

# OWU

Ohio Wesleyan Magazine  
VOLUME 88 ISSUE NO. 1 SPRING 2011



## The Faces of Leadership

**MAKING EXTRAORDINARY CONTRIBUTIONS TO WORLD  
HEALTH, PEACE, AND GLOBAL UNDERSTANDING**



# THE OPPOSITE OF ORDINARY

[www.owualumni.com](http://www.owualumni.com)

Ohio Wesleyan Alumni Online Community

## Editor

Pamela Besel

## Class Notes Editor

Andrea Misko Strle '99

[classnotes@owu.edu](mailto:classnotes@owu.edu)

## Designer

Sara Stuntz

## Contributing Writers

Pam Besel

Cole Hatcher

Gretchen Hirsch

Kelsey Kerstetter '12

Linda Miller O'Horo '79

Michelle Rotuno-Johnson '12

Andrea Misko Strle '99

Amanda Zeziel '09

## Contributing Photographers

Ashley Biser Alex Crumb '13

Chris Henchey '14 Doug Martin

Anna Rigby '11 Taylor Rivkin '14

Sara Tincher Matt Wasserman '14

## Director of Marketing and Communication

Mark Cooper

## Marketing and Communication Office

(740) 368-3335

## Director of Alumni Relations

Brenda DeWitt

## Alumni Relations Office

Phone: (740) 368-3325

Fax: (740) 368-3328

Email: [alumni@owu.edu](mailto:alumni@owu.edu)

Web site: [www.owu.edu](http://www.owu.edu)

OWU Magazine: <http://magazine.owu.edu>

The Ohio Wesleyan Magazine (ISSN 0030-1221) is published in Summer, Fall, Winter, and Spring by Ohio Wesleyan University, Delaware, Ohio. Periodicals postage paid at Delaware, Ohio and additional mailing offices. Postmaster: Send address changes to The Magazine, Ohio Wesleyan University, Delaware, Ohio 43015. General University telephone number: (740) 368-2000.



Printed on recycled paper

VOLUME 88 ISSUE NO. 1 SPRING 2011

# OWU

Ohio Wesleyan Magazine

## FEATURES //

### 10 Leading & Saving the World

In the race to save the lives of millions of people worldwide who suffer from the AIDS virus and other life-threatening diseases, Gilead Sciences, Inc. and its President John Milligan '83, are leading the way, making necessary medications accessible and available where they are needed most.

### 14 A Higher Calling

What does one of the nation's most highly regarded broadcast journalists have to say about leadership? For Byron Pitts '82, it's all about lifelong learning, working for the commonweal, and seizing every opportunity to "step out and make a difference in the world." And he is doing just that.

### 16 Leadership "Musts" for the 21st Century

The *Magazine* asked several OWU alumni, staff, and faculty members to tell us what they think the leaders of this century need to know, be, and do to excel in our increasingly interconnected global society.

### 18 Wired for World Peace

Pursuing—and attaining—a more peaceful, socially just world may be a tall order, but certainly one that has been the focus of Mary King's storied and accomplished life. For as Mary believes, "We must educate a populace that is engaged in the world, for our foreign policy is the business of every citizen."

### 22 Never Too Young to Learn

OWU alumni K-12 teachers are planting the seeds of leadership in their classrooms every day.

### 26 Learning to Lead

What leadership means to several Ohio Wesleyan student leaders.

ON THE COVER: OWU student Ryan Bolger '11 assisted with the creation of our *Magazine* cover.



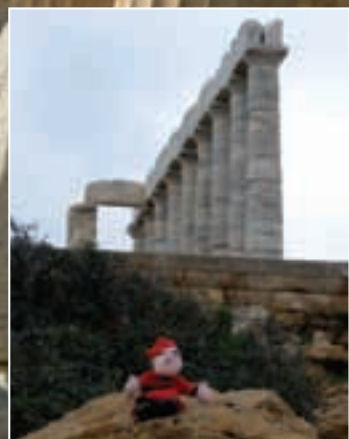
#### EDITORIAL ADVISORY BOARD MEMBERS

Pam Besel, Marketing and Communication  
Mark Cooper, Marketing and Communication  
Carol DelPropost, Admission and Financial Aid  
Brenda DeWitt, Alumni Relations

Roger Ingles, Athletics  
Ida Mostofi, Marketing and Communication  
William Preble, Enrollment and Strategic Communication  
Melinda Rhodes, Journalism Department

David Robbins, Provost Hon. '08  
Nancy Bihl Rutkowski, Student Involvement  
Sara Stuntz, Marketing and Communication

# TRAVELING & LEARNING BISHOPS



OWU Professor Ashley Biser's students visited the Acropolis during their recent travel-learning trip to Athens, Greece, and are seen here in front of the Parthenon. Also pictured is OWU alumna Judy Climer Jones '69, who lived in Greece for several years while working for the State Department. The focus of this trip was on "Citizenship in an Age of Empire: From Ancient Athens to 21st Century America." Inset: The Bishop is at the Temple of Poseidon at Cape Sounion.

## DEPARTMENTS //

### 2 // LEADER'S LETTER

### 4 // FROM THE JAYWALK

Rachel Robinson Receives the Branch Rickey Award

Running for Learning—and Life

Carving Life into Leather

Bishop Newsbytes

### 8 // IN WRITING

Across America by Bicycle

### 32 // BISHOP BATTLES

Coach Jay Martin's Views on Leadership

### 34 // GIFTS AND GRATITUDE

Supporting Stuy Hall

Filling the Gap

### 37 // ALUMNI HAPPENINGS

Calendar of Events

Class Notes

### 47 // THE FINAL WORD

Dr. Stephen Tull '82 shares his views about leadership in the 21st century.

*“Ohio Wesleyan provides an education that prepares a new generation of moral leaders for a global society.”*



# Setting the Stage for Leadership Development

Over the past three years as I have had the privilege of becoming acquainted with Ohio Wesleyan alumni, I have been impressed by the extraordinary leadership provided by our graduates in every sector of society. Among our alumni are CEOs of multi-national corporations; founders of life-changing, non-profit organizations; public servants elected to office at every level of government; pioneering research scientists; education leaders including university presidents and deans of some of the nation's most prominent professional schools; bishops and other ecclesiastical leaders; and leaders of a host of community organizations that improve the quality of life for countless people, every day. While these alumni studied a variety of disciplines, pursued a variety of careers, and followed a variety of professional journeys, the common thread in their paths to

leadership is the experience of an Ohio Wesleyan education.

Since its founding in 1842, Ohio Wesleyan has offered a liberal arts education that equips its students with capacities for leadership. This task has never been more important. Our rapidly changing world is calling for a new generation of leaders who have the ability to envision a more just and prosperous future and the moral ballast to lead others to that envisioned future. In response to this immense need, Ohio Wesleyan provides an education that prepares a new generation of moral leaders for a global society.

To this end, we seek to inspire in our students a passion for life-long learning and to provide them with capacities to become leaders in any sector of public or private life. These capacities include critical thinking and



analytical reasoning, powers of persuasive communication, understanding the nuances of complex problems, working in teams to solve those problems, crossing cultural boundaries and relating well with those whose backgrounds and life experiences are quite different, interacting with empathetic understanding, and developing a moral foundation and that equips individuals to live by the courage of their convictions.

Our faculty sets the stage for the formation of leaders through their work with students and through the structure of the Ohio Wesleyan curriculum. Many students complete independent research or develop their artistic creativity while working individually with a member of the faculty. Often, students present the results of this work at national conferences, where they receive feedback and answer questions from peers as well as from prominent scholars in the field. In these experiences, our students hone essential elements of leadership.

The faculty continues its work on The OWU Connection, our curricular enhancement initiative that builds substantially on Ohio Wesleyan's commitment to connect theory to practice in a global context. By blending the understanding of theory gained in rigorous coursework with practical experiences gained in the real world, often in international settings, and then returning to the classroom—with the academic work enriched by these real world experiences—our students move from theory into practice into theory (TiPiT). Along the way, through internships, volunteer service, travel-learning experiences, and independent research, our students enhance their capacities for leadership.

Over spring break, more than 20 groups of Ohio Wesleyan students traveled together to various destinations in this country and abroad for experiences connecting theory

to practice. Five of the trips were related to courses the students are taking this semester and were led by the faculty member teaching each course. Among the travel-learning classes was an ethnobotany course that focused on field work in southern Mexico; a course on Citizenship in an Age of Empire that featured travel to Greece to explore the origins of civil society; a geography course that encouraged students to study relationships along the U.S./Mexican border; and an environmental economics course that emphasized issues such as sustainability and ecotourism in Costa Rica. In addition, a group of students traveled with Professor Jun Kawabe to Japan to study Japanese culture with the benefit of a TiPiT grant.

Our spring break travel opportunities also included ten volunteer mission trips and two wilderness treks offered through our Chaplain's Office. Students worked with Habitat for Humanity and future homeowners in Boston, hurricane cleanup crews in New Orleans, and provided flood cleanup and rebuilding in Nashville. Each day included time for group reflection on the experiences of the day and the lessons learned. Each group was led by students, providing yet another opportunity for leadership development at OWU.

The OWU Connection is intentionally interdisciplinary. This semester the faculty approved course networks that invite students to meet their general education requirements by taking courses in a variety of disciplines that relate to a common theme and/or explore a global issue of common concern. Examples include: "American Landscape," which explores the changing American landscape as a physical entity and as an imaginative construct; "Crime, Responsibility and Punishment"; "Food: How Production and Consumption Shape Our Bodies"; Our Cultures, and Our Environment"; and "Four Corners," a study of the relationships between the natural environment and the societies/cultures that

lived in them. Interdisciplinary pedagogy challenges students to understand complex, nuanced problems and to discern the relationships among the various factors that contribute to those problems. A bi-product is further development of essential capacities for problem-solving leadership.

Co-curricular programs contribute further to leadership development. In particular, Greek life, student organizations, and WCSA offer important avenues for students to serve as leaders and to participate in leadership development opportunities. These programs provide yet another setting for connecting theory to practice at Ohio Wesleyan.

As we articulate a vision for preparing moral leaders for a global society, we know that leadership development is embedded in the genetic code of Ohio Wesleyan. Since its founding, Ohio Wesleyan has educated students who moved on to provide extraordinary leadership. In this issue of the *Magazine*, we reflect on leadership and share stories of alumni who are providing significant leadership today. While each of these stories is compelling, they all represent a much larger collection of similar stories that could be told about many OWU alumni.

As you read through this issue, I invite you to join us in thinking about the critical task before Ohio Wesleyan today, as we further develop and implement those experiences that will shape a future generation of leaders. I look forward to your wise counsel and your generous support of this most important mission of Ohio Wesleyan.



Rock Jones

*President of Ohio Wesleyan University*



**Rachel Robinson: Recipient of OWU's Branch Rickey Award.**

## And the Branch Rickey Award Goes to . . .

It was late January, and as winter snowstorms blanketed much of the United States, Ohio Wesleyan was warming the hearts and spirits of alumni and the OWU community as well as the families of two of the world's most celebrated individuals: Branch Rickey (1904) and Jackie Robinson. For it was on January 27 that the Major League Baseball legend's widow, Rachel Robinson, was honored with OWU's Branch Rickey Award for her "exceptional personal contribution and commitment to the goal of full equality for all."

The award was presented to her (in absentia, complemented by a recorded message from Rachel Robinson) during a campus celebration of Branch Rickey-Jackie Robinson Week.

With the help of Rickey's grandson, Branch B. Rickey '67, the Branch Rickey Award was created more than three decades ago, in memory of the elder Rickey, who partnered with Jackie Robinson to break Major League Baseball's color barrier. Their courage and vision helped to end racial segregation in professional sports and set the



**Stealing home: the talented Jackie Robinson.**

*This year's Heisler Business Ethics lecturer, Branch B. Rickey '67, talked about the business facets of the Rickey-Robinson relationship during Branch Rickey-Jackie Robinson Week festivities in January.*



*The week-long events included a Baseball Roundtable discussion.*

*Far right: Actor, author, and historian Chuck Chalberg captivated his audience with his performance as Branch Rickey.*



stage for the U.S. Civil Rights movement.

