To: Faculty of the Arts and Sciences  Date: October 6, 1970

From: C. Grey Austin

Subject: PROPOSALS FOR ARTS AND SCIENCES H294 AND H594 HONORS COURSES AND SEMINARS

The Council on Academic Affairs has approved the above course numbers for special and interdisciplinary honors courses and seminars. Courses using these numbers must be approved by the Arts and Sciences Honors Committee, and will carry the attached description in the University Bulletin.

Specific information about the actual courses will be communicated to students through the Honors Newsletter. The maximum size for any class will be 25, and the proposal may designate a maximum of 15 if the course is planned as a seminar.

The Honors Committee does not have a budget to support these courses, but it will present a formal request to the department chairmen and deans for their budget support. The committee assumes that the instructor(s) proposing a course will have initiated budget and staffing discussions with the chairmen so that the course, if approved, will have a good likelihood of being offered.

Course proposals for the Spring Quarter, 1971, should be sent to the Arts and Sciences Honors Committee no later than November 15, 1970, and should include the following information:

- title
- credit hours (3-5)
- specific prerequisites
- syllabus
- statement of nature of course presentation and assignments
- instructor(s)
- textbook and reference list

The Honors Committee will request letters of approval from the department(s) of the instructor(s) and from all departments which may have directly related interests and will grant approval for the course only after concurrence has been given by all concerned. The Honors Committee will ask for an evaluation of each course upon its completion.

jt

Attachment
E294       U 3-5
Honors Course
Su, A, W, Sp
Prereq.: Open to students who meet instructor's stated prerequisites, and who are members of an Honors Program or who have permission of instructor.
Repeatable to a maximum of 15 cr. hrs.
Study of special or interdisciplinary topics at an introductory level.

H594       U 3-5
Honors Course
Su, A, W, Sp
Prereq.: Open to students who meet instructor's stated prerequisites, and who are members of an Honors Program or who have permission of instructor.
Repeatable to a maximum of 15 cr. hrs.
Study of special or interdisciplinary topics at an intermediate level.
Miss Ruth Elaine Kenworthy
804 South Warren Avenue
Columbus, Ohio

My dear Miss Kenworthy:

We have received your formal application for admission to The Ohio State University, together with an official transcript of your record. We are pleased to report that your application and credentials show you to be eligible for entrance.

It is a pleasure to admit you and we enclose a card of admission which will entitle you to enter the University. RETAIN AND BRING WITH YOU the card of admission to the College of Arts and Sciences.

Schedule cards will be issued as follows:

1. To students admitted to the Colleges of AGRICULTURE, ARTS AND SCIENCES, COMMERCE AND ADMINISTRATION, and EDUCATION, blank schedule cards will be mailed by the Registrar not earlier than August 1 for the Autumn Quarter and near the beginning of the quarter for the Winter, Spring, and Summer quarters.

2. To students admitted to the Colleges of ENGINEERING and PHARMACY, completed schedule cards will be mailed by the Registrar before the beginning of the quarter.

Fee cards will be issued with completed schedules by the Registrar.

We sincerely hope that you will find your work here both pleasant and profitable. If there is any further information we can give or assistance we can render to make your entrance more satisfactory, please do not hesitate to write to us again.

Very truly yours,

B. L. Stradley,
University Examiner

bb
THE OHIO STATE UNIVERSITY
COLLEGE OF ARTS, PHILOSOPHY, AND SCIENCE

IMPORTANT

Before entering upon the coming semester's work, read the following instructions with great care:

1. Your choice of subjects once approved, can be changed only within five days after the beginning of the first semester, and then only for reasons satisfactory to college officials.

2. A course will not be removed from your schedule on the plea that you are falling in it, that the instructor or the hour is unsatisfactory, or for any similar reason.

3. Preserve your schedule card carefully throughout the year. You will need it for your own protection

4. If you think you have an adequate reason for dropping a course, you must obtain a drop slip from the college secretary. Unless this is done, you will be marked "Failed" in the course discontinued.

5. If you are obliged to maintain yourself by outside work, you should not plan to take more than ten hours in your outside work, you should, for your own protection, secure the approval of the Dean or Secretary.

6. Failure to respond to a summons from the college office may result in suspension. The excuse that the summons was mailed to the wrong address will not be accepted, as it is the business of the student to keep his latest address on file.

7. The student is held responsible for compliance with all requirements and regulations published in the catalogue and student rule book. Read both carefully. Ignorance of the rules excuses no one.

8. Form the habit of reading every morning the Official Bulletin of the University, copies of which are posted in the corridors of all university buildings. The Bulletin announcements may be of vital concern to you.

9. When in doubt or in need of advice, consult the Dean or Secretary.

PRESERVE THESE INSTRUCTIONS. THEY WILL SAVE YOU TROUBLE.
In response to the question: “When did the College of Arts and Sciences begin?”

In President Walter Q. Scott's annual report of 1882 (page 20), it states that due to an increase in students, the Faculty organized the various departments into four "schools." The schools were: The School of Arts and Philosophy, the School of Science, the School of Engineering, and the School of Agriculture.

In President James Canfield's annual report of 1896 (page 27-28), it states that the "Faculty felt that the time had come to put the institution upon a true university basis." The University "was divided into six distinct and independent colleges..." The catalog (page 22) lists the colleges as the College of Agriculture and Domestic Science, the College of Arts, Philosophy and Science, the College of Engineering, the College of Law, the College of Pharmacy, and the College of Veterinary Medicine.¹

¹ Research done by Tamar Chute, University Archivist, on February 22, 2012.
College of Arts and Sciences Deans

1. Colleges of the Arts and Sciences: Steinmetz, Joseph E.: Executive Dean and Vice Provost: 7/1/2009 present
2. Colleges of the Arts and Sciences: Leitzel, Joan: Interim Executive Dean and Vice Provost: 8/1/2008-6/30/2009
7. Colleges of Arts and Sciences: Hall, Kermit L.: Executive Dean (also Dean of Humanities): 7/1/1996-6/30/1999

*Note: There was an Executive Dean of the Colleges of Arts and Sciences administrative role from 1968-2003. The position was rotated amongst the five colleges' Deans, who coordinated such functions as ASC advising, CIC, salary issues, etc.

(\textbf{Name changes to College of Arts and Sciences in 1929})

22. College of Arts: Denney, Joseph V.: Dean: 1901-1921

\textbf{Note that historical information was taken from university directories located at the University Archives. To be confirmed: no separate College of Arts and Sciences prior to 1901 within the University?}

Research compiled April 2010
By Everdeen Mason, student employee, ASC Executive Dean’s Office, for Katherine B. Margard

With thanks to Bertha Ihnat, University Archives, for assistance
COLLEGE OF ARTS AND SCIENCES

By

HAROLD K. SCHELLINGER

Foreword: This is the second in a series of articles on the Ohio State University's fine undergraduate colleges.

Universities are ever changing, responding to the needs of the public.

Those who brought about the establishment of Ohio State in the early 1870's, thought largely in terms of a school for training in the liberal, agricultural, and mechanical arts. Few had the vision then that the University would also become a great training school for business.

The "big business" era had not yet started then, but in later years as commercial activities increased, the need was felt for specialized training in this area. Out of this need has developed Ohio State's College of Commerce and Administration, which for several years has ranked as the largest school of commerce in the United States.

The commerce college itself was established in 1915, but long before that the beginnings of training for business had been in evidence here. As early as 1898 a two years' course preparatory to journalism had been given in the arts college. In 1918 the department of economics and sociology was established, since separated into the departments of economics, sociology, accounting, business organization, and geography, and the School of Social Administration. These departments make up the present College of Commerce and Administration.

The college has had only three deans—James E. Hagerby, who served from 1915 to 1920; C. O. Ruggeles, dean from 1922 to 1928; and Walter C. Weidler, who has now been dean of the college for ten years.

Indicative of both the increasing interest in business training and of the growing reputation of this college is its considerable enrollment. The year after the college was established, it had 94 students. Last year the college had 747 students, of which 226 were women.

Although the school of journalism is now included in the College of Arts and Sciences, training for this field was for many years in the commerce college.

The Better Student newspaper, established as a class in 1892, is intended to be a student-controlled publication, with all school life interested in a daily and serious in the manner of the department of journalism to serve as a laboratory for students of journalism. From this department have gone out hundreds of students to take their places in the newspaper world.

Perhaps in the field of commerce as in no other have the past few years been a challenge of the first order. Economic conditions have been, and continue to be, in this foreign. Faculty members must be on the alert to keep up with the almost daily changes in their fields, prepared to interpret up-to-the-minute happenings to an ever-interesting student body.

This college has extended its activities beyond the classroom by means of several extension agencies. In 1915 it established a Bureau of Business Research and the work of this agency in studying the trends of business and making its findings available to the commercial world has been well received.

Through the medium of commerce extension, the college has conducted classes in many Ohio cities for the benefit of business executives and others desiring to keep up with changing business methods. These classes have been discontinued during the past year or two for budgetary reasons, but steps are now being taken to revive them.

In the commerce college, as in the other undergraduate colleges at Ohio State, steps have been taken to help the students in every way possible in the solution of their problems.

Heading the program of helpfulness is Junior Dean C. W. Reeder, who also has been director of the University's annual Freshman Week for a decade. Although the college is large, Dean Reeder and his associates seek to give students the individual assistance needed in their varied problems.

Most of the activities of this college are continued in the Commerce building, but starting this fall the School of Administration will have a home of its own.

The new Social Administration Building is located just east of Lord Hall. It will provide this school with additional facilities badly needed. Enrollment has been growing rapidly as a result of greater national interest in social sciences and social work. Dedication is scheduled for November.
Drs. Fuller, Heckman Get Arts Posts

Dr. J. Osborne Fuller, professor of geology, is the new assistant dean of the University's College of Arts and Sciences, and Dr. Dayton E. Heckman, assistant professor in the political science department, has been named secretary of the Arts College.

Dr. Fuller was named to the assistant deanship to fill the vacancy created by the promotion of Frederic W. Heimberger to the deanship of the Arts College. Dr. Heckman will succeed Howard L. Hamilton, who resigned recently as secretary of the Arts College. Each of the new appointees will maintain his present faculty rank and will carry a half-time teaching load.

Dr. Fuller first joined the Ohio State staff in 1941, serving two years as instructor on the geology staff. He returned in 1946 as an associate professor in the geology department and received the full professorship in 1946.

A native of Chaumont, N.Y., he received his bachelor's degree from Lehigh University in 1934 and the doctor of philosophy degree from Columbia University in 1941.

Dr. Heckman, who holds three degrees from Ohio State, first served on the staff as a graduate assistant and assistant in the political science department from 1931 to 1935. He rejoined the faculty in 1947.

Arts Council Seeking Curriculum Revisions 17-Feb-66

By SHIRLEY CHRISTIAN

Arts College Council is seeking and investigating student suggestions for new courses and complaints about existing courses.

The complaints and suggestions are made to the council through questionnaires filled out by students. Questionnaires still are available in the office of the College of Arts and Sciences.

The project is part of the overall curriculum revision now in progress in the College of Arts and Sciences, said Larry Bigler, a junior in Arts, who as academic affairs chairman for the council is in charge of the investigation.

Courses Suggested

Among suggestions have been new courses in religions of the world and the influence of western religions on civilization, more offerings in world literature, additional computer science courses and a degree program in the field, and courses relating the physical sciences and the humanities, Bigler said.

After investigating course suggestions, Bigler said, his committee has sometimes found that such a course already exists or is being planned. For example, there were suggestions for a law course on basic rights, and the committee learned the political science department already is planning one, he said.

Other departments are considering the requests for new courses, he said.

Student Complaints

Among the complaints have been the relationship of credit hours to work required for courses and a lack of proper information on ROTC options. Some people have said they often must do too much work in some courses, considering the number of credits received. Bigler said others reported having enrolled in ROTC as underclassmen because they were frightened away from the alternates, which are upper level.

Some 250 questionnaires have been filled out so far, Bigler said, and about 10 additional ones come in each week. He said the committee is investigating the ideas and complaints very soon after a questionnaire is received.

Other Arts Council members on the committee are Rita Keefer, Rolle Thomas, Connie Schlegel, Patricia Watson, and John Keifer.
Contents

WHAT THIS IS ABOUT .................. Page 2

WHERE TO GET ADVICE .............. Page 2
   University Counseling Center
   The College Office
   Faculty
   The Placement Office
   Deans of Men and Women

FILING YOUR SCHEDULE ............. Page 3
   Two Curricula
   Mechanics of Filing

SCHEDULING REMINDERS .............. Page 4

CHANGING YOUR SCHEDULE .......... Page 6
   Adding Courses
   Dropping Courses
   Withdrawal from the University

CLASS MEETING HOURS ............... Page 7

SCHOLASTIC HONORS ................. Page 8

ARTS COLLEGE COUNCIL .............. Page 8

DISMISSAL POLICIES ................. Page 9

MAJOR PROGRAMS ..................... Page 9

DEGREE REQUIREMENTS .............. Page 10
   Bachelor of Arts Degree
   Bachelor of Science Degree

QUARTERLY RECORDS ................. Page 14

Revised September 1966
What This Is About

This booklet is written to help you to answer such questions as, “Where can I get advice? How do I get advice? How do I file my schedule cards? What major will I have? What are the requirements for a degree?” Many of your questions will be answered by the careful reading of these pages. More detailed information is available in the University Catalogue which is the official source-book for all students and should be read carefully.

Where To Get Advice

The University Counseling Center. The University Counseling Center is located in Room 10 of the Student Services Building. Any student of the University who feels a need for professional assistance with a vocational, academic, social or personal problem may consult confidentially with one of the psychologists on the staff. Through discussions with his counselor, the student is given help in his attempts to arrive at a better understanding of himself and his problem.

Occupational information and objective testing are available to supplement the discussions, if they are needed.

The College Office. In the office of the College of Arts and Sciences full-time counselors are available to help you plan and complete your college years as successfully as possible. After you have read carefully this handbook and your catalogue, you may discuss with a counselor your unanswered questions or problems. Referrals are made to other personnel services on the campus.

Faculty. Your instructors are best qualified to answer questions about any difficulties you may confront in your courses. Our University takes pride in a long tradition of emphasis on good teaching and friendly and close relations between the instructor and student. Do not expect your teachers to be available at all hours. Make an appointment with your instructor if you cannot see him during his regularly scheduled office hours.

The Placement Office. You are invited to consult the Placement Director in the College Office at any time during your college experience; but you should plan definitely to register there during the final quarter of your junior year. The record of this office in matching qualified graduates with attractive positions is outstanding.

Employers are very much interested in graduates in engineering, science, accounting, etc., but they are also increasingly interested in graduates with a broad training. Visit the Placement Office and get as much information as is available. In choosing your major, give due attention to your own interests and aptitudes. The subject matter field in which you decide to concentrate may be the area in which you will do your life's work; however, this is not always the case. Graduates in the humanities, for instance, often enter a wholly unrelated field of employment. Whatever your future job may be, you will find that ability to think clearly and to communicate will be important assets.

The Dean of Men and the Dean of Women. The offices of the Dean of Men and of the Dean of Women provide the most reliable and the most complete information about many matters of student concern, including housing, fraternities and sororities, as well as other extra-curricular activities. Staff members in these offices also will refer you to the most appropriate sources for many other kinds of information you may require. Both offices are located in Pomerene Hall next to Mirror Lake on Neil Avenue.

Filing Your Schedule

Two Curricula. Students must fulfill the curricular requirements as indicated on the check lists on pages 10 and 12 of this handbook. It is good practice to complete these course requirements as early in your program as you can manage. Most of them can be scheduled during your first six quarters. Keep a record of what you have done and what you have yet to do. Beginning on page 14 you will find quarterly record forms.

The Mechanics of Filing. Your schedule cards for each quarter will be available in the College Office on a specified day. Watch the LANTERN for the announcement by the Registrar. They must be completed by you and then returned to the College Office. Failure to file your schedule cards within the required time will result in penalties as explained in the Uni-
Scheduling Reminders

Schedule Load. A great many students make the serious mistake of believing that there is some merit in carrying a heavy schedule. What really matters is not the number of courses you take but the quality of your work. Even though you were to achieve satisfactory grades when taking a heavy load, you would not have had the benefit of time for extra reading, reflection, and discussion of what is presented in courses. High grades may not always be accurate measures of value to the student, and those who overload themselves with courses usually deprive themselves of the finest by-products of university education. The College of Arts and Sciences suggests that the student be guided by the following general principles in determining his maximum schedule load:

- 18 hours if he has a cumulative point-hour ratio of 2.25
- 19 hours if he has a cumulative point-hour ratio of 2.50
- 20 hours if he has a cumulative point-hour ratio of 3.00

Except in unusual circumstances, every student in the College of Arts and Sciences who is not enrolled as a part-time student (for six hours or less) is expected to be enrolled for a minimum of twelve or more credit hours. Definitions of minimum schedule loads are:

- 12 hours during quarters of intercollegiate athletic participation
- 15 total hours for Selective Service
- 16 hours exclusive of University requirements for normal progress toward a degree

Definitions of Class Standing:

<table>
<thead>
<tr>
<th>Class</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0-48</td>
</tr>
<tr>
<td>Sophomore</td>
<td>49-97</td>
</tr>
<tr>
<td>Junior</td>
<td>98-146</td>
</tr>
<tr>
<td>Senior</td>
<td>147-195</td>
</tr>
<tr>
<td>Fifth Year</td>
<td>196 and more</td>
</tr>
</tbody>
</table>

Required Courses. University requirements have been established for scheduling Health Education and Physical Education. Appropriate courses in these departments should be scheduled during each quarter until the requirements have been satisfied.

College requirements for both Bachelor of Arts and Bachelor of Science curricula are listed in this handbook, pages 10 through 13. Every student is advised to include not less than two required courses (exclusive of the University requirements) on each quarter's schedule.

College requirements include the University requirements in basic education at the first level and the second level as explained in the Catalogue. The first level requirements are designed to acquaint the student with the three basic areas of academic study: the humanities, the natural sciences, and the social sciences. Second level requirements consist of options, some of which are based on your choice of major.

Prerequisites. Students should note carefully whether they have the prerequisites for each course elected. If there are specific prerequisites for a course, they are listed in the description of that course as it appears in the University Catalogue. In addition to specified prerequisites, these general restrictions apply to all courses:

- 500 through 700 course numbers (except foreign language and mathematics) are closed to freshmen.
- 600 through 700 course numbers are closed to freshmen and sophomores.

Major Faculty Adviser. After you have officially declared your major field of study, it is well to consult with a faculty member in the department concerned before you file your schedule in the College Office. (See page 9 about filing of major programs.)

Incomplete. In no case shall a student who has received the mark of Incomplete be permitted to repeat the course in which this mark was given until this mark is removed. The only way an Incomplete can be removed is by substitution of a final letter grade. An Incomplete must be made up not later than six weeks following the quarter in which the grade of I was received.

Auditing a Course. Written permission of the instructor, the head of the department, and the Dean of the College is required in order to audit a course.

Repeating a Course. To repeat a course in which a student has earned a D grade, the student must have the approval of the Dean of the College. The
credit hours shall in no case be counted more than once in meeting graduation requirements. Both the failing grade, or the D grade, and the grade earned when the course is repeated are figured in the student's total point-hour ratio.

Honors Programs. For well-qualified students there are two opportunities. One is the Individualized Study Plan, another is the Degree with Distinction.

Freshmen and sophomores with a cumulative point-hour ratio of 3.30 or better are eligible to apply for the Individualized Plan of Study which offers the opportunity of arranging a degree program especially suited to their needs and abilities. Admission to the program after one quarter of residence is open to freshmen with a point-hour ratio of 3.50 or higher.

Juniors with a cumulative point-hour ratio of 3.00 and a point-hour ratio of 3.50 in the fields in which they propose to seek distinction may apply for admission to the Departmental Honors program.

If you qualify for one, or both, of these programs, you are encouraged to confer with a counselor in the College Office.

Maximum Hours in One Department. A maximum of 65 credits earned in one department may be accredited to the fulfillment of a Bachelor of Arts degree. A student may apply a maximum of 75 credits in a single department toward the Bachelor of Science degree.

An Application for a Degree. This must be filed with the Secretary of the College of Arts and Sciences during the third quarter before the date of graduation. This form is supplied at the College Office.

Registration and payment of fees are required of all students before the day designated in the University calendar which is printed in the University Catalogue. Failure to meet this requirement will result in penalties as shown in the Catalogue.

Changing Your Schedule

Two steps must be taken in order to effect any change in your schedule after it has been approved. First, you must secure written permission from the College Office to make a change; and second, you must file the record of the authorized change in the office of the Registrar. No change has been made until both steps have been taken. Changes include: adding courses, dropping courses, and withdrawal from the University.

Adding Courses. During the first week of a quarter (terminating with the Saturday after the first day of classes) you may be permitted to add courses at your request. It is accomplished by getting a change ticket from the College Office, filing it with the Registrar's Office, and paying the fee when that is required. During the week terminating with the second Saturday it is possible to enter courses only after the written approval of the instructor, the department chairman, and the Dean of the College have been secured. Courses may not be added after the second Saturday.

