Aaron Craft has made his mark on Ohio State by being named a Capital One 2012 First Team Academic All-American. He is the first Ohio State men’s basketball student-athlete to earn this title since 1968.

The sophomore majoring in exercise science has a 3.89 GPA and plans to enter Ohio State’s College of Medicine.

A native of Findlay, Ohio, Craft has won numerous additional awards, including selection for the Academic All-District 5 First Team and appearances in the Top 50 for both the 2012 Preseason Wooden Award and the 2012 Preseason Naismith Award.

Being welcomed to the Big Apple with a scholarship was not what Jordynne Bowie expected, but she’s happy to brag about it. “I would never have thought that as a sophomore, I’d be sitting at a gala dinner at the Cipriani Wall Street, talking with Estee Lauder head directors,” Bowie said.

The December 2010 Black Retail Action Group (BRAG) scholarship and awards gala in Manhattan, which attracted 500 fashion industry insiders, retail executives, celebrities and reporters, is still a highlight of Bowie’s academic career.

Bowie, now a junior studying fashion and retail studies, is the president of Ohio State’s BRAG chapter chartered in 2009. The national organization provides resources and developmental support to empower African Americans and all people of color to reach their highest professional potential in retail and related industries.

The Columbus native wants her organization to be an asset that Ohio State brags about. “My goal is for the OSU community to learn that BRAG is passionate about building the confidence of those who are sometimes overlooked in the retail industry,” she said. Ohio State’s chapter, with 21 members, also reiterates the theme of maintaining a positive body image that Bowie learned in her courses. “I plan on attending graduate school for marketing and entrepreneurship and then opening my own boutique. And I know BRAG is going to help me get there.”

—Kamilah King

Building a better Columbus community

The EHE Ambassadors, students who serve their college, Ohio State and greater Columbus communities, undertook their biggest learning experience yet this past year—Power Tools 101. They helped to build a Habitat for Humanity house in the Columbus area.

“It was a great challenge but the end reward of helping to provide a house for someone in need was worth it,” said ambassador Laura Colebaugh, special education, of Troy, Ohio.
Then and now: Sticking to athletics
Education and human ecology students have always been at the forefront of athletics at Ohio State, including the Olympic sports of pistol and diving.

James Sweeney
In 1969, James Sweeney (’57 Education; ’60 MA, ’65 PhD, both Physical Education) was the men’s varsity gymnastics head coach and an associate professor of physical activity and educational services, teaching classes in rifle, pistol, archery and bicycling. Today, as faculty emeritus, he is Ohio State’s head coach of pistol and directs the International Pistol Championships at Ohio State.

In memory of Russ Klein
Russ Klein’s goal was to determine how dietary fat might prevent prostate cancer. Sadly, in 2006 leukemia overtook the assistant professor of human nutrition. His grieving students established the annual Russell Klein Memorial Nutrition Research Symposium. Klein once said, “I got really excited about all there was to do in the field of nutrition and cancer.” He would be pleased that his legacy still excites students.

Vince Panzano
Since 1978, Vince Panzano (’73 Physical Education and three-time varsity letter winner in diving) has been diving head coach at Ohio State. He has since produced one world champion, one junior world champion, two Olympic medalists, 23 U.S. diving champions, 12 NCAA champions, 16 NCAA runners-up, 54 Big Ten champions and 86 All-Americans.

In 1979, Carrie Irish-Finneran, also coached by Vince Panzano, was named All-American in diving for a record fourth time. In 2000, Irish-Finneran (’80 Physical Education) was inducted into the Ohio State Athletics Hall of Fame for diving.

Coached by James Sweeney, Amanda Watters, of Fayetteville, Ga., a winter 2012 graduate in human development and family science, took third overall in women’s pistol events at the 2012 NRA Collegiate Nationals, placing her among the top women collegiate shooters in the nation.

Chasing the Indonesian dream of higher education for all
Doctoral student Tati Lathipatud Durriyah of Jakarta, Indonesia, acts as Ohio State’s inspirational force, encouraging her fellow citizens to earn teacher certification.

The passion of the Fulbright Scholarship recipient for her home country and for education for all in Indonesia led to her graduate associateship in 2008. Her responsibilities focus on serving the U.S./Indonesia Teacher Education Consortium and its U.S. director Sue Dechow, teaching and learning. USINTEC strives to enhance teacher preparation and teacher quality in Indonesia.

In her associateship, Durriyah concentrates on helping Indonesian teachers apply to the International Dual Master’s Degree program. The associateship also ties in perfectly with Durriyah’s dissertation. She will investigate Indonesian teachers’ responses to picture books and how they learn literacy instruction pedagogy. To do this, she plans to teach a children’s literature course at Syarif Hidayatullah State Islamic University Jakarta for a semester.

“I really try to motivate students to apply because I understand how important higher education is to Indonesia,” she said. “Ohio State has top-notch programs and resources to really help you succeed.”

Start with a song to belong

Scholars show that gospel choirs, other strategies, help college students stay

To Ohio Governor John Kasich, Ohio’s public four-year college and university graduation rate of 60 percent is “just wrong.” In his 2012 State of the State address, he said, “We need to graduate more kids . . . and let nothing stand in our way.”

President Barack Obama said in his October 2011 speech to all high school students, “One of the biggest challenges we have right now is that too many of our young people enroll in college but don’t actually end up getting their degree. . . . Our country used to have the world’s highest proportion of young people with a college degree; we now rank 16th.”

The leadership at Ohio State has put its collective mind to solving the problem of low graduation rates. Overall, Buckeyes are staying and graduating in record numbers. The university’s six-year graduation rate is 80 percent, topping the national mark of 72 percent.

The first step to improving graduation rates is getting students to return to campus for each subsequent year. Again, Ohio State excels, with a first-year retention rate for sophomores of 93 percent compared to 85 percent nationally.

This success is due, in part, to research put into practice by three of the college’s retention scholars and one alumna: Terrell L. Strayhorn, James L. Moore III, Bruce Tuckman and Davida Haywood.
Harpers went for tutoring and, with gratifying swiftness, improved her grades. She felt the support of the choir was key. “Even though we sing, we share,” Harper said. “As a freshman, I knew people on campus but wasn’t close to anyone.” She joined the AAV to sing. She stayed because the members offered instant friendship, showing a genuine interest in her.

“After a couple of rehearsals, I had a sense of belonging. As a senior, I can say we’re always there for each other. The family environment of AAV made us want to be together,” said Harper, who graduated spring quarter 2012.

“‘Theories of spiritual development of students in higher education refer not to religion, but to the process of finding meaning in life and life experiences,’ said Terrell Lamont Strayhorn, associate professor of higher education and student affairs, educational policy and leadership, whose particular expertise is college retention of underrepresented students. His study of the rarely researched topic showed that gospel choirs at predominantly white institutions (PWIs) offer students three academic benefits that all educators value.

First, as Harper portrayed, active involvement in the gospel choir as a student organization can help members establish a sense of belonging on campus. “Every college president, every dean, every parent wants students to feel a sense of connection,” Strayhorn said. “The question is, how do you get them connected? Some students connect through faculty and classes. Others connect through smaller enclaves on campus, such as student organizations. When they do, they stay.”

Strayhorn’s study also showed that singing in a gospel choir engenders ethnic pride. “At a PWI, it’s very difficult for students of color to see others who look like them or share their experiences,” he said. “This is important for all people, but it can play a major role for African American students’ success at PWIs. At times, as I suggest in the study, they feel like ‘strangers in a foreign land.’”

Finally, Strayhorn found that participating in the campus gospel choir fuels resiliency during challenging times. As Harper showed, support from the AAV helped her bounce back. “You observe someone else’s testimony and apply it to your own life,” Harper said. “You learn that if they can get help and get through it, so can you.”

Strayhorn has this advice for administrators to help retain students:

- Support every opportunity that helps students feel connected to the campus community. Keeping them engaged does not always call for redesigned classrooms or faculty development. Student organizations offer not only the chance to have fun, but also the opportunity to learn about identity and leadership development, and to gain a strong support network.
- Invite diverse student organizations, such as the gospel choir, to participate in important campus events. Students will feel appreciated and respected for the difference they bring. This approach also helps recruit additional students of color to campus.
- Encourage faculty and staff to attend events sponsored by student organizations. Attendance signals that these students matter, that people care, both of which are core elements of a sense of belonging.
Retaining African American male students

By 2050, close to 50 percent of the U.S. population will be African American, Hispanic American and Asian American, according to U.S. Census Bureau projections. White percentages, on the other hand, will decline.

“We must ensure that the American higher education system prepares an increasingly diverse student population so the U.S. can compete in the world economy,” said James L. Moore III, professor of counselor education, physical activity and educational services. “Countries graduating the largest number of men and women in science, technology, engineering and mathematics (STEM) fields, as China and India are doing, will become the world’s superpowers.”

Yet the number of minority students in U.S. higher education is a tiny fraction of total enrollment. Equally concerning, two-thirds of African American males enrolled in U.S. colleges and universities do not graduate.

“Typically, institutions don’t respond to low retention as if it’s an emergency,” said Moore, who is also associate provost of the Office of Diversity and Inclusion as well as director of the Todd Anthony Bell National Resource Center on the African American Male. “When Ohio State’s leaders recognized the problem, they set out to solve it. The university was courageous. It shows what we can do when we put our minds to it.”

One of the greatest indicators of success is whether students return to campus for their second year. On Ohio State’s Columbus campus, 91 percent of African American students come back for their sophomore year. This rate is very close to the 93 percent first-year retention rate for all Ohio State students. It is well above the national average of 85 percent for first-year retention of African American students at highly selective schools, as reported by the Consortium for Student Retention Data Exchange.

Moore’s interest in minority male success led to his pioneering role in 2008 as inaugural director of the Bell National Resource Center (BNRC) in the Office of Diversity and Inclusion. Since he took the helm, the center is fast becoming a premier, one-stop shop for research-based resources focused on black men’s success throughout their lives.

Joseph A. Alutto, Ohio State’s executive vice president and provost, emphasized the importance of the BNRC’s focus on success across the lifecycle. “The research in this area will build a level of distinction at Ohio State that doesn’t exist at any other institution,” he said. “The work of Dr. Moore is receiving national and international attention, particularly as he focuses on such issues as the role of African American males in the STEM areas, which are so critical to this country.”

Universities and colleges ranging from Yale to UCLA contact the center to learn about its model approach. Moore is invited to speak nationwide as well as internationally to share the research and success of the BNRC. To all, he and his colleagues explain that black males benefit from a community of support to augment their college academic experience.