"Branch Rickey's commitment to racial equality was solidified during his time as a student and baseball coach at Ohio Wesleyan after he witnessed the despair of a black athlete denied hotel lodging with his white teammates," says OWU President Rock Jones. "As Rickey watched the distraught athlete pulling at his skin, Rickey vowed that if he ever had the chance to help end segregation, he would do so without hesitation. A man of his word, Rickey changed history when, as president and general manager of the Brooklyn Dodgers, he signed Jackie Robinson." And Robinson's wife, Rachel, was right by her husband's side during the tumultuous times that followed.

"Rachel Robinson exemplifies this award," says the younger Rickey, who is president of Minor League Baseball's Pacific Coast League. "Her personal strength and courage cannot be overstated, and neither can her commitment to helping others through The Jackie Robinson Foundation." The foundation is a not-for-profit organization dedicated to the advancement of higher education among underserved populations, providing four-year scholarships and other support services. Past Robinson Scholar recipients are Jaime Fuentes '10, Alex Aguilar '08, and Julia Smith '08.

For more about the Branch Rickey Award or the week-long events and the recently created video recognizing the Rickey-Robinson connection, please visit our website at [rickeyrobinson.owu.edu](http://rickeyrobinson.owu.edu).



*Claire Everhart '10:  
"Witnessing the poverty in  
Ethiopia made the running  
seem easy."*

## Running for Learning—and Life

*(Ed. Note: OWU alumna Claire Everhart '10 participated in 'Run Across Ethiopia' in January. The philanthropic event raised funds to build schools in the African republic. Everhart shared her story with the Magazine. Photo courtesy of Run Across Ethiopia)*

The hardest part of the 'Run Across Ethiopia' was not, actually, the running.

Yes, 250 miles in 11 days was not easy, but with running there is a clear goal and a clear way to achieve that goal: one foot in front of the other, again and again ... and again. Yet poverty, its causes and solutions, are much more complicated.

Witnessing the poverty in Ethiopia made the running seem easy.

Children ran with us for sometimes over a mile in their bare feet, with tattered clothing and hands outstretched for our empty water bottles (which they would use as containers to bring water back from a well). Tiny huts, often slanting to one side, could house a family of 15. Sleeping Ethiopians often lined the sidewalks of Addis, the capital. Children with rotting teeth often chewed on sugar cane, maybe their only meal for that day.

The most memorable moment in Ethiopia, for me, included our visit to Hase Gola in the Yirgacheffe region, where we are funding the building of a school.

It was so clear in this experience that the Ethiopian people do not want charity; they want partnership. We arrived to the cheers, claps, and banners of well over 2,000 villagers. They lined a pathway almost 200 meters long leading to a circle for a ceremony. They insisted we sit on benches while they stood or sat on the ground.

A gospel choir sang and danced in celebration. A cow was slaughtered that morning, and we were fed lunch. The villagers of this town are living in dire poverty, and yet they insisted on treating us this way.

Ethiopians care about education and desire it desperately; they know it is a tool that they can use to help pull themselves out of poverty.

They don't want charity; they want equal relationships of respect and understanding. On the Ground, the organization orchestrating 'Run Across Ethiopia' has this relationship with them.

The coffee farmers, through saving their fair trade premiums, are funding one-third of the school, and we funded two-thirds. Change is happening, and the Ethiopians have ownership of this change. Being a part of this partnership has changed the course of my life.

*Claire Everhart '10*







*Folk artist Winfred Rembert shared his knowledge, life stories, and talent with students of all ages during his recent campus visit.*



## Carving Life into Leather

African American folk artist Winfred Rembert tells life stories about the pre-Civil Rights South via an amazing use of hand tools and sheets of leather. Because of the gifts of three OWU alumni, the University's Richard M. Ross Museum now has six of Rembert's original artworks, which were on display in the museum during January and February. Rembert visited campus to demonstrate his leatherworking techniques and be part of a panel discussion about the accomplishments and impact of African-American artists as well as challenges affecting the acceptance and production of their works.

Four of the Rembert artworks were donated to OWU by Gordon V. Smith '54 and his wife, Helen Crider '56 Smith, who first saw Rembert's work at New York's Adelson Galleries during an exhibit co-sponsored by Peter Tillou Works of Art of Litchfield, Connecticut. Tillou, a 1957 OWU graduate and recipient of OWU's Distinguished Achievement Citation, donated two Rembert works from his private collection.





A self-taught artist, Rembert uses more than 60 tools to carve his life into leather. He was born in 1945 and grew up in the cotton fields of Cuthbert, Georgia. Arrested after a Civil Rights march, Rembert later survived a near-lynching. He spent seven years in jail, where he worked on a chain gang and learned to make leather wallets. Years later, his wife suggested that he use that medium as a canvas for his life.

"Ohio Wesleyan is fortunate to have such a rich and varied portfolio of artworks," says museum director Justin Kronewetter. "The Rembert gifts add to the diversity and importance of the University's collection. I am grateful to our visionary alumni."

## Bishop Newsbytes

### Mary King '62 to Speak at Commencement

Social justice leader, author, and international scholar Mary King '62 will offer this year's Commencement address on May 8.



Since her days as a student at OWU, King has devoted her life to social justice issues and moving toward a more peaceful society and world. King is Professor of Peace and Conflict Studies at the United Nations-affiliated University for Peace, and is a Distinguished Scholar at the American University Center for Global Peace in Washington, D.C. She also is a Rothermere American Institute Fellow at the University of Oxford, in the United Kingdom. King received her doctorate in international politics from the University of Wales at Aberystwyth.

To read more about Mary King, please visit [blogs.owu.edu/connect2/2011](http://blogs.owu.edu/connect2/2011)

### Enhancements Planned for OWU's Neuroscience Program

Thanks to the visionary leadership and generous support of OWU alumni George H. '61 and Patsy Belt '63 Conrades, Ohio Wesleyan's neuroscience program is headed for expansion and increased learning and research opportunities for students.

Now called the David O. Robbins Neuroscience Program in honor of distinguished professor and University Provost David Robbins, that program was founded in

1994 by Robbins. The five-year \$5 million gift from the Conrades will allow for future expansion, including the addition of three faculty members who will contribute to the program.

"With this gift, Ohio Wesleyan has the opportunity to develop one of the nation's strongest undergraduate majors in neuroscience," says OWU President Rock Jones. Tagged as medicine's "last frontier," neuroscience, as Professor Jennifer Yates, director of OWU's neuroscience program says, "focuses on the smallest aspects of the brain, from how neurons signal each other, to how the activity of the brain controls behavior, both normal and disordered." And the neuroscience field has been experiencing astronomical growth in recent years. It is the interdisciplinary, collaborative nature of OWU's neuroscience program as well as the Conrades' wish to recognize Robbins' service to OWU and role in founding that program, that they want to promote.

"David Robbins is a man of vision, integrity, and compassion," says George Conrades. "Patsy and I are pleased to honor him and to support the expansion of Ohio Wesleyan's neuroscience program. We believe this field will lead to some of medicine's greatest advances, and we believe that Ohio Wesleyan graduates will lead this revolution."

For more about OWU's David O. Robbins Neuroscience Program, visit **neuroscience.owu.edu**



*Mike Long '66 and George Conrades '61 congratulated David Robbins Hon. '08 for what will be future enhancements for the David O. Robbins Neuroscience Program.*



# ACROSS AMERICA BY BICYCLE: ALICE

*Published by University of Wisconsin Press  
By Bobbi Darrell Montgomery '58 and  
Alice Honeywell*

**BOBBI DARRELL MONTGOMERY**  
'68 CHRONICLES HER LIFE-  
CHANGING, 87-DAY ADVENTURE IN  
THE RECENTLY PUBLISHED BOOK  
"ACROSS AMERICA BY BICYCLE: ALICE  
AND BOBBI'S SUMMER ON WHEELS,"  
WHICH SHE CO-AUTHORED WITH  
FRIEND AND CYCLING PARTNER  
ALICE HONEYWELL.

The women set out on June 30, 2003 with their bicycles wisely packed for a self-contained trip and with a simple motive: to embark on a physical and mental challenge while enjoying the countryside.

During their 3,600-mile journey from Astoria, Oregon to Bar Harbor, Maine, the

daring duo endured scorching sun, massive mountains, and flat tires and learned a great deal about themselves, their country, and humanity.

"We had both retired and were very lucky we could string together the time to take this trip," says Montgomery, 64, who was 57 when they took the trip. "It was a special gift to ourselves."

For Montgomery, she quickly learned the trip was about far more than seeing America's beautiful landscape one mile at a time. She had embarked on a journey of self-discovery.

As a single mother and a full-time English teacher who also was pursuing a master's degree, Montgomery's life before retirement and this trip had been fully loaded. She recalls grading papers while watching her children's sporting events and chaining herself to the dining room table on weekends to write papers.

It was a "go, go, go," and "rush-rush" lifestyle.

But in the days since her cross-country bike trip, Montgomery has learned to enjoy the beauty of slowing down.

"On this trip, it was so simple," she says. "We had just a few things to do. We had to accomplish miles and keep our bodies nourished and rested, and keep our bikes in good order. It wasn't easy all the time, but it was simple. I didn't feel fractured or like I was doing too many things. I was doing one thing ... riding my bike and getting from point A to point B. I decided from then on that I didn't want to do all that running around again. I didn't know I could live that way until I rode that bike."

The trip also was an experience in friendship. While Montgomery and Honeywell had been friends for more than 15 years and had biked together many times before they took their big ride, their friendship was tested and strengthened





## AND BOBBI'S SUMMER ON WHEELS

throughout the trip.

"So many people asked us how we were getting along," Montgomery says. "A lot of people don't talk to each other after taking a bike trip like this. We figured that wouldn't happen to us. We are like sisters now. I think it was because we both respected each others abilities. We were a little team of two. We called ourselves a 'mini Corps of Discovery.'"

Following Adventure Cycling's Lewis & Clark and Northern Tier route maps, Montgomery and Honeywell were treated to some amazing scenic views, including the impressive Mount Hood in Oregon, the picturesque Ludington State Park in Michigan, the Rocky Mountains, Columbia River Gorge, and, one of Montgomery's favorites, the entire state of Idaho.

But part of their experience was about seeing people, too, not just scenery, Montgomery says.

"We wanted to talk to people. We wanted to learn about people," she says. "And what we found is that Americans are very generous and kind."

That was a discovery that surprised the admittedly then-cynical Montgomery, who, having been in education for more than 30 years, had a more skewed picture of what people could be like.

"After all the kindnesses we saw on this trip, we both had a renewed look at humanity," she says. We would be looking at our maps and people would come up to us and ask questions with such interest. People had us over to stay the night, they gave us meals, and they offered us drinks. We even had a woman give us each a dollar once she found out what we were doing."

The trip caused Bobbi to stretch herself, she says, a skill she sharpened while at Ohio Wesleyan, along with a respect for learning, not

only through academics, but from other people. She also wore a bicycle charm around her neck the entire trip, given to her by her OWU roommate and friend, Karen Juraska Edwards '68, she says.

You can watch for more from Honeywell and Montgomery as they already are planning their next trip, which will be in the next year, on a north-south route across the country, starting in Niagara Falls, following Adventure Cycling's Underground Railroad route map, and ending at the Gulf of Mexico.

For more information about their book, visit [www.aliceandbobbi.com](http://www.aliceandbobbi.com).

*Andrea Misko Strle '99 is Class Notes Editor of the Ohio Wesleyan Magazine and a freelance journalist in Columbus, Ohio.*

A portrait of John Milligan, a middle-aged man with light-colored hair and a slight smile, wearing a dark suit jacket over a light pink shirt. The background is a dark, textured grey.