Dropping Courses. To obtain permission to drop a course, go to a counselor in the College Office and explain the situation which makes this seem necessary. The College Office may permit the dropping of courses after the first week of the quarter, but only by petition. Requests for withdrawal from a course will be considered in emergency circumstances beyond your control. Prolonged enforced absence, such as hospitalization, would be considered such a cause.

Until you have been given a change ticket and have taken it from the College Office to the Registrar's Office, you have not dropped the course.

Remember that your schedule card is somewhat like a contract. It is your responsibility to complete the courses which you have scheduled.

Withdrawal from the University. Absence from classes does not constitute a withdrawal. If you have good reason to withdraw, the College Office will honor your request. You must apply in the College Office for permission. Permission to withdraw will not be granted during the last two weeks of classes unless the reports of your instructors show that your record is satisfactory.

Class Meeting Hours

Changes in class sections or in class meeting hours can be made only in the department. Neither the College Office nor the Registrar's Office can effect such
a change. File your schedule promptly. If it is returned to you with hours changed, you may discuss the possibility of necessary revisions in hours with the department offering the course(s) involved.

Scholastic Honors

Your attention is called to the following scholastic honors with the hope that by careful planning and by making the best possible use of your time, some of them may be yours.

For selection for the freshmen scholastic honoraries, Phi Eta Sigma for men, and Alpha Lambda Delta for women, a point-hour ratio of 3.50 or better is required.

The local chapter of Phi Beta Kappa annually selects for membership in that organization seniors and recent graduates of the College of Arts and Sciences primarily on the basis of scholarship.

Students with a cumulative point-hour ratio of 3.50 at the time they graduate receive their degrees cum laude. Those with a cumulative point-hour ratio of 3.80 receive their degrees summa cum laude.

At the end of each quarter an Honor Roll is published, listing those students with point-hour ratios of 3.50-3.99, and 4.00 for the quarter. Letters of congratulation are sent by the Dean of the College to those students and their parents.

Arts College Council

The Arts College Student Council serves as a liaison between students, faculty, and administration in the College of Arts and Sciences.

An important project of the Council is the annual Scholarship Reception, at which students with outstanding academic achievement are honored. The Good Teaching Award is made to a chosen professor at this time.

Students with a cumulative point-hour ratio of 2.75 may petition for membership on the Arts College Council. Applications will be reviewed as vacancies occur since membership is limited. If you are interested in serving as a member of the Arts College Student Council, inquire about it at the College Office.

Dismissal Policies

Admission to quarters beyond the first quarter shall be conditioned as follows:

1. To the second or third quarter, attainment of a minimum point-hour ratio of 0.750 for the immediately preceding quarter;
2. To the fourth, fifth, or sixth quarter, attainment of a minimum cumulative point-hour ratio of 1.70 at the end of the immediately preceding quarter, or of a point-hour ratio of 2.00 or better, on a minimum of twelve quarter hours, for the quarter immediately preceding;
3. To the seventh quarter, attainment of a cumulative point-hour ratio of 1.900 at the end of the sixth quarter;
4. To the eighth or any subsequent quarter, a minimum cumulative point-hour ratio of 2.00 at the end of one of the student's two immediately preceding quarters.
5. A student should also be aware of the possibility of a "Special Action" dismissal whenever his preparation, progress, or success in his assigned work is deemed unsatisfactory. Such action may be taken when a student's work during a single quarter is unreasonably poor even though his cumulative point-hour ratio is satisfactory.

A student who fails to meet these scholastic requirements shall be dismissed from the University at the end of the quarter in which such failure occurs. Notice of dismissal from the University is sent by the Dean of the College both to the student and to his parents or guardian.

A student who fails to achieve a point-hour ratio of 2.00 on the work of any quarter is warned and his parents or guardian notified.

A transfer student with credit from another university is treated as though his entire residence had been at this University, but his point-hour ratio will be computed only upon work done at this University.

Major Programs

You must file the list of courses comprising your major field of study before the beginning of your eighth quarter. Bachelor of Arts candidates may file
at any time during the fifth, sixth, or seventh quarters. Students in the Bachelor of Science curriculum may file major programs at any time before they begin their eighth quarter. Sophomore students are urged to accomplish this project before they leave the campus in June.

The declaration of major is accomplished quite simply by completing a form that is available in the College Office. After you have declared your major, a check list of requirements will be prepared listing credits earned and degree requirements remaining to be fulfilled.

Take the check list which will be returned to you by mail to the office of the coordinating adviser whose name appears at the top of the form. He will assign you to the faculty member who will be your major adviser until the completion of your program.

You and your faculty adviser will determine, in conference, the courses by title and number which will comprise your major program. You will prepare a list of these courses in triplicate for his signature. He will retain one copy, you will retain one copy, and you will file a copy in the College Office. When this last named copy is filed with your record, you are eligible to complete registration for your eighth quarter.

Changes in your major program can be made only with written approval of your faculty adviser. Such changes must be filed in the College Office before the end of the third week of the quarter of graduation.

**Degree Requirements**

**BACHELOR OF ARTS Degree**

Date______________________________19___

Write in letter grade or X to show courses completed.

**Entrance Condition:**

American History, in High School ( ), or college course ____________________________

1. English Composition, 9 hours in freshman year:

English 416 (3)______________________________
English 417 (3)______________________________
English 418 (3)______________________________
Plus (Junior year) English 505 (5)*__________

*English majors substitute English 506 for English 505.

2. Foreign Language, "successful completion of the fourth regular University course or its equivalent" in one language.

Write in language:

_________________________401 (5) or equivalent______________________________
_________________________402 (5) or equivalent______________________________
_________________________403 (5) or equivalent______________________________
_________________________404 (5) or equivalent______________________________

3. History, fifteen hours:

History 421 (5)_______________________
History 422 (5)_______________________
History 423 (5)_______________________

4. Social Sciences, fifteen hours to be taken in the sophomore year, after History 423 (prerequisite), in any order:

Economics 507 (5)_____________________
Political Science 507 (5)______________
Sociology 507 (5)____________________

5. Mathematics, ten hours of college level mathematics*...__

6. Natural Science, fifteen hours in two science fields:

(a) Ten-hour sequence in biological (or physical) science*

Write in science courses (and credit)______________________________

(b) Five-hour course in physical (or biological) science*

Write in science course (and credit)______________________________

7. Humanities, fifteen hours. Courses to meet this requirement must be chosen from departments other than your major.

(a) Eight to ten hours in literature*

Write in literature courses (and credit)______________________________

(b) Other humanities in listed courses.*

Write in humanities courses (and credit)______________________________

8. Philosophy, five hours to be taken after the freshman year.

Philosophy 520 (5)___________________

9. The Major, forty hours or more of related course work, selected by the student and his faculty adviser. Courses must be numbered 500 or above. Minimum grade C must be earned in each course to be counted on the major. Declaration of the major may be made in the fifth, sixth, or seventh quarter of residence.

Write in your major:__________________________Date declared:________19___

**Major Courses**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>________________</td>
</tr>
</tbody>
</table>

**Electives**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>________________</td>
</tr>
</tbody>
</table>

*See College Section of University Catalogue for list of acceptable courses.
10. Second Level Requirements (Military, Air, or Naval Science or Alternative) ...........................................

11. Other Requirements:

(a) Physical Education

- Women: 421, 422, 423.............................................
- Men: 401, 402, 403.............................................

(b) Health Education 400..........................................

(c) Cumulative point-hour ratio 2.0 minimum.

(d) Completion of at least 196 total credit hours, not including credits indicated as not counting toward a degree, nor credits beyond 65 hours maximum in a single department.
Write in these credits earned:______________________ hours to date.

SEE THE COLLEGE SECTION of the UNIVERSITY CATALOGUE for complete and detailed information on requirements.

BACHELOR OF SCIENCE Degree

Date:________________________________________19____

Write in letter grade or X to show courses completed.

Entrance Condition:

American History, in High School ( ), or college course ..........................................

1. English Composition, 9 hours in freshman year:

- English 416 (3).....................................................
- English 417 (3).....................................................
- English 418 (3).....................................................

2. Foreign Language, “successful completion of the fourth regular University course or its equivalent” in one language.
Write in language:

- 401 (5) or equivalent...........................................
- 402 (5) or equivalent...........................................
- 403 (5) or equivalent...........................................
- 404 (2) or equivalent...........................................

3. Mathematics, ten hours in college level courses.*

- Mathematics.................................................. (5)
- Mathematics.................................................. (5)

4. Natural Science, at least thirty hours in three science fields.

(a) Ten-hour sequence in biological science*

Write in science courses (and credit)............................................

(b) Ten-hour sequence in physical science*

Write in science courses (and credit)............................................

(c) Other ten hours from listed sciences* must be in subjects other than those chosen for (a) and (b).

Write in science courses (and credit)............................................

5. Social Science, fifteen hours:

(a) History 402 (5) is required

(b) Other social science courses listed* Write in courses (and credit)

6. Humanities, fifteen hours:

(a) Eight to ten hours in listed* literature courses

Write in literature courses (and credit)

(b) Other humanities in listed* courses

Write in courses (and credit)

7. The Major, forty hours or more of related course work, selected by the student and his faculty adviser. Courses must be numbered 500 or above. Minimum grade C must be earned in each course to be counted on the major. Declaration of the major must be made no later than the seventh quarter.

Write in your major:______Date declared:___________19____

8. Second Level Requirements (Military, Air, or Naval Science or Alternative) ..........................................

9. Other Requirements:

(a) Physical Education

- Women: 421, 422, 423..........................................
- Men: 401, 402, 403..........................................

(b) Health Education 400..........................................

(c) Cumulative point-hour ratio of 2.0 minimum.

(d) Completion of at least 196 total credit hours, not including credits indicated as "not counting toward a degree", nor credits beyond 75 hours maximum in a single department.
Write in these credits earned:______________________ hours to date.

SEE THE COLLEGE SECTION of the UNIVERSITY CATALOGUE for complete and detailed information on requirements.

* See College Section of University Catalogue for lists of acceptable courses.

12
### Quarterly Records

<table>
<thead>
<tr>
<th>Quarter, 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Total...**

<table>
<thead>
<tr>
<th>Quarter, 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Total...**

<table>
<thead>
<tr>
<th>Quarter, 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Total...**

<table>
<thead>
<tr>
<th>Quarter, 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Total...**

<table>
<thead>
<tr>
<th>Quarter, 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Total...**
An honor code for students enrolled in the College of Arts and Sciences, which was to go into effect this quarter, will not be established immediately, according to C. Grey Austin, the new assistant dean of the college.

Austin, who replaced William B. Boyd as assistant dean, said he had not been informed of an honor code proposal.

The proposed honor code, which would set up a system in which the student would be responsible for his own academic honesty, was presented to Boyd Spring Quarter by Raymond F. Bourhis, a student, and Paul T. Rogers, a former member of the Arts College Student Council.

Honors Programs

It was decided by the Administrative Council that the honor code would be tried among students enrolled in honors programs in the undergraduate colleges this autumn.

Austin said the delay in implementing the honors code is due to the administrative change within the College of Arts and Sciences. He said the proposal was probably "lost in the shuffle."

He said steps would be taken to study the matter and establish the code as soon as possible.

G. Robert Holsinger Jr., dean of continuing education and a member of the Administrative Council, said there has been no change in the council's viewpoint concerning an honor code.

"It was understood when the resolution passed, that the individual undergraduate colleges would pursue it," he said.

Not Forgotten

He said he did not think the honor code in the College of Arts and Sciences had been forgotten. He added that the delay is probably the result of a change of deans.

The deans of the other four undergraduate colleges (the Colleges of Education, Engineering, Agriculture and Commerce) said they were unaware that such a proposal had been passed. No honor code is now being planned for the honors programs in any of the undergraduate colleges.

Dr. Arliss Roaf, assistant director of the College of Education, said an honor code could be worked into the design of the college's honors program, but it has not been suggested.

Paul T. Yarrington, assistant dean of the College of Engineering, said the resolution concerning the honors code was news to him. "This is not to say we aren't going to do anything about it, however," he said. "This is a departmental matter rather than a college matter. The deans can suggest such a proposal but the rest should be up to the faculty."

James R. McCoy, dean of the College of Commerce and Administration, said the college has done nothing official about an honors code.

"We've always had an interest in such a program, but the initiative for it must come from the students," he said.

Austin Ritchie, assistant dean of the College of Agriculture and Home Economics, said there are no honors courses in that college.

An honors code has been considered for more than a year. It was presented in a proposal to the Student Senate last Autumn Quarter and was unanimously approved.

Boyd said last Spring Quarter that he would write letters to students enrolled in the honors program of the arts college to explain the honor code and invite comment.

Boyd said then he saw no reason why the honor code would not work. He said this quarter's plans were the starting point and that eventually the honor code might be extended to the entire University.
OSU Faculty Favors Expanded Arts College

By DAVID LORE
Of The Dispatch Staff
[Text continues]

Ohio State University faculty members overwhelmingly in favor of a bigger and better College of Arts and Sciences in the coming OSU reorganization, it was confirmed Thursday.

John E. Corbally Jr., vice president for academic affairs, said nearly 150 letters from faculty members and groups have been received since the OSU Council on Academic Affairs asked for faculty opinion in December.

"Quite a majority of the letters support a larger College of Arts and Sciences instead of breaking it up," Corbally said.

Faculty views were solicited in connection with several campus reorganization plans being considered by the council.

These include the breaking up of the present Colleges of Arts and Sciences and Commerce, the creation of a larger arts college or the development of a series of smaller specialized colleges.

A NUMBER OF correspondents spoke of the need for schools located within colleges to have more freedom of action, Corbally said.

"Advocates of this position want such schools to remain under college organization, but with more control over curriculum and other matters."

Strong support was indicated for transferring the schools of art and music from the College of Education to either a new arts college or, possibly, a college of humanities.

IF THE COLLEGE of Arts and Sciences were to be scrapped, it would be replaced by new colleges in the humanities, physical, social, and biological sciences under current proposals.

Corbally said Thursday that a super-arts college would probably result in reduction or elimination of the College of Commerce.

CONSIDERATION, however, is being given to several new departments for commerce including a school of public administration recommended by the Ohio Board of Regents.

Also being investigated, Corbally said, is a new college of communicative arts, to include such varied fields as speech, theater, journalism, and possibly even architecture.

Students Get Seats In Faculty Senate

By DONALD L. COOK
Lantern Staff Writer

Student representation on a faculty policy making body will become a reality in the near future according to Mark Bookspan, Arts-4, president of the Student Council of the Colleges of the Arts and Sciences.

Positions are available for student representatives to the Senate of the Faculty of the Colleges of the Arts and Sciences, Bookspan said.

"We have been asked by the Senate to elect five students to sit among non-voting members of the Senate. Interested students are being asked to fill out petitions and turn them in to us for review.

"Representative Attitudes"

"We hope the program will appeal to students that are representative of the diverse attitudes on campus. We recognize that the conventional lines of action have not been open. Thus, we view the Senate's action as a step in the right direction," Bookspan said.

Physics prof. Phillip S. Jarren, chairman of the Senate, said that under the proposed procedure, the Student Council will elect five student members, from within or outside the Council, with the condition that the departments of the students' major programs, be distributed among all five of the colleges.

"This means that each college (Arts, Biological Sciences, Humanities, Mathematics and Physical Sciences, Social and Behavioral Sciences) in the Colleges of the Arts and Sciences will have at least one representative since the president of the Student Council is to be a member ex-officio."
For educational administration the University shall be organized into a Graduate School and sixteen Colleges. The following six Colleges shall comprise the Colleges of the Arts and Sciences: the College of the Arts, the College of Biological Sciences, the College of Humanities, the College of Mathematics and Physical Sciences, the College of Social and Behavioral Sciences, and the University College.

The other ten Colleges are: the College of Administrative Science, the College of Agriculture and Home Economics, the College of Dentistry, the College of Education, the College of Engineering, the College of Law, the College of Medicine, the College of Optometry, the College of Pharmacy, and the College of Veterinary Medicine.

(New Rule)

13.0105. Organization of the Colleges of the Arts and Sciences.

Section 1. The Colleges of the Arts and Sciences shall consist of (a) the six Colleges so designated by Rule 13.0101; (b) the Faculty of the Arts and Sciences as created by Rule 26.00; and (c) a Coordinating Council of Deans comprised of the Deans of the six Colleges and the Dean for Undergraduate Programs for the Colleges of the Arts and Sciences as created by Rule 13.0302.

Section 2. Although the six Colleges of the Colleges of the Arts and Sciences shall be administered separately by their respective Deans, and their Faculties shall have jurisdiction over College academic programs and the nature and content of courses offered, their related concerns shall be administered through the Coordinating Council of Deans. One of the members of this Council shall be appointed by the President to serve a four-year term as Chairman of the Council and shall be eligible for re-appointment.

Section 3. Student personnel services and student records for the Colleges of the Arts and Sciences shall be administered by the Colleges of the Arts and Sciences. (See Rule 13.0302)

Section 2
d. After consultation with the Chairman of the Departments within the College...

d. After consultation with the Chairman of the Departments and the Directors of the Schools within the College...

(New Rule)

13.0302. Dean for Undergraduate Programs for the Colleges of the Arts and Sciences.

Section 1. There shall be a Dean for Undergraduate Programs for the Colleges of the Arts and Sciences who shall be a member of the Faculty of the Arts and Sciences charged with implementing policies of such Faculty as set forth in Section 3 of this Rule. He shall be appointed by the Board of Trustees upon nomination by the President. Before making his nomination, the President shall confer with members of the Faculty of the Arts and Sciences.

Section 2. The Dean for Undergraduate Programs for the Colleges of the Arts and Sciences shall be a member of the Coordinating Council of Deans of the Colleges of the Arts and Sciences (see Rule 13.0105).

Section 3. The Dean for Undergraduate Programs for the Colleges of the Arts and Sciences shall implement policies of the Faculty of the Arts and Sciences with respect to the following:

a. Curricula and requirements for "untagged" baccalaureate programs.

b. Basic education requirements for all undergraduate students.

c. An honors program for the Colleges of the Arts and Sciences.

d. Counseling and record services and attendant procedures.

e. Coordination of student intercollege transfers.
Section 4. The Dean may, with the approval of the Faculty of the Arts and Sciences, appoint faculty committees from such Faculty to work with him in the implementation of those policy areas outlined in Section 3 of this Rule. Should there be established a curriculum committee of the Faculty of the Arts and Sciences, the Dean shall serve as its chairman, ex officio.

Section 5. The usual method of communication between the Dean for Undergraduate Programs for the Colleges of the Arts and Sciences and the President or the Board of Trustees shall be the same as for the Deans of the Colleges.

13.0305. Associate and Assistant Deans, Co-ordinators and other Officers.*

Each College, the Graduate School, and the Division of Continuing Education may have an Associate Dean, an Assistant Dean, a Co-ordinator or such administrative officers as are needed to carry out the program of the College or School. These persons shall be appointed pursuant to the procedures outlined in Rule 21.03 and shall be responsible to the Dean of their College, the Graduate School, or the Division of Continuing Education, as the case may be, and shall have such responsibilities and authorities as may be delegated to them from time to time by their Dean.

Each College, the Colleges of the Arts and Sciences, the Graduate School, and the Division of Continuing Education may have an Associate Dean, an Assistant Dean, a Co-ordinator or such administrative officers as are needed to carry out the programs of the respective units. These persons shall be appointed pursuant to the procedures outlined in Rule 21.03 and shall have such responsibilities and authorities as may be delegated to them from time to time by their Dean.

Each College and the Graduate School shall have a Secretary who shall be responsible for keeping the records of the College, including the minutes of all College (or School) faculty meetings. He shall be appointed pursuant to the procedures outlined in Rule 21.03 and shall have such additional responsibilities and authorities as may be delegated to him from time to time by the Dean. An Associate or Assistant Dean or other College or School officer may also be designated as the Secretary of the College or of the Graduate School. (See Rule 13.0501, Sec. 2 f, for Secretary of a School.)

Each College...Including the minutes of all College or Graduate School faculty meetings.... An Associate or Assistant Dean or other College or Graduate School officer may...

010

The President of the University shall be the presiding officer of the University Faculty. In his absence the duties of the presiding officer shall be assigned to the Vice President for Academic Affairs and Provost. In the absence of both the President and the Vice President for Academic Affairs and Provost, the duties of the presiding officer shall be assigned by the President to the Dean of one of the Colleges, the Dean of the Graduate School, the Dean for Undergraduate Programs for the Colleges of the Arts and Sciences, or the Dean for Continuing Education.

[New Rule]

26.00. Faculty of the Arts and Sciences

26.01. Membership.

The Faculty of the Arts and Sciences shall consist of all faculty members of the six colleges of the Arts and Sciences (see Rule 13.0105).
26.03. Powers.

The Faculty of the Arts and Sciences shall have jurisdiction over:

a. All programs for the "untagged" bachelor's degrees, subject only to approval by the Council on Academic Affairs and the Faculty Council. Such degrees shall be awarded...only upon the recommendation of the Faculty of the Arts and Sciences.

b. The basic education requirements for all programs in the Colleges of the Arts and Sciences, and joint responsibility for planning the basic education requirements for Colleges outside Arts and Sciences on a cooperative basis. Jurisdiction for the basic education requirements for Colleges outside Arts and Sciences shall lie with the Faculty Council through the Council on Academic Affairs, and not with the Faculty of the Arts and Sciences.