“My premise is, lack of intellect is not the reason why African American men drop out,” Moore explained. “It has more to do with institutional, environmental and socio-emotional factors. Research shows that the more students feel they are in an inviting and supportive environment, the less likely they are to feel alienated or disconnected.”

For this reason, the BNRC initiates relationships with students before they arrive on campus. “Millennials are very connected to the world via social media, so we use Twitter and Facebook to set up virtual relationships,” Moore said.

An array of signature initiatives engages the young men. The Early Arrival Program helps
them transition to Ohio State from high school. “We especially help with the ‘soft’ skills,” Moore said, “such as becoming familiar with the campus and developing a network with their faculty, our staff at the center and their peers. We work directly with their parents, showing them how to support their sons’ success.”

Men who participate in the Early Arrival Program return to Ohio State the next year at the rate of 95 percent.

Once on campus, the men benefit from the BNRC’s African American Male Retreat, Gathering of Men, Leadership Institute and roundtable discussions. All activities support self-awareness, academic motivation and the building of new relationships and skills.

The latest BNRC academic recognition celebrated the 404 black men at Ohio State with a 3.0 GPA or higher. Clearly, the program is working, since the number grew from 227 in 2006.

Justin McGee benefitted so much from the BNRC when he came from Fort Wayne, Ind., he now donates his time to help the next generation of students.

“The center is a nexus of people who really look out for you and are dedicated to what they do,” said McGee, who graduated in 2010 with a BS in biology and a BA in political science. He is now working toward a challenging dual MD and MBA degree at Ohio State. “Every time I wanted to apply for an internship or a research opportunity, someone at the center advised me about who could make a referral, write a recommendation or where to get financial aid. They encouraged me, so if I was facing challenges, I didn’t lose my way.”

“Much of the success of the BNRC and The Ohio State University in supporting African American males is a result of the level of intentionality that they focus on this work,” said Lorenzo Esters, vice president for the Office for Access and the Advancement of Public Black Universities, Association of Public and Land-grant Universities. “James Moore’s center is a model for others around the country. Intentionality is the key.”

“Procrastinators who put off assignments until the last minute say they work better under pressure,” said Bruce W. Tuckman, professor of educational policy and leadership, “but it is really wishful thinking.”

Tuckman’s research showed that procrastinators were more likely to hand in late or sloppy work or miss assignment deadlines altogether.

Across 50 years, Tuckman has been a pioneer in the field of educational psychology. His seminal work in the 1960s established the most used model of development in groups. The field of human resources still uses his model as a template for manager training.

Tuckman’s 2002 breakthrough study about the effect of procrastination made headlines around the nation. The scale that he developed to measure procrastination is a much used research tool, and his findings are widely quoted.

To all Ohio State student procrastinators, Tuckman offers hope and help through Educational Policy and Leadership 1259, Individual Learning and Motivation: Strategies for Success in College.

The course is taught at the Walter E. Dennis Learning Center, which Tuckman founded in 1999 and directs with support from an endowment created by Walter E. Dennis Jr. and his family. In the course, students are introduced to eight essential learning and motivation strategies:

• Overcome procrastination
• Build self-confidence
• Take responsibility
• Learn from lectures and texts
• Prepare for exams
• Write papers
• Manage one’s life or time

“Of all the strategies my team and I have tested over the years, this approach has the most clout,” Tuckman said on the eve of his retirement from Ohio State. “My research showed it helps students improve their grade point averages, stay in school and graduate.”

Tuckman and his doctoral advisee, Gary Kennedy (’09 PhD Educational Psychology), compared 351 first-year students who took the course to 351 matched students who did not.

The course takers had higher grade point averages in each of their subsequent four terms, were six times more likely to stay in school and had much higher graduation rates.

The course is so popular, more than 1,000 Ohio State students enroll in it every year.

Kennedy, a senior statistical analyst in Ohio State’s Office of Enrollment Services, explained that the study reinforces other research showing that motivation can trump ability. “Both the course takers and the control students were in the bottom half of the ability spectrum,” he said. “Yet the students who took the course were more successful. This suggests that a focus on motivation for students showing low ability makes a significant difference in their success.”

The Dennis Learning Center also packages core elements of the course to offer as short workshops. Lauren Hensley, who manages the center’s instructional activities and is a doctoral student in the college, said the request for workshops has grown by 384 percent in the last three years.
Sam Rowe, a senior in psychology from Cleveland and a learning specialist at the center, teaches the workshops to groups ranging from incoming freshmen in survey courses, to high school students visiting for summer internships, to medical or engineering students. In summer and autumn, he has taught as many as five workshops per week.

“The course is definitely not just for people who want to improve grades,” Rowe said. “If you’re a procrastinator, if you have test anxiety, it can make the difference between years of stress or a better educational experience. Many students come up after a workshop and thank me, especially when I present about reducing stress. I believe in this material, and it’s gratifying to know I’ve helped improve lives.”

The Dennis Center also helps students who feel overwhelmed at the university. “Ohio State is large, so the center has developed into a micropresence in a macroworld,” Rowe said. “Students can get a lot of personal attention from us. As a learning specialist, I share resources with them, so they feel connected.”

Rowe also said the way Tuckman has taken knowledge to immediate application is beautiful. “The number of students whose lives were transformed by the center has snowballed over the years. The effect is powerful.”

Kennedy, who continues to conduct research with Tuckman, emphasized his mentor’s important stature as a scholar: “He’s preeminent, known nationally and internationally. His procrastination scale is so broadly used, it was translated into Chinese. He is a Fellow in the American Educational Research Association, the premier research organization in our field. He’s a prolific author with more than 20 books in print, yet when I asked him to take me on as a doctoral student, he agreed readily. I’ve been extremely fortunate.”

A n injury ended the Ohio State athlete’s hope of ever playing her sport again. She shared her sorrow and confusion during the InterGroup Dialogue course at Ohio State’s Multicultural Center.

“Without that place to belong, the student felt like an outsider,” said course facilitator KC Bui, a master’s student in higher education and student affairs (HESA).

Bui and the class rallied behind the student, encouraging her to explore new interests, particularly programs at the Multicultural Center. She found many places to belong. At the center, she developed her leadership potential by joining the InterGroup Council. One of her roles was to visit student organizations to share a taste of what the center offers. She even discovered another sport she could enjoy, despite her injury.

The three-credit course, Educational Policy and Leadership 2577, InterGroup Dialogue, is structured to support women and men as they explore who they are and where they are heading in life.

“I love talking to students, understanding their difficulties, applying the theories about student development from my HESA classes and determining the kind of support they need,” said Bui, a southern California native. “As a graduate administrative associate with the center, I’ve taught classes that help students explore their gender, race, ethnicity or socioeconomic status. So many students are socialized just to follow. They leave our events with a different perspective on the world.”

The center is vital to the mission of Ohio State’s Office of Student Life to provide an extraordinary student experience. Executive
Director Davida Haywood ('04 MA, '09 PhD, both HESA) emphasized that the goal of the Multicultural Center is to spark a transformation. “We invite students to take a journey of self-discovery and development via their choice of more than 500 programs annually, from cultural celebrations and heritage events to workshops and student leadership development,” she said. “We can teach diversity theory to students in the classroom, but here, they can explore and experience it. Transformation comes from participating in a memorable experience.”

As the world embraces globalization, Haywood also believes part of that transformation is making sure students are equipped with personal and professional skills to survive in a global environment. “It’s one thing to understand how to function in Columbus, Ohio,” Haywood said. “It’s another if our students go to another country. They take what they’ve learned here to survive, but they also need to understand the values, characteristics and customs of a very different group of people, so they are respectful in their survival.”

Bui, who just completed her master’s degree in spring 2012, survived her move from southern California to Ohio, in part because she learned those skills when she taught English in Vietnam. She said it also helped to be welcomed to Ohio State by cohort members in the HESA program, and by her associateship at the center. “Going to a different space is an awakening,” she said. “It puts things into perspective, seeing the difference. President Gee says to students, ‘Get your passport.’ I totally support that. Students need a broader perspective so they can travel anywhere and interact with people openly and effectively.” Parents appreciate the learning opportunities offered by the center as well. For instance, they welcome having their Ohio State student fill out a genealogy for the Family Roots Program, Bui explained. “We invite students to ask their parents for more details about their heritage. Parents appreciate that for once, their children are being encouraged by someone else to explore their roots.” Throughout her work, Haywood takes inspiration from her graduate programs. “I studied with the stellar HESA professors, such as Leonard Baird, Susan Robb Jones, Bob Rodgers and my advisor Ada Demb,” she said.

**A short list of Multicultural Center celebrations**

Asian Pacific American Heritage Month, January
Drums & Dough: A Welcome Week intercultural journey with music and bread, attended by 3,000 students in 2011
Hispanic Heritage Month, September
Intercultural Leadership Series
Learning from Your Community Speaker Series
LGBTQ History Month, October
Native American Heritage Month, November
Pre-Kwanzaa Celebration, December
Women’s History Month, March

Executive Director Davida Haywood says the graphics on the lobby wall of the Multicultural Center reflect the opportunities she and employees aim for students to experience. Students keep the center alive with activity from morning until late at night.

How do you interpret freedom? At the spring 2011 Freedom Festival at the Ohio Union, student organizations presented activities, booths and performances to answer this question. The Ohio State Dance Coalition interpreted freedom as the chance to express themselves. KC Bui spearheaded the campuswide event with another Multicultural Center staff member.

“Now, the theories they taught me about student development, retention and diversity play in my mind and the minds of my staff daily as we plan programs to lead students to transformation.”

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When computer programmer Terry Carl learned he had Type 2 diabetes, he knew his eating habits needed to change. But, Carl recalls, “I only got about 20 minutes of education about diabetes when I was diagnosed around 2000.”

He definitely did not learn about low-glycemic-index foods—carbohydrates that are digested slowly and are less likely to spike blood sugar levels. That changed when he entered a research study led by Carla Miller, associate professor of human nutrition.

Miller and her research team found setting a specific goal to eat a set number of daily servings of low-glycemic-index foods can improve dietary habits of people with Type 2 diabetes.

Almost 19 million children and adults in the United States have diabetes, with another 79 million at risk for developing the disease. Type 2 is the most common. People with Type 2 do not produce enough insulin or their cells ignore the insulin needed to use glucose for energy. It is more common in ethnic groups and among older people.

Carbohydrates are found in an array of
foods, such as bread and potatoes, fruit and juices, milk and yogurt, dried beans, sweets and soda. The glycemic index is represented by a scale from 1 to 100. Foods that tend to slow the speed of digestion and prevent rapid increases in blood sugar include many vegetables, whole grains, dairy foods, nuts and seeds, beans and fruits. They are considered low-glycemic-index foods if they have an index of 55 or fewer points. Foods with a point value of 100 are the equivalent of pure glucose.