# Leading & SAVING THE WORLD

While tackling tough science and business issues at Gilead Sciences, John Milligan '83 is helping 40 million people worldwide to live with HIV/AIDS.

By *Gretchen Hirsch*



*The Bomu Clinic in Kenya is an organization Gilead supports to bring HIV treatment to individuals in need.*



*Gilead has research facilities at several sites in the United States. Last year, the company invested nearly one billion dollars in research and development of new products.*

**BY ANY MEASURE, JOHN MILLIGAN, PH.D., '83 IS A LEADER.** Beginning as a research scientist with Gilead Sciences in 1990, only three years after the company's founding, he began an upward trajectory, serving successively in project management from 1994 to 1998, corporate development from 1998 to 2002, as CFO from 2002 to 2007, added the title COO in 2007, and became President in 2008; he remains in the last two offices today. In each of these positions, Milligan scored major successes.

As project team lead for the Gilead Hoffman-LaRoche Tamiflu® collaboration, Milligan's team brought the product to market—from first human dose to FDA approval—in 30 months, the fastest full approval in history. During his six-year tenure as Chief Financial Officer, *Institutional Investor* named Milligan the nation's top biotechnology CFO three times—in 2006, 2007, and 2008. In those days, Milligan says, "Gilead was in a time of transition from a small, money-losing biopharmaceutical company to a large, profitable company—from \$400 million in revenues when I became CFO to over \$4 billion when I became President."

In 2010, the company's total revenues rose to \$7.95 billion on product sales of \$7.39 billion. With more than 4,000 employees in the United States, Europe, Australia, and Canada, the company broke into the Fortune 500 at No. 444 in 2009; last year, Gilead leapfrogged to No. 324.

Although Gilead Sciences produces drugs for the treatment of pulmonary hypertension and cardiovascular disease, and those drugs posted exceptional sales gains in 2010, the company's primary line of business is antiretrovirals and other medications used in the treatment of HIV/AIDS and related conditions; Gilead is the world's leader in HIV/AIDS treatment.

As Milligan mentioned at an Ohio Wesleyan appearance in late 2009, "In the early days of HIV, the mean survival rate for those presenting with *Pneumocystis jirovecii* [carinii] pneumonia was approximately six months, and the two-year survival rate was zero. Those presenting with Kaposi's sarcoma had a mean survival rate of approximately 16 months and a two-year survival rate of 20 percent. By the mid-Nineties, AIDS was the leading cause of death among Americans ages 25 – 44.

"Today, more than two million people in the U.S. and the EU are living with HIV." A large percentage of those patients are alive and productive because of medications created by Gilead Sciences.

According to a 2009 article in *Business Week*, "Gilead owes much of its success to making it easier for patients to comply with complex and uncomfortable drug regimens." In the early days of HIV/AIDS treatment, those who were diagnosed required multiple drugs multiple times a day—an average of 29 pills three times each day—and there were significant side effects. Given those circumstances, patients often were reluctant or unable to comply with medication orders.

Gilead identified and developed three types of drugs that were given once daily, were safer, and to which patients developed less resistance. Gilead scientists then succeeded in reducing treatment to a one-pill-per-day regimen. "We have transformed AIDS from an acute death sentence to a chronic therapy," Milligan said in 2009. "A relatively healthy person diagnosed with AIDS today can expect to live to approximately age 70."

Clearly, Gilead is a leading company and



Milligan a multifaceted leader. His take on leadership is that it's a combination of brains and execution. "You have to be smart and articulate," he says, "but that's not enough. You also have to execute. Be tenacious. Work hard. There are a lot of smart people in the world, but those who become leaders also have the ability to make things happen."

Milligan is a believer in depth of knowledge as well. "You need that knowledge to be credible to others," he says. "I had a history of doing successful science and getting it out through publication. That record gave me the credibility to be asked to take on project management."

It was in project management that Milligan found his liberal arts background to be especially helpful. "Project management is about the bits and pieces—managing the people, knowing the science, knowing how to document the science, understanding the regulatory process and how to work within it, and how to get FDA approval. I hadn't done any of those things before. I had to learn every process, and that study was like getting another graduate degree. It was essential that I become an expert in each area so I could lead the [Tamiflu] team." The success of the Milligan-led team "gave me credibility

again and I was asked to take over corporate development and ultimately the position of CFO," Milligan says. "That was another area that was not in my background, although at OWU I took many economics courses, especially those taught by Uwe Woltemade, who had such a passion for his subject. He was a wonderful professor."

So Milligan dug in again—and learned in depth. "Some people move too quickly," he says. "They may be in senior positions, but they aren't good leaders because they just don't have the depth of knowledge they need. Gilead once worked with a partner company for a period of three years, and in those three years there were three different team leaders because the company had a policy of rotating people every year. Our team was exactly the same over that three-year period. That helped us because we had the longevity and knowledge to keep the project moving. The rotation process isn't unusual—I've seen it many times in many companies—but I don't think it's the most useful training in the long run."

When Milligan hires, he seeks depth, drive, and devotion to a company's ideals. "I look for inquisitiveness—someone who wants to know more and

more. I want people who are ambitious. If someone wants to replace me someday, that's good. But while I like ambition, I'm also looking for someone who is less about ego and more about the company. Ego is fine, but I want it to be used in service to the greater good of the company."

Asked about his leadership heroes, Milligan says, "You know, I don't have any outside my own father and grandfather. Both were very smart, both hardworking and accomplished, both leaders by example. [Leading by example] is what we're trying to do here, too. Our access program for HIV [pharmaceuticals] is one way we do that."

The Gilead access program is motivated by a commitment to ensuring that a drug's price is not a barrier to patients' receiving the treatment they need. The program was difficult to launch, but after several adaptations, Gilead has entered into partnerships with multiple generic manufacturers, driving down the price of the necessary drugs and making HIV medications



*A physician conducts an HIV test in Uganda. Although access to medicine in the developing world has improved in recent years, millions of people do not know they are infected and millions more require treatment.*

*Gilead's scientists are working to develop treatments for diseases such as hepatitis C that represent significant unmet medical needs in the United States and around the world.*





*Gilead works to increase access to HIV treatment in resource-limited parts of the world, including Africa, through the company's innovative access program and through financial support from its private Foundation.*

available where they are needed most, especially in Africa, where more than 30 million people have the disease. “We had to set out on our own path there,” Milligan says. “We had to follow our own principles—how we think things should be done and putting the emphasis on what’s right. When you do that, of course, you have to adjust to the various economic and political conditions you encounter.

“Sometimes when you’re breaking new ground, it can tire you out,” Milligan continues. “I’ll look around and say, ‘Isn’t there *someone* who’s done this before?’ But it’s a great intellectual challenge, which is what makes it interesting. You never know for certain on Sunday night what you’ll have to be doing Monday morning or for the rest of the week.”

Milligan credits his liberal arts training at Ohio Wesleyan for some of his success. “The liberal arts build a foundation that’s very broad. You have to get out of your comfort zone and take courses that are challenging and unfamiliar. That training made it easier for me to leave my comfort zone in science and take on all these new responsibilities over the years.

“I could have gone to a big state university and just taken chemistry—and been a very narrowly focused chemist. But I took humanities and religion. I learned how to interpret English literature. I took lots of economics courses and discovered that economics is as much about human behavior as it is about numbers. I learned about cultural differences, and that has come in very handy when dealing with our Asian partners. We have Japanese and Chinese partners, and if you know the history of those countries, you understand the frictions that sometimes arise, and you can help them work together to find common ground. When you run a business, you have to have a great understanding about the factors that drive the world. You get that from training in the liberal arts.”

Gilead’s CEO John Martin clearly sees the benefits of Milligan’s training. In a May 2009 article in the *San Francisco Business Times*, he said, “[Milligan] is someone who understands our business ... [H]e understands complex scientific problems and complex business issues equally well,” Martin said. “I also think he sees science and business as completely intertwined, not as separate processes ... [H]e is able to look at our business from multiple angles.”

That’s a nearly perfect description of the liberally educated leader.

*Gretchen Hirsch is a writer in the Office of Marketing and Communication at Ohio Wesleyan.*



# A Higher Calling

By Cole Hatcher

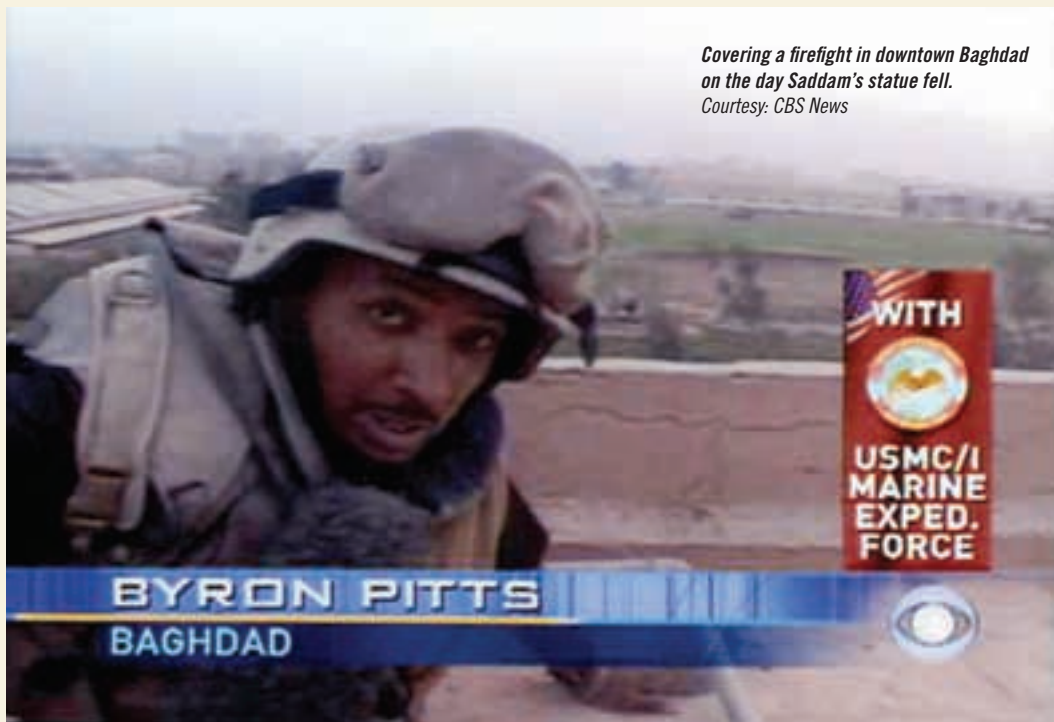
When leadership means  
stepping out to make a  
difference in the world.

BYRON PITTS  
CBS NEWS

*From January 2004 until the war with Iraq started in March, Pitts reported from Kuwait.  
Courtesy: CBS News*



*Covering a firefight in downtown Baghdad  
on the day Saddam's statue fell.  
Courtesy: CBS News*



**FOR BYRON PITTS '82, THE ADVICE HIS MOTHER GAVE HIM AS A CHILD STILL HOLDS TRUE: "WORK HARD, PRAY HARD, TREAT PEOPLE RIGHT, AND GOOD THINGS WILL HAPPEN."**

Today, Pitts is one of the nation's leading broadcast journalists, serving as the chief national correspondent for "The CBS Evening News with Katie Couric" as well as a contributing correspondent for the network's venerable "60 Minutes."

During his career, Pitts has covered world-changing events ranging from the September 11 terrorist attacks to the wars in Iraq and Afghanistan. In 2009, he published his first book, "Step Out on Nothing: How Faith and Family Helped Me Conquer Life's Challenges."

When President Rock Jones says Ohio Wesleyan University is dedicated to educating moral leaders for a global society, he could be describing Pitts. Share that thought with Pitts, and his response is another family lesson—and this one from his grandmother.