26.05. Meetings.

The Faculty of the Arts and Sciences shall meet upon call of the Chairman of the Coordinating Council of Deans or in accordance with rules established by the Faculty.

NOTES

29.01. Paragraph a adds "the Dean for Undergraduate Programs in the Arts and Sciences" to the ex officio list contained in Faculty Council approval on February 29, 1967, in virtue of the resolution of May 9, 1967 on academic reorganization.
ASC Faculty Senate OK's Student Voting Resolution

By KAREN LAMOREUX
Lantern Special Writer

Faculty Senate of the Colleges of the Arts and the Sciences approved a resolution Wednesday afternoon that asked for voting power for its six student members. According to an amendment in the Senate bylaws, which were approved earlier in this quarter, the students were able to discuss issues at meetings, but not to vote on them.

Axline Proposes Amendment

Andrew Axline, assistant professor of political science, proposed an amendment to the Senate bylaws Wednesday afternoon to give the students voting power. The Senate then adopted a resolution to present the amendment to the Colleges' faculty meeting Dec. 9. If the faculty approves the amendment, it will become a part of the Senate Constitution.

When Faculty Senate met earlier this quarter, it voted to have the Student Council of the Colleges of the Arts and the Sciences appoint student representatives to the Senate.

Six Students Appointed

After petitioning and being screened by Student Council, six representatives, one from each of the five colleges and the president of Student Council, were appointed to the Senate Tuesday. One student has withdrawn.

The appointed students are John C. Callihan, Arts-4; Richard Watkins, Arts-4; Karen Lamoreux, Arts-2; Anne Galvi, Arts-2; and Mark Bookspan, Arts-4, president of the Colleges' Student Council.

Seven students were also appointed to the various Senate committees. According to Senate bylaws, students on committees have the power to vote in committee meetings.

Faculty Senate was formed March 13 when the faculty of the Colleges of the Arts and the Sciences met and approved the Senate constitution. It designated that one representative from each of the 38 departments in the five colleges be elected to Faculty Senate. No student representation was provided for in the original constitution.

The constitution gives the Faculty Senate the power to formulate policies of the Faculty of the Arts and the Sciences in matters of common interest to the five colleges, subject to approval by the faculty.
Arts Faculty Likes Arts Council Study

The Faculty Senate of the Colleges of the Arts and Sciences voted Thursday to support "in principle," a study being conducted to formulate a plan of teacher evaluation by students in the Colleges of the Arts and Sciences.

The proposal passed with few dissenting votes after a discussion in which some concern was expressed that the evaluation results might be used incorrectly.

The proposal was presented to the Senate by Mark A. Bookspan, Arts-4 and president of the Student Council of the Colleges of the Arts and Sciences. Bookspan is one of the six student representatives on the Senate.

Bookspan said that three students and four faculty members are formulating the questionnaire to be used in the evaluation.

The Senate also adopted a set of minimum standards that students in the University College must follow, beginning next year, to gain entrance into degree programs in the Colleges of the Arts and Sciences:

- The student must have earned a minimum of 48 hours of University credit.
- The student must be eligible for admission to the next quarter, according to University rules.
- It is recommended that at least 15 hours be addressed to fulfillment of basic education requirements.
- All freshman English requirements must be complete.
- The applicant must declare a major program of study.
- However, admission to a major program may be probationary, subject to completion of prerequisites.

Council Opposes Senate Elections

The majority of the Student Council of the College of Arts and Sciences voiced their opinions against electing instead of appointing student representatives to the Faculty Senate of the college.

The election question was brought up by Mark Bookspan, Arts-4, student representative to Faculty Senate, at the Student Council meeting Thursday. Bookspan will present the Council's opinions at a Faculty Senate meeting, April 3.

Council members felt appointing representatives through a petition and interview method would be better.

Bookspan said Faculty Senate insists the selection of student representatives be democratic. They want to be sure the students are representative of the student body and feel that representation can only be accomplished through election, Bookspan said.

Philip Sannes, council treasurer, said the percentage of the student body voting in elections was so low that campus elections are not representative. "We want the selection to be democratic and wish that it could be on this campus, but not enough students are willing to run or vote in an election," Sannes said.

Bookspan said, "We (council members) feel that we can appoint student that would be more representative that those chosen through an election."

In other action, the council finalized plans for Focus '69, a faculty-student discussion, at 7 p.m. April 13 in the Main Lounge of the Ohio Union. Simon Dinitz, professor of sociology, Peter Simmons, associate professor of law, and William Lyell, assistant professor of East Asian languages, will be present to speak to students.

Student Council also approved the appointment of John P. Campion, Arts-3, Thomas A. Foreman, Arts-3, and Bookspan to the Faculty Senate Committee on Instruction, which is trying to resolve the problem of closed courses.
Faculty Raps SET Forms

The Faculty Senate of the College of Arts and Sciences (ASC) feels that the Student Evaluation of Teaching forms used by the University last Autumn Quarter were "too general, confusing, repetitious, placed too much emphasis on mechanical devices, and gave no information which could aid a specific instructor with his specific course."

In a report of a recent meeting of the senate to the faculty of ASC, the senate also said that it does support the idea of student evaluation of teaching and hopes it will continue after eliminating these shortcomings.

73 Questions

The original evaluation forms, which had 73 questions, were distributed in classes Autumn Quarter, and were to make it possible for a teacher to evaluate the actual progress he was making with his class.

The senate members said in their report that no goal was achieved by the evaluation other than "providing generalized statistics of questionable value for the university as a whole."

The senate recommended more than one form should be used for the 16 colleges and 84 departments of the University, subordinating the requirement of only one form for ease in computer analysis.

Half Rated Wrong

The original forms were all checked by computer. Due to a programming error, 50 percent of the course instructors were rated incorrectly, with professors who were evaluated strongly positive by the students appearing strongly negative on half the answer forms.

The senate specifically recommended the adoption of a more open-ended form where students could write responses to the course, developed by either the specific college or department, that the form be anonymous, that the statistical results of the evaluation be made available to the students, and that the evaluation be conducted periodically on a regular basis.

The topic of student evaluation, both past and future, is not listed on the prepared agenda of the general meeting of the faculty of ASC to be held Thursday, 4 p.m., 100 Hagerty Hall.
ASC 'Sub' Colleges
May Go Independent

By JULIA OSBORNE
La Verne Special Writer

The five "sub" colleges now part of the Colleges of the Arts and Sciences (ASC) could become separate colleges in their own right if the structure of ASC is revised as a reaction to Board of Trustees statements concerning student identity problems.

May 14 the board recommended a possible increase in decentralization of the University and a reassessment of the counseling and advising system, and recognized a need for an increase in the feeling of student identity with a college.

Deans of the five colleges now incorporated in the ASC federation, the Colleges of the Arts, biological sciences, humanities, mathematics and physical sciences, and social and behavioral sciences, believe there is a need for a feeling of increased identity for the students with each of their colleges. They feel some revisions, possibly a dissolution of the federation, should take place before Jan. 1, 1973, when the program is now scheduled to be reviewed.

Revised Curricula

Richard Bohning, dean of the College of the Biological Sciences, suggested that students would like to enroll directly into the "sub" college of their choice, rather than in ASC in general, and thus would have a greater feeling of identity with the college.

He said part of their curriculum would be developed by the ASC, and part of it would be more closely related to the specific college.

He said degrees would be given to graduating seniors by the deans of the individual colleges and the students would be listed in the graduation program by "sub" college rather than by ASC.

He added if a change were made to dissolve the federation the College of Biological Sciences will be ready, since their new building will have space for the counselors and record-keeping that would be necessary.

Student Identity

Lee Rigsby, dean of the College of the Arts, said while there is a need in general for increased identity of the student with his college, students in his college already have more identity with theirs than do most students in other ASC "sub" colleges, since they have advisors specifically in the arts area. He said he favored a "middle of the road" plan.

Charles L. Babcock, dean of the College of Humanities, said he felt the "sub" colleges have been working to solve the student identity problem within the current framework, and immediate dissolution of the federation need not be considered.

He said he would however, favor a reassessment of the ASC structure in the near future, but not now in light of the current situation.

Careful Revision

Geoffrey Keller, dean of the College of Mathematics and Physical Sciences, said he would favor a reorganization which would help the students have a stronger identity with their colleges, but is not convinced the federation has to be broken up to do this.

He said ASC may have to be revised, and agreed with Babcock that is must only be done after careful deliberation, and not done impulsively.

James Martin, acting dean of the College of Social and Behavioral Sciences, agreed that he was not ready to "dismantle" ASC, but said he would favor some individual changes within each of the "sub" colleges.

He said he has urged the faculty of his college to consider and discuss the problem of student identity within the college.

Herson Against Revision

Lawrence J.R. Herson, dean of undergraduate programs of ASC, felt that any division of the federation might bring into being five entirely different sets of curriculum and requirements.

He said he feels students in ASC now identify with departments, so there is no real problem of student identity.

He feels the current structure of ASC should remain until 1973, as was originally planned when this reorganization and creation of the five "sub" colleges occurred in 1968.
Arts College Council president criticizes decentralization study

By MARY PEPPERNEY and VICKI SCHMITZ
Lancaster Staff Writers

Rob Solomon is one of 9,700 students in the Colleges of the Arts and Sciences and he likes it.

This morning, as president of Arts College Council, Solomon will criticize Faculty Council's Committee of 26 as it finalizes plans for the long-awaited decentralization of the Arts and Sciences colleges.

"Liberal arts as an open curriculum may go out the window with decentralization," Solomon said.

"With decentralization you get pre-professionalization; students will be forced to come out as specialists," he continued.

Four years ago, plans to divide the largest college at Ohio State into five colleges were approved.

Since then, only the faculty has been divided, while counseling and scheduling remain under one office "to maintain the philosophy of liberal education," according to James A. Robinson, vice president for academic affairs.

However, the ratio of counselors to students is one to 800 or 1,000, Robinson added.

Faculty Council organized the Committee of 26 in June to study further decentralization possibilities because of a "concern to get better and more personal counsel and identification with the smaller units of the University than the Colleges of Arts and Sciences as a whole," according to Geoffrey Keller, dean of the College of Mathematics and Physical Sciences and committee chairman.

"I can't understand the committee's motivation," Solomon said.

"I will attack them on substantive grounds. They are trying to solve problems of relations between student and faculty, but they should have come up with plans to solve the problem in ways other than decentralization," he continued.

"Just to decentralize for the sake of decentralization is ridiculous," Solomon added.

Members of the committee, selected by President Fawcett, include two faculty members, two students from each of the colleges, the deans of each of the five colleges (arts, biological sciences, humanities, mathematics and physical sciences, and social and behavioral sciences) and Lawrence Herson, dean for undergraduate programs of the Colleges of the Arts and Sciences.

According to Rose Marie Hackett, biological sciences senior from Middleport and committee member, the 26 first heard testimony from campus officials, including Kenneth L. Bader, dean of students; C. Grey Austin, dean of Arts Colleges Honors Program; Timothy Sheeran, former undergraduate student government president; and Vice President Robinson.

"Arts College means nothing; students have little chance to know the faculty," Miss Hackett said.

The testimony and ideas from subcommittees are being compiled into a report. Miss Hackett estimated the committee may meet for only two or three more meetings.

The final report will be given to Faculty Council in November.

Solomon says he plans to oppose the report regardless of what it may say.

"If the report is not fair, I will ask that it be reconsidered. If it is fair, I will still try to raise some fuss—there has not been enough input from the students," Solomon said.

Although the meetings have been open, Solomon said there was no place in the proceedings for a spectator to speak.

He also charged the committee with "politicizing" and carrying out "personal feuds."

"Whether you agree or disagree on decentralization, you have to admit that it will have an affect on Arts students. The student body should have been educated and then student input should have been welcomed through the whole process of meetings," he said.

Spurred by Solomon, Arts College Council passed a resolution Thursday, against the Committee of 26.

The resolution said the Council was "dissatisfied" because Arts students had not been informed about the committee's activities that few Arts students know that decentralization is being considered; that Arts students should be informed of both the pro and con of decentralization; and that Arts students should have the opportunity to express their opinions on the subject, which is "more important than an early report to Faculty Council."

According to committee chairman Keller, several approaches to decentralization have been discussed: assigning counselors to each of the five college offices; strengthening the faculty advisor program; decentralizing Arts Honors Program; and establishing a vice-provost who would report to the vice president for student affairs.

Dean Austin agreed that if the colleges were completely divided, there would be no choice but to divide honors.

"But if the colleges took their responsibility for honors as seriously as Arts has, this could increase the availability of courses and academic advice," he said.

Arts honors has 1,000 students, which "is too large for one program," Austin admitted.

The decentralization report, once approved by Faculty Council, will go to President Fawcett who must submit it to the Board of Trustees for final approval.
Opinions to be sought on Arts College split-up

By LESSOMOGYI
Lantern Staff Writer

Faculty Council's Committee of 26 decided to publish a tentative draft of its recommendations to decentralize the Colleges of Arts and Sciences during its meeting Monday.

Geoffrey Keller, dean of the College of Mathematics and Physical Sciences and committee chairman, said the committee will invite faculty and student councils in the Arts Colleges to express their opinions of the tentative recommendations. A final report will then be submitted to Faculty Council for approval in November.

Undergraduate dean
During the meeting, Louis DeHayes, member of the committee representing the College of Mathematics and Physical Sciences, recommended that the title of Vice Provost for Arts and Sciences also be expanded to include "dean for undergraduate programs."

He said he felt the change was necessary because in a final approval of the report Faculty Council may eliminate the vice provost position.

The committee then debated nearly an hour on what the official title should be but none was decided upon.

Opposition
Following the meeting, Ro Solomon, president of the Arts College Council, repeated his opposition to the decentralization program.

He said that the most logical way to approach the matter would be to study the problems of student identification, student-counselor and student-faculty relationships.

The Committee of 26 was organize in June by the council to further study the decentralization program of the Colleges of the Arts and Sciences approved four years ago by the Administration.

If approved, the five constituents of the college will each become an autonomous college.

In the rough draft, the committee recommends that the new decentralized system be phased in gradually, becoming fully operational during Spring Quarter 1971.

Vice provost
A position of a vice provost for Arts and Sciences is also included in the present recommendations. The vice provost would coordinate the functions of the constituent colleges.

Mark P. Morford, chairman of the classics department and committee member, said the establishment of a vice provost was essential for keeping the curriculum of the respective colleges from becoming too professionalized.

Solomon said the current report of the Committee of 26 does nothing about studying these problems.

"This is why I feel they want to decentralize for the sake of decentralization," he said.

Mary McFadden, a student member of the committee, said publishing the rough draft of the proposal hopefully will result in more student input into the recommendations.

Open hearings to be held on ASC break-up issue

16 Oct '70

The Committee of 26 will hold open hearings to discuss the decentralization of the Colleges of the Arts and Sciences (ASC) Wednesday and Friday next week from 7-10 p.m. in Hitchcock Hall 31.

The committee's report, recommending autonomy for each of the five ASC colleges, will be available Tuesday.

Copies may be obtained from Mrs. Julia Marine, assistant dean and secretary, ASC, 141 Denney Hall.

Those planning to testify should contact Mrs. Marine's office to schedule an appearance. Ten minutes will be allowed for testimony and five minutes will be reserved for questions by the committee.

Written testimony may be submitted through Mrs. Marine's office.
Revisions in Arts’ Curriculum Planned

By JULIA OSBORNÉ

Eastern Special Writer

A major revision of the curriculum in the College of Arts and Sciences may soon come about.

A recent report of the Curriculum Committee of the college said a new program would allow students considerable flexibility in fulfilling curriculum requirements.

Lawrence J. R. Herson, dean for undergraduate programs in the college said the new programs would represent changes in present courses now being offered.

After completing this course, the student would take another five-hour course from either the area of writing, literature, or rhetoric and persuasion.

Understanding Skills

These courses would complete one-sixth of the courses in the Liberal Arts core.

Other components of the core would consist of understanding skills of analysis and interpretation, a study of man in his environment, and man’s humane achievements.

The course on contemporary man in the historical stream would include a five-hour history course followed by ten hours of nonwestern and pre-contemporary history. Courses included here would be history and classics courses.

Biology, chemistry, physics, geology, and astronomy would be included in the section called man’s environment. Either 15 or 20 hours would be required.

Students would take 15 hours dealing with man’s environment. Courses would come from an institutions group including sociology, political science, and anthropology; a systems group including economics and geography; and a behavior group including psychology, anthropology, and speech.

Eighteen to 20 hours would be required in the area of man’s humane achievements. Courses that would fulfill this requirement would include comparative literature, English, art history, music, philosophy, classics, and any literature offered in translation by any language department.

This liberal arts core is one-third of a curriculum including also the major program and a group of patterned electives labeled as thematic clusters. Still under consideration is the foreign language requirement.

The report of the committee says it hopes to alleviate the closed course problem and allow students a greater flexibility in scheduling with a revised program. It also hopes to foster greater participation in teaching introductory courses by faculty members rather than graduate assistants.
THIS IS ONLY A DRAFT REPORT

DRAFT REPORT ON DECENTRALIZATION OF THE ARTS AND SCIENCES

TO: Members of the Faculty of the Colleges of the Arts and Sciences, Students enrolled in the Colleges of the Arts and Sciences, Other members of the University who may be interested.

FROM: The Committee of Twenty-Six.

SUBJECT: Hearings on the subject of decentralized counseling, advising, and enrollment of students in the Colleges of the Arts and Sciences.

The Committee of Twenty-Six has been appointed by the President to study the possibilities of decentralization of the Colleges of the Arts and Sciences. The Committee has been given a broad mandate to consider all aspects of the problem of decentralization, including the organization of the Colleges, the distribution of faculty and staff, the allocation of resources, and the development of new programs.

The Committee is seeking the advice and assistance of all members of the faculty, students, and staff in the Colleges of the Arts and Sciences. It is important to note that the Committee is not seeking to make decisions on these matters, but rather to gather information and recommendations from the members of the University community.

The Committee has scheduled a series of hearings to be held during the spring semester. These hearings will be held in various locations throughout the University, and will be open to all members of the University community.

The Committee welcomes all suggestions and comments on the subject of decentralization. Any comments or suggestions should be directed to the Committee at its office in the University Center.

Sincerely,
The Committee of Twenty-Six
Resolution to ask committee of 26 to make changes

A resolution asking the Committee of 26 “to re-examine and make substantive changes” in its current proposal on the decentralization of the College of Arts and Sciences will come before Student Assembly tonight.

Among other issues, the Assembly will also be asked to authorize fund raising projects for the defense of those indicted by the Kent Grand Jury for their alleged activities during last spring’s strike there.

The meeting is scheduled for 7:30 in Room 203 of the Law Building.

The decentralization resolution will be introduced by Joe Tollever, director of academic affairs and a critic of the current draft proposal.

“The report does nothing more than outlining the plan for decentralization,” Tollever said. “But, it gives no reasons why decentralization is necessary.

“The proposal does not provide adequate safeguards for a wide based liberal arts program.”

Tollever also charged that the committee did not seek out a variety of student opinion and did not keep students adequately informed as they proceeded with their work.

ASC split draws criticism at hearing

By SUE GILLER
Lansing Special Writer

Testimony critical of the proposed decentralization of the Colleges of the Arts and Sciences (ASC) by next Spring Quarter was heard by the Committee of 26 at the first of two open hearings.

The four persons who testified said their mutual concern was that the liberal arts curriculum would be lost with decentralization.

Tim Kotyuta, a junior, said he transferred to Ohio State from General Motors Institute because he wants the opportunity to sample a variety of courses. With decentralization the departments will become too specialized, he said.

Draft released

The draft of the decentralization proposal released this week by the Committee of 26 recommends that each college become autonomous, having its own college secretary, counselors, records and facilities.

Richard Behning, dean of the college of Biological Sciences, said under decentralization the liberal arts curriculum will be preserved by the Council of Deans and the vice provost. Their function will be to coordinate the undergraduate programs for students in the five autonomous colleges.

Pat Wuichet, graduate student and academic adviser for University College, said the problems of ASC can be solved without a separation of the colleges.

Solution not considered

The committee has only investigated the possibility of decentralization. “It has not considered whether this solves the problems,” Miss Wuichet said.

The problems, she said, include the need for a strengthened counseling staff, good faculty and a well-rounded curriculum.

Instead of decentralizing counseling, the student counselor ratio should be lowered to 300 to 1, she said.

Ratio 660 to 1

The present ratio is 660 to 1. The committee draft proposes to lower the ratio to 660 to 1.

Miss Wuichet approved of the faculty adviser system.

Vincent Kleary, associate professor of Classics said provisions should be made to have no more than 25 students assigned to a faculty adviser.

He also said the duties of vice provost should be clarified to prevent the five colleges from over-specializing because of lack of coordination.
Council president charges proposal fails to analyze need for ASC split-up

26 Oct 70

By SUE GILLER.
Lantern Special Writer

The first draft of a proposal to decentralize the Colleges of the Arts and Sciences (ASC) by Spring Quarter, 1971, does not analyze the need for decentralization, Rob Solomon, president of the ASC Student Council, said at a public hearing on the proposal Friday night.