Carl and other participants in the Ohio State study were given a goal to eat either six or eight daily servings of foods with a low glycemic index. Overall, most participants reached the eight-servings goal.

Participants also ate about 500 fewer daily calories and added vegetables, fruits and nuts and seeds to their diet—all foods that are on the low end of the glycemic index.

Participants’ confidence about being able to meet these dietary recommendations was key to reaching the goal. People who had more confidence about the goal were more committed, and higher commitment levels led to a better likelihood that they would reach the goal.

“It’s not just a matter of setting a goal,” Miller said. “It’s deciding what specifically you are going to modify to help you achieve a more healthful diet.”

Miller also published related findings last year from the same study showing that after increasing their intake of low-glycemic-index foods, participants as a group lowered their weight, body mass index, waist circumference and hemoglobin A1c reading that indicates better control of their blood sugar.

### Need to establish low-glycemic-index guidelines

Between this trial and other studies, Miller said, “I think we have enough data to say that consuming a low-glycemic-index diet has beneficial outcomes for people with diabetes.”

That’s a significant statement because no guidelines currently exist for consumption of low-glycemic-index foods, she noted. Some experts think a focus on the glycemic index in foods rather than carbohydrates and sugars is too complicated for patients with diabetes to follow.

Miller doesn’t think that’s the case as long as patients receive adequate nutrition education—which was another finding of hers in a study published in 2009.

“Tracking low glycemic foods is not complicated but it does take work when you start. You have to constantly look things up, maybe do research on the Web, because the index level may change,” Carl said. Several factors influence the glycemic index level: the reactions of one’s own body, what foods are eaten together, the amount of protein or fat in them and how food is prepared.

As the research trial went on, Carl said, the amount of time required lessened because he developed habits such as eating favorite food combinations.

Coauthors included Amy Headings (’00, ’09 PhD Human Nutrition), director of nutrition with the Mid-Ohio Food Bank, Columbus; Mark Peyrot, professor of sociology at Loyola University Maryland; and Haikady Nagaraja, professor and chair of biostatistics at Ohio State.

### Setting higher goals, planning specific action

It wasn’t until the trial was completed that researchers learned many participants entered the study already eating about six servings per day of foods with a low glycemic index.

“We learned that we should set the goal for low-glycemic-index foods higher. We also learned that we need to set an individualized goal. We know that people can increase their consumption by almost two servings a day if that specific goal is set,” Miller said.

Research on goal setting also emphasizes that people should plan to take action rather than stop doing something. They also can set a substitution goal—perhaps substituting diet soda for regular soda or, in the case of this study, a low-glycemic-index food for a high-glycemic-index food.

Miller and colleagues explored the concept of self-efficacy—in essence, how confident participants felt about their ability to engage in this specific behavior that the researchers asked of them.

“One way to build self-efficacy is by helping people set a specific goal that is moderately difficult, action oriented and achievable in small successive steps. Then those people with higher self-efficacy feel the goal is less difficult, they are more committed and they feel more satisfied in achieving the goal,” Miller said.

“That satisfaction helps them say, ‘Let’s set the next higher goal.’”

Thirty-five adults aged 40 to 65 years with Type 2 diabetes participated in the study, funded by a grant from Ohio State’s Center for Clinical and Translational Science. They took part in a five-week group nutrition intervention before being given a goal of eating either six or eight low-glycemic-index foods per day, all over an eight-week period.

Carl said that, thanks to the study, “I’ve acquired a taste for low-glycemic-index foods, definitely more yogurt and fruit. And there’s always a mix of fixings for salad in my refrigerator.”
Real-world experience, not pretend

Service learning energizes students to contribute as they study

BY JANET CICCONE

The library at Cedarwood Alternative Elementary School vibrates with energy as 20 eighth-grade students read to kindergartners. This month, they’re enjoying picture books, but at their last session, the middle schoolers shared their own creation: a children’s book about how to prevent traumatic brain injury in youth sports.

Both the shared reading and the awareness effort about sports-related traumatic brain injury are student service-learning projects guided by language arts teacher Pam Reed of Buckeye Middle School, Columbus City Schools (CCS).

Reed is one of 60 CCS teachers who took the college’s course, EDUTL 727.10, Bringing Learning to Life: Service Learning for Educators at All Levels, over the last two years.

Valerie Kinloch, associate professor of teaching and learning and an expert on urban literacy education, presented the course as part of a partnership with the National Education Association (NEA), the Columbus Education Association (CEA) and CCS.

Thanks to funding from the Corporation for National and Community Service, the 60 teachers have engaged about 4,000 CCS students—from kindergartners to high school seniors—in service-learning projects. Students, teachers, schools and communities all benefit.

“After 14 years of teaching, I took the course to try something new,” Reed said. “Now I use service learning to empower my students, to show them that what they do matters.”

Sure enough, the 24 students in Reed’s class, once apathetic about reading and writing, now relish activities that prepare them to meet the Ohio Core Academic Standards while they serve others.

For instance, they learned that many of the kindergartners come from low-income families and need more exposure to reading. The middle schoolers gladly provided what some lacked themselves: enjoyable interactions over books.

The brain injury project was born when Reed had all 80 of her eighth-grade language arts students create “imagine a world” statements last autumn. The most popular theme to emerge was “Imagine a world without illness and injury.”

In Ohio, the students discovered, traumatic brain injuries are a leading cause of injury and death among children and youth, especially athletic youth.
The topic grabbed their interest, especially since many of them enjoyed sports. Once they learned that proper prevention and awareness save lives, they embraced the chance to educate others.

**Educating a community about traumatic brain injuries**

Reed was amazed by her students’ commitment to their projects. They spent four weeks reading articles, viewing video stories and honing their skills in speaker etiquette and note taking as they heard experts from Ohio State Athletics, Nationwide Children’s Hospital and more.

Once the students were experts themselves, they created nine projects:
- The children’s picture book about traumatic brain injury prevention
- A model concussion management plan for school sports
- Two videos, one to create awareness, one to explain “second-impact syndrome”
- A PowerPoint presentation on player safety
- A school dance and a contest to collect pennies that raised funds for concussion testing of 160 CCS athletes
- Content for an educational website
- Persuasive business letters urging prevention to the college and NFL football players taking the most head hits during games the students watched

“With projects spread across my four classes, the students were the leaders, planners, creative developers and problem solvers,” Reed said. “They ran ideas past other groups, arranged to meet outside of class and contacted experts to ask questions. I was merely a facilitator.”

The 80 students dedicated 3,200 hours to their projects. Attendance and grades improved because students had a vital reason to be present and make their work the best it could be. They wanted to help prevent injury and save lives.

The students celebrated when they read the children’s book to their kindergarten friends. The biggest celebration was presentation of their concussion management plan to Superintendent Gene Harris and her cabinet. The listeners were impressed by the students’ depth of knowledge and communication skills.

“Based on the presentation, Dr. Harris invited our students to attend a concussion management plan roundtable,” Reed explained. “They will have a voice with the other members of the roundtable, including the head athletic director of CCS.”

Brad Bowman, who contributed to the concussion management plan and the shared reading project, likes service learning because, as he explained, he’s learned a lot while changing lives. “Before service learning, school wasn’t much fun. With service learning, I feel like I have an impact. If Miss Reed hadn’t started it, I would never have had a chance to help these kids and help athletes.”

**Staying in school and closing the achievement gap**

Kinloch, who mentored the 60 teachers as they planned and implemented their projects, emphasized that when used correctly, service learning is proven to decrease school dropout.

“During service learning, students learn civic responsibility, strengthen school-community relationships and prepare to meet academic standards,” she said. “As students have conversations with people in their communities and hear about needs, they learn to plan how they can respond.”

Kinloch’s goal is to develop and publish a replicable model so more teachers can center service learning in their classrooms. The NEA and the CEA aim to broaden the practice in CCS, in other central Ohio public schools and, potentially, nationwide.

Robertta Hantgan, who directs the project at CCS, said, “We’re focused on expanding the use of service learning because it provides enriched leadership experiences for the growing number of students born into poverty. They might otherwise have few such out-of-school opportunities. These ‘practice’ experiences are key to gaining 21st-century skills necessary for employment, confidence and the ability to succeed.”

**A legacy of love meant to save lives**

Reed waxed nostalgic as she spoke of her students’ legacy. Nationwide Children’s Hospital hopes to reproduce the children’s book for its emergency and urgent care clinic waiting rooms. CCS is considering showing the videos to all athletes and coaches. The district nurses hope to use the children’s book and the awareness video to educate elementary students.

Kinloch hopes projects like this can help shift the conversation about academic achievement and student preparation. As Reed said, “My students always do well on standardized testing, but creating test-takers is not my goal. My goal is creating caring, compassionate citizens who are able and willing to take action to make the world a better place.”

Reed asked her students if they wanted to continue service learning. She recalled one of them saying, “How could we ever go back? Learning the old way was just learning something and turning it in. This is real and means something.”

“In my heart,” Reed said, “I feel the same way.”
Drop the charges

Abusers coerce victims into recanting

BY GEMMA MCLUCKIE AND JEFF GRABMEIER

Even when their parents battle many times, children hesitate to plead for help. “But if I thought my mother’s life was in danger, I would pick up the phone and call the cops,” actress Sonja Sohn recalls about her childhood in Virginia.

After one especially terrible incident, “I saw [one] cop look at the other one and roll his eyes and smirk and kind of laugh,” said Sohn, of ABC’s “Body of Proof” drama. She was speaking on National Public Radio’s “Fresh Air Weekend.”

That kind of dismissive attitude from police, prosecutors and judges who deal with domestic violence might change, thanks to innovative research that—for the first time—analyzed recorded jailhouse telephone conversations between men charged with felony domestic violence and their victims.

The recordings help reveal why some victims decide not to follow through on the charges.

“There is a belief in the criminal justice system that, if the victim is staying with the defendant, the victim is being weak-willed,” said study coauthor David Martin, prosecutor for King County, of Puget Sound, Washington.

Instead, the analysis of jailhouse conversations showed abusers convincing victims to recant by using highly honed interrogation methods—very similar to those deployed by professional investigators, he said.

“Perpetrators are not threatening the victim, but using more sophisticated emotional appeals designed to minimize their actions and gain sympathy. That should change how we work with victims,” said Amy Bonomi, lead author of the study and associate professor of human development and family science.