"Be humble with people and be generous with what you have," Pitts says, recalling the words that have become a guiding force in his life. "My grandmother would always say the only way God can give you more is if you open your arms wide and give away what you have. By sharing, you make room for more."

Pitts' book is a perfect example of his

grandmother's lesson. Although it was challenging to write about his struggles with childhood illiteracy and stuttering, Pitts says sharing those secrets so publicly has, indeed, made room for more blessings.

"I learn so much more when I share with people," he says from his New York office. "The great gift of writing the book has been the response of others. People understand. Everyone struggles; everyone has a back story."

Ask the respected journalist what characteristics he admires in a leader, and he says he is most impressed by those he calls servant-leaders.

"Some people think being in charge, giving orders, and getting their way make them a leader," Pitts explains. "But servant-leaders understand that they are working for something greater than themselves. Servant-leaders are about the organization."

An example of such a leader, Pitts says, is U.S. Surgeon General Regina Benjamin. Pitts first met the physician when he was covering the devastation caused by Hurricane Katrina, and she was caring for a mind-boggling 4,000 patients in rural Alabama. Pitts recalls that Benjamin's clinic "had it all. It was impeccably clean and people felt taken care of and respected."

He also was struck by the décor. "There's nothing wrong with hanging a medical diploma

on the wall," Pitts says, "but her clinic displayed only local artwork. She created an environment that honored her patients and her community, not one that encouraged people to honor her."

Pitts holds up Peter Holthe, his best friend from his OWU college days, as another example of a leader. In this case, Pitts says, Holthe came from an affluent family, but didn't let his privileged upbringing define or limit him.

"He could have been arrogant. He could have been aloof, but he became my best friend," says Pitts, noting that Holthe died of cancer last year.

"I later learned that while Pete was helping me with my vocabulary when we lived in Welch Hall, he also was giving tours of the science labs to grade-school kids in Delaware," Pitts says. "I didn't know that at the time. Here he was helping me and dealing with all of the issues of being a full-time college student ... and he still found time to introduce grade-school students to the joys of science."

"Pete also lived in Welch Hall's black cultural corridor, even though he was the whitest white guy I knew," Pitts continues. "He wanted to learn about different cultures. He recognized that he needed to learn more."

Holthe's example illustrates another important aspect of leadership, Pitts says. "Leaders are students. Leaders want to continue to expand their minds. They realize they need to always be learning in order to best serve those they are chosen to lead."

Finally, Pitts reiterates a message that he shared in January when he spoke on Dr. Martin Luther King Jr. Day at the University of Michigan. He cautions people to be wary of "humanity's main enemy—indifference."

"I've come to believe over the years that indifference can be a deadly weapon," he told those in attendance. "I'm encouraging each of you not to be indifferent about your lives, to know that you have the opportunity, and even the responsibility, to make a difference, to step out."

If you do that, Pitts told the crowd, "You will be the leaders of not just this nation, but the world."

*Cole Hatcher is Director of Media and Community Relations for the Office of Marketing and Communications.*

# Leadership “Musts”

At Ohio Wesleyan, every day is about building leaders. Leaders in the classroom, leaders on campus, leaders in the community, leaders who venture out to lead the world.

What qualities will define 21st century leaders? Creativity? Technological savvy? Environmental awareness? Education, integrity, or perhaps how far and wide they have traveled? While there's certainly no easy answer to a question that will shape our world for the next 100 years, we asked some of Ohio Wesleyan's own just what it is they think will make this century's leaders shine. Here are some thoughts from OWU alumni, faculty, and staff on what it's going to take to be a leader in the fastest-moving world to date.

“The principles and practices of leadership are timeless: conceiving and articulating a compelling vision, the mission that defines the path to that vision, and the strategy and discrete objectives that, as an integrated whole, drive achievement and realization. Across the globe today, people, businesses, institutions, and nations are interconnected and interdependent—and hungry for inspirational leadership—in this age of relentless change and acceleration. At Marsh, we strive to fulfill the promise of our own vision—to help our clients thrive—by fostering imagination, innovation, and entrepreneurial zeal within a diverse, team-based, client-centric culture that prizes personal and professional growth. That can also easily describe the OWU experience—preparing eager minds to lead the way for tomorrow's world of challenge and opportunity.”

**Dan Glaser '82**, Chairman and CEO, Marsh

“First, leaders today must be the calm voice amidst a storm of constant and unprecedented change. Second, the scope and pace of change is so fast today that leaders must be able to define what this morning's events mean for the prospects of their organization this afternoon.”

**Alex Shumate '72**, Global Managing Partner, Squire, Sanders & Dempsey, LLP

“For 2011 and the next few years, those young adults who will lead must have a bachelor's degree, a thorough grounding in one or more areas of human knowledge, computer literacy, a strong set of civic and personal values, and experience with another culture and its language. Those are musts that will enable young adults to establish themselves as potential leaders at the start of their independent lives. After those first few years, they will need characteristics that we try to promote during their time in college ... the love of learning and how to learn, creativity, and the confidence to risk failure in the pursuit of dreams. These are the qualities our students will need as leaders of the 21st century.”

**Jed Burt**, OWU Cincinnati Conference Professor of Zoology



# for the 21st Century



Compiled by *Amanda Zechiel '09*

"First is the ability to navigate effortlessly among countries and cultures. Second is a general sense of optimism, tempered with a dose of healthy skepticism, or as some people I know like to say, 'In God we trust. Everyone else must bring data.' Third is a guiding set of ethics, where the 'how' is as important as the 'how much.' Fourth is an ability to deal with uncertainty and make good decisions based on imperfect information. And fifth is good old-fashioned common sense, which, despite its name, can often be in short supply."

**Anand Philip '00**, Vice President, Castle Harlan, Inc.

*Amanda Zechiel '09 is a freelance writer in Columbus, Ohio.*

"Leaders today must be visionary; they have to inspire those around them to share that vision. They must motivate those around them to see the bigger picture. Our student leaders are dedicated, persistent, visionary, and care about issues greater than themselves—exactly the qualities that it takes to be considered a leader in today's competitive global society."

**Leslie Delorme**, OWU Director of Career Services

"The speed of business, enabled by technology, continues to ramp up. Yet, attributes of strong leaders remain constant: They listen, can build consensus, and will make tough choices. They understand the importance of independent strategic thinking and building strong teams. They lead rather than manage. They speak their mind and keep their word. They create an environment that encourages communication, strong relationships, and taking ownership of delivering outcomes, and they shape and lead change."

**Nick Calio '75**, President and CEO, Air Transport Association



# Wired for World Peace

By Pam Besel



*Mary King '62 (second from left) with President Jimmy Carter and his wife, Rosalind, at Mansfield College, University of Oxford where Carter received an honorary doctorate in 2007. At the far left and right are Mary's husband, Dr. Peter G. Bourne and Dr. Diana Walford, principal of Mansfield College.*



Mary King, with her students, at the University for Peace Main Campus in Costa Rica.



Is it too hard to imagine?  
World transformation  
through diplomacy.  
Understanding other  
people and cultures. And  
the lightning bolt-like  
realization that we all have  
the potential – and the  
duty – to be responsible  
citizens and leaders of a  
more peaceful and socially  
just world.

**Just ask distinguished  
scholar of nonviolent  
resistance and author,  
Mary Elizabeth King '62.**

When talking about her childhood years in New York City and Virginia, Mary King describes how she, her three brothers, and parents sat down every night at the dinner table and talked about what each had learned that day in school. The Reverend Dr. Luther Waddington King, Mary's father, was the eighth Methodist minister in six family generations, and her mother, Alba Iregui King, was a nurse educator and artist. So, it's no surprise that King and her brothers developed early in their lives a sense of social responsibility, in which they thought of the world as their parish, to paraphrase John Wesley.

"I was hard-wired for a global perspective and the conviction that I could make a difference in the world," says King. "That is where a large part of my strength comes from." That global perspective propelled her to the Ohio Wesleyan campus in 1958, and ultimately, to her present position as Professor of Peace and Conflict Studies at the United Nations-affiliated University for Peace. King also is a Distinguished Scholar at the American University Center for Global Peace in Washington, D.C., and a Rothermere American Institute Fellow at the University of Oxford in the U.K. She holds a doctorate in international politics from the University

of Wales at Aberystwyth. Along her storied and accomplished career path, King also has become a widely acclaimed author of four books (with others in gestation) and countless articles.

Behind Mary King's many accolades, accomplishments, and highly commended books is her deep-seated determination that the United States can still right some of its most glaring and horrific human rights violations of the past, which had judged and jailed large numbers on the basis of their skin color.

### **Engaged and Empowered**

As a student at Ohio Wesleyan in the later 1950s and early 60s, King remembers a quiescent campus: "not exactly a hotbed of activism," she says. But King and her classmates were beginning to see how they could be more engaged and involved in societal issues and rectifying injustices.

"Our professors, such as Ben Spencer and Charles Weis inspired us, and I began to feel empowered." King recalls a fateful OWU experience that paved the way for her lifelong focus on nonviolent resistance and involvement in the civil rights movement. That opportunity was made possible by Miriam Willey, then head of the Student Y at OWU, who took King





King, second from the left, was a member and team leader of a workshop in Kitwe, Zambia in 2005, focused on gender and building peace.

Opposite page: King spoke in April 2010, at the 50th anniversary conference of the Southern Sit-in Movement and founding of SNCC.

and several other students to Alabama, Georgia, and Tennessee during their senior year, to meet some of the leaders of the civil rights movement, such as Julian Bond, John Lewis, and the advisor to the National YWCA and the Student Nonviolent Coordinating Committee (SNCC) Ella Baker. Working closely with Dr. Martin Luther King Jr., Baker was instrumental in bringing together the organizers of the student sit-ins of 1960 from college campuses across the South, which led to the formation of SNCC. The sit-ins, King explains, began with four young black college men who decided to break the segregation laws of the time by sitting at a Woolworth's lunch counter in Raleigh, North Carolina, and remaining when asked to leave. By the end of 1960, more than 70,000 black and white students had participated in the sit-ins and risked going to jail for their beliefs.

"By meeting Julian Bond in Atlanta, and John Lewis in Nashville, I was able to make contacts that were helpful for my joining the movement," says King. "It was a big leap." She returned to finish her senior year at Ohio Wesleyan, and the

requirements for her English literature major, but not before King had founded the Student Committee for Race Relations (SCORR) on campus and served as president of the English Writers Club—two sets of experiences that strengthened her work today. As King graduated and was ready to board the bus that would take her back home, she received a call from Baker, asking King to fly to North Carolina to interview for an internship with the Student YWCA—and responsibilities that would enable her to be part of an interracial pair traveling to various college campuses under a Marshall Field Foundation grant to educate students about the consequences of segregation. Accepting the job offer, King and her colleagues led hundreds of students to workshops.

"It was a slow burning candle for social change," says King, who shortly thereafter, moved on to work for SNCC and the civil rights movement for the next four years.

"Working for the civil rights movement helped shape my views and convictions and showed me how to become more effective in striving for social justice," says King. Those experiences also provided fodder for writing several books, including *Freedom Song: A*

*Personal Story of the 1960s Civil Rights Movement* for which King received a Robert F. Kennedy Memorial Book Award; *Mahatma Gandhi and Martin Luther King Jr.: The Power of Nonviolent Action*; *A Quiet Revolution: The First Palestinian Intifada and Nonviolent Resistance*; and most recently, *The New York Times on Emerging Democracies in Eastern Europe*.



King and Adam Michnik, an historian-activist and key figure with Poland's Solidarity Union, pose for a photo shortly after King's latest book was published in 2009.



We must educate a populace that is engaged in the world, for our foreign policy is the business of every citizen.

### Keys to Understanding

When she writes, King intends to help alter the way people think about using nonviolent methods for peace as an alternative to violent conflict.