The proposal sets up five autonomous colleges to provide student identity within smaller units, better counseling and faculty advising.

Solomon said ASC students would not identify more with one college than they do now. Students identify with their own department, he said.

"Division Dangerous"

Division of the colleges will endanger the continuation of a liberal arts curriculum at Ohio State, Solomon said.

The hearing was one of a series scheduled to continue tonight from 7:30 to 10 in Hitchcock Hall.

Under the decentralization proposal, members of the faculty of the Arts and Sciences would have jurisdiction over undergraduate programs. The position of vice provost would be created to "coordinate" the programs of the five colleges.

Deans of each of the colleges, rather than the ASC undergraduate dean, would have the power to waive requirements.

Faculty Control Lost

Phillip Jastram, professor of physics, said the dean's power to waive course requirements would take over the faculty's control of curriculum.

The undergraduate dean is an executive officer of the faculty and now acts in the interests of the Colleges of Arts and Sciences when making waivers, Jastram said. The title of undergraduate dean does not appear in the decentralization proposal.

Jastram said the decentralization proposal goes against the faculty decision of 1967 to set up the Colleges of the Arts and Sciences as a five-year experiment.

"College Illiberal"

John Champlin, associate professor of political science, said the autonomous colleges would be "illiberal, narrow and confining."

The position of vice provost would lack resource for control and thus the five colleges will act seperately, he said.

If decentralization is absolutely necessary, the vice provost should have a budget and the power to initiate, implement and veto programs, Champlin said. "But I still prefer one College of Arts and Sciences," he added.

The proposal also recommends each college have its own secretary, counselors, records and facilities "to provide services which are as responsive as possible to student needs."

"Decentralization Unnecessary"

Solomon said many improvements to the services of the Colleges of Arts and Sciences can be made without decentralization.

Counseling can be improved by adding more counselors. This would do more to change the counselor ratio than decentralizing, he said.

Decentralizing the student records would create more "red tape" and the need for more clerical personnel.

Faculty Advising Possible

He also said faculty advising is possible under the present system.

Solomon spoke independently, but said "many of the same views and questions would be voiced" by the ASC student council members.

He said the committee should "indefinitely defer the action of decentralization and ask Faculty Council to set up a committee to investigate the needs of the colleges."
Spring ASC decentralization advised

By SUE GILLER
Lantern Special Writer

The Faculty Council's Committee of 25 recommended Spring Quarter, 1971, as the effective date for the decentralization of the Arts and Sciences colleges Monday.

In a 14-page report released to faculty and available to students in Denney Hall, Room 141, the committee recommended decentralization "to provide services which are as responsive as possible to student needs."

Open hearings to discuss the decentralization plan are scheduled Wednesday and Friday from 7 to 10 p.m. in Hitchcock Hall, Room 131. Those wishing to testify should contact Mrs. Julia Marine, assistant dean and secretary, Colleges of the Arts and Sciences (ASC), to schedule an appearance.

Winter registration

To implement the decentralization for Spring Quarter, the report proposes Winter Quarter registration cards be coded and separated by the college in Denney Hall.

After registration the records will be kept in the individual college offices.

Under the proposal, each college would have its own college secretary, counselors, records and facilities. Faculty advisers at the college and department level are also recommended.

600-to-1 ratio

The committee proposed the student-counselor ratio should be 600-to-1. In the colleges of Arts and Sciences currently the ratio is 660-to-one.

The position of vice provost of ASC is proposed "to coordinate the implementation of policies of the faculty members of the Arts and Sciences." This position will also take over the functions of the dean for undergraduate programs.

The Committee of 26 is comprised of two students, two faculty members, the deans from each of the colleges—Arts, Humanities, Biological Sciences, Social and Behavioral Sciences and Mathematics and Physical Sciences—and Lawrence J. Her- son, dean of undergraduate programs.

Critic speaks

Rob Solomon, president of the ASC College Council and a critic of the decentralization plan, told the Lantern there was not enough student input on the proposal.

"Open hearings should have been held all along," he said. "It's too bad they are just at the end."

Solomon also said he is not sure there is a need for decentralization, but hopes the committee will correct the weaknesses of the proposal like the loss of the Arts and Sciences as a curriculum.

Miss Ann Wrigley, ASC counselor, said the separation of colleges may make it difficult for students to change majors because it will also mean transferring to another college.

Students in pre-professional programs may have difficulty getting counseling with decentralization, she said.

The division of the colleges will give the student an identity with a smaller unit than the Colleges of Arts and Sciences as a whole, according to Geoffrey Keller, dean of the College of Mathematics and Physical Sciences and committee chairman.

The division of the Colleges of Arts and Sciences was formulated four years ago. Only the faculty was separated and the counseling staff remained in central offices in Denney Hall.

The Committee of 26 proposal will be presented for approval to the Faculty Council in November.
Decentralization deplored, lauded

By SUE GILLER
Lansdowne Special Writer

The United States has enough experts; it needs people with a liberal education, Clayton Roberts, professor of history, said at the last in a series of open hearings concerning the proposal to decentralize the Colleges of the Arts and Sciences (ASC), by Spring Quarter 1971.

The Committee of 26, appointed by Faculty Council to draft a decentralization proposal, will meet tonight at 7:30 p.m. in 161 Denney Hall to discuss testimony relating to the proposal.

The proposal recommending formation of five autonomous colleges with separate college secretaries, counselors and records will be presented to ASC Faculty Council in November.

Wording of the proposal gives the five colleges power over curriculum and thus does away with liberal arts, Roberts said.

Give special degree

If there are to be special curricula, a professional or "tagged" degree should be given. A Bachelor of Arts or Bachelor of Science is specifically for a liberal arts education, he said.

Richard Bohning, dean of the College of Biological Sciences, said the faculty have control over the curriculum. "Decentralization will not take the power over curriculum from the faculty—it will be left as it is," he said.

A vice provost for arts and sciences will be chairman of the curriculum committee under the proposal. But his function is only to "coordinate" the curriculum, Roberts said.

Only if each college is making its own curriculum does the vice provost need to "coordinate" programs between the five colleges, he added.

Roger Gray, assistant to the dean of University College, said, decentralization must be separated from the other recommendations of the committee.

Investigate need

Although the committee was charged "to make recommendations by Autumn Quarter concerning decentralization" Gray said, it should have investigated the need for decentralization.

He said a decrease in the ratio of students to counselors can be changed without decentralization.

John Briggs, professor of Biological Sciences, said he favors the report of the committee of 26.

The College of Biological Sciences was an autonomous college before it became part of the Arts and Sciences federation. Briggs, who was acting dean of the college, said the autonomous college was able to give the students better service.
Committee of 26 approves final plans for ASC decentralization

30 Oct 70
By SUE GILLER
Eastern Special Writer

The Committee of 26 approved final plans for the decentralization of the Colleges of Arts and Sciences (ASC) at a meeting Wednesday night. The proposal will be presented to Faculty Council on Nov. 10.

Several members of the committee have indicated a minority opinion report will be released with the proposal.

The committee also recommended Faculty Council defer action on the decentralization proposal to comply with ASC Faculty Senate's request for time to critique the document before its adoption.

Testimony from the open hearings was reviewed Wednesday to eliminate some criticisms of the proposal.

Several witnesses said the definition of a new vice provost position was too vague. The committee added to his responsibilities a position on Faculty Senate. The Senate controls the curriculum for the five colleges.

The vice provost also was given the power to "implement" programs, rather than just "coordinate" them.

The committee changed its recommendation concerning the desired "student to counselor" ratio. It now recommends additional counselors be hired to achieve the ratio of one to 300. Presently there are 860 students to one counselor in Colleges of Arts and Sciences.

Another recommendation said the ratio of students to faculty advisers should be 25 to one. In the previous draft no ratio was written.

The final proposal will be released today and the Committee of 26 will meet at 4:30 p.m. in Dentey Hall 161 to review it.

Lawrence J. Herson, dean of undergraduate programs, said he will not sign the proposal because he is not sure decentralization will answer the problems of the Colleges of Arts and Sciences.

Ben Trotter, a student member of the committee, said the report is on shaky ground because it has not explained the need for decentralization. He said he will not sign the existing report.

Richard Bohning, dean of the College of Biological Sciences, said the committee's charge was to present a feasible plan for decentralization.

Bohning, who introduced the motion to set up the Committee of 26 in Faculty Council, said Faculty Council will decide whether decentralization is necessary not the committee. "There is no place for a minority report," he said.

Irwin Udell, a student member of the committee, said, "I might agree this is a feasible plan, but I don't think it's a good idea."

He also said the committee should have explored the problems of the colleges more.

Geoffrey Keller, dean of the College of Mathematics and Physical Sciences, and the committee chairman said, he hopes those dissenting will not withdraw support from the entire document.

The minority report should stress only those areas of disagreement, he said.
Report knocks decentralization

By SUE GILLER
Lantern Special Writer

A minority report condemning both the procedures and conclusions of the proposal to decentralize the Colleges of Arts and Sciences (ASC) will be released today, Mary McFadden, student member of the Committee of 26, said Sunday.

The minority report, together with the decentralization proposal, will be sent to all faculty in preparation for the Faculty Council meeting Nov. 10.

Miss McFadden said the committee was never able to agree upon its responsibilities. She said the need for decentralization was never discussed—it was just assumed from the outset that decentralization would take place.

Faculty Council had requested the committee “make recommendations by Autumn Quarter concerning decentralization.”

Breakdown

The committee proposal sets up five autonomous colleges—Behavioral Sciences, Biological Sciences, Humanities, Mathematics and Physical Sciences and Arts—each with a college secretary, counseling offices, records and facilities.

Ben Trotter, student member of the Committee of 26 also worked on the minority report. He said the committee never interviewed counselors or record clerks to see if decentralization would be beneficial to students.

“This is an utterly ridiculous way to approach the problem,” Trotter said.

The minority report also addresses the issue of student-counselor ratio.

The committee proposal recommends the ratio be 300 students to one counselor.

Miss McFadden said decentralization will not affect the ratio, hiring more counselors will. This can be done under the present system, she said.

Counselors specialists

The Committee of 26 proposal recommends counselors be specialists for the college in which they work. Miss McFadden said this will be detrimental to students who want to change majors or are in pre-professional programs.

The proposal states decentralization will give students a better body to identify with than does ASC.

Miss McFadden said, “There is no evidence that students will identify with colleges. If anything they identify with their department.”

The minority report ends with a caution against structural change for its own sake: “Any change must consider students’ needs.”

Larry Udell, student member of the Committee of 26, said he will not sign the proposal.

Lawrence H. Herson, dean for undergraduate programs, earlier said, “Temptation looms very strongly to disassociate myself from the proposal.”

However, at the committee’s last meeting, Herson requested the proposal state that not all members support all the committee’s recommendations.

Minority criticizes ASC division

By SUE GILLER
Lantern Special Writer

A minority report criticizing decentralization of the College of Arts and Sciences was released Monday with final revision of the Committee of 26 proposal.

The report, drafted by three of the 10 student members of the committee, charged that the decentralization proposal did not examine the needs of the colleges.

Mary McFadden, a student member said decentralization was the only solution discussed.

The report stated testimony was not solicited from persons who will be directly affected by decentralization. The report added two deans, one vice-president, two students and one faculty member were the only persons asked to advise the committee.

Wide-spread criticism

Open hearings were held after the committee had voted upon all but the final draft,” the report said.

Larry Udell, a student member of the committee, said the open hearings showed wide-spread criticism for the decentralization proposal. This should have been incorporated in the final document he said.

An undergraduate Student Assembly resolution questioning the committee’s proposal is included in the minority report.

The resolution “urges that after having received comprehensive testimony on the quality of their recommendations (the committee) re-examine the overall directions of the recommendations and make substantive changes.”

The minority report stated, “Some changes were made as a result of the hearings; however, they were not extensive.”

Student-counselor ratio

The minority report also addresses the issue of student-counselor ratio.

The committee proposal recommends the ratio be 300 students to one counselor as opposed to the present 660 to one.

More counselors can be added under the present system to achieve the desired ratio, according to Ben Trotter, student member of the committee.

Separating counselors between the five colleges will be detrimental to students in pre-professional programs and those who want to change majors, Miss McFadden said.

“Most students go to counselors for academic advice in areas outside their major,” the report stated.

The report added faculty advisors should give students “specialized assistance” in areas related to their majors.

The minority report also states concern over the loss of a liberal arts program with decentralized colleges.

The Committee of 26 proposal and the minority report will be discussed at the Faculty Council meeting Nov. 10.
ASC councils hit splitup plan

By SUE GILLER
Lantern Special Writer

Two student councils of the Colleges of Arts and Sciences (ASC) have passed resolutions urging Faculty Council not to adopt the Committee of 26 decentralization proposal in its present form.

Student Council of the Colleges of Arts and Sciences passed a resolution "condemning the report of the Committee of 26 for its inadequacies."

Tim Vanwey, council member who introduced the motion, said the Committee of 26 disregarded "responsible and just criticism" of the decentralization proposal. The criticism is described in the minority report, he said.

Further study recommended

The Undergraduate Student Senate for the College of Social and Behavioral Sciences passed a resolution Friday urging Faculty Council to study further decentralization.

The resolution said decentralization may endanger a liberal arts curriculum at Ohio State. It said the proposal "should be amended to include assurances that this could not happen."

A clear need for decentralization is not established in the proposal, the resolution stated.

The unanimously adopted resolution recommended that Faculty Council direct Committee of 26 to investigate the plan and its implications more fully before taking action on it.

Five autonomous colleges

A minority report was released after the Committee of 26 approved the final proposal to decentralize the Colleges of Arts and Sciences by summer 1971. The proposal sets up five autonomous colleges each with a college secretary, counseling office, records and facilities.

The minority report, written by three student members, criticized the Committee of 26 for not evaluating the need for separating the colleges before writing the report.

Although Faculty Council had charged the committee to "make recommendations by Autumn Quarter concerning decentralization," the report said college needs should have been considered.

The minority report was also critical of the proposal to change student-counselor ratio by decentralizing. The ratio is altered by adding counselors, not decentralizing the colleges, the report said.

Both the minority report and student council resolution mentioned the lack of student, faculty and staff input on the final proposal.

Committee of 26 open hearings were held only after "the committee had voted upon all but the final draft," the minority report said.

It also stated only minor changes were made to the final draft of the proposal following the hearings.

Council urges consideration

Student Council urged Faculty Council to consider the minority report and criticism of the Committee of 26's procedures and substance before adopting the proposal.

Faculty Council will discuss the decentralization proposal Tuesday at 3 p.m. in the Faculty Club.

The student council resolution passed with only one dissenting vote, that of Rob Solomon, president of the ASC student council.
Decentralization proposal is response to spring riots

19 Nov '70
By SUE GILLER
Lantern Special Writer

The proposal to decentralize the colleges of Arts and Sciences was a response to the Spring Quarter disruptions. Geoffrey Keller, dean of the College of Mathematics and Physical Sciences and chairman of the Committee of 26, said.

Students with problems were going to university administrators because they did not know their college and department heads could help them, he added.

President Fawcett and Faculty Council decided that decentralization would give a structural emphasis to individual colleges and departments, according to Keller.

Students will identify with one college rather than the arts and sciences federation because they will register in their own college, the proposal said.

Offices to be separated
College offices will be in each college building—Biological Sciences, Mathematics and Physical Sciences, Social and Behavioral Sciences, humanities, and Arts—and each office will have its own counselors, college secretary and student records.

Students will benefit from the proposed decentralization because counselors and staff will be specialists in a particular area of study, Keller said.

Also, requirement waivers will be handled by the college dean rather than a dean for undergraduate programs.

"Hundreds of waiver cases are presented just before graduation time and one dean cannot effectively handle them all," Keller explained.

The individual college dean may be more responsive to students' requirement waivers according to Keller.

He added, however, that the vice provost will still control the implementation of requirements.

Will strengthen counseling
Decentralization of the counseling staff and strengthening of faculty advising are the primary purposes of the proposal, according to Lee Rigsby, dean of the College of the Arts.

Ninety-five per cent of the graduates of the College of the Arts are in "tagged degree" which means they are professional rather than liberal arts programs and the curriculum is set by the College of the Arts, not the federation. Rigsby said, so they are practically decentralized anyway.

The present federation of Arts and Sciences was formed in 1967, to "bring the homogeneous... elements together," Rigsby said.

Before that one College of arts and Sciences existed and it did not include Biological Sciences or the Arts.

In 1966, a report called the Carter Report was published ranking Ohio State graduate departments only "medium well", Keller said, and decentralization was first discussed.

Colleges decentralized
It was decided that the 26 departments in the college were more responsibility than one dean could handle and the college was split into a federation of colleges.

When the college was decentralized Biological Sciences, which had been autonomous for about one year, and Arts were included in the federation.

A federation of colleges was established because many of the faculty feared autonomous colleges would eliminate broad-based liberal arts programs Keller said.

Actually, only the faculty was decentralized at that time, Keller said. Students were and still are in the College of Arts and Sciences along with counselors and the undergraduate dean.
ASC faculty group opposes Arts’ split

3 Dec. 70
By SUE GILLER,
Lantern Staff Writer

Faculty Senate of the Colleges of Arts and Sciences (ASC) Tuesday endorsed a report written by its Committee on Counseling and Records opposing the proposal to decentralize ASC.

The report, critical of the Committee of 26 decentralization proposal, was passed by a vote of 22 to 8. It will be sent to Faculty Council for the Dec. 8 meeting.

While not included in the endorsed report, the committee said the tentative cost of decentralizing the colleges would be $300,000. According to Jerome Dees, committee member and assistant professor in English, this figure will cover only decentralization, not the operating cost.

Five main areas
He said the funds will go into five main areas: new counselors, $108,000; new college personnel, $60,000; record clerks, $68,000; remodeling and new equipment, $30,000; and supporting personnel, $15,000.

Lawrence Herson, dean of undergraduate programs, said these figures should have been researched in the Committee of 26 proposal.

He said the operating cost for the decentralized colleges will be between $200,000 and $400,000 a year.

The Committee of 26 proposal was primarily concerned with the decentralization of the counseling staffs and students into five separate colleges – Biological Sciences, Social and Behavioral Sciences, Humanities, Mathematics and Physical Sciences, and the Arts.

Proposes Vice Provost
College curriculum will be coordinated through the office of the Vice Provost, according to the proposal.

Richard Bohning, dean of the College of Biological Sciences, and a member of the Committee of 26 said the Senate should address itself to the educational soundness of the proposal, rather than the cost. The Senate then voted to delete the figures from the report.

The Committee on Counseling and Records report said, however, decentralization would not be beneficial because central “counseling services are very important and would certainly be lost.”

Separate colleges will involve duplication of personnel and tasks since records and staff will be in each of the offices, the report said.

The report said “tagged” degree programs (a professional degree granted in the arts and journalism) should be separated from the central counseling.

“The nature of tagged degrees requires intimate contact with professionals within the discipline,” the report stated. This is done through the school, rather than ASC, it said.

The report did suggest strengthening of the present counseling system. It agreed with the Committee of 26 proposal that the student counselor ratio should be 300 to one, rather than 660 to one.

Another area discussed was the strengthening of faculty advising. The report said this can be accomplished under the present system by lightening the course loads of the faculty involved in advising students.

Resolutions mentioned
Included in the report was mention of resolutions passed by various student councils concerning decentralization. Biological Sciences was the only one the six ASC student councils to go on record favoring decentralization. The Colleges of Mathematics and Physical Sciences, Social and Behavioral Sciences, Humanities, and ASC student council all opposed decentralization.

The report stated: “In general we do not believe that any report (Committee of 26 proposal) prepared hastily during a tumultuous Spring Quarter and during the summer can have explored the problems in the depth that this committee did.”
Faculty puts brakes on ASC split up

By SUE GILLER
Lancern Special Writer

Faculty Council took the heart out of the Colleges of the Arts and Sciences (ASC) decentralization proposal Tuesday when it approved an amendment to keep counseling within the present structure.

Meeting in Faculty Club Lounge, council approved 36 to 29 an amendment introduced by Louis Nemzer, professor of political science, to double the present number of counselors and improve faculty advising within the present federated structure.

The decentralization proposal was submitted Nov. 10 by council's Committee of 26, chaired by Geoffrey Keller, dean of the College of Mathematics and Physical Sciences.

Tuesday's meeting was the first council vote on the proposal.

Nemzer's amendment replaced the Committee of 26 recommendation to decentralize ASC into five colleges, each with separate counselors, students, records and facilities.

The amendment included a provision to strengthen counseling by reducing the student counselor ratio to 300 to one, as suggested in the decentralization proposal.

Faculty Council action on the proposal culminated about six months of study into the possibility of splitting the Arts and Sciences Federation.

James A. Robinson, vice president for academic affairs, told council the deans within the federation want students as well as faculty under their jurisdiction. Presently, a dean for undergraduate programs is responsible for students in the Arts and Sciences.

According to one source, there is still a possibility of decentralization based on the issue of the dean for undergraduate programs.