The research team includes Rashmi Gangamma (’08 PhD), a postdoctoral researcher, and doctoral student Heather Katafiasz, both in human development and family science, and Chris R. Locke, assistant professor of social work, Auburn University.

Recantation comes in five steps

After analyzing the phone calls, the researchers identified a five-step process that went from the victims vigorously defending themselves in the calls to agreeing to a plan to recant their testimony against the accused abuser.

“The victim starts out with a sense of determination and is eager to advocate for herself, but gradually that erodes,” said Bonomi, who is also an affiliate with the Group Health Research Institute in Seattle.

In the second stage, the perpetrator minimizes the abuse and tries to convince the victim that what happened wasn’t that serious.

One man asked his victim more than a dozen times, “A felony assault, Sarah? Really, a felony assault? A felony assault?” The woman eventually admitted, “Well, you didn’t break blood.”

“He bit her face!” Bonomi said.

What happens next, though, is the critical step.

“The tipping point for most victims occurs when the perpetrator appeals to her sympathy by describing how much he is suffering in jail, how depressed he is and how much he misses her and their children,” Bonomi said.

In one case, the accused perpetrator threatened suicide and said in a phone call to his victim, “Nobody loves me though, right?”
“The perpetrator casts himself as the victim, and quite often the real victim responds by trying to soothe and comfort the abuser.”

At that point, the victim’s tone changed dramatically, and she sounded concerned that he might actually try to hurt himself, Bonomi said. From then on, the victim promised to help him get out of jail.

“The perpetrator casts himself as the victim, and quite often the real victim responds by trying to soothe and comfort the abuser.”

In the third stage, the couple bond over their love for each other and position themselves against others who “don’t understand them.”

The fourth stage involves the perpetrator asking the victim to recant and the victim complying. Finally, in the fifth stage, the couple often exchange very specific instructions about what should be done and said in court, Bonomi said. They seal their bond as a couple and see themselves as fighting together against the state, which they view as trying to keep them apart.

The researchers listened to telephone conversations between 17 accused male abusers in a Washington state detention facility and their female victims, all of whom decided to withdraw their accusations of abuse. For each of the couples, researchers listened to between 30 minutes and three hours of phone conversation.

One lawyer told Bonomi, “I’ve listened to 20 times as many tapes, but you laid out recantation in a process that makes sense.”

Martin takes it further. The justice system should see these recantations as a red flag for vicious predators who go from victim to victim.

Prosecutors and judges may think that women who recant don’t want help. “That’s not the case, according to the Bonomi study and people who have worked in the field for a long time,” Martin said. “What we should be saying is not, ‘What’s wrong with her?’ It should be, ‘What’s going on with him?’”

It’s common to think women step back because of threats of violence, but, Martin said, “There’s no need for batterers to reach for the hammer when there are much more sophisticated ways to perpetuate a relationship.”

Worldwide impact on justice

Since Bonomi’s article “Meet Me at the Hill Where We Used to Park” was published in the journal Social Science & Medicine, it has changed the views of law enforcement, prosecutors, victim advocates and judges worldwide.

The 20-member Ohio Supreme Court Advisory Committee on Domestic Violence, for instance, invited Bonomi to present the research. The committee now is considering issuing a recommendation to Ohio courts about how to better handle cases involving recanting victims. It may suggest that:

- Attorneys incorporate the model in summations to juries, perhaps using taped jailhouse conversations from their own case, to prevent the jury from turning on the victim.
- Bonomi serve as an expert witness because juries need to see the relationship’s inner workings, that the coercion and threats are subtle.
- The study findings be included in continuing education and training for judges and for the Ohio Prosecuting Attorneys Association.

In Columbus, the Center for Family Safety and Healing at Nationwide Children’s Hospital is preparing a training module for law enforcement officers based on the study. “I think they will embrace the detailed knowledge that will, in the end, help them in their investigations and work with victims,” said Kristi Timbrook, director of the Legal System Task Force at the center.

In the Seattle area, Martin and elected prosecutor Dan Satterberg have presented the five-stage process to the Washington Association of Prosecuting Attorneys and the Family Law Section of the Washington State Bar Association. Feedback from 450 community residents who attended an Eastside Domestic Violence Program presentation indicates the information was very well received. Also, King County TV did a segment for its “Justice Files” show.

In Tbilisi, Georgia, the taped conversations and the study were a key part of a four-day U.S. Department of Justice seminar Martin recently presented. The reaction of Georgian officials, police and prosecutors implementing new domestic violence laws in the former Soviet republic was just like that of an American audience, he said. “The analysis changed their views of such relationships and the behavior of batterers.”

At the University of Illinois, Adjunct Professor Karla Fischer includes the Bonomi study in a third-year law class on working effectively with domestic violence clients.

She explains, “Because it’s based on real live communications, it helps my students get a feel for the ways in which batterers talk down to their victims—talk in threatening ways while not necessarily sounding so threatening.”

Fischer also sent the study to Champaign, Ill., prosecutors. “The Bonomi study is sophisticated work, and true to life,” she said. “It’s a very, very, very valuable piece of research.”

In New York, “The article provides incredibly valuable information for system responders who generally hold the perception that abusive coercion is limited to physical harm or threats of harm,” said former probation officer Bill Schaefer, now criminal justice program representative for the state’s Violence Against Women Unit.

“Those of us who have been working with both offenders and victims for many years know that the more subtle forms of control can be the most insidious. It’s good to know that this published research provides an evidence basis for our collective experience.”

More at ehe.osu.edu/news/2012/links
Where generosity meets gratitude: Global

**Procter & Gamble products benefit families**

More than 300 children and their families served throughout the year

The P&G Fund has renewed its gift this year to the Schoenbaum Family Center at Weinland Park, which houses the nationally known A. Sophie Rogers Laboratory for Child and Family Studies. The result is overall giving of $1.5 million to the college, with particular benefits to families living in one of the most economically challenged neighborhoods in Columbus.

The fund made a $1 million bricks-and-mortar gift to name the Procter & Gamble Town Hall. In addition, starting in 2004, P&G has supplied its products to benefit low-income families in the Weinland Park community with enrolled children. Each month:
- More than 40 families with infants or toddlers receive a case of baby wipes and a case of diapers or pull-ups.
- 24 families with preschool children receive a large box of laundry detergent.
- At least 12 more low-income Weinland Park families with young children in various center programs benefit from diapers, pull-ups, detergent and wipes.

Every August since 2010, more than 200 families attending the Weinland Park Festival receive gift bags containing household cleaning items and dental and personal care items.

**JPMorgan Chase supports community literacy**

Nearly 200 children and their families served throughout the year

Every day, Jenny Oney, the children’s librarian, supports the role of the Schoenbaum Family Center at Weinland Park as a community hub to improve early childhood literacy. With a $1 million gift, JPMorgan Chase named the library and funded the librarian, who hosts classroom visits, provides regular story times, coordinates a family book club and more.

Emily is 13 months old and already knows what story time is about. When Oney begins to sing as part of a story, Emily stands and tries to clap when the song calls for clapping. She is well aware of the words and actions and enjoys being part of the group.

JPMorgan Chase knows that such preliteracy activities are building blocks to being a great reader. Since 2007, the company has had an impact on community literacy. In 2011:
- 210 books were checked out by parents monthly, almost double compared to 2010.
- 92 preschoolers, toddlers and infants engage in story time with the librarian weekly.
- 92 center preschool children visit the library weekly to enjoy literacy activities.
- 100 preschool children from the Weinland Park Elementary School visit the library monthly.
- 25-book collections are selected by the librarian every two weeks for 10 classrooms.
- 700 university students observe or intern at the center each academic period.

A youngster rehearses for real fatherhood.

**Your Spirit of Giving**

Enjoy the satisfaction of giving by visiting giveto.osu.edu, choosing the Give Now tab, then choosing the college. Designated choices include:

- **EHE Dean’s Discretionary Fund**, #301705
- **EHE Student Financial Aid Fund**, #302808

For questions or to discuss endowments, bequests and more, please contact:

Andrea Bowlin, executive director of EHE Advancement, (614) 292-6516, bowlin.6@osu.edu, or

Jeff Byars, senior advancement officer, (614) 247-7825, byars.1@osu.edu.
companies support EHE

Elmer’s gift supports creative lessons that stick

Each time children visit the Elmer’s Art Studio at the Schoenbaum Family Center, they encounter an exciting array of art materials to enrich their creativity. The studio was funded and named by a $100,000 gift from Elmer’s Products Inc. in 2008.

The company plans to continue its relationship with the college through another $100,000 gift. The funds provide art supplies such as glue, markers, foam board, project display boards, classroom tools, as well as an art teacher’s salary.

The unique partnership also permits Elmer’s to test new products still in the top-secret stage with children at the center. The process refines them before launching them in key retail outlets in 2013. Scholars and Elmer’s consider the socioeconomic diversity of the enrolled 3- to 5-year-olds just the right mix to conduct research.

“We’ve tested products ranging from early learning activities that help develop fine and gross motor skills to packaging concepts that make creativity easier for young children,” said Terri Brown, senior manager, marketing services and communications.

By engaging directly with the children, Elmer’s engineers and designers are able to observe issues that the children may have with packaging. They also watch them interact with new products designed to delight them.

“We can see very quickly by their reactions and attention span if we are moving in the right direction,” Brown said.

These products foster creativity in the children and provide teachers with the tools to strengthen thinking skills vital to children’s future academic success.

“The interaction with and feedback from the teachers is critical as they often translate what the children are experiencing,” Brown said.

The company’s renewed commitment will ensure that children at all stages of development have a fun, meaningful experience with their products.

Faculty Emerita DeStefano dedicates gift to name Bloome as distinguished professor

Johanna DeStefano and David Bloome are both trailblazers. In the 1970s, DeStefano, professor of teaching and learning, was one of the first sociolinguists to apply linguistic theory and research to language use in schools. Her seminal book published in the mid-70s, Language, the Learner and the School, is still unique.

Her interest has always focused on helping public school students who are not learning to read and write at levels that allow them to participate in the American dream.

After a 30-year distinguished career in the college, which included serving as associate dean, DeStefano retired in 2000. Today, Bloome extends DeStefano’s type of research, which has grown richer and more complex.

As a professor of teaching and learning with more than 100 publications and seven books, Bloome focuses on meeting classroom teachers’ needs. He and his colleagues show them how to create educational opportunities that simultaneously support academic learning and provide access to the richness of children’s own cultures, languages and communities.

“He’s a star,” DeStefano said of Bloome. “He was inducted into the Reading Hall of Fame. He was selected as a Fellow of the American Educational Research Association, the premier organization in our field. He is coeditor of Reading Research Quarterly, one of the premier journals. He encapsulates it all in my field.”