“There are realistic ways in which one can reshape one’s society nonviolently, which can improve the benefits for all parties,” she says. First—and most basically—one must understand the people, their plights, the tenets of that society, day-to-day needs, challenges, history, fears, and quests.

King’s later work with American statesman and activist Sargent Shriver and the War on Poverty program, was instrumental in developing much-needed neighborhood health centers for families in poor areas, most of which are still doing an admirable job.

“My charge was to help integrate health services for the poor so they didn’t have to travel far distances, and so that family health records were kept together,” says King, whose next venture involved nothing short of supporting, along with husband, Dr. Peter Bourne, Jimmy Carter’s efforts to become the nation’s 39th President. With Carter in the White House, King – who to this day serves as one of his advisors – was appointed and confirmed by the Senate to oversee national

volunteer service organizations including the worldwide operations of the Peace Corps, which is celebrating its 50th anniversary this year.

“We had Peace Corps workers in 60 countries,” says King, whose extensive world travel has offered rare and abundant exposure to world leaders, cultures, and economies. She subsequently watched as Carter has monitored more than 80 national elections throughout the world, in hopes of bringing democracy to those countries, at times braving temperatures of 110 degrees or more in places such as the Sudan. Twice, she herself served among the international observers.

“You have to actually be there in communities in order to organize [for social and political change],” says King.

These days, King’s work as Professor of Peace and Conflict Studies at the University for Peace, reinforces her belief that young people today are confident that they can bring about change.

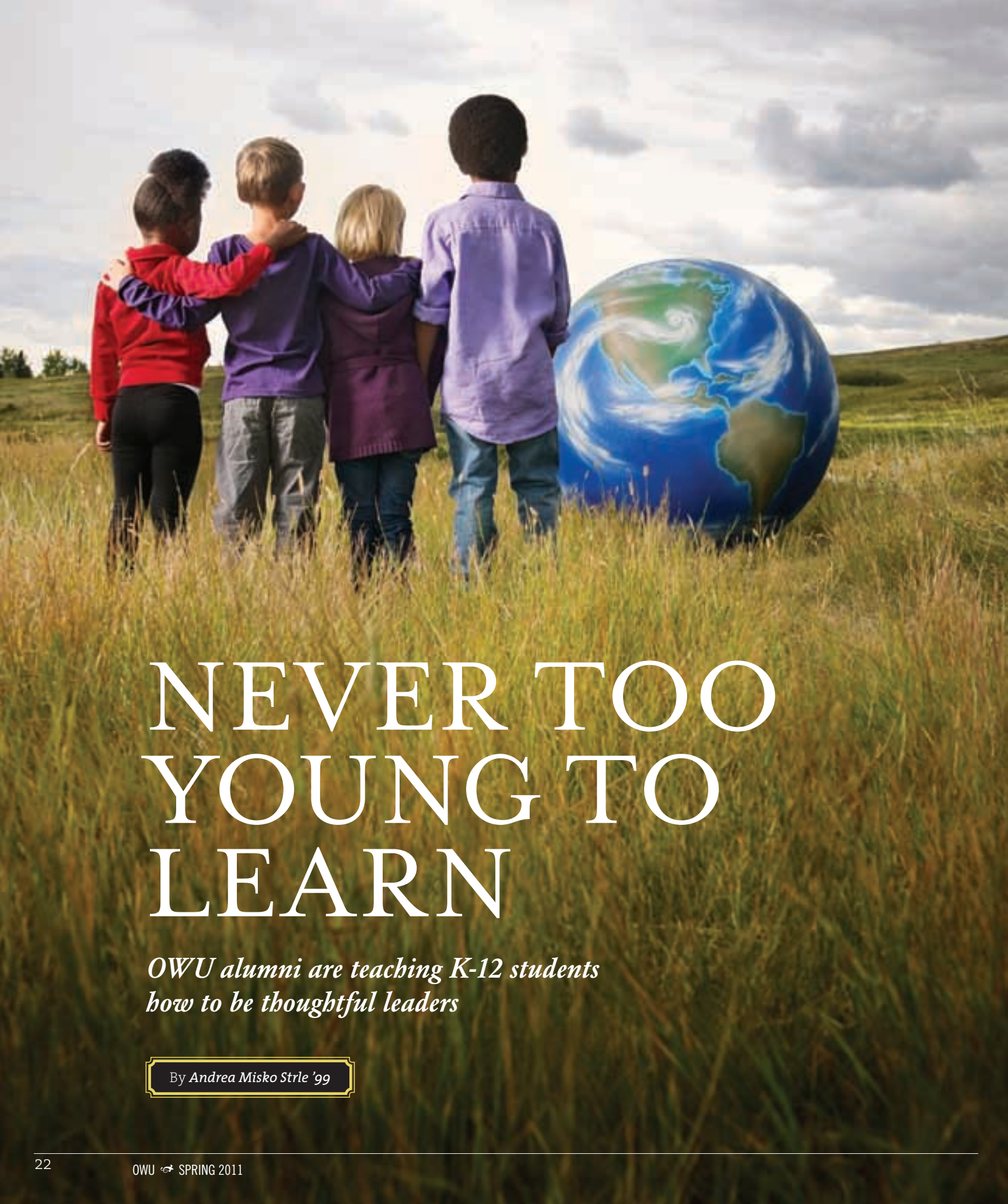
“Younger generations worldwide want to know how they can prevent or resolve conflict,” says King, who has been teaching at the University since 2001. Established by a resolution of the General Assembly of the United Nations in 1980, the University’s main campus is in Costa Rica with regional programs in Asia, Africa, Central Asia, and elsewhere. Eleven master’s degrees are offered at the main campus in fields related to peace-making, and it is in the regional programs that King works with academicians who want to learn how to teach peace and conflict studies.

“It’s about nurturing leadership, and about being both scholars and practitioners,” explains King. She utilizes dynamic class exercises to encourage her mid-career students to interact with their learning. They might be asked to create briefing documents for a government minister, to prepare a strategy for a nongovernmental group, perhaps for empowering women in a society, or learn to work effectively with a parliamentarian. Students develop broad knowledge of human rights, environment, dispute settlement, gender, and learn ways in which they can become catalysts for encouraging leadership in others. Remembering special students she has taught as well as her own OWU campus “heroes,” King pauses reflectively.

“Teachers play important roles in emboldening their students to have the courage of their convictions,” says King. “We must educate a populace that is engaged in the world, for our foreign policy is the business of every citizen. OWU stands as a beacon against the larger tendency of parochialism and being self-centered in world views.”

*Pam Besel is Director of Internal Communications and Editor of the OWU Magazine.*





# NEVER TOO YOUNG TO LEARN

*OWU alumni are teaching K-12 students  
how to be thoughtful leaders*

By Andrea Misko Strle '99





## NICOLE M. GNEZDA '73

*Retired middle school art education teacher  
from Worthington City Schools, Ohio*

### Leadership is a product of being self-aware and thinking creatively

For retired art teacher Nicole “Niki” Gnezda, teaching art is far more than lessons in skill. It is cultivating emotional expression and creativity in her students, and ultimately helping students become more self-aware.

“For true leadership, people have to be self-aware and reflective, and they have to act from a place that is authentic from within them,” she says. “That is what creativity is all about. I don’t call creative, cutting edge, unique, new and useful. To me, creativity is a human experience.”

Gnezda believes that creativity and leadership go hand in hand. The best leaders, she says, are in tune with the creative process and in tune with themselves. When faced with a problem, a leader thinks through the problem and comes to an understanding of it.

Knowing she was teaching potential leaders, Gnezda felt it was important that she help “humanize” her students. She says she was consciously teaching critical and creative thinking so that when her students were in a leadership position they wouldn’t just jump on the bandwagon, do things the way they were always done, and not think about the consequences.

“I was helping them to be better thinkers so that they could make better decisions,” says Gnezda, who today is an author, poet, artist, speaker, and afterschool program volunteer. “I

wanted them to know how to make decisions and behave in ways that are good for human beings.”

She credits Ohio Wesleyan with helping cultivate a sense of mission and service in her and teaching her the importance of trying to influence society for the better. She also was encouraged to be experimental in how she taught. And finally, she says, OWU instilled in her the importance of being a part of the solution.

## CHRIS MOORE '06

*High school English teacher in Olentangy  
Local School District, Ohio*

### Innovation, creativity, and critical thinking are keys to leadership

Chris Moore credits his liberal arts education with showing him the importance of being skilled in many areas, particularly in what he calls “intangibles”—innovation, creativity and critical thinking.

“To instill leadership in my students, I think it is really important to emphasize critical thinking,” he says. “Focusing on things as simple as making inferences and as complex as exploring real-world implications of the texts we read. I like to include the question ‘So what?’ in everything we read and write.”

Moore believes that students need to be prepared for the world. They should be exposed to essays and perspectives from different cultures, time periods, and political perspectives.

“Anybody who is a teacher now is bombarded with testing and data and all these very tangible measures, which are important, but one of the things OWU constantly planted in me is the importance of intangibles,” he says. “Instilling leadership, teaching outside-the-box thinking, exposing kids to perspectives and to ideas they might not be accustomed to hearing ... really trying to prepare kids to be global citizens.”

One way that Moore prepares students is by asking them to read about topics such as globalization and consumerism. In his seven years of teaching, he has worked hard at making global issues teenagers may not be aware of more relatable.

“If you present them with a topic or world view that isn’t directly what they know, they initially may not respond to it,” he says.

“The teacher must show those connections and make issues relevant to a student. Those are some of the biggest challenges, and are integral to what it means to be a teacher.”





## MEGAN BESEL ADAIR '00

*Second-grade teacher in Columbus City Schools, Ohio*

### Building character is a building block to leadership

Classroom duties: Working in groups. Rewarding kindness and good behavior. These are ways Megan “Meg” Besel Adair encourages leadership among her second graders. For her, teaching leadership to young children often comes in the form of “building character.”

“We talk a lot about being responsible classmates and caring friends,” says Adair, who is in her eleventh year of teaching. “These kids are only seven years old, and they are really just learning to get along, so every day we run into teachable moments.”

Rewarding students with a sticker, a pencil, a compliment or even an ice cream party for showing kindness, responsibility and leadership is a technique Adair frequently uses. She also has her students work together daily with partners and in small groups. The social interaction, she says, is crucial in fostering leadership.

“At times it gets loud and there are moments when a problem arises, but working with others and sharing a common task is something I want my students to know and to feel comfortable with,” she says. “The kids beam with pride when I say a kind word about their or their group’s work.”

Adair often pairs students who might struggle with a task with students who may be able to help, giving the latter group of students an opportunity to demonstrate leadership skills. Students also have classroom jobs, which change weekly, such as messenger, book helper, and line leader. They look forward to having these special responsibilities, Adair says.

In her culturally diverse urban classroom, she has several students who speak little or no English. Her leaders are students who talk to, read with and assist these students. “Many times this year, I’ve had student helpers who can even explain something to their fellow classmates in their native languages,” she says. “I can think of times I have been able to turn to these students to translate for me in Arabic and Spanish. I tell them how amazing it is that at seven years old they can speak two languages beautifully, and they light up with pride.”



## CAROL FALEVSKY GILBERT '73

*First-grade teacher  
in Gwinnett  
County Public  
Schools, Georgia*



### Doing the right thing all the time

“A leader does the right thing even when no one is watching.” These are the words uttered each morning over the loud speaker at Carol Gilbert’s rural Georgia elementary school. This motto the school has adopted illustrates the central role that principles of leadership play in the daily life of teachers and students.

“The focus on leadership has developed more recently in response to the challenges our schools and students face in today’s world,” she says. “Leadership is a concept that has real resonance in today’s classrooms.”

At Gilbert’s school, the culture is founded on a set of “School Norms,” including kindness, honesty, respect, responsibility, cooperation, perseverance, and courage. These norms have affected the school’s discipline plan, how teachers relate leadership roles more intentionally to parents, and ultimately resulted in the school’s motto.