Richard H. Bohning, dean of the College of Biological Sciences, said decentralization is an attempt to help students. The Arts and Sciences federation is so large, that the student is anonymous, he said.

In an emotion-charged speech, Bohning said if the colleges were separate the anonymity would be lost and students could say, "we are something." Students and faculty have reacted strongly to the decentralization plan this quarter.

Rob Solomon, president of the ASC student council, said students have voiced opposition to decentralization through legitimate channels and therefore their views should be heeded.

Solomon said four of the six student councils within the Arts and Sciences federation have passed resolutions which are "skeptical or in opposition" to the decentralization proposal.

"If this body passes the Committee of 26 proposal, never let it be said that it is doing so for the students," Solomon said.

In other action Faculty Council unanimously approved a new graduate program in library science administered through the office of the vice president for academic affairs.

Council also approved rule changes adding a graduate student to the Athletic Council and modifying nominating procedures for the Council of Graduate Students.
No committee response to decentralization veto

By SUE GILLER
Lantern Staff Writer

While Faculty Council has in essence voted down the decentralization of the Colleges of Arts and Sciences, no immediate action to change that vote is being taken by members of the Committee of 26, according to Richard Bohning, Dean of the College of Biological Sciences.

Bohning, a long-time proponent of decentralization, said Faculty Council has confirmed the present structure of the Arts and Sciences federation by passing Louis Nemzer’s amendment to the decentralization proposal. Nemzer is a professor of political science.

Nemzer’s amendment, recommending strengthening of counseling and faculty advising with the present system, replaced the committee’s recommendation to set up five autonomous colleges with separate facilities and counselors.

Geoffrey Keller, dean of the College of Mathematics and Physical Sciences, said he voted against the amendment but has no plans to fight it in Faculty Council.

He said although decentralized counseling has been voted down it would not make sense to tighten the document which makes other improvements to the structure.

The amendment did not affect the committee’s recommendations for a vice provost of the Arts and Sciences, Bohning said. According to the report, the vice provost will coordinate and implement programs for the five colleges.

Bohning said the amendment as passed “may render the position of vice provost irrelevant.”

He said, however, some members of the Committee of 26 may try to amend the proposal to strengthen that position.

Bohning said the amendment also did not affect the recommendation to label student schedule cards with one of the five colleges. He said this was recommended to better identify students within the colleges.

Bohning said the Committee of 26 proposal will be discussed at the Jan. 12 Faculty Council meeting.

“I haven’t thought of taking any further action and I don’t know of anyone else who has,” he said.

Bohning said the Committee of 26 proposal will be discussed at the Jan. 12 Faculty Council meeting.

“I haven’t thought of taking any further action and I don’t know of anyone else who has,” he said.

He added it is possible other amendments will be introduced that he doesn’t know of yet.

Faculty Council to review ASC decentralization proposal

By MARY WEBSTER

Faculty Council will continue discussion on a proposal for decentralization of the Colleges of Arts and Sciences at 3 p.m. today in the Faculty Club.

The proposal, which was drawn up by the Committee of 26, would replace the dean for undergraduate programs with a vice provost for Arts and Sciences.

Faculty Council’s first meeting of the quarter promises to be a busy one, with discussion also expected on the Centennial Commission, a proposed commission to study the University’s next 25 years and rule revisions.

The Program Committee will introduce a modified resolution concerning the function of the Centennial Commission.

Under the original proposal submitted by the Committee of Inquiry last quarter, a task force of administrators, faculty members, students and alumni would be formed to set forth the proposal for a Centennial Commission to study the University’s major problem areas, including its mission and priorities, the proper level of its financing and its optimum size, the most appropriate structure, and the means for securing the most effective relationships” among the legislature, the Board of Trustees, and the University community.

The Program Committee will also submit a resolution to create a 15-member commission to study the academic objectives of the University and “of the necessities to support these academic objectives for the next quarter of a century.”
Council creates new ASC post

By SUE GILLER  13 Jan '71

Faculty Council Tuesday established the office of Vice Provost for the Arts and Sciences to, among other duties, coordinate counseling and curricular development of that college with University College.

The vice provost also will take over the responsibilities of the Undergraduate Dean of the College of Arts and Sciences, whom he will replace, President Fawcett will appoint the vice provost, subject to approval by the Board of Trustees.

At its last meeting, Faculty Council voted against the intent of the Committee of 26 proposal to decentralize the counseling of students in the five arts and sciences colleges. However, the entire proposal was not ratified at that time. Creation of the vice provost position also was proposed by the Committee of 26.

Geoffrey Keller, dean of the Colleges of Math and Physical Sciences, presented the revised recommendations of the Committee of 26.

Phillip Jastram, professor of physics, tried to amend the recommendations, saying the duties of vice provost would make it more difficult for the undergraduate dean to function.

Clayton Roberts, professor of history, said, "The post of vice provost was considered necessary only after the dean was removed in the Committee of 26 planning." He said the proposal created a need for a position already filled.

He said the vice provost would be merely "another layer of administration which is not needed."

Bernard Rosen, president of the Arts and Sciences Faculty Council, said the modified proposal was a great improvement over the original draft. Faculty voice in the running of the colleges will protect the liberal arts curriculum, which before was endangered, he said.

In other action, Faculty Council unanimously agreed to change the policy on credit for high-school foreign language courses. Presently, five hours are added to a student's graduation requirement for each language course he takes that repeats high school work.

According to James A. Robinson, provost and vice president for academic affairs, "no such penalty exists in other disciplines."

The change will allow students to start at an appropriate level and take the minimum number of required courses. The policy will be adopted upon ratification by the Board of Trustees.

Faculty Council also adopted a proposal to create a Centennial Commission of 16 members to survey the academic objectives of this University and the necessities to support these academic objectives for the next quarter century.

The commission will be comprised of administrators, college deans, faculty, students and alumni. According to the proposal, the commission will report and make recommendations on its findings to Faculty Council by July 1, 1972.
ASC panel proposal asks for math, language changes

By SUE GILLER 4 Feb 71

Mathematics and ten hours of the language requirements may become optional for the Colleges of the Arts and Sciences, according to a proposal discussed Tuesday by the ASC Faculty Senate.

According to the curriculum committee report, the curriculum changes may go into effect Autumn Quarter 1972, if it receives approval from the Council on Academic Affairs by June 1971.

The College Bulletin for the 1971-1972 academic year has already been completed.

The curriculum committee proposal will allow students more freedom in their choice of courses, according to Lawrence Herson, dean for undergraduate programs.

Presently 109 course hours are required for the liberal arts “core.” With the changed curriculum, the minimum number of course hours that will be required is 78. The liberal arts “core” includes basic education and ASC requirements.

Fewer course hours are required under the proposal, while a variety of classes fill the requirements.

The committee proposed that students who have not completed three years of language in high school take at least ten hours on the college level.

To give students “a degree of flexibility and choice we did not want to set a rigorous, definitive four-quarter requirement,” Herson said.

Ten hours in a language will give the student the basic skills, he said.

The next ten hours may be filled by two quarters of language, literature, rhetoric, or language analysis.

Arthur E. Adams, dean of the college of Humanities, said “a significant language requirement must have a 20 hour program.”

He introduced a resolution requiring 20 hours of a foreign language. The resolution stated that after the first ten hours in the language, students could go into courses designated to further a particular language skill.

Charles Hoffman, chairman department of German, said students would have a choice of furthering reading and writing skills, speaking skills, or special courses in foreign scientific literature. The program will go into effect Spring Quarter.

He said the courses must be required because “counselors do not encourage students to continue a foreign language.”

The curriculum committee proposal is “utterly unacceptable and from a language professor’s point of view half-baked,” Hoffman said.

The proposal also includes provisions for changing the ten hour mathematics requirement to an option of either ten hours of mathematics, statistics, computer science or philosophy.

Faculty Senate will continue discussion of the proposed curriculum change at its Feb. 10 meeting.

Panel selected to pick ASC’s vice provost

A committee to nominate a vice provost for the Colleges of the Arts and Sciences, a position replacing the undergraduate dean, has been appointed by James A. Robinson, vice president for academic affairs and provost.

Robinson said the committee’s recommendations must be completed by April in order to allow time for the provost and President Fawcett to decide upon their recommendations.

“I would like to recommend nominees to the president by the May or June at the latest Board of Trustees meeting,” according to a March 10, release from Robinson’s office.

Robinson appointed both the members and chairman of the 14-man committee, which includes the deans of the five colleges within the Colleges of the Arts and Sciences and three students and six faculty members.

John Gable, committee chairman and professor of English, said the committee has met once and will meet again in April to discuss nominations.

The committee was formed after the March 5 Board of Trustees meeting which approved the establishment of the ASC vice provost.

The idea for a vice provost came from Faculty Council’s Committee of 26 report dealing with the decentralization of the Colleges of the Arts and Sciences. Although Faculty Council voted down the decentralization plan, it did approve a vice provost.

The new vice provost will assume the duties of the undergraduate dean as well as control the budget and act as a liaison between the Colleges of the Arts and Sciences and University College.
By BARBARA LEVIN  & APR 71

New Bachelor of Arts degree requirements, proposed by the Faculty Senate of the Colleges of the Arts and Sciences (ASC), feature flexibility and choice of courses. The new curriculum will have only one required course, a five-hour English course, as compared to 11 current requirements. The total number of requirements will be reduced from 108 minimum hours to between 78 and 105 hours. These hours include all ASC college requirements and University basic education requirements, with the exception of physical education, health and ROTC requirements.

The new requirements, known as the Liberal Arts Core (LAC), consist of six major areas:
- The first area, Literacy and Communication, includes 8 to 10 hours of English and 20 hours of a foreign language. Both the foreign language requirement, or parts of it, and the five-hour basic English course may be waived by proficiency exams.
- Symbolic Communication, a 10-hour requirement, replaces the current mathematics requirement. It offers the option of any math course at the 108 level or above, any computer science or statistics course, or any of five philosophy courses.
- A choice of 10 hours from 21 history courses is offered to replace the current requirement of History 121, 122 and 123.
- Twenty hours is required in the physical and biological sciences, with a minimum of five hours in each of the two areas. No sequences are required.
- In Man's Social and Behavioral Environment, 15 hours are required from at least two of seven different departments, replacing the current requirement of Political Science 265, Economics 201 and Sociology 201.
- The humanities requirement has been reduced from 26 to 15 hours, chosen from approximately 50 courses.

"The major stress has been put on flexibility and choice for the students," according to Lawrence J. R. Herson, dean of undergraduate programs in ASC and a member of the ASC Faculty Senate. He cited history courses as an example.

Herson said that a larger choice of courses that fulfill requirements might help to alleviate closed course problems.

The proposed curriculum is the result of over two years of debate, discussion and hearings, according to Herson. "The senate met seven times last quarter to discuss the proposals and there have been six separate calls for faculty and student response over the past 15 months."

Herson, along with Bernard Rosen, associate professor of philosophy and president of the Faculty Senate, said students were well represented in the curriculum changes. "Six students, one from each of the five college student councils in ASC and one from the ASC Student Council, are full voting members on the Faculty Senate, and represent the actions of their student councils. All meetings are open and students have been encouraged to come and speak," Herson said.

Neither Herson nor Rosen anticipate any problems in passing the new requirements through the ASC Council on Academic Affairs, which must approve them.

If the program is passed this quarter, it will be phased into operation beginning with Fall Quarter of 1971. According to Herson, students enrolled before the Fall of 1971 will be encouraged to take advantage of both the old and new requirements.
Wants committee representation

Director asks student voice

BY LORELEI VAN WEY

The international programs department hopes to place undergraduate and graduate students on decision-making committees this quarter.

Osborn T. Smallwood, director of the Office of International Programs, indicated he is interested in student representation on committees.

Smallwood would like to place two undergraduate and two graduate students on each of the area committees, one undergraduate and one graduate on the Advisory Council and two students on an advisory committee responsible for the International Studies major.

International programs is divided into four areas of study. Slavic and Eastern European, the Near and Middle East, East Asia, and Latin America.

Committee sets policies

An executive committee, for each of these areas determines the policies which govern the particular area. Presently, these committees are composed of faculty members teaching in the fields.

Other responsibilities of the area committees include interviewing applicants for faculty personnel positions related to international studies. The committees also cooperate with other departments to develop courses of interest to the international studies field.

Smallwood would also like to place one undergraduate and graduate student on the Advisory Council. This council works through a steering committee of administrators and faculty members involved in international studies. It determines policy for the department.

Advisory committee, too

An advisory committee for a new center of undergraduate International Studies is responsible for the major in that field is also seeking two student representatives.

Although a major program exists now, Smallwood would like to see this committee "do some revising and tightening up to make it more effective."

Smallwood urges all students interested in International Studies or International Programs to apply for these positions.

Undergraduates can apply by contacting the ASC Student Council. A screening board for graduate applications is yet to be determined.

Vice provost choice for ASC postponed

3 June 71

By LORELEI Van WEY

The appointment of a vice provost for the Arts and Sciences, expected during Spring Quarter, will be left to the successor of James A. Robinson, vice president for academic affairs.

Although Robinson received recommendations from an advisory committee in mid-April, he failed to act on the nominations.

John B. Gabel, chairman of the advisory committee and professor of English, said he knew Robinson was unsure about his own future and that's probably why he "sat on the list."

Robinson was recently named president of Macalesser College, St. Paul, Minn.

Robinson could not be reached for comment but his secretary said he would probably leave Ohio State at the end of July.

The position of vice provost for the Arts and Sciences will essentially replace the present position of dean for undergraduate programs, currently held by Lawrence J.R. Herson.

Herson to leave

Herson will leave that post June 30 but is currently on vacation and could not be reached for comment.

The advisory committee, consisting of the five deans of the Colleges of the Arts and Sciences, consists of arts, biological sciences, mathematical and physical sciences and social and behavioral sciences. The recommendation of a vice provost position.

Faculty Council rejected the decentralization plan but recommended the vice provost position be created.

The duties of the vice provost as outlined by the Faculty Council will be the following:

• supervise counseling conducted by ASC.
• coordinate counseling in ASC with that in University College.
• be the dean of the individual colleges, personifying matters relating to faculty primarily engaged in undergraduate instruction.
• maintain such files and records as necessary to discharge the foregoing responsibilities.
• carry over the present structure of the office of dean for undergraduate programs, those persons and records needed to ensure the operation of his office.

Duties identical

These listed duties are identical with those of the dean for undergraduate programs, with the addition of the duties to coordinate counseling and be consulted by deans on personnel matters.
ASC vice provost to initiate program

Students plan own curricula

By PAMELA POWERS

Individualized study in the arts and sciences college (ASC) is one of the goals of Robert G. Arns, who will become the first ASC vice provost Aug. 1.

According to Arns, formerly a professor of physics, his first act as vice provost will be to institute the Personalized Study Plan, a pilot project which will allow ASC students to write their own curricula using the ASC requirements as guidelines.

Under the new program the student will be given much more freedom in planning his education. Students will be allowed to create curricula based on majors not offered in ASC.

Special counselors

According to Arns, all students enrolled in the Personalized Study Plan will be assigned special ASC counselors and faculty advisers within their colleges to help them plan their individual programs.

Arns said the Personalized Study Plan will be open to any ASC student regardless of grade point average.

He added he is eager to see this program get underway because he is "very much committed to the notion that we must provide individualized study for the students."

In addition to working with the Personalized Study Plan, Arns will be working closely with the ASC counselors and the counselors at the University College (UVC) in an attempt to coordinate the two systems to better serve the students.

According to Arns, he has spent much time since his appointment studying the ASC counseling system and its relationship to the UVC system.

UVC counselor program

He plans to begin a program to better familiarize the UVC counselors with the needs of those students who plan to transfer to ASC. This would involve familiarizing them with the courses offered by ASC and with the new bachelor of arts and bachelor of science requirements which go into effect this fall.

In addition to increasing the size of the ASC counseling staff, Arns is planning to work toward "improving communication with and within the counseling staff" in order to make the entire system more effective.

Arns said he will also be working closely with Albert J. Kuhn, who will become acting provost and vice president for academic affairs Aug. 1. He said he will confer with Kuhn on decisions of the Council on Academic Affairs that involve ASC.

Duties vague

The post of ASC vice provost was created earlier this year when a push for decentralization of ASC was made. Since Arns is the first to hold this position, his duties are only vaguely defined. He said "a lot has to develop yet" because ASC is now in a period of transition.

Among his duties having been outlined are those formerly assigned to the dean of undergraduate programs.

Even though his responsibilities as vice provost will occupy much of his time, Arns, who has written 40 articles on nuclear physics, said he plans to "try to keep aware of what's going on in (his) department and (his) profession." He said he also plans to continue to work with some graduate physics students on a limited basis.

Arns came to Ohio State in 1964 as an associate professor of physics. At the time of his appointment as vice provost he was professor and vice chairman in the physics department.
Curriculum Committees Battle Red Tape

By MICHAEL E. BLIMES
Lantern Special Writer

When schedule cards begin returning and a required course has been closed, many students begin to wonder why such courses are required anyway.

"They're a pain in the neck," says one angry student. "Why should I have to take courses other than those in my major?"

Many students feel that if fewer required courses were demanded, fewer scheduling problems would arise.

There is also a question in their minds as to who determines what courses are necessary.

Each college has what is called the curriculum committee which determines what courses are required, according to Mrs. Julia Marine, an assistant dean of the College of Arts and Sciences.

According to Mrs. Marine, who also serves as secretary to all five subcolleges in Arts and Sciences on the curriculum committee, the chairman of the committee heads up and coordinates the course selections.

Seeks Revision

The chairman of the curriculum committee of the Colleges of Arts and Sciences is Lawrence J. R. Herson, dean for undergraduate programs.

According to Herson, the Colleges of Arts and Sciences is seeking to revise the present curriculum, which has not changed since the end of World War II.

"When the Bachelor of Arts curriculum was last recast in 1946, the number of undergraduates in the University stood at over 24,000," said Herson.

"Today, enrollments have almost doubled, and the frustrations of the faculty achieving rational program planning and teaching excellence spring not only from such matters as closed and cancelled courses (more than 400 in the Fall Quarter, 1969) but more basically from the staggering size of teaching obligations."

Increased Population

This enrollment increase is not Ohio State's alone. The national college population has risen from approximately two million students in 1946 to nearly eight million in 1970.

Regarding course selection, Herson said, "The committee seeks to interview and discuss the various courses with faculty and students to determine what they feel are the needs and requirements to earn their degree."

The Curriculum Committee itself is not entirely faculty. Student representation is voiced through undergraduates who serve as members of the committee also.

The Curriculum Committee of the Colleges of the Arts and Sciences includes Prof. James H. Andrews, political science; Prof. Thomas J. Byers, microbial and cellular biology; Prof. Warren W. Eason, economics; Prof. Richard F. Firestone, chemistry; Prof. Eugene B. Friley, art; Prof. David A. Griffen, romance languages; Prof. Verl L. House, genetics; Prof. Norman F. Phelps, music; Prof. John W. Riner, mathematics; and Prof. Edwin W. Robbins, English.

Student members are Mary Jane McFadden, Arts-2; Robert Solomon, Arts-4; and Michael Tranovich, Arts-3.

The committee has been working on the proposed restructuring of its present program and issued a proposal to all faculty, departmental curriculum committees, college curriculum committees, the deans of the Arts and Sciences Colleges, and the Senate of the Colleges.

This canvass of opinion hopefully will pave the way to a better understanding of the academic needs in course selections. This course of action may mean fewer required courses and fewer problems.

This idea is similar to the one Dean Robert E. Oates, assistant dean of the Colleges of Arts and Sciences, suggested in discussing the scheduling problem his college faces.

Altered Requirements?

Oates feels requirements could be altered so that the basic...
curriculum structures to benefit students. A system of preregistration could greatly enhance these attempts.

According to Robert E. Georges, assistant dean of the College of Administrative Sciences, a system of prescheduling has been used to good advantage in his more structured curriculum for two years. Very few students in his college are closed out of anything besides University requirements, which cannot be controlled by his college.

No Prescheduling

In the College of Education there is no system of prescheduling for education courses, according to Miss Rachel E. Richards, director of counseling services.

Miss Richards said there is work being done to get preregistration for elementary education majors by fall 1970.

The curriculum committee for the College of

Education also is working on a possible solution to many scheduling problems.

A possible four-year program for elementary education for the branch campuses lies in the near future, according to Miss Richards.

The future of the present curriculum structure is questionable, but how soon a change will take place is just as unpredictable.

The important point is that somewhere in the vast wasteland of red tape that every large institution accumulates, there is an effort to lay the groundwork for new ideas.

If this change is to start anywhere, it will be in the curriculum committees of the various colleges and their subordinate departments.

Until that time, students must strive to beat the system as they endure the setbacks and disappointments.

Some make it and some do not.
Complaints warrant evaluation questionnaire

By Connie Geldis

Complaints against the honors advising system in the College of the Arts and Sciences (ASC) have prompted the ASC Honors Council to prepare an evaluation questionnaire which will be issued with Spring Quarter schedule cards.

"Advising has become a real problem," according to Colleen McMahon, president of ASC Honors Council and a junior from Columbus. "There have been a number of complaints."