These accolades are among the many reasons that Bloome was recently designated as the college’s Distinguished Professor of Teaching and Learning. The honor is made possible, in part, by a gift from DeStefano.

Bloome will use the gift over five years to support his Center for Video Ethnography and Discourse Analysis, graduate students in their research with him and collaborative research and service projects with community organizations and local schools.

“I had people who believed in and supported me,” DeStefano said. “That’s what I want to do with this gift: support David’s goals and what he needs to achieve them.”
The many ways to give

**Pledges**—You can plan a personal giving program that is convenient and tax wise. Flexible payments can permit a more significant gift than would otherwise be possible.

“As CEO of Rexarc International Inc., I believe that the college’s DACUM (Developing a Curriculum) process is sound. By sponsoring students to attend DACUM workshops, I hope to advance their careers further and faster with the knowledge and skill developed through the DACUM process. They gain immediate return on their investment in their degree while adding another tool to their skill set.”

— Robert J. Moyer  
(‘11 Workforce Development and Education), Springboro, Ohio

**Recipient of**

**Frank Elam Parker Memorial Scholarship**

**Jenna Griffin** has studied an unusual factor in whether African American women succeed in losing weight—their spirituality. For her master’s thesis in human nutrition, she used surveys of participants in weight loss programs to measure the women’s spirituality and attitudes toward eating behaviors. The June 2012 graduate plans to become a registered dietitian.

Advisor: Director Julie Kennel, Dietetic Internship Program, human nutrition

**Recipient of**

**Anita McCormick Scholarship**

**Mitchell Bartholomew** studies the many ways in which families and students utilize third-generation Internet tools. His recent article in *Family Relations* describes how new parents use Facebook during the transition to parenthood. His dissertation research will investigate how aspects of students’ personalities influence their participation in an emerging course activity—community blogging.

Advisor: Associate Professor Sarah Schoppe-Sullivan, human development and family science

**Pledge**

“We pledged three years of support to the college’s Childcare Workforce Development program because it helps kids get a good start in life, improves their literacy and supports family stability. It’s a win at every level. When I heard about it, I could scarcely wait to tell my husband this wonderful idea.”

— Barbara Siemer and Al Siemer, New Albany, Ohio

**Recipient of**

**Anita McCormick Scholarship**

**Barbara Siemer with Krystle Holland and her child. Holland is an intern in the Childcare Workforce Development program.**
Endowed funds — Your contribution, made once or over time, is invested and an annual distribution supports the purpose you designate. The principal remains intact, so the fund generates support in perpetuity.

“I believe students need exposure to a variety of experiences and networking opportunities with potential employers. So I created an endowment that allows students to explore a traditional work experience, a research partnership with a company sponsor or even a virtual internship. I hope my gift serves students today and for many years to come in their search for rewarding careers.”

— Georgie M. Shockey (’80 Human Nutrition), Spring, Texas

Benjamin A. Johnson is intrigued by the relationship between robust university endowments and critical measures of success such as strong academic rankings and financial autonomy. For his dissertation, he is examining historic factors affecting the creation of endowments at Ohio State, University of Michigan and Harvard starting in the early 1900s. His article in the History of Education Quarterly explains how unrestricted donations allowed Harvard to surpass its peers.

Advisors: Professor Bruce Kimball, Associate Professor Bryan Warnick and Professor Emeritus Robert Lawson, educational policy and leadership

To honor Elizabeth on their 50th wedding anniversary, Gerald R. Williams, a former Marine, created a scholarship fund to support EHE students and family members who were in the United States armed forces.

“We feel this is an appropriate way of giving back to those who served our country.”

— Elizabeth Moffatt Williams (’60 Education) and Gerald R. Williams (’60 Business Administration)

Endowed fund

Recipient of

Rudine Sims Bishop Scholarship

Jamila Smith interviewed black mothers and daughters to learn how race, place and gender influence their lives. She found they knew little of each other’s struggles. In her dissertation, Smith urges more intergenerational dialogue so black women can further the collective fight against societal pressures. In addition to teaching children’s literature and coordinating her advisor’s Hip-Hop Literacies conference, Smith conducted a summer enrichment program, engaging youth in spoken word, a poetry genre.

Advisor: Professor Elaine Richardson, teaching and learning

Endowed fund

Georgie Shockey at the EHE Alumni Tailgate with EHE supporter John Egnor and President E. Gordon Gee.

Recipient of

H. Gordon Hullfish Memorial Scholarship

Benjamin A. Johnson

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Advisors: Professor Bruce Kimball, Associate Professor Bryan Warnick and Professor Emeritus Robert Lawson, educational policy and leadership

Endowed fund
A multidisciplinary research team led by Earl Harrison, Dean’s Distinguished Professor of Human Nutrition, has found that certain molecules from beta-carotene actually block some actions of vitamin A.

Harrison’s study might explain why, in a decades-old clinical trial, more people whose diets were heavily supplemented with beta-carotene ended up with lung cancer than did research participants who took no beta-carotene supplements at all. The trial ended early because of that unexpected outcome.

Beta-carotene colors foods such as carrots, sweet potatoes and certain greens. It also converts to vitamin A in the body. Foods and supplements are the only sources for this essential nutrient. Vitamin A is critical to human vision, bone and skin health, and metabolism and immune function.

The scientists aren’t recommending against eating foods high in beta-carotene. They do advise against taking more vitamin A supplement than is found in a multivitamin. They are continuing their studies to determine what environmental and biological conditions lead to production of these molecules.

“We determined that these compounds are in foods, they’re present under normal circumstances and they’re pretty routinely found in blood in humans,” Harrison said. “We have to study them further to know how they impact health.”

—Emily Caldwell, Research and Innovation Communications

School bullies more likely to be substance users

Middle and high school students who bully their classmates are more likely than others to use substances such as cigarettes, alcohol and marijuana, a new study finds.

“One deviant behavior may be related to another,” said Assistant Professor Kisha Radliff, physical activity and educational services, who conducted the study with Professor Joe Wheaton, also of PAES, and former graduate students Julie L. Morris and Kelly Chimney Robinson (both ‘09 MA PAES; ’10 Specialist-Level School Psychologist).

Data for the study came from a survey of 74,247 students enrolled in public, private and Catholic schools in Franklin County, Ohio, who reported substance use at least once a month.

Results showed that bullying was more common among middle school students than those in high school, while substance use was more prevalent among high school students. About 30 percent of middle school students were bullies, victims or bully-victims, compared to 23 percent of high school students.

Although the findings suggest bullies may be more likely to use drugs, the reverse may also be true—youth who use drugs may be more likely to be bullies.

“That suggests there is a relationship between experimenting with substances and engaging in bullying behavior,” Radliff said. “Many schools are mandating antibullying programs and policies. We think they need to take this opportunity to address other forms of deviant behavior, such as substance use.”

This recommendation might be especially important in middle school, where bullying is more prevalent but substance use is still relatively rare.

—Jeff Grabmeier, Research and Innovation Communications

Focus on testing hurts ability to manage sexual situations

High school health classes fail to help students refuse sexual advances or endorse safe sex habits when teachers focus primarily on testing knowledge, a new study reveals.

But when teachers emphasized learning the material for its own sake, and to improve health, students had much better responses. In these kinds of classrooms, students had lower intentions of having sex and felt better able to navigate sexual situations. More than 5,000 ninth-grade students were surveyed.

“A focus on tests doesn’t help students in health classes make healthier choices,” said Professor Eric M. Anderman, educational policy and leadership. “In health education, knowledge is not the most important outcome. What we really want to do is change behaviors, and testing is not the way to achieve that.”

For health teachers, Anderman recommends they offer minimal and low-pressure tests. Or, in a perfect world, none at all.

—Jeff Grabmeier, Research and Innovation Communications

New study sheds light on decades-old beta-carotene mystery

A multidisciplinary research team led by Earl Harrison, Dean’s Distinguished Professor of Human Nutrition, has found that certain molecules from beta-carotene actually block some actions of vitamin A.

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—Emily Caldwell, Research and Innovation Communications
When the party host drinks the most

Hosts of off-campus college parties drink more and engage in more alcohol-related problem behaviors than their guests, according to a study by Assistant Professor Cynthia Buettner, human development and family science. Conversely, Buettner found that hosts of on-campus parties tend to drink less than their guests.

Hosts of college parties are more likely than their guests to be male, living off campus, members of Greek organizations, in at least their second year of college and have more money than other students.

The results of the online survey of 3,796 students could help universities cut down excessive drinking at college parties.

“Party hosts set the context for the attendees. They decide what kind of drinks to have and how many people will attend,” Buettner said. “So if you could get people to think about hosting a party in a particular way, you could reduce the risks for those who attend.”

Buettner and her coauthors, postdoctoral fellow Atika Khurana and Professor Natasha Slesnick, found about 80 percent of the parties were held off campus and hosts had an average of almost nine drinks, compared with seven-and-a-half drinks per guest. In contrast, on-campus party hosts had an average of four-and-a-half drinks, compared with seven-and-a-half drinks for guests.

Hosts of off-campus parties were more likely to be involved in problem behaviors associated with alcohol, including arguments, vandalism, fighting and driving under the influence.

—Emily Caldwell, Research and Innovation Communications

Gut feeling trumps facts when it comes to evolution

To accept the theory of evolution, an intuitive “gut feeling” may be just as important as understanding the facts, according to a new study.

“The whole idea behind acceptance of evolution has been the assumption that if people understood it—if they really knew it—they would see the logic and accept it,” said Associate Professor David Haury, teaching and learning, coauthor of the study with doctoral candidate Minsu Ha and Associate Professor Ross Nehm, also of teaching and learning. “But among all the scientific studies on the matter, the most consistent finding was inconsistency.”

In an analysis of the beliefs of biology teachers, researchers found that a quick intuitive notion of how right an idea feels was a powerful driver of whether or not they accepted evolution—often trumping factors such as knowledge level or religion.

The teachers took two tests. The first test was to gauge their overall acceptance of evolution as a concept and theory and to determine their level of belief in it. The second test was also to rate their factual knowledge of evolution, but teachers were told to write down if they truly felt their answers were factually accurate or not.

“What we found is that intuitive cognition has a significant impact on what people end up accepting, no matter how much they know,” Haury explained. “The results show that even those with greater knowledge of evolutionary facts weren’t more likely to accept the theory, unless they also had a strong ‘gut’ feeling about those facts.”