In addition, students of any grade who demonstrate leadership are rewarded with a highly coveted “Star Slip.” Gilbert works hard to maintain the idea that earning a Star Slip is special and is a sign that a student has shown leadership. This recognition is coupled with a strong emphasis on using real historical figures to demonstrate good decision making and leadership.

“I begin each week with a read aloud that helps children think about setting a goal, moving away from negative choices, or overcoming obstacles,” Gilbert says. “The result is that my students recognize these facets of leadership in themselves, each other, their teachers, and the historical figures we study.”

“Leadership is something that takes time and dedication to develop. My students are fortunate to attend school in an environment that helps them develop their own abilities to be tomorrow’s leaders.”

## SCOTT A. BEST '92

*Elementary school principal, Perrysburg Schools, Ohio*

### Plant a garden; plant the seeds of leadership

Creating an environment where students can take an active role in their learning is the key to fostering leadership, says Scott Best, a former teacher and now elementary school principal in Northwest Ohio.

One of Best's fondest experiences with this approach occurred 10 years ago when he asked his eighth-grade science and technology students to create a garden from scratch on school grounds. From determining how many cubic yards of soil to purchase to selecting plants indigenous to the area and caring for and harvesting the produce, the students did it all.

"If students have choices and opportunities that they are excited about, they will step up and take that active role," Scott says. "It took the students seven to eight months to plant the garden. It was a service project, it was to help beautify the school, and it created a long-term legacy for the eighth graders."

Best said the students were constantly given opportunities to demonstrate leadership. They learned how work within a budget and even approached different vendors in the community seeking donations for the garden. When the garden was complete, several students were selected to make a presentation to the school board.

The idea of a school garden recently resurfaced when Best was approached by the fourth graders at his school asking for his help in creating a garden. He is working with the students to help them develop a business plan to present to the staff and parent booster group.

"Rather than just build a garden and donate the food, I want the students to understand how such a project evolves," Best says. "They need to go through the steps. They need to find someone to come and build the garden, get the topsoil and plants, figure out how it will be maintained over the summer, and contact the local food pantry so there is a place to send their food."

It might sound like a big undertaking for students who are only nine years old, but Best is a firm believer: "If you have high expectations, students will rise to those in the right climate."



## JULIE HYNES FOUGHT '05

*Kindergarten teacher  
in Olentangy Local  
School District, Ohio*



### Giving young students ownership of their education builds their confidence

It's not easy to teach leadership to kindergartners, but Julie Hynes Fought works hard at it every day. She practices techniques that help students have a sense of ownership of their own learning and ownership of their classroom.

"Students are asked to think about what they are learning and why it is important that they know what we're working on," she says. "Giving them ownership and independence in the classroom gives them the skills and confidence needed to begin being a leader."

Her students help to create classroom posters and charts, and they learn about how and where to find the materials they will need. These give them independence and ownership of their learning environment, she says.

"Kindergarten is such a different world, though we are always working on ways to become more independent in our learning," she says. "I feel that it is through this independence that students gain the skills needed to become role models in our classroom and practice what it means to be a leader."

When creating a classroom chart with her students, Fought has the students work together with a partner, and, as a class, they construct the words that they will write collaboratively on their chart. "In validating student thinking, each child is learning about the value of ideas and opinions," she says.

This validation of student thinking is further supported during independent work times, Fought says, when students are encouraged to practice "asking an expert," also known as a fellow classmate, whom they think will know the answer to their question.

Fought credits OWU with helping her appreciate the importance of providing constant, relevant and positive feedback to her students. She says she is grateful for the variety of opportunities she had when she was a student teacher to learn from other teachers in the classroom.

*Andrea Misko Strle '99 is Class Notes Editor of the Ohio Wesleyan Magazine and a freelance journalist in Columbus, Ohio.*



# Learning to Lead

*AS FAR AWAY AS SOUTH AFRICA, OR AS NEAR AS A HABITAT FOR HUMANITY BUILDING SITE RIGHT IN DELAWARE, OHIO—OHIO WESLEYAN STUDENTS ARE POLISHING THEIR LEADERSHIP SKILLS EVERY DAY. WE ASKED SEVERAL YOUNG BISHOPS WHAT IT MEANS TO BE A LEADER, AND WHETHER THEIR JOURNEYS ARE HEADED IN THE RIGHT DIRECTIONS.*

By Linda Miller O'Horo '79



*Sean-Paul Mauro (left) meets  
with members of OWU  
President's Club student group.*



NAME: **SEAN-PAUL MAURO '11**

HOMETOWN: CANONSBURG, PENNSYLVANIA

MAJOR: POLITICS AND GOVERNMENT MINORS: INTERNATIONAL STUDIES; ECONOMICS

ON LEADERSHIP: **"As a leader, people come to you with their concerns. They learn to trust you, and I think that a leader needs to validate that trust by demonstrating an ability and a willingness to listen."**

### *Captaining the Team*

Sean-Paul Mauro has combined team leadership in athletics with politics and government leadership opportunities throughout his high school and college experiences. "Leadership isn't always as glamorous as I thought it was when I was younger," this senior says. "It's a huge responsibility, and it involves a ton of sacrifice. But it's very rewarding."

At Ohio Wesleyan, Mauro is a co-captain of the Men's Lacrosse team, president of the President's Club, and on the Senior Class Advisory Council and the Politics and Government Department student board. He has had two major off-campus experiences. During his sophomore year, he took the fall semester off to work as a field organizer in Washington County, Pennsylvania, for the Obama presidential campaign. He created volunteer teams to carry out field plans and enlisted between 30 and 40 members for each team by election time.

During the summer of 2010, Mauro and two other students spent two weeks in Pakistan to

research and interview residents about United States intervention in Afghanistan. While there, they stayed with the family of Usman Javaid '10 and received financial support from an OWU Theory-to-Practice grant. These off-campus opportunities provided significant experience in observing and obtaining various other leadership styles.

"I used to think I needed to be compelling and persuasive to be an effective leader," Mauro says. "Now I know that it's more about mutual respect between the leader and the group. The leader is responsible for the outcome, and that sometimes involves getting more involved with the details than one might anticipate. As a lacrosse co-captain, I have to recognize that the desired outcome is winning, and achieving that involves putting aside my personal emotions in order to maintain a positive team spirit."

Following graduation, Mauro plans to work on the 2012 presidential campaign and then apply to law school.



NAME: **KRISTEN KALINOWSKI '11**

HOMETOWN: BLAINE, MINNESOTA

MAJOR: PSYCHOLOGY MINOR: ECONOMICS MANAGEMENT

ON LEADERSHIP: **"I moved around while growing up, and I really didn't have the opportunity to lead much back in high school," she explains. "At OWU, I've had the opportunities to follow my passions."**



***Kristen Kalinowski (third from the left) credits her involvement with Delta Zeta sorority for developing her leadership experience.***

### ***Building Houses—and Leadership***

Kristen Kalinowski says she really did not spread her leadership wings until she came to Ohio Wesleyan and became passionate about two things: her sorority and working for Habitat for Humanity.

She credits her sorority, Delta Zeta, as the springboard for launching her leadership skills. "My sorority helped me realize that I did have leadership ability. The members provided positive support. They believed in me." She recently has completed her term as vice president of membership.

She says that her growth in leadership has led to a part-time job interning for the Delaware County Habitat for Humanity office. Her marketing internship with Habitat has confirmed her intent to work in marketing/public relations/community relations following her graduation this year. Currently, she is helping to raise the \$100,000 needed to build a new Habitat house in Delaware.

What does it take to be a leader? Kalinowski says that in addition to being passionate about the work, you need to listen to others and be able to get them to listen to you. She says she's grateful for the leadership growth opportunities she's been given at OWU. "I love this campus. I'm sad to be graduating and leaving."

(Kalinowski is also an OWU legacy: Brother Justin graduated in 2008 and her mother, Patricia Meggison Kalinowski, graduated in 1983).



NAME: **SEAN PATRICK '11**

HOMETOWN: DELAWARE, OHIO

MAJOR: EDUCATION MINOR: HISTORY

ON LEADERSHIP: **"Most of the credit for my leadership skills comes from my faith in God. My faith has kept me steady through everything," Patrick says. "It puts everything in perspective. Without God, I am nothing."**

*Sean Patrick: "My heart is with teaching."*

## Faith and Leadership

Ohio Wesleyan senior Sean Patrick, a Dean's List scholar and Men's Track & Field team record holder, says his faith and the strong support from and close relationship with his parents have been important factors in his ability to achieve.

Patrick, an only child, is one of a few OWU students who commutes from home. He attributes his leadership successes to focusing on improving his time management skills and learning to prioritize his course work and activities. "And I've had incredible support from so many people at Ohio Wesleyan," Patrick adds.

Patrick is captain of the OWU Men's Track team and a member of the team that holds the University records for the 4 x 200 and 4 x 400 relay events. In 2009, Patrick and three seniors set the 4 x 200 All-Ohio Division III record. He qualified to participate in track nationals for two years and has received 14 All-Conference North Coast Athletic Conference (NCAC) track awards in three years.

He has been a member of the Ohio Wesleyan Athletic Council (OWAC) for four years (president for two years), is one of two



OWU representatives and vice president of the NCAC Student Athletic Association's Student Athletic Advisory Committee, and has received the Top Ten Award for student-athletes from OWAC for the past two years. Patrick is also past leader of the OWU Fellowship of Christian Athletes and also played both soccer and football for OWU. He recently became a leader of Young Life, a Christian organization, in Delaware.

On the academic front, Patrick is certified in Early Childhood Education, kindergarten through grade 5. He has a passion for teaching

and loves to work with special-needs children. He is proud to have started the Bishop Games, a special-needs track and field meet. Last year, about 100 special-needs athletes ranging in age from 6 to 42 years participated in the meet and more than 55 OWU athletes volunteered at the event, which raised \$1,200 during the past two years to fund future games.

Currently, Patrick is student teaching in the Delaware City Schools system. "My heart is with teaching," he explains. "You can touch the lives of children. I want my life to be about giving back."



## Aiding AIDS in South Africa

International student Rejoice Ngongoni handles many leadership duties on top of her challenging academic course load.

This year, she is resident assistant for 20 students in Smith Hall. She has worked for the OWU Development Office on the Ohio Wesleyan Fund Phonathon for three years (now is a job supervisor). She serves as a student representative for the Academic Policy Committee and spent two years on the student board for the chemistry department. She has twice been a counselor for OWJL Camp (a program for gifted and talented middle school students held on campus); has worked as a mentor for Young Life; and on the committee for Rafiki wa Afrika (Friends of Africa), which promotes understanding and awareness of social, cultural, and political issues of importance on the African continent and in the Diaspora.

Ngongoni can also be credited with taking the initiative to seek a Theory-to-Practice grant from Ohio Wesleyan, so that she could learn about and assist with healthcare in the HIV/AIDS ravaged communities in South Africa. She solicited guidance for the application from Associate Professor Danielle Hamill, of the zoology department.

During the summer of 2010, through the Child Family Health International program, Ngongoni studied and worked within the health care delivery system to help underserved communities in Durban. She obtained more hands-on healthcare experience than usual for an undergraduate student because the clinics there were extremely understaffed. She even took patient vital signs, gave injections, and performed HIV rapid tests.

“Working in South Africa was one of the hardest things I’ve ever had to do,” she said. “This was when I realized that medicine is not just science. There’s a social aspect to it. And I saw how medical decisions impact patients.”

This experience not only provided a stronger foundation for her plans to eventually attend medical school and become a surgeon or pediatrician; Ngongoni also strengthened her leadership experience in healthcare — her future profession.



*Rejoice working in South African hospital.*

NAME: **REJOICE NGONGONI '11**

HOMETOWN: HARARE, ZIMBABWE

MAJORS: PRE-MEDICINE, CHEMISTRY

ON LEADERSHIP: “I come from a very homogeneous society, as compared with the diverse community at OWU. Here I had to develop being more politically correct, more sensitive about the various religions, and I had to learn how to interact with older people. The society I grew up in is very hierarchical and formal—no talk with teachers or adults about personal issues. And at home [in Zimbabwe], you never question what they say.”