More than 800 sophomores, juniors and seniors are declared majors in the ASC honors program. Too often, McMahon said, adequate counseling is not available.

"It's not just a question of whether you get to see an adviser," McMahon added, "but what kind of counseling you receive once you get in."

"Some are very good. Many are not," she said.

Complaints range from overloading an adviser with students, to a lack of knowledge about courses and teachers in departments outside the adviser's own field.

Most honors advisers are responsible for helping a student gear an Individualized Plan of Study (IPS) to his major field of interest. Due to unequal distribution, however, the amount of time they spend with each student varies greatly, McMahon said.

"Some advisers counsel two or three students and can devote a lot of time to them," McMahon said. "But one adviser has some 76 IPS students assigned to him. It's ridiculous."

The Honors Council will meet at 5 p.m. Wednesday in Denney Hall 161 to work on the questionnaire. Honors students will be responsible for evaluating their own advisers and returning the questionnaire to the honors program office.
Rate of job placement drops in ASC service

By Marilyn Durbin

The percentage of students who obtained jobs through the College of the Arts and Sciences (ASC) placement service dropped 20 percent last year.

"The employment picture has darkened over the past two years," Margaret Wasem, placement director said, "and the office hasn't had as good a record in placing people as in the past."

"Last year we were only able to place about 60 percent of the students who registered compared to 80 percent of previous years," she said.

Wasem explained, "there just aren't as many jobs available, and not as many employers come to the office to find prospective employees."

"It is not impossible to get a job," Wasem said, "it is just a matter of working harder to beat the competition in order to get a job."

Applicants increase yearly

"A little over 2,000 people are registered with us now," she said, "and the number of people we serve gradually increases each year."

Fourteen hundred of the 2,000 registrants have B.A. degrees while others have received Masters and Ph.D. degrees.

Registration in the college's year-round placement service is open to undergraduates, graduates, alumni, and students who drop out before receiving a degree.

The placement office arranges interviews with representatives of business and industry, government agencies, and research and social organizations which visit the campus each year.

The students must be registered with the placement office before the interview, Wasem said.

Files remain open

The registration is free, and if the first interview is not successful, the student's file is still kept by the college.

From the file, students are notified of other openings in their particular field of interest.

Students in any college of the University are welcome to register in the ASC office for jobs for which they are qualified.

The placement office also gives informal assistance to graduates of other colleges and to wives of students.

"We try to tell students, especially freshmen and sophomores who haven't declared a major, on the job possibilities in every field," Wasem said.

Most of the interviewing for permanent positions is held during Fall and Winter quarters.

For job placement, Wasem advises students to register three to four quarters before graduation. If a student decides to go into the armed services or continue on to graduate school, his record will be kept on file and may be reactivated at any time.

Those interested in summer employment should apply early in the year, and consult the Summer Job Directory in the ASC office library, Wasem said.

Information on fellowships, scholarships, work-study programs, internships, graduate and professional school programs are also available in the placement office.

The ASC placement office is located in Brown Hall 65, and is open Monday through Friday 8 a.m.-12 and 1-5 p.m.
Degree changes reviewed

By Tom Bendycki 31 MAY 72

The Arts and Sciences (ASC) Curriculum Committee is studying the possibility of reducing the basic graduation requirement from 196 to 180 hours.

Too many requirements is one of the reasons, according to Robert Arns, vice provost for ASC, that Ohio State does not, in effect, have a four-year program.

According to data from 329 Winter Quarter graduates, the average student was enrolled for 14 quarters and took 4.9 years to earn his degree.

The statistics and recommendation are part of a report made by the Curriculum Committee, "Trends in Undergraduate Education," which was presented to the ASC Faculty Senate earlier this month.

The report, begun last October, also recommended expanding educational opportunities for all persons by adding more nighttime courses and extension programs, starting a two-year associate degree in the arts program, and outlining a possible three-year degree program.

In the report, ASC's basic requirements are compared with other Big Ten institutions. Most require only 180 hours for graduation.

Ohio State also requires more courses in the liberal arts core. Other schools require between 66 and 96 hours, compared with 101 to 103 required at Ohio State.

The report notes, "Students are seeking a stronger vocational orientation in curricula, rebelling against requirements which do not fit their immediate vocational goals."

Arns finds this an unsettling paradox.

"When knowledge is expanding the way it is today and it becomes necessary to have a well balanced education, students want to be well versed in just one area. This is a damaging attitude," he said.

One of the main concerns of the report is how to shorten the time of formal education.

Citing the Carnegie Commission report of last year, the report states, "Learning ends too soon and schooling lasts too long."

One of the ways to shorten formal study is credit by proficiency examination or EM credit.

The report concludes that because of their exposure to the media and a general upgrading of high school education, today's college freshmen are wasting much of their first year in college.

Yet very few students take advantage of the EM credit opportunities at Ohio State.

In the study of Winter Quarter graduates, the average student earned only 1.4 EM credit hours. The University will allow a maximum of 45 EM credits.

To help more students take advantage of EM credit opportunities, the report recommends the departments and colleges in ASC "expand and publicize opportunities for credit by examination."

The committee hopes that by expanding the EM credit opportunities, students with prior training or a special talent for independent study will be able to complete many more requirements outside the conventional classroom.
New programs suggested

By Tom Bendycki  l  June 72

The establishment of an associate in arts degree program, more evening courses, and specialized and short-term programs aimed at retraining and lifelong learning are three of the recommendations made by the Arts and Sciences Curriculum Committee in its report, "Trends in Undergraduate Education."

The 38-page report, six months in the making, says such programs would provide "more chance for reentry by adults into formal higher education."

The associate in arts degree would be a two-year certificate awarded to students "who discover that completion of the bachelor's degree is not desired or possible," the report explains.

It would be geared to students who face financial or motivational crises in the middle of their education, or those who are closed out of the field they wish to enter because of enrollment ceilings, such as the ones now imposed by the School of Social Work and the College of Education.

The committee feels the degree should not be used to solicit students interested in only a two-year program, or be used to replace the junior colleges in Ohio.

The report states the degree will be something to show for two years of university work.

The committee feels that since seven-eighths of all courses taught in the first two years are taught by ASC, the standards for setting up such a program should be administered by ASC.

Preliminary studies by the committee put the requirements for the certificate at 90 hours of credit, meeting 30 hours of the University basic education requirement, English 100, a 2.00 point-hour ratio, proper filing time and 30 hours of residence at Ohio State.

Robert Arns, vice provost for ASC, said, "The degree won't help a student in getting employment, but it will be beneficial if he would reenter the educational system elsewhere."

In the area of programs aimed at lifelong learning, the committee feels that with the growth of leisure time for the average person, more time will be devoted to expanding one's knowledge.

At the present time, the report states, a few "noncredit courses are offered in ASC through the Division of Continuing Education ... These do not fall into a coherent pattern and ... there is almost no opportunity for retraining or updating of those who have received baccalaureate degrees in the past."

The lifelong learning program asked for by the committee would seek not only to update and retrain degree holders, but would offer courses to anyone interested in continuing his education at the university level.

To develop such a program to its full capacity of serving its community, Arns feels it will take at least two decades.

However, the first big step to opening up the University for more people to pursue baccalaureate degrees is not in the distant future.

The committee recommends more evening courses be established by the departments and colleges of ASC to "open" the University to new groups.

The main problem in establishing more evening courses, according to Arns, is the lack of facilities that are open in the evening.

He further stated, "There is no tradition of evening courses; no one has taken the initiative of starting them. Also it would involve more expenses."
3-year degree considered

By Tom Bendycki 2 June 72

The Curriculum Committee of the Arts and Sciences College (ASC) has proposed a full-scale study of the possibility of establishing a three-year degree program at Ohio State.

The proposal is part of a 28-page report, "Trends in Undergraduate Education," prepared by the committee over the past six months. It is one of the main proposals aimed at shortening the duration of study needed to attain a degree.

As outlined in the report, the three-year program would not and should not supplant the traditional B.A. and B.S. programs but would be an option for students with "well-defined goals." Vice Provost for ASC Robert G. Arns said, "The program is aimed at a subpopulation such as the pre-law student, or someone who might want to go into law enforcement."

The program would, in general, be aimed at the student with post-graduate professional training in mind.

The report suggests the program be designed not to include a major as a requirement. It should require 135 hours with many of the same requirements in the liberal arts core to facilitate an easy transfer from the three-year to the conventional four-year program if desired.

The report notes that experiments with three-year programs have been tried in the past with little success. Most of the problems came from treating the three-year degree as an inferior to the conventional four-year certificate.

The same situation could develop today since the program would be aimed at students with higher goals than a normal baccalaureate degree, Arns said.

The professional schools most students with such a degree aspire to, could discriminate against the holders of a three-year degree and scuttle the program.

Arns said, "I hope that won't happen," but added he has no guarantee it will not.

Fifteen colleges and universities across the country are now offering three-year programs and more are planning to introduce them. Most prominent are Harvard, Dartmouth, New York University and Syracuse.

A new branch campus of the State University of New York will open soon in Utica and will offer only the three-year certificate.

As Arns told the ASC Faculty Senate, "It's a thing of the future."

No injunction sought

COG fund issue abandoned

10 Nov 72

By David Harding

The Honors Student Council of the Colleges of the Arts and Sciences (ASC) has abandoned its efforts to obtain an injunction against the distribution of money by the Council of Governments (COG) to student organizations for 1972-73 school year operations.

"In re-evaluating this matter, it appears we would be better off just trying to get more money from the contingency fund," David Etengoff, honors council president, said.

"All an injunction would do is stop payment of the money temporarily; it wouldn't get us any more funds."

COG allocated $40,950 to various student groups in October. The ASC Honors Student Council was granted only $42 of $910 requested. Final approval of the allocations was given last week by Student Assembly.

After announcing its intention to seek an injunction, the honors council drew support from several other student organizations.

However, the ASC Student Council, a body entirely separate from the honors council, and Gay Activists Alliance (GAA) both withdrew their original support for the injunction, according to Etengoff.

"In the long run an injunction simply wouldn't serve our purposes and would be a bit belated at this point," Etengoff said.

In originally deciding to seek the injunction, Etengoff said the $42 allocated his group was "simply not commensurate with the 900 or so honors students represented by us."

Etengoff had earlier questioned whether all money designated for student organizations was indeed getting into the hands of the intended receivers and charged that allocations such as the $1,002 granted GAA, which has non-student members, were "blatantly illegal."

Another factor which prompted Etengoff to seek the injunction was the membership of officers in organizations requesting funds on the allocations board.

Etengoff said he still plans to look into all phases of the allocations to insure "this sort of thing" does not happen again.

"The public needs to be aware of the gross misrepresentations of fact which surround the allocations," Etengoff said.
A proposal reducing the required minimum hours from 196 to 180 for the Bachelor of Arts and Bachelor of Science degrees in the Colleges of the Arts and Sciences (ASC) was passed in the ASC Faculty Senate by a 26 to 1 vote Monday.

The proposal will require further approval by the Council on Academic Affairs.

Albert J. Kuhn, provost and vice president for academic affairs, said the resolution would be given “top priority” by the council.

“I don’t know that it will pass in the council but I hope it will and I will work hard for its passage,” Kuhn, chairman of the council, said.

Proposal defined

The specific items of the proposal are:

- The number of hours required to complete an “untagged” B.A. or B.S. degree with a given major will depend on the program and the goals of the individual student. The minimum number of hours required for graduation with the untagged B.A. or B.S. will be 180 hours.

(An untagged degree is the basic liberal arts degree and excludes specific professional degrees. In ASC those programs tagged are journalism, art education, music education, music, industrial design and fine arts.)

- Some students, including those wishing specific professional training, those preparing for graduate study in certain disciplines, or students with multidisciplinary goals, may wish to plan a B.A. or B.S. program of more than 180 hours.

- Students who change majors, transfer students, part-time students, students who require remedial courses or who make frequent use of the course withdrawal policy may require more than 180 hours and/or more than 12 quarters in order to complete a B.A. or B.S. degree.

- If approved Spring Quarter, this change will be effective for students graduating during Summer Quarter 1974, or during the fourth quarter following approval by the Council on Academic Affairs. Students are to be reminded that eligibility for graduation is based on the completion of all requirements and not on the mere accumulation of hours.

- It is recommended that the University’s National Defense Option requirement be abolished. The proposed reduction in the number of hours required for graduation (four above items) is not conditioned upon acceptance of this recommendation.

Only the abolition of the National Defense Option requires the additional consent of the University Senate and the Board of Trustees.

The senate had an exact quorum Monday.

Thomas Willeke, professor of statistics, cast the dissenting vote, questioning the reliability of the data in the studies. He asked for further study and said he feared the reduction in hours would lessen the already dubious distinction and meaning of an Ohio State diploma.

Degree programs studied

The resolution was in response to studies of certain Ohio State degree programs made last year by the curriculum committee. In those studies the committee found that the average ASC student graduates in 13.75 quarters over a time span of 4.75 years.

The committee also found that the total number of hours (196) required for the B.A. or B.S. at Ohio State exceeds the requirement at any other Big Ten University.

In the proposal, the committee both encourages and assumes that the five-credit-hour course is a “natural unit for most courses under the quarter system,”

Arns, however, in his presentation of the resolution to the senate, said, “We realize that it is neither possible nor desirable for every course at the University to be five hours.”

The committee’s proposal also states, “A five-credit-hour course should be sufficiently rigorous to require approximately one-third of the student’s study time.”

Acceptance slow

Arns said there were five reasons for the lapse of time between acceptance of the resolution and the quarter it will go into effect. They are:

- Programs will need time to make adjustments;
- Students will need time to readjust their programs;
- Other undergraduate programs are beginning to re-evaluate the number of hours they require and, if possible, the colleges should go to a new system at the same time;
- The abolition of the National Defense Option will take additional time to be decided; and,
- Some instructors will need time to re-evaluate their five-hour courses.
180-Hour ASC Degree Accepted

5 APR 73
By Michael McLeod
Lantem Staff Writer

The required minimum hours for the Bachelor of Arts and Bachelor of Science degrees at Ohio State will drop from 196 to 180, effective for students graduating during Summer Quarter 1974.

The specific items of the new requirement policy, voted into effect by the Council on Academic Affairs Wednesday, are:

- The number of hours required to complete an "untagged" B.A. or B.S. degree with a given major will depend on the program and the goals of the individual students. The minimum number of hours required for graduation with the untagged B.A. or B.S. will be 180 hours.

(An untagged degree is the basic liberal arts degree and excludes specific professional degrees. In ASC those programs tagged are journalism, art education, music education, music, industrial design and the fine arts.)

- Some students, including those wishing specific professional training, those preparing for graduate study in certain disciplines, or students with multidisciplinary goals, may wish to plan a B.A. or B.S. program of more than 180 hours.

- Students who change majors, transfer students, part-time students, students who require remedial courses or who make frequent use of the course withdrawal policy may require more than 180 hours and/or more than 15 quarters in order to complete a B.A. or B.S. degree.

- Eligibility for graduation will be based on the completion of all requirements and not the mere accumulation of hours.

The new requirement policy is in response to studies of certain Ohio State degree programs made last year by the curriculum committee. In those studies the committee found that the average ASC student graduates in 13.75 quarters over a time span of 4.75 years.

The committee also found that the total number of hours (196) required for the B.A. and B.S. at Ohio State exceeds the requirement at any other Big Ten university.

Albert J. Kuhn, provost and vice president for Academic Affairs, said the University will begin immediately to reprogram "all of the machinery necessary to implement the new policy."

No final action was taken by the council on a separate part of the proposal, recommending that the University's National Defense Option requirement be abolished. George Crepeau, assistant provost for instruction of the Office of Academic Affairs, said the council would need to deliberate further before making a decision on this part of the proposal.

The proposed reduction in the number of hours required for graduation was not conditioned upon acceptance of this recommendation, however, and needed only the approval of the Council on Academic Affairs to be enacted.

180-hour Degree Explained

By Wayne E. Harvey
Lantem Staff Writer

With the recent passage of the College of the Arts and Sciences (ASC) 180-hour degree proposal by the Council on Academic Affairs, many students are wondering what it all means.

Julia Marine, assistant dean and secretary of ASC, realizes this fact and is trying to clarify some of the confusing points.

"Those who graduate in the 180-hour program won't be designated differently from those in the current program," she said.

The national defense option, whereby students may participate in ROTC for academic credit, is also included in the 180-hour degree.

"The target date for the new degree to go into effect is Summer Quarter, 1974," she said. "The major difference the 180-hour degree makes in a student's curriculum is in the area of related electives," Marine said. "Some of the electives will have to be deleted, but there is still room for electives in every major."

Marine explained that some programs may not allow as many electives as others because the number of requirement hours is greater in some areas of study. By "related electives," Marine said she was referring to courses that are not required in a major but are related to it.
Arns Resignation Begins ASC Hunt For Vice Provost

By David Flick
Lantern Staff Writer

Robert G. Arns, vice provost of the Colleges of the Arts and Sciences (ASC), Friday announced his resignation effective Sept. 30.

Following his resignation, Arns said he will return to teaching and research in the Ohio State Department of Physics.

Albert J. Kuhn, vice president for academic affairs, said the search for Arns' successor will begin later this month. Hopefully, Kuhn said, the next ASC vice provost will come from within Ohio State.

"While I don't want to prejudge—I believe we should be able to find someone from within this institution who would be familiar with the University and its problems," Kuhn said.

Kuhn called Arns "A fine advocate and academic leader of the arts and sciences in the University." He said Arns had been instrumental in implementing the new 180 credit hour curriculum, the personalized study program and the early admissions program.

Arns was the first person to serve as vice provost of Arts and Sciences in August 1971. He is currently the chairman of the Council on Admissions and Registrations and is a past member of the Faculty Council, the Council of Student Affairs and the Faculty Council Committee for a University Senate.

He has been a faculty member of the physics department since 1964 and was vice chairman of the department in 1970.

Arns received a B.S. degree from Canisius College and his M.S. and Ph.D. from the University of Michigan.

Aims and Goals’ Guide Choices of 180-Hour Degrees

By Wayne E. Harvey
Lantern Staff Writer

Robert G. Arns, vice provost for the Colleges of the Arts and Sciences (ASC), says a student's decision whether to graduate with a 180-hour degree or to take more coursework will depend on his "Aims and Goals."

"A student's plans for the future as well as a concern for the number of hours will come into play," Arns predicted. "A student majoring in chemistry and planning to do graduate work will in all probability graduate with more than 180 hours."

The ASC 180-hour degree, scheduled to go into effect Summer Quarter 1974, would allow a student to graduate with an untagged degree from ASC with 180 hours of credit, rather than the 196 hours now required.

"A student should set his goals before he decides on the 180-hour degree," Arns said. "He should consider what he wants from his education."

Arns said the change will apply to all untagged degrees, but the student will decide if he wants to graduate in the shortened program.

"The average student in ASC now graduates with 206 hours," Arns said. "The reduced hour requirement may not make much difference."

"However, those students able to work their program into the 180-hour format will be able to graduate," he added.

Tagged degrees aren't included in the new degree program because of the special training and competence needed in these areas, he said.

"It may be possible to modify all programs to fit the 180-hour degree," Arns said. "But the professional requirements of some untagged degrees may keep them from fitting the program."
ASC May Toughen Graduating Standards

By Wayne E. Harvey
Lauren Staff Writer

A proposal is being considered by the Colleges of the Arts and Sciences (ASC) faculty that would toughen standards for graduating with honors.

To compensate for "grade inflation," Robert G. Arns, vice provost of ASC, proposed Monday that a maximum of six per cent of a graduating class receive honors and that no more than 1.5 per cent be summa cum laude.

Under present standards, ASC is in violation of University policy by graduating more than 10 per cent of its seniors with cum laude or summa cum laude honors.

Arns said the change would retain meaning for the honors and put ASC in line with University policy.

"This is the approximate percentage that received these honors in 1982 when the University set its standards," Arns said.

Because of sparse attendance at Monday's faculty meeting, a vote by mail will be conducted on the proposal in the near future.

If passed by faculty vote, the proposal could go into effect as early as Summer Quarter, 1974.

Arns' proposal, presented and based on a report from the Honors Committee of the Colleges of the Arts and Sciences, resets ASC standards so that the percentage of students who will receive honors will be the same as the percentage of students receiving honors in 1982.

"The present ASC honors standards were set in 1932," Arns told the ASC faculty. "They set the standard for "cum laude" at 3.5 and summa cum laude at 3.8." Arns said.

The University standards for the two honors are 3.5 and 3.7, respectively. The University standards also specify that no more than 10 per cent of a graduating class shall receive either honor and no more than three per cent shall receive summa cum laude.

"Last year 10.4 per cent of the ASC graduating class had a cumulative point-hour ratio of 3.5," Arns said. "This year it will be between 12 and 13 per cent."

Arns pointed to new withdrawal rules, pass-fail and satisfactory/unsatisfactory grading as possible reasons for grade inflation.

"When the standards were set in 1932, students were unable to drop courses with the ease they do now," he said.

The major concerns that prompted the proposal were the violation of University policy and fear that the honors would lose meaning unless they were limited, Arns said.

Arns presented the proposal to the ASC Student Council last week for student feedback and received unanimous support.