—Jeff Grabmeier, Research and Innovation Communications

Sixty-five isn’t over the hill when investing

Advising seniors to shift from stocks when retiring may be wrong for those who need to maintain wealth over a lifespan, according to a study by Professor Sherman Hanna, consumer sciences.

His sample of people 65 and over showed that the likelihood of owning stocks increases with income and education level in those whose cognitive ability has not deteriorated with age. Hanna’s findings challenge the conventional wisdom that most seniors should avoid investment risk.

“Elderly people who own stock may do so to leave a bequest rather than to keep up with inflation or to prepare for medical expenses for themselves,” Hanna said. “People are living longer. Seniors in their sixties may have 30 years left to invest.”

Since those with intact cognitive ability make better decisions, seniors should think about their future financial plans early. “Take action sooner rather than later,” Hanna advised. “Do you need money now or 10 years from now?”

Hanna and his coauthor, Eun-Jin Kim (‘05 PhD Family Resource Management), recommend that financial planners ask about bequest motives for their senior clients. “Don’t assume the elderly want to always take the safe route with their finances,” Hanna said. “Discuss their goals. Provide them with all types of investment opportunities, whether they need to sell stock or keep with their riskier long-term strategy.”

—Melanie C. Tracy
Your college: A snapshot

If you and your 93,037 fellow alumni each were transformed into a cubic foot of water, you would fill Mirror Lake.

By the numbers:
93,000 plus alumni worldwide
5,416 graduate and undergraduate students enrolled

Semester switch is opportunity for enhancement

The state’s mandate that Ohio State move to semesters in June 2012 gave EHE faculty and staff a chance to revitalize degree programs. At the same time, they ensured that current Buckeyes will not experience any disruption.

“We are committed to protecting the academic progress of students,” said Dean Cheryl Achterberg. The EHE advising team for undergraduates and faculty advisors for graduate students planned around every major with care. All EHE suggestions were reviewed at several stages within the university, with final authorization by the university’s Board of Trustees. In some cases, the Ohio Board of Regents also must give approval.

Faculty lead their professions with significant career awards

Martha Belury, human nutrition: Fellow, American Association for the Advancement of Science; for distinguished contributions to the field of human nutrition.

Donna Brown, family and consumer sciences, OSU Extension: Inductee, Farm Science Review Hall of Fame; honored for more than 20 years of contributions to the success of Ohio State’s Farm Science Review.

Yujin Chang, Stephanie Levitt and Katherine Kovach, doctoral students, with Eric M. Anderman, educational policy and leadership: 2012 Paul Pintrich Memorial Award for the outstanding student paper, American Educational Research Association Motivation Special Interest Group.

Colette Dollarhide, physical activity and educational services: 2011 Publication in Counselor Education and Supervision Award, Association for Counselor Education and Supervision.

Valerie Kinloch, teaching and learning: 2012 AERA Outstanding Book of the Year Award for Harlem on Our Minds: Place, Race and the Literacies of Urban Youth.

Han Na Lim, doctoral student, with Sherman Hanna and Catherine Maltz, consumer sciences: MacroRisk Analytics Student Best Paper Award, Academy of Financial Services.

David Porretta, physical activity and educational services: Fellow, International Federation of Adapted Physical Activity; recognizing his scholarship and service to adapted physical activity around the world.

Sue Sutherland, physical activity and educational services: 2012 Nash Scholar Award, American Alliance for Health, Physical Education, Recreation and Dance, for outstanding leadership in research and scholarship in recreation and leisure.
We share Ohio State’s knowledge through service

Lynley Anderman, educational policy and leadership: Panelist, Institute of Educational Sciences, Social and Behavioral grant review.

Jackie Blount, educational policy and leadership: Invited Mitstifer lecturer, 2011 annual convention of the University Council for Educational Administration.

Carol Chandler, family and consumer sciences, OSU Extension: President, National Extension Association of Family and Consumer Sciences.


Natasha Slesnick, human development and family science: Expert panelist, Administration on Children, Youth and Families.

Cynthia A. Tyson, teaching and learning: Member-at-large, AERA Council.

Bowling honored with Distinguished Staff Award

Grant development specialist Bobbie Bowling was selected for Ohio State’s 2011 Distinguished Staff Award, which recognizes exceptional accomplishments, leadership and service to the Ohio State community. Bowling’s colleagues in the Department of Human Development and Family Science described her as immensely patient, calming and confident, not to mention the superhero around the office.

Ohio Education Research Center to guide policymaking

Teachers, administrators and professors across Ohio will draw on the expertise of the new Ohio Education Research Center (OERC) to meet student needs from preschool through graduate school.

The center, headquartered at Ohio State, received $3.8 million from the Ohio Department of Education under the state’s federal Race to the Top grant. The initial three-year funding goes to a collaborative of researchers from six universities and four organizations.

“As an intensive policy-evaluation unit, OERC will help Ohio educators at all levels meet challenges created by a rapidly changing world economy,” said Joshua D. Hawley, associate professor of workforce development and education, who will direct the center.

Ann A. O’Connell, professor of quantitative research, evaluation and measurement in the college, serves as senior staff.

Ohio State honors Schoppe-Sullivan as top teacher

Sarah Schoppe-Sullivan has joined the ranks of college honorees by receiving Ohio State’s 2012 Alumni Award for Distinguished Teaching, the highest teaching honor given to university faculty. The award recognizes her talent for integrating research into her teaching, especially communicating her findings about the fascinating interactions between couples and their influence on children.

“Dr. Schoppe-Sullivan embodies the great promise of the research university as a vehicle for education,” said one of her many nominators. “Not content to stop her teaching at the classroom door, she models exemplary advising skills by incorporating both undergraduate and graduate students into her program of research.”

Ohio State will acknowledge the associate professor of human development and family science and the other 2012 faculty award recipients at Ohio Stadium during halftime when Ohio State plays Purdue University this autumn.

OSU Extension Family and Consumer Sciences shines at national conference

Members of the OSU Extension Family and Consumer Sciences team took home honors from the 2012 National Extension Association of Family and Consumer Sciences conference:

Kirk Bloir and Cora French-robinson, Distinguished Service Awards, recognizing their leadership, educational program efforts and professional development.

Beth Gaydos, Second Place, Radio/Podcast Communication Award.

Monadine Mattey and Rose Fisher Merkowitz, Continued Excellence Awards, for continued promotion of professional development in others and leadership.

Kate Shumaker, First Place, Education Curriculum Communication Award, for “Safe, Simple, Easy to Learn: Home Food Preservation.”
Leonard L. Haynes III of Silver Springs, Md., ’75 PhD Higher Education Administration

As a legendary administrator, public servant and scholar, he molds higher education policy with strategic planning and consensus building while ensuring financial integrity. His efforts to improve higher education opportunities for all Americans have extended to the White House, where he directed the Initiative on Historically Black Colleges and Universities. Now a senior director in the U.S. Department of Education, he oversees programs for HBCUs and institutions serving Hispanic students, as well as grants to increase minority participation in engineering, among others. He directed the Fund for the improvement of Postsecondary Education (FiPSE) and the U.S. information Agency’s academic programs. Thirteen universities, including Ohio State, have awarded him honorary degrees, and the John Glenn School of Public Affairs at Ohio State recognized his public service.

Jeanne M. Hogarth of Oakton, Va., ’79 MS, ’81 PhD Family and Consumer Economics

Financial issues that have an impact on families, government and economic agencies are the center of her work. She has been educating consumers for four decades, beginning as a high school teacher, continuing with the U.S. Extension Service and now at the Federal reserve Board. Her compassion and passion continue as she represents the average consumer, the people who may not know the ins and outs of banking, car leases or mortgages. She initiates programs for underserved populations, such as educational materials in Spanish. Her research analyzes consumers’ knowledge of credit card use and electronic banking, as well as savings patterns in lower-income households. She personally shares that knowledge through national and international professional presentations, financial literacy symposiums, workshops for teachers and university lectures and teaching.

George B. Cunningham of College Station, Texas, ’02 PhD Sport and Exercise Management

The most influential scholar in his field of diversity in sports, he has focused on issues from sexual orientation to race and gender. In more than 130 articles and book chapters, he has shared his studies of hiring practices, sexual harassment, African American coaches and discrimination. His book, Diversity in Sport Organizations, was the Choice Outstanding Academic Title for 2008.

How can you get involved?

As the university transitions to semesters, the EHE Alumni Society has made its own transition to connect with you, as alumni and EHE students. One way is the Second Annual EHE Alumni Society 5K Run/Walk planned for September 16.

The first run and walk raised funds for Ohio State’s healthy campus initiative. Because of your phenomenal response at that event and other EHE activities, such as the Alumni Tailgate and Read across America, we received the Outstanding Alumni Society Award from The Ohio State University Alumni Association. The award recognizes our efforts to offer you exceptional opportunities to engage with your alma mater.

To keep engaging, please nominate your extraordinary fellow alumni for the 2013 alumni society awards (p. 35).

Thank you for showing how firm thy friendship, O-H-I-O!
A thread runs through it

The honorees for 2012 share a common pattern. They all have opened the eyes of lawmakers, policymakers, educators and business leaders to the needs of all our citizens. On May 11 in Columbus, the EHE Alumni Society Board of Governors, friends and colleagues honored them at the annual recognition banquet.

H. Richard Milner IV of Naples, Fla., ’00 MA and ’01 PhD Educational Policy and Leadership

Start Where You Are but Don’t Stay There, the title of his 2010 book, exemplifies his own life path. His research and writing on urban students’ access to learning prompted Vanderbilt University to establish an endowed professorship for him even as an untenured assistant professor. The decision was well-founded, as shown by his five books, 26 chapters, 40 scholarly articles and 49 presentations.

Susan S. Shockey of Washington, D.C., ’78 BS, ’81 MS Home Economics Education; and ’02 PhD Family and Consumer Sciences Education Administration

Her prominent position in the U.S. Department of Agriculture is in large part because of her former leadership in financial literacy for OSU Extension Family and Consumer Sciences. She is committed to serving diverse audiences, in the tradition of land-grant universities. Her creation of strong collaborations between higher education institutions and federal agencies enables American youth and families to achieve financial stability.

K. Anderson Crooks of San Antonio, Texas, ’79 BS Social Sciences Education

A veteran, an organizational communications professional and an educator, this Buckeye never forgot his roots. Challenged by the past Alumni Association president, he established the Bluegrass Alumni Club in central Kentucky, offering alumni the opportunity for fellowship and service to Ohio State. Now a member of the Alamo Club, he demonstrates the Buckeye spirit by leading fundraising efforts, advocating on behalf of the university and recruiting future Buckeyes.