NAME: **CHRISTINA YOST '11**

HOMETOWN: GLENDORA, NEW JERSEY

MAJORS: RELIGION – PRE-THEOLOGY AND PSYCHOLOGY

ON LEADERSHIP: **“I did not recognize leadership within myself before coming to Ohio Wesleyan,” Yost says. “My OWU experiences made me comfortable with identifying as a leader. There was a sense of growing into it.”**



*Christina Yost teaching Sunday school class at William Street United Methodist Church.*

## *Practicing and Preaching*

Following her graduation this year, Ohio Wesleyan senior Christina Yost will begin a master's degree program at the Methodist Theological School in Ohio (MTSO). She recently was awarded a prestigious Harding Memorial Scholarship from MTSO, which provides full tuition plus an annual stipend. Eventually, she hopes to become an ordained minister.

Yost is founder and president of the renewed Methodist Student Movement, serves on the President's Task Force on United Methodist Church Relations, co-chairs the Senior Class Baccalaureate Committee, and is the reflection leader for Spring Break Mission Team trips in El

Salvador and Chicago.

She has participated on the student boards of OWU's religion and psychology departments as well as a number of campus groups. And Yost wanted to share her knowledge of and pride in Ohio Wesleyan by becoming a tour guide for the admission office during the past three years.

Yost now is obtaining real-world experience toward her future career by devoting 15 hours a week as the Student Associate Pastor at William Street United Methodist Church in Delaware. She visits house-bound church members and nursing homes, works with children's ministries, and helps operate the church's informational booth and children's activities during Main Street Delaware's First Friday events.

She says that she recognizes different leadership styles.

“A good leader should sponsor a shared vision, have a sense of dedication, a love for the topic, a sense of understanding people, and encourage cohesiveness,” she says. “Learning to delegate is important because then everybody has some ownership in the idea.” For Yost, Ohio Wesleyan both nurtures and supports the ideals and needs of leadership growth.

“Ohio Wesleyan is a phenomenal place to develop leadership skills. The faculty and the University community encourage students to become leaders. A variety of my peers are leaders in various ways—and I'm impressed by how the OWU community fosters that.”

*Linda Miller O'Horo '79 is Assistant Director of Media Relations for the Office of Marketing and Communication*



# “LET’S GO AND DO THIS TOGETHER”

## *Communication and empowerment are key components in coach’s leadership style*

Jay Martin’s office in Edwards Gym is a walk-in museum. Signed jerseys, plaques, pictures of past soccer teams and Boston Celtics memorabilia adorn his walls and shelves.

It’s no surprise he has such a vast collection of sports trophies. Martin, the most successful active soccer coach in NCAA Division III, has been at Ohio Wesleyan for 34 years. His career total of 585 wins ranks third all-time in college men’s soccer. Last season, he led his team to conference championships and into the national quarterfinals. He also was inducted into the Ohio Soccer Hall of Fame last September.

Before coming to Ohio Wesleyan, Martin coached in Munich, Germany, and played for the Kaiserwerth Club. He received his Bachelor of Science degree from Springfield College, and his master’s

and Ph.D. from The Ohio State University, where he wrote his dissertation on leadership.

“Americans are obsessed with leadership,” he said. “Who’s a leader, who’s not a leader.”

Leadership is something Martin has thought about a lot. In his years spent coaching and teaching, he has developed strategies to help his players and assistant coaches become leaders themselves.

The development of leadership is a big part of Martin’s coaching style at OWU. He and his assistant coaches help the players grow as potential leaders on and off the field.

“A lot of what we do is to help these guys develop skills that will be helpful later in life,” he says.

Martin (OWU Hon. ’08), said his job as coach is to help his players reach their goals and instill in them a desire to work hard. He leads them by empowering them, a lesson he remembers years ago from his BSA (Boy Scout Handbook).

“I remember two pictures from the handbook,” he said. “In one, the leader was saying ‘Go get that firewood.’ In the other, he was saying, ‘Let’s go get the firewood together.’”

Togetherness is key to a successful team. Martin said he wants input from his players.

He said it is important for leaders to stay connected by communicating and listening to those they lead.

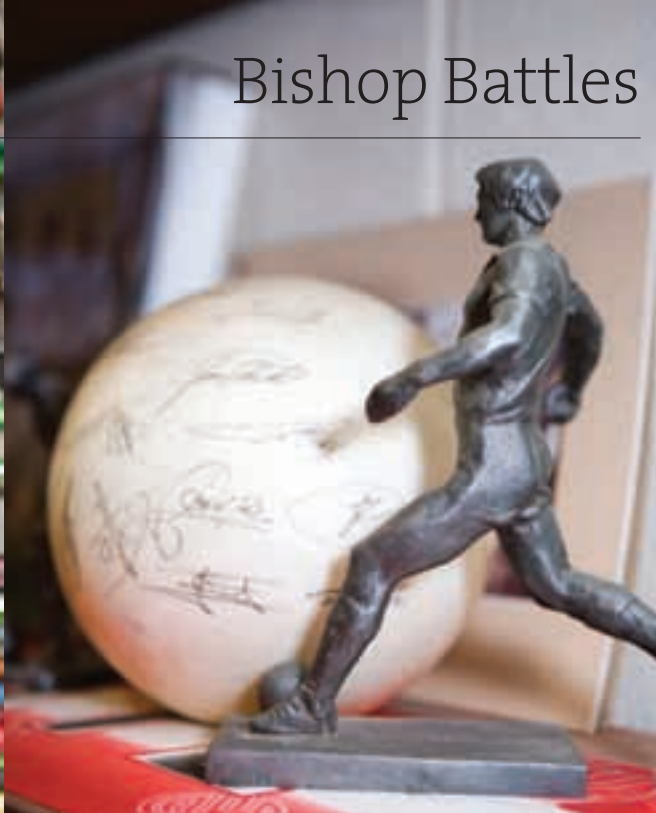
The men’s soccer team has a leadership council that consists of the team captains and one representative from each class. The council handles disciplinary problems and acts as a liaison between the team and the coaches.

In the team mentorship program for first-year players, juniors and seniors help freshman balance soccer and academic responsibilities. Martin said the program helps with team bonding and makes the players stronger.

“In the end, it’s their team,” he said. Many of Martin’s players have gone on to become coaches. Twenty-four are currently at colleges across the nation. He said that he always prepares assistant coaches and players for what will be set before them after their time at OWU.

“I’m always preparing people to leave,” Martin said. “I know they will eventually move on and I want to prepare them for what’s next.”

—Michelle Rotuno-Johnson ’12







*Frank Quinn '78*

## Generous Giving

OWU ALUMNUS FRANK E. QUINN '78 has donated \$500,000 for the creation of the Jon E. Sanger Endowment for Faculty Support. Quinn's gift also will support the University's Ohio Wesleyan Fund, LGBTIQ Resource Center, and President's Circle.

The new Sanger Endowment for Faculty Support honors Professor Jon Sanger, who taught botany-microbiology for 27 years before retiring in 1996. The \$375,000 endowment will provide support for faculty work related to the OWU Connection, the curricular initiative developed to enhance opportunities for students to link classroom theory with real-world practice and broaden their global experiences.

Quinn majored in botany-bacteriology while at OWU and has remained active with Ohio Wesleyan as an alumni-admission representative, volunteer career assistant, and member of the Alumni Board of Directors. He also is a member of the President's Circle. Quinn went on to earn his M.B.A. degree from Northwestern University after graduating from OWU, and is senior vice president of UBS Financial Services, Inc., an international wealth management, investment banking, and asset management company headquartered in Zurich and Basel, Switzerland.

"Frank Quinn found his passion at Ohio Wesleyan and never forgot the impact the University made on his life," says OWU President Rock Jones. "As we continue to enhance our facilities and expand our curriculum to include additional global-learning opportunities, we will rely more and more on our alumni and friends to help us fulfill our educational mission. He has set a wonderful example for everyone to follow."



**Don Raymond Gordon '70**, his wife, Annette, and daughter, **Caroline '05** came to campus in January to present a gift establishing the Lucy Hall Gordon Memorial Poetry Prize Fund. This gift is made in memory of his mother, who loved reading and writing poetry as well. Left to right: Professor of English Lynette Carpenter, **Don Gordon '70**, Annette Gordon, and **Caroline Gordon '05**.

## SAVE THE DATE!

### OWU to Host NCAA Track & Field Championships

Excitement continues to build for May 26-28, when Ohio Wesleyan's Selby Field and the George Gauthier Track will play host to the NCAA Division III men's and women's outdoor track & field championships.

Battling Bishop Athletics Director Roger Ingles anticipates upwards of 5,000 spectators per day on hand to watch the best of the best of NCAA Division III compete for nationwide supremacy, and Ohio Wesleyan alumni and friends are invited to be part of the excitement, either by watching from the stands, or in a more hands-on role by volunteering to be part of the championship event staff.

Additional information on volunteering for the track & field championships can be found on the Ohio Wesleyan website at <http://bishops.owu.edu/ncaatf/index.html>

# Staying Supportive of Stuy

**DR. MILDRED NEWCOMB '41** is the first to admit that Ohio Wesleyan transformed her life. And conversely, this alumna, a former student, administrator, and faculty member at OWU has, for several decades, enriched and illuminated Ohio Wesleyan's classroom and residential living environments for students.

Among Mildred's fondest OWU memories are the 11 years—1945-1956—during which she worked in Stuyvesant Hall.

"My title kept changing, from assistant dean of women to associate dean of women, to dean of freshmen, and then interim dean of women," recalls Mildred, an English major while at OWU. She moved on to receive her master's degree in Victorian English Literature at Indiana University, and, because of her OWU academic advisor, Professor Ruth G. Davies '27, came back to the University, first to work briefly at Monnett Hall before taking on her Stuyvesant Hall responsibilities. Mildred also taught one English course each semester under Professor Ben Spencer, in OWU's English department, and in fact, eventually obtained her doctoral degree, also in Victorian English Literature, from The Ohio State University in 1967.

Her career shift from the student personnel arena to a full professorship at OWU and English department chairperson—providing the intellectual expansion Mildred sought—never diminished those fond memories of her years spent in Stuyvesant Hall: The late night monthly house meetings in Stuy Smoker and those bunny slippers worn by the students; the beautiful parlor that overlooked the lovely Stuy courtyard; and the hall's many long corridors, not only connecting students to the world outside of Stuyvesant Hall, but to each other.

"This all was an important part of the bonding experience for students, and there was a great sense of community," says Mildred. When she retired from OWU in 1979 with the prestigious Bishop Herbert Welch Teaching Award in hand, Mildred also took with her a lifetime of fond Ohio Wesleyan memories and

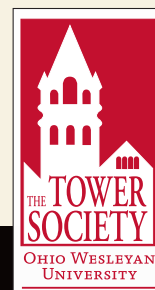


accomplishments—as well as the intention to stay connected to her alma mater.

Today, as a lively and engaged resident of First Community Village's Chelsea Building in Columbus, Ohio, Mildred brings her innovative ideas, teaching skills, and love for English literature to her neighbors in many ways. And as a member of Ohio Wesleyan's Tower Society, she remains connected to OWU.

"While my funds are limited, I can afford to leave something in my will to repay Ohio Wesleyan for all that it has given to me," says Mildred. "I can do this because I feel it is the right thing to do as a reflection of my love for OWU—and Stuyvesant Hall. Being a Tower Society member brings me back into the Ohio Wesleyan community."