"We can either keep the honors designations now with the reform or drop them completely," said Joe Susso, ASC Student Council president.

"With so many people receiving these honors, they're becoming useless."

Arts Council Seeking Curriculum Revisions

By SHIRLEY CHRISTIAN

The Art College Council is seeking and investigating student suggestions for new courses and complaints about existing courses.

The complaints and suggestions are made to the council through questionnaire filled out by students. Questionnaires still are available in the office of the College of Arts and Sciences.

The project is part of the overall curriculum revision now in progress in the College of Arts and Sciences, said Larry Bigler, a junior in Arts, who as academic affairs chairman for the council is in charge of the investigation.

Courses Suggested

Among suggestions have been new courses in religions of the world and the influence of western religions on civilization, more offerings in world literature, additional computer science courses, and a degree program in the field, and courses relating the physical sciences and the humanities, Bigler said.

After investigating course suggestions, Bigler said, his committee has sometimes found that such a course already exists or is being planned. For example, there were suggestions for a law course on basic rights, and the committee learned the political science department already is planning one, he said.

Other departments are considering the requests for new courses, he said.

Student Complaints

Among the complaints have been the relationship of credit hours to work required for courses and a lack of proper information on ROTC options. Some people have said they often must do too much work in some courses, considering the number of credits received. Bigler said others reported being enrolled in ROTC as undergraduates because they were frightened away from the alternates, which are upper level.

Some 250 questionnaires have been filled out so far, Bigler said, and about 10 additional ones come in each week. He said the committee is investigating the ideas and complaints very soon after a questionnaire is received.

Other Arts Council members on the committee are Rita Keefer, Rollie Thomas, Connie Schlegel, Patricia Watson, and John Keifer.
ASC head seeks best

By Larry Adler

28 Jan 74

Thomas Wilkie, new vice provost for the Colleges of Arts and Sciences is striving for a University "standard of excellence."

Wilkie said he believes in keeping "the level of undergraduate education as high as it can be."

One of the ways that this level could be maintained, Wilkie said, is by "seeing that the counseling system provides the best possible service to the students."

He added that the counseling system is not used enough by undergraduates.

Marianne Fauble, a social and behavioral science adviser, said, "Students feel the need to see an adviser only when there are problems."

"If students would regularly see their advisers many of the problems that arise might be easily avoided," she said.

Wilkie, who supervises the Arts and Science Honors Program, said he believes students show an extra capability and desire to expand themselves intellectually.

Wilkie said every realistic consideration that does not overstep University regulations should be available to honor students in an effort to keep their intellectual curiosity growing.

Wilkie also said that greater incentives are needed to encourage students to attain grades that will help them become honor students.

A native of Rome City, Ind., Wilkie has a bachelor's degree in classical languages from Xavier University. He received an M.A. and Ph.D. in mathematics from Ohio State.

Before assuming his present position, Wilkie was director of the statistics laboratory and chairman of the graduate committee of the Division of Statistics at Ohio State.

Besides being a staff member of the National Bureau of Standards in Washington, D.C., he is also a member of the Mathematics Association of America, the American Statistical Association, the Institute of Mathematical Statistics and the International Association for Statistics in Physical Sciences.
THE OHIO STATE UNIVERSITY

February 21, 1974

TO: Francis Anderson
FROM: George W. Baughman
SUBJECT: Comments on "Central Role of Arts and Sciences"

General -

I liked the overall approach to explaining the unique position of Arts and Sciences in higher education, the size/diversity impact of its programs, the service role to preprofessional (common to public and private) and to baccalaureate professional (particularly public).

I was disappointed that the problem of articulation was only briefly mentioned in that the Arts and Sciences certainly have needs/opportunities in that regard. I also was critical of some of the documentation or lack thereof and some of the technical assumptions as will show below.

Page Comments -

Page 4 Would substitute following for last sentence first paragraph -

"For example an engineer typically is required to take mathematics, chemistry, physics and english from the Arts and Sciences as well as taking electives in such areas as history, psychology, philosophy, foreign languages, geography, etc."

Page 5 Why not use Regents' F.T.E. of 15 quarter credit hours of Autumn, 45 hours of annual? If not, then

Undergrad is 45 quarter or 30 semester hours
Grad is 36 quarter or 24 semester hours.
Although the notion is good the example is weak when you consider:

1. Presentation format doesn't give quantitative sample from which names were drawn and therefore list is somewhat confusing.

2. Particular selection of people emphasizes the value of a private degree versus public, e.g.,

<table>
<thead>
<tr>
<th>Source</th>
<th>Persons</th>
<th>Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private Only</td>
<td>22</td>
<td>37</td>
</tr>
<tr>
<td>Private and Public</td>
<td>3</td>
<td>7 (3</td>
</tr>
<tr>
<td>Public Only</td>
<td>7</td>
<td>12</td>
</tr>
</tbody>
</table>

I would recommend a sample from Who's Who in Ohio or Midwest as perhaps yielding the same "dramatic" results with a better show for public.

Research times is implicit in models in that it presumably accounts for part of difference in loads by level. Statement is O.K. if you are willing to agree it is "in there." There is some movement (Kufers, perhaps Coulter) to perhaps make it more explicit in future.

Nice, but how do you do same without expanding formula to be curriculum sensitive (chemistry versus English on labs or libraries) as well as level sensitive (Ph.D. versus general studies)? Not sure what quality "studies" are. Perhaps studies?

As a practical matter the capital funding program has a major impact on the issues in point 2 and in this regard the current efforts of the Space Standards Group at the Regents are most important particularly as they address appropriate ratios of space to students by type of space.
Page 26 - Par. 1, Sentence 5,

General unrestricted grants, departmental earnings, earnings on investment, out-of-state fees, special course charges, unrestricted earnings on endowments, and overhead are also sources which amount to from 3 to 15% of income.

<table>
<thead>
<tr>
<th></th>
<th>General Studies</th>
<th>Baccalaureate General</th>
<th>Baccalaureate Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subsidy</td>
<td>$ 551</td>
<td>$1,171</td>
<td>$1,680</td>
</tr>
<tr>
<td>Resident Tuition</td>
<td>630</td>
<td>630</td>
<td>650</td>
</tr>
<tr>
<td></td>
<td>$1,181</td>
<td>$1,801</td>
<td>$2,310</td>
</tr>
<tr>
<td>divided by 45</td>
<td>$26.24</td>
<td>$40.04</td>
<td>$51.33</td>
</tr>
<tr>
<td></td>
<td>1.53</td>
<td>1.96</td>
<td></td>
</tr>
</tbody>
</table>

Page 27

Comparison of public/private and $1,600 tuition rate is misleading because:

1. $1,600 is high unless coverage of 6% outside support was assumed:

<table>
<thead>
<tr>
<th>F.T.E.</th>
<th>Subsidy + Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>G.S.</td>
<td>74,433 X $1,181</td>
</tr>
<tr>
<td>Bacc.</td>
<td>80,778 X 1,801</td>
</tr>
<tr>
<td></td>
<td>152,211</td>
</tr>
</tbody>
</table>

2. Net Tuition is more appropriate measure for private comparison in that as much as 50% of private fees can be student aid.

3. No accounting for capital appropriations cost is considered in public figure.

Would also like to see documentation similar to that used in Chapter 1 for Paragraphs 3, 4, 5 and 6.

-supplement to chapter VI Funding -

General approach is clever. However, there are some technical difficulties and possible pitfalls vis-a-vis Regents' responses:
1. Regents staffing level for G.S. is correct at 24 to 1. F.Y.I. Levels and SCHRS in legislative request were:

<table>
<thead>
<tr>
<th>Ratio</th>
<th>SCHRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>G.S.</td>
<td>24</td>
</tr>
<tr>
<td>B.G.</td>
<td>16</td>
</tr>
<tr>
<td>B.P.</td>
<td>12</td>
</tr>
<tr>
<td>M</td>
<td>10</td>
</tr>
<tr>
<td>Doctoral</td>
<td>8</td>
</tr>
<tr>
<td>Med.</td>
<td>6</td>
</tr>
<tr>
<td>G.P.</td>
<td>10</td>
</tr>
</tbody>
</table>

2. Expenditure model figure of $12,761 compensation was extrapolated from Regents' "6.5% request" which showed $531,720 as 1973-74 compensation for 1,000 students. ($531,720 ÷ (1000 x 15)) x 360 SCHRS = $12,761.

However, this figure is actually high for two reasons. First, the 6.5% request was not funded and secondly the actual Regents' compensation figure used was $12,660 x 42 faculty per 1000 students. The faculty figure was arrived at by dividing 15,000 SCHRS by 360 which yields 41.67 and then rounding up.

There is no published Regents' actual 1973-74 figure for faculty compensation in the model but if they were queried they would say it was less than $12,660.

F.Y.I. The actual compensation figures used in the Regents' request were:

<table>
<thead>
<tr>
<th>Ratio</th>
<th>SCHRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>G.S.</td>
<td>$12,660</td>
</tr>
<tr>
<td>B.G.</td>
<td>15,830</td>
</tr>
<tr>
<td>B.P.</td>
<td>16,350</td>
</tr>
<tr>
<td>Masters</td>
<td>20,050</td>
</tr>
<tr>
<td>Doctoral</td>
<td>24,270</td>
</tr>
<tr>
<td>Med.</td>
<td>24,270</td>
</tr>
<tr>
<td>G.Prof.</td>
<td>20,050</td>
</tr>
</tbody>
</table>

Since the total G.S. model was funded at $1,181,000/1000 instead of the $1,198,000 requested in the 6.5% model I would assume the compensation figure they would calculate would be $12,480 (12,660 ÷ (1,198,000/$1,181,000)). This would somewhat strengthen the case.
2. 17,000 compensation is okay, statewide average reported to AAUP, although still confidential, will come out $17,348.

3. The straight forward calculation that concludes 65% of the teaching must be done by T.A.'s ends up with an average T.A. stipend of $10,478 on a full time basis:

\[ 0.65X + 0.35(17,000) = 12,761 \]
\[ X = \frac{10,478 \text{ average cost per F.T.E. T.A.}}{\text{}} \]

A more likely figure would be the O.S.U. 73-74 average for T.A.'s, R.A.'s, and A.A.'s of:

Salary \[ $340/\text{mo} \times 9 = 3,060 \]
Fee Waiver \[ 310/\text{qtr} \times 3 = 930 \]

$3,990 for 50% or $7,980 for 100%.

Using this figure would then say -

\[ 7,980 \times X + 17,000 \times Y = 12,761 \]
\[ X + \frac{9,020 \times Y}{1,000} = \frac{4,781}{53\% \text{ faculty}} \]
\[ Y = 47\% \text{ T.A.} \]

Using the adjusted compensation figure of $12,480 would change this to an even 50/50.

There are at least three ways to meet the general studies model in universities without a large T.A. component.

1. Low salaries (which doesn't seem to be the case except perhaps at Central State and Youngstown).

2. Large classes - which everyone does.

3. Higher teaching loads (e.g., 20 hours with 24 students yields $17,000 salary).

The recommendation comes closer to a realistic T.A. stipend but is inconsistent with the first in that the implicit stipend is $7,000 rather than $10,480 as follows:

\[ 0.20X + 0.80(17,000) = 15,000 \]
\[ X = \frac{7,000}{\text{}} \]
To achieve 20/80 mix with T.A. stipend of $7,980 and actual current salary of $12,480 would require about $113/F.T.E. student as follows:

\[
\text{.20 x } \frac{7,980}{12,480} + \text{.80 x } 17,000 = \frac{15,196}{2,716} \div 24 = 113
\]

Using 1972 data this program would cost about $7.8 million as best as I can reckon -

G.S. F.T.E. R.A.P. 1972-73
Less 7.4% out of state

74,433
5,513
68,920
\text{x 113}

$7,788,014

This would represent a 3.1% increase in the 1972-73 subsidy appropriations ($253,858,000) or a 2.4% increase in total higher education appropriations ($320,427,000).

A Major Caution

Although I find the argument impressive I should point out that institutions have generally not spent as much on General Studies as even the models permit. For example, state institutions other than O.S.U. spent $1,051 per student at the General Studies level in 1971-72 as opposed to a model of $1,125. (O.S.U. spent $1,295 but also had significantly more outside help). The Regents have from time to time pointed this out.

A second caution is that the average compensation data for the Arts and Sciences will not show up as being below the counterparts if the Regents would uncouple their resource analysis procedure to make such a calculation.

If we assume that T.A. compensation is roughly half that of an average faculty member (above data suggest $7980/$17,000 = 47%) then the 1972-73 resource allocation procedure of the Regents would show an average compensation of $16,895 for the "Arts and Sciences" which, on the average is above the other non-first professional degree programs as shown on the attached table.
<table>
<thead>
<tr>
<th>Total</th>
<th>Compensation/</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F. T. E.</td>
<td>Compensatory F.T.E.</td>
</tr>
<tr>
<td>Percent</td>
<td>Non Faculty</td>
<td>Teach. Staff</td>
</tr>
<tr>
<td>Languages</td>
<td>28%</td>
<td>$12,887</td>
</tr>
<tr>
<td>English</td>
<td>28</td>
<td>12,209</td>
</tr>
<tr>
<td>Philosophy</td>
<td>16</td>
<td>41,345</td>
</tr>
<tr>
<td>Speech</td>
<td>25</td>
<td>14,150</td>
</tr>
<tr>
<td>History</td>
<td>22</td>
<td>15,343</td>
</tr>
<tr>
<td>Economics</td>
<td>15</td>
<td>15,452</td>
</tr>
<tr>
<td>Geography</td>
<td>22</td>
<td>14,809</td>
</tr>
<tr>
<td>Political Science</td>
<td>16</td>
<td>14,559</td>
</tr>
<tr>
<td>Psychology</td>
<td>22</td>
<td>15,640</td>
</tr>
<tr>
<td>Sociology/Anthro</td>
<td>16</td>
<td>15,218</td>
</tr>
<tr>
<td>Bio. Sci.</td>
<td>29</td>
<td>14,306</td>
</tr>
<tr>
<td>Chemistry</td>
<td>36</td>
<td>16,225</td>
</tr>
<tr>
<td>Geology</td>
<td>22</td>
<td>16,188</td>
</tr>
<tr>
<td>Physics</td>
<td>23</td>
<td>17,813</td>
</tr>
<tr>
<td>Mathematics</td>
<td>29</td>
<td>14,448</td>
</tr>
</tbody>
</table>

**Total**

- $14,919
- $16,895

<table>
<thead>
<tr>
<th>Percent</th>
<th>Agriculture</th>
<th>$14,532</th>
<th>$16,514</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allied Medical</td>
<td>4</td>
<td>12,576</td>
<td>12,833</td>
</tr>
<tr>
<td>Architecture</td>
<td>11</td>
<td>13,231</td>
<td>14,001</td>
</tr>
<tr>
<td>Art</td>
<td>19</td>
<td>12,673</td>
<td>14,003</td>
</tr>
<tr>
<td>Business Admin.</td>
<td>16</td>
<td>15,228</td>
<td>16,552</td>
</tr>
<tr>
<td>Computer Sci.</td>
<td>31</td>
<td>14,738</td>
<td>17,441</td>
</tr>
<tr>
<td>Education</td>
<td>13</td>
<td>15,296</td>
<td>16,559</td>
</tr>
<tr>
<td>Engineering</td>
<td>9</td>
<td>17,664</td>
<td>18,496</td>
</tr>
<tr>
<td>Drama &amp; Dance</td>
<td>32</td>
<td>15,323</td>
<td>18,242</td>
</tr>
<tr>
<td>Home Economics</td>
<td>16</td>
<td>13,176</td>
<td>14,322</td>
</tr>
<tr>
<td>Journalism</td>
<td>21</td>
<td>14,085</td>
<td>15,737</td>
</tr>
<tr>
<td>Library Science</td>
<td>9</td>
<td>14,265</td>
<td>14,937</td>
</tr>
<tr>
<td>Music</td>
<td>19</td>
<td>13,195</td>
<td>14,580</td>
</tr>
<tr>
<td>Nursing</td>
<td>1</td>
<td>11,656</td>
<td>11,714</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>18</td>
<td>19,315</td>
<td>21,225</td>
</tr>
<tr>
<td>Phys. Ed.</td>
<td>18</td>
<td>13,026</td>
<td>14,314</td>
</tr>
</tbody>
</table>

**NOTE:** Data are extracted from 1972-73 Ohio Board of Regents' Resource Allocation Procedures. Percent of non-faculty being calculated from non-faculty per hundred students versus total teaching staff. Compensation is calculated by dividing dollars of compensation per 100 students by teaching staff per 100 students. Faculty compensation per F.T.E. is calculated on the assumption that T.A. stipends are 50% that of faculty (1972-73 average was 47%) and the following formula:

\[
\text{Est. Fac. Comp. per FTE} = \frac{\text{Compensation per FTE}}{1.05}\text{non-faculty + (.50 times % of non-faculty).}
\]
Career Services aids grads in job search

About 50 percent of all OSU seniors take advantage of the services the Career Services and Placement Office has to offer, Jean Eisel, director of career services for the College of Arts and Sciences said.

Workshops covering skill assessment, resume and cover letter writing, interviewing techniques and how to use available resources are scheduled throughout the quarter for all interested seniors. Seniors do not need to be graduating that quarter to use the Career Services Office.

The workshops are where students get the tools for good interviews, Eisel said. The basic purpose is to teach students how to present themselves, she added.

On campus interviewing does not guarantee a student a job, Eisel said, but “it’s a super experience to see corporations one to one.” The Career Services Office also uses referral and newsletters as a means to help students locate jobs. Only about 20 percent of the job openings are advertised, Eisel said, and a student must know what resources are available to locate jobs.

A student can register with the Career Services Office of their school or college, but also can use any of the placement services on campus. They can interview in any office if a specific employer does not come to their college and the job opening is applicable.
ASC degrees may require more upper division classes

By Sandra Huggler
4-30-80

Students in the College of Arts and Sciences (ASC) who have not completed 90 hours by this spring may have to change their degree programs in response to the college’s effort to strengthen its curricula.

Students who will be graduating summer quarter 1982 or later and who have not earned 90 hours by the end of this quarter would be required to take 60 hours in upper division courses. Another proposal would require ASC students to take 165 hours of ASC or ASC-related courses to graduate.

The proposals will be acted on by the Arts and Sciences College Senate May 5.

Upper level courses will include those at the 300 level or above, those taught by the College of Mathematical and Physical Sciences at the 200 level and above and those foreign language courses taught in the language at the 200 level.

Each major program now imposes requirements for upper division courses for an untagged bachelor of arts or bachelor of sciences degree and for the bachelor of arts degree in journalism. For example, the economics department determines course requirements for the economics program.

If a student earns an untagged degree, the diploma does not specify a major, said Donald W. Good, associate vice provost for arts and sciences.

Upper level course requirements for the arts and sciences degrees vary from program to program. For example, a history degree requires 35 hours of courses at the 300 level and above, while the black studies program requires 25 hours at the same level.

"Principally," Good said, "before 1971 the curriculum was much more structured." He said some students now graduate after taking only freshman-level courses as electives.

"We are trying to encourage students to strengthen their curricula," Good said. Under the proposal, students would be encouraged to take courses that relate to their majors.

A second proposal would require that 160 of the total number of hours needed for a degree in arts and sciences be ASC or ASC-related courses. To obtain a degree in journalism, students must complete 196 hours; for other arts and sciences degrees, 180 hours are required.

Currently, there are no limits on courses taken from other colleges, Good said.

If the proposal is passed, all courses taken by students this quarter or earlier will count toward the minimum 165 hours, as long as they are otherwise applicable toward the arts and sciences degrees, Good said.

Included in the 165-hour package are courses listed in the five ASC colleges and the School of Journalism, UVC 100, computer and information sciences courses, photography and cinema courses, transfer credit for foreign languages not taught at OSU and non-ASC courses approved for basic education requirements.

The student may petition the college for approval of other courses but will be encouraged to get permission before taking the course, Good said. Courses may be taken from any college or school, he said, but students will be urged to talk to an adviser or faculty member.

Automatic approval will be given for courses taken as part of an approved ASC major, minor or certificate program. Courses taken as part of approved ASC honors or personalized study program contracts, dual degree, ROTC or other established ASC programs will also receive automatic approval.

Other Ohio universities require more hours in courses at the 300 and 400 level than does ASC at Ohio State, according to information accompanying the proposal. The University of Akron requires the equivalent of 70 hours. Cleveland State requires 56 hours, while Kent State requires 63 hours. Miami University asks for 74 hours.
New ASC guidelines approved by senate

By Sandra Huggler 5-6-80

Guideline proposals that would require students in the College of Arts and Sciences (ASC) to take more upper-level and arts and sciences courses will probably be adopted according to Thomas A. Willke, vice provost for the college.

The proposals, which Willke said would "lift the quality of the degree," were approved by the Arts and Sciences College Senate Monday.

One proposal requires ASC students to complete 60 hours of upper-level courses. Courses taught at the 300 level and above, those taught by the College of Mathematical and Physical Sciences at the 200 level and above and foreign-language courses taught in the language at the 200 level constitute upper-level courses.