Gary R. Bertoline of West Lafayette, Ind., ’87 PhD Industrial Technology Education

His technical graphics textbook series has been adopted worldwide by educators from kindergarten through college. His work in the 1990s set the blueprint for engineering computer graphics curricula for two decades. As an administrator, he led the creation of Purdue University’s Envision Center for Perceptualization. In Purdue’s College of Technology, he established five master’s degree programs and grew the doctoral program.

Lucille M. Burkett of Chagrin Falls, Ohio, ’45 BS and ’46 MS Health and Physical Education

Long before federal law mandated equality in sports, she encouraged women to be active, skilled and competitive. Her physical education program for girls at Shaker Heights High School in the 1950s offered team sports, individual sports, aquatics, dance and gymnastics in both interscholastic and club teams. As president of the National Association for Sport and Physical Education at a critical time, she encouraged high school compliance with Title IX.

Bernice D. Smith of Columbus, ’79 PhD Early and Middle Childhood Education

For 40 years, she has been dedicated to supporting the youngest learners and helping them and their families thrive both physically and emotionally. Her tireless resolve has advanced excellence, particularly through the Columbus City Schools Early Childhood Department and community collaborations. She motivates a cadre of advocates to meet challenges while promoting the growth of the whole child and alleviating any problems families encounter.
1940s

Robert Duncan, ’48 of Columbus, was named a 2011 Columbus Legend by the Martin Luther King Jr. Arts Complex for commitment to social justice, human rights and cultural democracy.

1970s

Donna Steward Battista, ’73 of Valparaiso, Ind., a kindergarten teacher, received the first Northwest Indiana Success by 6 Service to Children Award from the United Way of Porter County.

Judith Bonner, ’76 PhD of Tuscaloosa, Ala., is interim president of the University of Alabama. She has been UA’s executive vice president and provost since 2006.

Carol Chandler, ’74 of Marysville, Ohio, led an OSU Extension Family and Consumer Sciences team that won the Best Practice Award from the Ohio Association of Community Action Agencies for Right on the Money. Her team included alumnae Carol Miller, ’73, ’80 MS, and Mary Longo, ’84, ’89 MS.

Joanne Cunard, ’74 MA of West Hartford, Conn., received the 2011 Celebrate Literacy Award from the International Reading Association. She is professor of education at Saint Joseph College.

Kathi Hanley, ’71, ’74 MA of Tucson, Ariz., qualified for the world Duathlon Championship, Spain, by taking third in her age group at the 2011 U.S. championship. She has represented the United States at world competitions five times.

Elizabeth A. McCullough, ’74 of Manhattan, Kan., is listed among the top 150 scientists in Kansas history. She is professor of apparel, textiles and interior design at Kansas State University.

Richard Ross, ’73, ’76 MA of Columbus, directs the Ohio Governor’s Office of 21st Century Education and Workforce. Prior to this, Ross was superintendent of Reynoldsburg City Schools for 20 years.

Susan Shockey, ’78, ’81 MS, ’02 PhD of Annandale, Va., was sworn in as president of the American Association of Family and Consumer Sciences in 2011.

Donald F. Staffo, ’78 PhD of Tuscaloosa, Ala., professor and chair emeritus of Stillman College, received the Luther Gulick Medal from the American Alliance for Health, Physical Education, Recreation and Dance, making him the fourth person to win AAHPERD’s three highest national awards.

1980s

Sharon Fries-Britt, ’83 MA of Bowie, Md., received the 2011 Mentor of the Year Award from the Association for the Study of Higher Education. She is associate professor of education, University of Maryland.

Bill Leahy, ’86 of Parkland, Fla., is president of the Salt Life Food Shack restaurant franchise. Previously, he was chief operating officer of Anthony’s Coal Fired Pizza. He also served as regional vice president of Outback Steakhouse.

Urban Meyer, ’88 MA of Columbus, is head coach of the Buckeyes football team. Previously, he was an ESPN sports analyst and head football coach for the University of Florida.

Etta Angel Saltos, ’85 PhD of Gaithersburg, Md., is retiring from the U.S. Department of Agriculture as national program leader for the division of nutrition. At the USDA’s Center for Nutrition Policy and Promotion, she developed publications about dietary guidelines and...
helped produce the food guide pyramid for young children.

1990s
Susan Hannel, ’94 MS, ’02 PhD of North Kingstown, R.I., was the 2011 Apparel All Star, International Textiles and Apparel Association. She is associate professor of textiles, fashion merchandising and design at the University of Rhode Island.

Paula K. Peters, ’91 of Manhattan, Kan., is on the leadership team of the Land-Grant University Supplemental Nutrition Assistance Program-Education (SNAP-Ed) family nutrition program. She is assistant director for family and consumer sciences extension, human nutrition, at Kansas State University.

Randall Sampson, ’97, ’98 MA of Powell, Ohio, was involved in the first White House “TweetUp” for a Republic of Korea welcome ceremony in October 2011. As technical assistance coach for EdWorks, he analyzes students’ performance data from 40 districts in seven states to close the achievement gap.

Ching Mey See, ’96 PhD of Penang, Malaysia, is professor of educational studies and now deputy vice chancellor of Universiti Sains Malaysia for Industry and Community Network. She also is the volunteer principal of the Lions Resource and Education for Autistic Children (Lions REACh) Centre.

2000s
Elisa Abes, ’03 PhD of Cincinnati, was named a Diamond Honoree by the American College Personnel Association for outstanding and sustained contributions to higher education and student affairs. She is assistant professor of college student personnel at Miami University.

Elizabeth Clubbs Koenig, ’03 MS, ’08 PhD of Rockford, Mich., is a senior food technologist for Gerber products at Nestle Nutrition. Previously, she was a product developer with Gerber Graduates Meals and recently launched Breakfast Buddies and Fruit and Veggie Pick Ups.

Katie Gabler Laudick, ’02 of Columbus, is director of human resources for Cameron Mitchell Restaurants in Columbus.

Antonia Mulvihill, ’04 MA of Columbus, received an honorary doctorate in humane letters from Kenyon College for extraordinary work instructing, inspiring and caring for students. She is an English teacher at Beechcroft High School, where she uses service learning since studying with Valerie Kinloch (p. 14).

Nick Pappas, ’02 PhD of Big Rapids, Mich., is the author of The Dark Side of Sports: Exposing the Sexual Culture of Collegiate and Professional Athletes (2011). He is a former collegiate and professional ice hockey player and coach.

Julie Wilkes, ’04 MA of Columbus, founder of Julie Wilkes Inc. and Push Point Fitness, was named by FITNESS Magazine as a top-10 champion of health and wellness. She established the wellness program for 30,000 employees of Accenture, a global company.

2010s
Jantel Lavender, ’11 of Cleveland, is the center for the Women’s National Basketball Association’s Los Angeles Sparks, averaging 6.6 points per game in her rookie season. As the Buckeyes’ center, she received numerous national and Big Ten honors.

Rachel Prescott, ’11 of Salt Lake City, is dance marathon manager at Children’s Miracle Network Hospitals. She builds on her role as president of Ohio State’s 2011 BuckeyeTHON fundraiser, which won the 2011 Miracle Maker Award from Children’s Miracle Network Hospitals.
A stylist who makes grown men cry

Courtney Leister prides herself on offering her clients wedding gowns that make grown men cry. “I enjoy being able to dress a woman for the most important day of her life. And it doesn’t hurt when I hear that her groom sobbed like a baby when he saw her at the altar,” Leister said.

Leister’s Girls in White Dresses boutique in Columbus’s Arena District houses dresses that are not only tear-jerkers but also reasonably priced. Leister (’03 Fashion and Retail Studies) has made it her mission to offer beautiful gowns that never exceed $3,500.

“As a stylist, you have to always buy with your market and clientele in mind,” she said. “Her experience as a fashion consultant, assistant retail buyer and assistant designer has helped her shine in her current role. Leister makes bridal appointments special and memorable shopping trips. One moment, she’s explaining how to find ensembles that complement any body type, the next, she’s serving up a bride-to-be’s favorite sparkling wine. And of course, she doesn’t object when she sees a few tears of joy.”

Superwoman for a cause

Since launching Bliss Wedding and Event Design in Columbus, Kasey Skobel-Conyers has been a hero to more than just blushing brides. Skobel-Conyers (’98 Sport and Leisure Studies) uses her bridal creativity for philanthropic purposes as well.

Cakes for a Cause was created when Skobel-Conyers and friend Emilie Duncan were both pregnant and couldn’t get cake off their minds. “It all started with a craving. Then we invited top Columbus bakeries to auction off their delicious masterpieces,” said Skobel-Conyers. The annual fundraiser event, benefiting the Mid-Ohio Foodbank and Operation Feed, hosts live and silent cake auctions to raise money for meals for the hungry in Central Ohio.

Becoming the founding president of the Ohio chapter of Wish Upon a Wedding introduced Skobel-Conyers to her favorite couple. Jon, a terminal brain cancer patient, and Alyssa were provided with a wedding through the nonprofit organization. “We allow for a day that is free from hospitals, financial obligations, doctors and worrying,” Skobel-Conyers said.

The Eastlake, Ohio, native says she will always remember that couple. “They were so young, so sweet and so in love.” Jon passed away shortly after their July 2011 wedding ceremony but being able to marry his sweetheart in a beautiful ceremony, planned in only five months, meant the world to him.

Skobel-Conyers was grateful that her Ohio Wish Upon a Wedding chapter could help make his final dream come true.

—Profiles by Kamilah King
From garbage to gold

Conservation of grizzly and black bears was the focus for Nick Smith-Sebasto until he had an epiphany: People were the issue. “It’s not managing bears that’s important, it’s managing our own conduct that’s vital,” he said.

At Ohio State, Smith-Sebasto found world-renowned environmental educator Rosanne Fortner had the answer to helping him change people’s behavior: a PhD in education with an emphasis in environmental communication, education and interpretation.

Now, as executive director of Kean University’s Center for Sustainability Studies in New Jersey, he advocates for composting as a way to save the planet from a burgeoning human population and a rapid reduction in soil fertile enough to grow food.

At Kean, an aerobic in-vessel digester system that Smith-Sebasto designed transforms 75 tons of food scraps each year from a perceived waste product into a recoverable natural resource. The resulting compost revitalizes the campus grounds and a four-acre farm that produces food for an upscale farm-to-table restaurant and university dining halls. The surplus is sold.

He hopes to expand the idea of transforming food scraps to universities nationwide.