*We invite you to be part of Ohio Wesleyan's future  
and make the University part of your estate planning.  
Support the Tower Society.*



**THE TOWER SOCIETY** <http://giftplanning.owu.edu> ✉ [giftplanning@owu.edu](mailto:giftplanning@owu.edu) ☎ (740) 368-3078



## Filling the Gap

THROUGH THE OHIO WESLEYAN FUND, ALUMNI, FAMILY AND FRIENDS ARE DONATING MONEY TO HELP STUDENTS AFFORD THEIR COLLEGE EXPERIENCE. WITHOUT THE SUPPORT OF ALUMNI, FAMILY AND FRIENDS OF OHIO WESLEYAN UNIVERSITY, THE OPPORTUNITY TO ATTEND COLLEGE WOULD BE NOTHING BUT A DISTANT DREAM FOR MANY STUDENTS.



“The Ohio Wesleyan Fund is meant to fill the gap between what students receive for financial aid and what they need,” says Interim Director of the Ohio Wesleyan Fund, Jayn Bailey. Last year, the fund committed nearly 1.1 million dollars to the scholarship fund. “It benefitted approximately 215 students,” she says.

Alina Ruzmetova '11 would not have been able to attend Ohio Wesleyan if it were not for this fund.

“Considering that it’s the largest proportion that covers my tuition, I wouldn’t be able to come here if it wasn’t for that grant. It was the deciding point influencing whether I would be coming here as a student or not,” she says.

Ruzmetova has played an active role in the OWU community. She is an International Studies and Economics double major. After graduating, she plans to do research and

continue her education by pursuing graduate work. She is Senior Class President, serves on the Wesleyan Council on Student Affairs (WCSA) class advisory council, is a Resident Assistant, a member of President’s Club, on the International Studies Programming Student Board, in the Debate Association and is an intern in the Academic Affairs Office.

During her time at Ohio Wesleyan, Ruzmetova has also studied abroad in Poland and received a Theory-to-Practice grant which enabled her and four other students to go to Bosnia this past summer. She is also fluent in three languages and has traveled to more than 25 countries.

If it were not for the Ohio Wesleyan Fund, students like Ruzmetova would not have the opportunity to attend the University. The amount students receive can range from \$1,000 to \$10,000, based on their need, says Bailey.

Students who receive aid from the fund are

encouraged to keep in touch with their donors.

“We arrange matches between students who receive the grant and alumni. The students write letters to alumni to thank them for their gift,” says Bailey.

“Alumni support is critical,” says Bailey. “Participation is key. Gifts of all sizes truly do make an impact on our ability to support and extend the outstanding liberal arts education we have here at Ohio Wesleyan. Without that support, we wouldn’t be able to support students like Alina. It takes everyone in the larger OWU community to uplift the University and uplift the students to their highest potential.”

—Kelsey Kerstetter '12

*For more information on the Ohio Wesleyan Fund, contact Jayn Bailey, interim director of the Ohio Wesleyan Fund at [jlbailley@owu.edu](mailto:jlbailley@owu.edu).*

## CALENDAR OF EVENTS

*The following is a listing of OWU alumni events around the country. These events offer alumni, families, and friends opportunities to network with fellow Bishops and to reconnect with OWU near your hometown. To RSVP for an event, please visit [www.owualumni.com](http://www.owualumni.com) or call (740) 368-3325*

### MARCH

#### March 18-March 20 — On Campus

Phi Gamma Delta, FIJI Pig Dinner Weekend

#### March 22 — Delaware, OH

Columbus Monnett Club at the Pritchard House

#### March 24 — Boston, MA

Young Alumni Reception

#### March 25 — Philadelphia, PA

Alumni Reception at the Philadelphia Museum of Art

#### March 25-March 27 — On Campus

Ohio Alpha Reunion, Phi Kappa Psi Sesquicentennial

### APRIL

#### April 1 — Dayton, OH

Night at the Funnybone

#### April 1 — Columbus, OH

Class of 2011-Dave & Busters Night

#### April 9 — Kansas City, MO

Kansas City Opera-The Marriage of Figaro

#### April 10 — St. Louis, MO

Joint Alumni-Admission Event for Accepted Students

#### April 12 — Columbus, OH

Central Ohio Service Night at the Mid-Ohio Food Bank

#### April 14-April 16 — On Campus

Alumni Board of Directors

#### April 15-April 17 — On Campus

Parents Leadership Council

#### April 15-April 17 — On Campus

Phi Union Weekend, Phi Delta Theta

#### April 30 — Columbus, OH

Columbus Monnett Club at ACC/Statehouse

### MAY

#### May 13-May 15 — On Campus

Alumni Weekend

Featuring reunion activities for all alumni with class years ending in "1" or "6". The Class of 1961 will celebrate their 50th Reunion

#### May 21 — On Campus

Team OWU/Marv Frye 5K

#### May 26-May 28 — On Campus

NCAA Division III Track and Field Championships

### JULY

#### July 7 — Greenwich, CT

Alumni gathering at Shakespeare on the Sound

### AUGUST

#### August 9 — Columbus, OH

Central Ohio Service Night at the Mid-Ohio Food Bank

### SEPTEMBER

#### September 30-October 2 —

#### Delaware, OH

Homecoming & Family Weekend

### OCTOBER

#### October 11 — Columbus, OH

Central Ohio Service Night at the Mid-Ohio Food Bank

If you are interested in coordinating an event in your city, contact the Alumni Relations Office at (740) 368-3325 or e-mail [alumni@owu.edu](mailto:alumni@owu.edu)

## 2011 OWU ZOO TOUR

### JUNE

#### June 4 — Washington, D.C.

#### June 5 — Philadelphia

#### June 11 — Boston

#### June 18 — Atlanta

#### June 19 — Cincinnati

#### June 25 — Toledo

#### June 26 — Columbus



### JULY

#### July 16 — Indianapolis

#### July 17 — Chicago

*Online registration is available at: [www.owualumni.com](http://www.owualumni.com), click on "Events"*

*The following listings were inadvertently excluded in the 2009-2010 Annual Report. Our sincere apologies are extended for our error.*

#### CLASS OF 1995

Douglas R. Smith II

#### MEMORY

Nora Davis Dickey '31

Gerald L. Dickey '60

Janet Sue Clause Williams '60

Gerald L. Dickey '60

#### HONOR

Richard D. Gordin '52

Gerald L. Dickey '60

John V. Mumma '60

Gerald L. Dickey '60

John G. Poulos '60

Gerald L. Dickey '60

Raymond M. Slabaugh III '63

Gerald L. Dickey '60



# Global Leadership in the 21st Century: From OWU to the United Nations

By Stephen Tull '82

Working internationally over 20 years, and in the United Nations for 15, I have witnessed many situations where the quality of life of individuals, even their survival, was decided by the choices of leaders in their community, their nation, or a land far away. The immediate reach of states, companies, organizations, and individuals now encircles the planet. Suddenly, entering the 21st century, the notion of global interdependence became a universally shared maxim. Every one of us is a global citizen, and some are leaders.

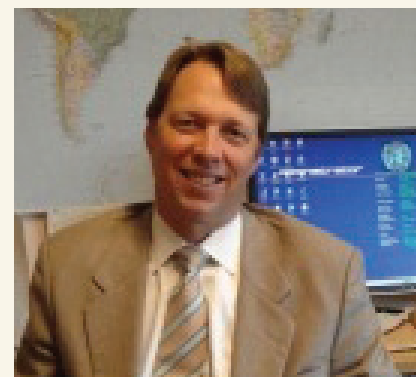
What, then, makes a good, or a bad, leader? Sometimes people think it is vision, decisiveness, or just having an air of authority. But these traits say nothing about outcomes, and individual leaders certainly are judged by the results associated with their leadership. Leadership, therefore, is not about directing people per se, but rather about getting things done, effectively and through teamwork. Also, “vision” seems too grand a word to ascribe to most leaders. Good ideas and good solutions usually evolve over time and through trial and error. They appear visionary only later. We want our leaders to have good ideas, but we need them to also be unafraid of taking calculated risks toward a better end.

I believe leaders are not born so much as formed over time through their experiences. It is a combination of nature and nurture, plus ultimately of being the right person for the task at the right time and place. This brings us back to OWU, and the University’s exploration and advancement of global leadership. Ohio Wesleyan is a small university in a small town in Ohio. Is this where one would look for future global leadership? Yes, there is no question about it, and that is because OWU provides a setting for a very high-quality liberal arts education. OWU has always produced globally minded and effective leaders. In today’s interconnected world, a liberal arts education is even more advantageous than ever.

OWU passes to its students a perspective of the world community that is essential for understanding and addressing global challenges. It instills classic-liberal values, stimulates curiosity, and reinforces an American commitment to progress. These derive from the charter and mission of the University, and they were put there with the aim of nurturing global leadership.

Beyond the doctrine and tradition, OWU maintains on campus a wealth of diverse, deep faculty and staff experience. Naturally, not all students are interested in tapping this wealth, but those who are have a fairly rare opportunity—as I learned from other university experiences after graduating from OWU.

The opportunities for self-development and the study



Dr. Stephen Tull '82

of global issues abound. These opportunities begin in the classroom and include exceptional access to faculty outside of the classroom, a concentrated international community of peers, and a range of opportunities for study abroad and practical fieldwork.

My path to the United Nations after graduating from OWU was not direct, but I can see now that OWU helped me set that path and I never really strayed from it. A

dear old friend recently confirmed this when she heard of my UN work: “Steve, you’re doing exactly what you told me you wanted to do when you were 20.” I could have gone more directly, but my advice to students considering an international career is to not rush toward your final goal; get yourself fully prepared for it first, with the skills and knowledge you will need to make the impact you envision.

For me, OWU 30 years ago was the right place and time for me to build and confirm my interests in international affairs, and in social and political activism. The impact of my professors, advisors/counselors, and some fellow students was profound and lasting. They directed and inspired me, through their teaching, coaching, and life examples. I am encouraged to hear that they still do this for the current generation of OWU students. And that is why I end these reflections with a tip of the hat to the faculty, administrators, and staff at OWU, many of whom themselves are global leaders and nurturers of leadership.

*Dr. Tull is the United Nations Resident Coordinator, Republic of Kazakhstan.*

**I believe leaders  
are not born so  
much as formed  
over time through  
their experiences.**

They've spent hours training to be the best.  
And now they're competing  
against the best.



COME SEE ATHLETES FROM AROUND THE COUNTRY

# 2011 NCAA Division III National Outdoor Track & Field Championships

May 26-28, 2011

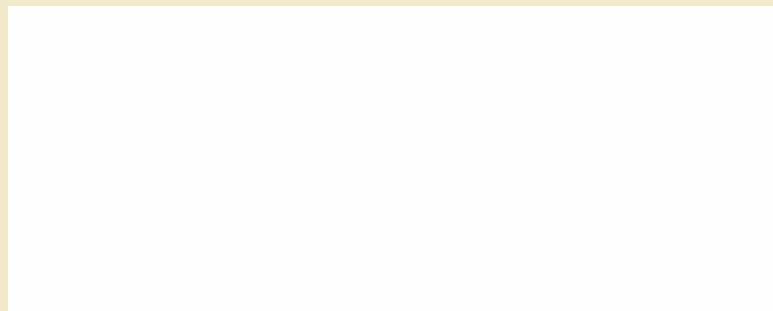
at Ohio Wesleyan's Selby Field and George Gauthier Track.





Ohio  
Wesleyan  
University

61 S. SANDUSKY STREET DELAWARE, OH 43015 [www.owu.edu](http://www.owu.edu)



*Alumni Weekend*

OHIO WESLEYAN UNIVERSITY 2011

[www.owualumni.com/aw2011](http://www.owualumni.com/aw2011)



ALUMNI WEEKEND

MAY 13-15, 2011

We Want  
To See You  
Back on  
Campus!



To find out more weekend details, visit [www.owualumni.com/aw2011](http://www.owualumni.com/aw2011).  
Online registration opened January 15 and continues until May 6, 2011.  
Additional reunion activities for members in classes ending in 1 and 6.