The U.S. Environmental Protection Agency estimated Americans generated 35 million tons of garbage in 2010. Composting has obvious environmental advantages: Less organic material in landfills reduces methane emissions. Incinerators would not suffer reduced efficiency because of the high moisture content of organics. Compost can replace petrochemical fertilizers as our fuel supplies dwindle.

If all of the food scraps generated in just one year were composted using the technology that Smith-Sebasto advocates, the reduction in greenhouse gas emissions would be roughly equal to the emissions of six million cars.

There are economic advantages, too. Composting ends the need to pay landfill or incinerator tipping fees—a total of $1 billion in 2010. Companies needing carbon credits can turn garbage into gold.

But saving the world is the most pressing need.

“Making a better place for our grandchildren is as simple as rotting food,” Smith-Sebasto said.

“Composting is the quintessential example of what can be. The technology is already here. We can remove ‘waste’ as a noun from our vocabulary.” For his efforts, Smith-Sebasto, of Sandyston, N.J., was honored with the North American Association for Environmental Education’s 2012 Outstanding Contributions to Research Award.

—Gemma McLuckie

Equality comes full circle

The importance of learning about other cultures, religions and ethnicities was instilled in Peggy Zone Fisher by her parents. Despite facing threats, her family helped elect Carl Stokes of Cleveland, the first African American mayor of a major U.S. city, in 1967. “My upbringing, combined with the exposure and access that Ohio State offered, continued to open my eyes to a community and a world much larger than where I came from,” she said.

After graduating from Ohio State, Fisher (“73 Education) traveled to Washington, D.C., to nurture her passion for equality as the legislative aide for U.S. Senator Howard Metzenbaum. Since then, Fisher has served on the board of directors of numerous nonprofit organizations and campaigned for her husband, Lee Fisher, former lieutenant governor of Ohio and former Ohio attorney general.

Now, as president and CEO of the Diversity Center of Northeast Ohio, Fisher lives out her passion every day. The Diversity Center aims to eliminate bias, bigotry and racism in America. “It’s a mission that resonates to the core of who I am.”

Using her 31 years of leadership experience developed as president and owner of Zone Travel Inc., Fisher oversees the center’s educational, professional development and diversity awareness programs. One year, their programs served more than 12,000 northeast Ohio students and adults from more than 150 schools and organizations in nine counties.

The center’s middle and high school spring 2012 conferences on cyberbullying and social media came “just in time,” Fisher said. “Programming like this has allowed students to explore their roles as peer allies and agents of social justice.”

Retreats, youth leadership luncheons and overnight camps teach students and educators how to combat bullying and violence in schools and how to become positive role models for inclusion.

“It all goes back to where I grew up and what my parents taught me,” Fisher said.

—Kamilah King
From pre-med to missionary

During his junior year at Ohio State, Brandon Woodard made the most difficult decision of his life: not to become a doctor. Instead, he decided to follow his heart and become a pastor.

The moment of clarity came during his junior year when Woodard (‘11 Exercise Science) tore his hamstring at the Big Ten Outdoor Track and Field Championship. He was crushed that his season was over.

Woodard found his saving grace in joining Athletes in Action. A Christian-based organization, the group encouraged Woodard to use his platform as an athlete to glorify the Lord. And with that, he found his calling.

Woodard eventually competed again, graduating as a three-time Academic All-Big Ten and three-time league champion in the 4x400 relay. “But my passion had radically shifted,” he said.

Originally from Cincinnati, he now lives in Memphis, Tenn., where he is fully immersed in serving others. He’s an intern at the Fellowship Memphis multi-ethnic church and a member of the DownLine Institute. He also works as a resident for City Leadership, a nonprofit organization where he helps develop community leaders by hosting peer discussion forums and mentorship conferences. He will receive his master's degree in divinity from the Mid-American Baptist Theological Seminary.

In February 2012, Woodard traveled outside the country for the first time to share the gospel with the children of Tuléar, Madagascar. His charisma and social media presence funded his trip. In less than three months, he raised $3,400 by asking Facebook friends and family to make small donations.

“The 12-day trip solidified Woodard’s spirituality. “I’m happy to say that this is exactly what I was meant to do and where I’m meant to be."

—Kamilah King

Menu magic for creative culinarians

As a former hotel and restaurant guru, David Barrish understands the creative and business nuances of the hospitality industry. As the current interim dean of the School of Business and Engineering at J. Sargeant Reynolds Community College in Richmond, Va., he is devoted to student success.

So it’s no surprise that his newly released textbook, The Menu: Development, Strategy, and Application, offers students a toolkit for developing restaurant, hotel and foodservice menus. Barrish says his text is a business book with highlights and best practices that encourage the artistic process. It is a real-life resource for career growth.

“My goal is to transform students into skilled menu developers who can provide customers with delicious meals while delivering profits to owners and investors,” said Barrish. His experiences at Ohio State (’78 Hospitality Management) prepared him to become a certified hotel administrator who has dedicated his professional life to hospitality management and higher education.

On his acknowledgments page in Menu, Barrish recognizes his former faculty with gratitude: “I credit my professors at the college for directing me onto a path that has shaped my life. In particular, Drs. Marion Laverne Cremer and the late Virginia Vivian deserve my profound thanks. Little did they know that their teaching would still have an impact on my view of hospitality 30 years later. Go Buckeyes!”

—Melanie C. Tracy
In 2011, EHE’s Center on Education and Training for Employment conducted 520 hours of DACUM (Developing a Curriculum) Institutes, training 112 facilitators to develop curriculum standards by effectively identifying tasks, skills and behaviors required to perform a specific job. Sixty-three international participants were included, taking the benefits of DACUM to their countries.

Nearly 14 percent of EHE graduate students come from 37 countries around the world to study with and learn from EHE scholars. Countries include Finland, Ghana, Korea, Malaysia, Morocco, South Africa and Ukraine, among others. The number of global students within the college contributes to Ohio State's ranking as seventh in the United States for international student enrollment.

For 27 years, EHE has participated in the National Reading Recovery and K-6 Classroom Literacy Conference. This year, 2,200 educators from 46 states and six countries extended their teaching expertise at the annual event to help reduce the number of young children having great difficulty learning to read and write. Introduced to the U.S. through Ohio State, 7,455 Reading Recovery teachers helped 62,200 students last year.

EHE faculty and staff are consistently making news. They are sought after as experts on topics ranging from how much vitamin D we need to how peers improve preschoolers’ language skills. Media appearances for 2011 range from quotes in The Wall Street Journal and U.S. News & World Report, to interviews on CNN and NPR and appearances on ABC, NBC News and “The Dr. Oz Show.”

The Mathematics Coaching Program trains math coaches to help teachers of grades K-8 use research-based practices in their classrooms. This year, the Ohio Department of Education has granted EHE faculty $1.4 million to work with 40 schools in 26 Ohio districts. In six years, the project worked with 210 low-performing schools, providing 194 trained coaches to help 3,600 teachers, benefitting 91,000 students.
Your campus

Exceptional students reach out to the world

Eating to a goal helps control diabetes

Learning about a low-glycemic-index diet helps improve diabetes

EHE retention scholarship

Studies show why students stay

Why domestic violence victims recant

Details about jailhouse phone calls reveal all

Better learning and living through research

EHE scholars find answers to complex questions

Your college

2012 is banner year for faculty honors

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Hall of Fame and Alumni Awards

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Reforming urban teacher education: A national commitment

Our Project ASPIRE, supported by a U.S. Department of Education grant, is now preparing cohort three of top-notch secondary teachers in foreign language, math or science for Columbus City Schools (CCS).

Three critical components set our master’s in education program apart:
• Our yearlong Urban Teaching Seminar, planned and taught by EHE faculty experts in multicultural education, deepens the connection between our master’s interns and their pupils.
• A full year of hands-on experience in the urban classrooms of CCS under master teachers boosts interns’ experience and confidence so they don’t feel like new teachers in their first year.
• The yearlong seminar on mentoring for the master teachers hones their skills, allowing time to focus on helping interns enhance student learning.

A fourth component, funded by CCS, is the Peer Review Assistance program. It matches the new teachers at CCS with experienced teacher mentors to continue their trajectory of excellence.

Sandra Stroot, professor of physical activity and educational services and leader of Project ASPIRE, said, “Research shows that the best way to improve teaching is to provide teachers with ongoing professional development by expert teachers who support the use of proven teaching methods. Because of the preparation we provided, plus the ongoing mentoring, our first two cohorts of graduates are experiencing tremendous success in classrooms.”

This issue of Inspire shares more examples of how we help people master life either by fulfilling a commitment or admitting it is time to let go.

Completing what they start is the focus of our stories about helping students stick to college or secondary school until they graduate.

In another story, a faculty member explains a new approach that helps people with diabetes stick to a low-glycemic-index diet.

Sometimes, we wonder why people stick with a negative situation. One of our researchers has discovered the subtle reasons that women recant after reporting their partner for domestic violence. Policy changes can encourage them to decide that enough abuse is enough.

We also share our faculty’s life-improving results from research with the goal of helping you stick to commitments or give up unwanted behavior.

Call for Nominations

2013

Education and Human Ecology Hall of Fame and Alumni Awards

Nominate your alumni friends, colleagues or relatives for one of the college’s top awards.

More details will appear on the nomination form at ehe.osu.edu/af/awards in early autumn 2012 or by contacting Sean Thompson at sthompson@ehe.osu.edu or (614) 688-5392.
Remember when?

Remember when the Big Ten really was 10?
Remember when tuition was $90 per quarter
and when Brutus Buckeye hit the scene?

Come remember with your fellow Buckeyes at the 2012 Education and Human Ecology Alumni Tailgate during the Ohio State Reunion-Homecoming Weekend,

Friday—Sunday, October 5–7.

The weekend begins with tours of the Columbus campus and educational workshops on Friday, followed by the EHE Alumni Tailgate on Saturday and ending Sunday with the Class of 1962 Alumni Event hosted by President E. Gordon Gee.

On Saturday, October 6, join the EHE Alumni Tailgate before the game against the University of Nebraska Cornhuskers. The EHE Alumni Society’s special Outback Steakhouse spread and fun surprises will create new memories for you to remember when!

Then it’s on to Ohio Stadium to watch EHE alumni Urban Meyer, Luke Fickell and Mike Vrabel coach our team to a memorable victory to thrill our Reunion-Homecoming crowd.

Complete details about the EHE Reunion Weekend, including game ticket availability and eligibility rules, can be found at ehe.osu.edu/af/reunion. A lottery will be held if demand exceeds our supply of tickets. Questions? Contact Sean Thompson at sthompson@ehe.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 application timelines on Facebook.com/OSUEHE or Twitter.com/OSUEHE.