A second proposal requires students to take 155 hours of ASC or related courses from the total required for graduation.

Students graduating summer quarter 1982 or who have not earned 90 hours by the end of this quarter will be required to take 60 hours of upper-level courses if the proposals are adopted by the Council on Academic Affairs.

Beginning summer quarter, hours ASC students have earned will count toward the 165-hour requirement if the proposal is adopted. Students also would be required to take 15 additional hours of electives beginning summer quarter.

The college requires students to take 180 hours -- 196 hours for journalism students -- to graduate. The number of upper-level hours required by each major varies, but the average is 35 hours, Willke said.

Sample results taken for the curriculum committee from a survey conducted of 1978-79 graduates was applied to an estimate of 1,600 graduates for the 1982-83 academic year.

Figures show 948 students will be required to take two to three additional courses, a one course per year difference in their current program, Willke said. Willke said the proposed requirements may discourage an "undetectable" number of students from entering the college. "Any other college has comparable or greater requirements," he added.

A survey of the requirements at other universities in Ohio showed that a 60-hour upper-level requirement would be about average for an ASC degree.

Willke said the 165-hour requirement should not be "construed as an attempt by the ASC to discourage students from taking courses outside of arts and sciences."

However, students wanting to take courses outside of arts and sciences will have to have those courses approved by their advisers.

He said the college will approve courses that constitute a "serious excursion into career preparation." For example, the college will never prohibit a student from taking an accounting course, he said.

Willke said the approval process will have to be tried out, but he does not foresee any problems with an increase in the number of petitions. He said the petition process will occur on several levels, including approval given by advisers.

Approval will be given automatically for courses taken as part of an approved ASC program or by petition.

Willke said students on the ASC Curriculum Committee have generally been in favor of the proposals.

Proposed ASC changes are favored by faculty

By Sandra Huggler 5-8-80

Proposed changes in course requirements for students in the College of Arts and Sciences (ASC) are generally favored by members of the college's curriculum committee, made up of faculty.

The proposed requirements include 60 hours of upper-level courses comprised at the 300 level and above and 165 hours of ASC and ASC-related courses.

Both changes require passage by the Council on Academic Affairs.

If passed, approximately 60 percent of an estimated figure of 1,600 1982-83 graduates would have to add one to two courses a year to their current program in order to graduate, according to figures gathered for the curriculum committee.

Barbara D. Groseclose, assistant professor of history of art, said the proposed requirements "won't be a detriment to the college enrollment."

She said she considers the proposals to be a "means of helping students in terms of the job market."

Groseclose pointed out that criteria for receiving a degree from professional colleges such as engineering and pharmacy are more regimented than the criteria for receiving a bachelor of arts (BA) or bachelor of science (BS) degree from ASC.

For example, the College of Pharmacy outlines which courses are to be taken each quarter of each year as well as required common core. The same is true for the departmental programs of the College of Engineering.

"The intent is to strengthen the BA and the BS," said Michael W. Curran, acting associate dean of humanities. "Students will ultimately benefit from the change," he added.

Three of the committee members contacted said they did not anticipate any major changes in their departments' major programs.

"Our program already falls within the new requirements," Groseclose said of the history of art program.

Curran said he does not foresee any difficulties or problems and said the history department will make every effort to effect any necessary changes.

The three committee representatives also cited support from faculty members in their departments.

Bennett D. Baack, associate professor of economics, said he discussed the proposals with several people at a faculty meeting and they supported the new requirements.

"I'm sure my faculty supports it," Groseclose said.
ASC requirements raised, ‘upper division’ classes added

By Michael Sopko
5-23-80

Some arts and sciences students will face tougher graduation requirements because of a proposal passed Wednesday by the Council on Academic Affairs.

Students graduating summer quarter 1982 or later who have not earned 90 hours by the end of this quarter will be affected.

The new requirement is that students complete a minimum of 60 hours of “upper division” work.

“Upper division” courses are defined by the College of Arts and Sciences (ASC) as all university courses at the 300 level or above.

In addition, all courses taught by the College of Mathematical and Physical Sciences at the 200 level or above and all foreign language courses at the 200 level taught in the language are classified as “upper division.”

Transfer or other credits approved by the director of admissions will still be valid according to the new requirements.

Donald W. Good, associate vice provost for ASC, says he welcomes the curriculum change.

“We look to the major program to be the core of gutsy upper-level courses.”

Thomas A. Wilke, vice provost for ASC, says the change follows a “clear national trend to beef up college curricula.”

The council also revised a rule that will now require students to be enrolled during the last quarter before graduation in the college from which they will receive their degree.

The old rule required students to be enrolled in their college the last two quarters before graduation.

The council also combined two divisions in the College of Pharmacy.

The divisions of Medicinal Chemistry and Pharmacognosy/Natural Products Chemistry were combined due to the low number of faculty in each division and because of the similar interests of the two units, says Albert H. Soloway, dean of the College of Pharmacy.

Soloway says combining the two units “will improve recruitment and retention of graduate students” and will cut down on committee work required of faculty members in each division.

ASC students can petition prerequisites

By Scott Davis
Lantern staff writer 2-4-82

Although students in the Colleges of the Arts and Sciences must fulfill toughened course requirements, the rules may be bent if they run into special problems, college officials say.

Arts and sciences students who had accumulated less than 90 hours by the end of spring quarter 1980 and who graduate after spring quarter 1982 must take a minimum of 60 hours of courses numbered 300 or above, except in the mathematics, physical science and foreign language departments, where a 200-level course is considered upper-division.

Martha S. Auborn, secretary for the Colleges of Arts and Sciences, said if a student wants to take an upper-division course but does not have credit for the prerequisite courses, he can petition the college for approval to take the higher level course without prerequisites.

Thomas A. Wilke, vice provost for academic affairs, said, “If the requested course is not highly specialized and fits logically with a student’s program, the petition probably would be approved.

Wilke also said arts and science advisers will work with students who have special problems or who were very close to having 90 credit hours at the end of spring quarter 1980.

Both Auborn and Wilke urged students who are unsure of how they stand in terms of graduation requirements to see an arts and sciences adviser.

“We will accommodate as much as we can, but the requirement is the requirement. We will not tolerate seniors who are messing around with elementary courses, Wilke said.”

“This is not the case at OSU,” Auborn said. “Some schools do not allow sophomores to take freshman courses or juniors to take sophomore courses, and so on.”

Both Auborn and Wilke urged students who are unsure of how they stand in terms of graduation requirements to see an arts and sciences adviser.

“We will accommodate as much as we can, but the requirement is the requirement. We will not tolerate seniors who are messing around with elementary courses, Wilke said.”

“This is not the case at OSU,” Auborn said. “Some schools do not allow sophomores to take freshman courses or juniors to take sophomore courses, and so on.”

The latter is not the case at OSU, Auborn said, because of the varied courses offered here that may be of interest to upperclassmen.

level requirement change was the result of “a faculty perception that students were taking elementary courses during their junior and senior years. That is not what a liberal arts education is all about. Students should do their easy sampling early and take more difficult classes later.”

“This will not affect the good degrees of students who are constantly challenging themselves,” Auborn said.

“It will make a degree (from OSU) a little bit
OSU administrators are high on a new aviation major program that will give students more flexibility and save the university money.

The new program, which will be offered through the College of Arts and Sciences (ASC), was unanimously approved by the Council on Academic Affairs Wednesday.

"The intent is to add an aviation focus to the eclectic nature of a liberal arts program," said Richard D. Gilson, chairman of the Department of Aviation.

The major will be an alternative to aviation majors currently offered in the colleges of Engineering and Administrative Science, Gilson said.

"The bachelor's degree in Aviation (through the College of Engineering) is a very technical program," he said.

Gilson said the major in Administrative Science includes 24 credit hours of aviation electives, but leads to a degree in Business Administration.

According to Gilson, the idea for the new program came about because many students were pursuing aviation majors through the ASC Personalized Study program.

The new program will save the university money, he said, because it will eliminate the need for personalized study in aviation.

"It will cut out a tremendous amount of individual counseling," Gilson said. Students in a personalized study major receive counseling from both ASC and the Aviation department, he added.
ASC submits plan to raise standards for personal study

By Lynne Brungarth
Lantern staff writer 9-29-82

New applicants to the Colleges of the Arts and Sciences' personalized study program may face tougher curricula and acceptance conditions, according to an OSU administrator.

The program was recently revised to provide a more rigorous and well-rounded liberal arts education, according to Mark S. Auburn, associate vice provost and secretary of ASC.

Started in 1972, the program is designed to provide an individualized field of study in the liberal arts, which cannot be found elsewhere in the university.

Under the program, a student can devise his own major as long as it meets with approval from a five-member ASC committee.

On the average, about 180 students apply for the program each year.

Overall, 150 to 200 people participate in the program any given year, Auburn said.

The revisions were proposed by an ad hoc committee appointed to evaluate the program. The committee submitted recommendations which were, in turn, accepted by the ASC Curriculum Committee.

If approved by the Council on Academic Affairs, the recommendations will go into effect at once.

Under the revisions, a student will be required to complete a minimum of 50 credit hours within the major. The previous requirement was 40.

Of the 50 hours, 40 must be upper-division classes in order to comply with ASC requirements that mandate 60 hours of upper-division courses.

Core courses required

If the measure passes, students also will be required to complete a series of core courses that the student and a faculty adviser have decided are central to the student's particular field of study.

Previously, the student was not required to take any core courses.

Another change in the program will require that a student have a 2.0 grade point average before applying for the program.

This academic stipulation will better assure that students seeking acceptance into the program are academically and educationally mature enough to enter the program.

In addition to revisions in requirements for the program, other existing rules will be more stringently enforced, Auburn said.

All students must be assigned an academic counselor to help in the formation of their major programs, Auburn said.

A faculty adviser is necessary to help a student devise a well-rounded program, he added.

Rule will be enforced

Auburn said university officials will strictly enforce the rule requiring students to file for graduation three quarters ahead of time.

Failure to file a degree application may delay the student's graduation, he added.

To apply for the personalized study program, a student must submit a four-year plan detailing the course that the student will pursue. "The plan becomes the student's contract to graduate," Auburn said. Any changes in the plan must be approved by petition to the ASC Curriculum Committee.

Auburn said the nature of the program requires a student to thoroughly contemplate his major plan before submitting an application.

"This program is for the student who has a unique interdisciplinary idea about what he wishes to study — not one with a minor beef about how a certain major within the Arts and Sciences office is arranged," Auburn said.

If a student seeking acceptance into the program devises a four-year plan that is similar to one that already exists, the student will not be accepted.

"Students sometimes see the program as a way to circumvent requirements in programs offered in other existing majors," Auburn said.

Each applicant must fill out a five-page form. The student must explain his purpose for applying, devise a four-year plan of his major and supply a written recommendation from a faculty adviser.
ASC students get incorrect notices to complete math

By Lynne Brungarth
Lantern staff writer 10-17-82

If it's true that people learn from their mistakes, then officials in the Colleges of the Arts and Sciences may have learned a valuable lesson this week.

About 200 students in ASC received letters Monday informing them they had not taken a Mathematics 102 course necessary for enrollment in the college.

The letter went on to say, "... if at the end of autumn quarter 1982, you have not presented proof of completion of this entrance requirement, you will be placed on special warning for winter quarter 1983."

The letters, however, were incorrectly sent to about 80 percent of the 200 students who received them.

According to Thomas Willke, ASC vice provost, the mistake was a human error.

He said wrong directions were given to a word processor.

"This was just dumb," he said. "What is done is done and we are trying to pick up the pieces now."

In order to "pick up the pieces," the college mailed special delivery letters to the students who received the incorrect notice.

The letters cost about $2 each, Willke said. The money comes from the college's operating budget.

He said the staff thought about making telephone calls but were afraid they would not be able to get in touch with all the students, so they sent special delivery letters.

The letters told students they did not have to have the math requirement completed and apologized for any inconveniences.

The initial letter contained a sentence asking students to stop by the office of Robert Oates, assistant dean of ASC, if the college's records were incorrect.

A line formed at the assistant dean's office Tuesday morning.

Student reactions to the mistake were varied. Jane Fletcher, ASC counselor, said the first reactions of the students she talked to were of anger. When they learned, however, that the letters were a mistake, they thought it was funny, she added.

Part of the confusion in the letters resulted from a change in the college's math requirement.

Beginning autumn 1980, all students transferring into the college had to have Math 102, a requirement that previously did not exist.

According to Willke, the letters were accidentally sent to students who transferred into the college before autumn 1980.

The letters were also sent to some students who had already graduated from the university and some who had taken a great deal of math already, he added.

The letters were intended for students who had not taken Math 102 or placed in math level three or above on the OSU math placement test, Willke said, but had entered the college after the requirement became effective.
ASC changes rules of graduation

Students enrolled in the Colleges of the Arts and Sciences may find themselves in a predicament when they attempt to graduate. A new 60-hour upper-division level coursework requirement is the problem. The 60 hours must be 200-level or above courses in the physical sciences, math and foreign languages or 300-level or above in all other courses. The only exception to this rule is students who completed 90 hours of coursework by the end of Spring Quarter, 1980.

Of course, when one is not satisfied with a decision in a game, a grievance can be filed, or, in this case, the matter can be petitioned. However, many of the petitions to the college are falling on the deaf ears of the ASC petitions committee.

Students have found very little, if any, sympathy from the committee. The committee maintains it was the student's responsibility to find out about this requirement even though the student had no way of knowing about it because it did not exist at the time the student entered OSU.

The committee maintains it was the student's responsibility to find out about this requirement even though the student had no way of knowing about it because it did not exist at the time the student entered OSU.

Autumn Quarter 1980 freshmen after the new requirement was passed.

The ethics of the college concerning this are questionable at best. The student course catalog and the material outlining the Liberal Arts Core and Basic Education Requirements should serve as a contractual agreement between the college and the student. A student should only need to fulfill the requirements that existed when he enrolled in college.

While hiding behind the skirts of a better quality education, it may be hypothesized that the real reason for this kind of unacceptable and unethical behavior is for longer student retention when the university is experiencing financial difficulties.

It makes a lot of sense for OSU to want to retain students longer as enrollment continues to decline and the university finds itself overstaffed and overextended.

Although it is true that OSU turned away 1,700 applicants this quarter, the future enrollment picture is not as rosy.

It may be argued by administrators that the university is giving students a better quality of education, but it can also be argued that the university is giving itself a better financial outlook by taking the money of students, parents and the government for this additional educational opportunity of upper-division courses.

It is time for ASC to admit that they have made a serious judgment error and correct the situation immediately. This university has no room for prima donna administrators who claim they are protecting the integrity of a program, when their first concern should always be for the students that their requirements affect.
OSU places ad in N.Y. Times, seeks top students nationwide

By Brenda Russell
Lantern staff writer


The ad is designed to recruit "those people who consider themselves outstanding students," said C. Grey Austin, assistant dean for the Colleges of Arts and Sciences and university honors director.

The advertisement will appear in all the paper's editions, giving it exposure across the country.

"This is the first time Ohio State has done something this nationwide," Austin said. "But it's not an unusual practice for major universities."

Although the advertisement is an isolated instance in recruitment, both Austin and James Mager, director of admissions, said out-of-state students have been recruited by other means for many years.

"Alumni groups conduct recruitment," Austin said. "There is also a paragraph about Ohio State in the literature sent to National Merit Scholars across the country."

Mager added that the admissions office actively offers information about OSU to the public.

"There is a fine line between public service and recruitment," Mager said. "We visit over 300 high schools and come in contact with over 50,000 students, but we do no out-of-state recruitment in this office. It's generally for Ohio people who want to know about Ohio State."

All of these activities lead to one thing — increased enrollment — and OSU's enrollment is now up to 53,260 from 52,781 in 1981.

This development is not welcomed by the Board of Regents, however, which is pressuring the university to limit enrollment to 40,000. This is the total specified by state law. OSU receives state subsidies for 40,000 full-time equivalent students. Full-time equivalents are students taking 15 hours.

Of the undergraduate student body, 93.8 percent are Ohio residents, 5 percent are non-residents and 1 percent are foreign students, according to 1981 figures. Statistics for 1982 are not yet available.

Compared to other major land-grant universities, the figures for OSU are right in line.

According to the Comparative Guide to American Colleges by James Cass and Max Birnbaum, Michigan State University, the nation's first land-grant institution, has a student body of 47,316. Michigan limits out-of-state student enrollment to 20 percent of that total, and students from North Central states make up 94 percent of the MSU student body.

Purdue University, with 32,963 students, recruits nationally according to the guide, but Indiana limits out-of-state enrollment to 25 percent. These students also have to be in the top third of their high school class. The majority of Purdue students are from the Midwest.

The University of Minnesota has 51,617 students and "almost the entire population is from North Central states," according to the guide.

A smaller land-grant university, Iowa State University, has more than 83 percent state residents and strongly discourages out-of-state students, even though it does not set an official limit.

Ohio State also has no precise limit regarding the percentage of out-of-state students, but it requires non-Ohioans to have a 2.5 grade point average, be in the top half of their class or have minimum composite scores of 21 on the ACT or 950 on the SAT.

Mager said other factors, such as references and the student's high school academic program, are also considered.

"The university has a strong commitment to get the highest quality student body it can," Austin said. "The number of people available for college enrollment is dropping and out-of-state students may fill in empty spots. Also, having a varied student body is, in itself, an educational device. It brings a variety of perspectives to the university."
COLUMBUS, Ohio -- More than 200 outstanding students in Ohio State University's Colleges of the Arts and Sciences will be recognized at an annual honors banquet at 6 p.m. Wednesday (11/17) in the east ballroom of the Ohio Union, 1739 N. High St.

The 1982 Colleges of the Arts and Sciences Student Council Award for Outstanding Teaching and the Rosalene Sedgwick Faculty Service Award also will be presented.

The students honored have achieved a 3.32 or better grade-point average after completing at least 120 credit hours in what is considered an exceptionally difficult and challenging curriculum. In addition, 10 students will be singled out as the top two students in each of the five Colleges of the Arts and Sciences -- the arts, biological sciences, humanities, mathematical and physical sciences, and social and behavioral sciences.

John F. Sena, associate professor of English, 1150 Kenbrook Common (43220), will receive the outstanding teacher award and Vera L. Herman, assistant professor of geography, 241 Dehli Ave. (43202), will receive the Rosalene Sedgwick Faculty Service Award.

The faculty service award honors the memory of Rosalene Sedgwick, for many years the assistant secretary of the Colleges of the Arts and Sciences. She died in 1979.

Selection of faculty award winners by the ASC Student Council is based on nominations from graduating seniors and -more-
outstanding students - 2

recommendations from department chairmen and deans.

---0---

(Contact: Jack Cooley, assistant director, Arts and Sciences Honors Program, 422-5104)

##
ASC offers prize for best papers

By Lindsey Chenoweth
Lantern staff writer

Six departments in the College of Arts and Sciences (ASC) are offering $50 prizes to encourage honors students to improve their writing skills.

Awards will go to freshmen and sophomores who write the best papers in introductory honors courses, said Jack Cooley, assistant honors director of ASC.

Increasing concern among educators about the declining writing skills of incoming freshmen prompted the contest.

"There comes a time to say that if this is true, we should also recognize those who do it well," Cooley said.

Participating departments are English, History of Art, Classics, Philosophy, History and Comparative Studies, he said.

Committees in each department will judge papers submitted by professors of 100-and-200-level honors courses.

The honors office will provide $300 for first prizes, which will be split among the six departments. All students entered in the competition will receive certificates, Cooley said.
Freshmen, transfer students affected

ASC increases requirements

By Patty Ubbing
Lantern staff writer

The Colleges of the Arts and Sciences has revised its liberal arts requirements, raising the total number of credit hours needed to graduate from 180 to 196. The college is also reducing the number of humanities courses offered, said Thomas A. Willke, vice provost for Arts and Sciences.

The new requirements will affect incoming freshmen and transfer students only. They have no affect on students currently enrolled in arts and sciences, Willke said.

Many of the discarded humanities courses were upper level courses, 300 level or above.

Willke said these changes are part of the general overhaul of the arts and sciences program that started long ago. “We’ve got to guide students either one-on-one or institutionally. These new requirements let the students know what is important,” he said.

Additional changes were made in the bachelor of science and bachelor of arts degree programs.

Students pursuing a bachelor of science degree are required to complete mathematics through calculus and analytical geometry, said Susan F. Yutzey, assistant college secretary of arts and sciences.

Science courses have been reduced to focus attention on laboratory work, she said.

“They (B.S. students) won’t be taking some of the courses we consider science culture,” Yutzey said. “We’re really looking for more experimentation type courses for the B.S. degree.”

Incoming freshmen working toward a bachelor of arts degree will take an additional five hours from the combined history and society category, Yutzey said. This new section, called the contemporary world, will include classes that reflect an international view of our society.

Willke said the contemporary world classes build on the history series now required for both bachelor of science and bachelor of arts candidates.

“Until now there has been no real distinction between a B.A. and a B.S. degree. Now there is a more technically based (B.S.) program,” Willke said.

A list of the new liberal arts requirements will be available today in the lobby of Denney Hall.
College of Arts and Sciences adds Religious Studies minor

By Lisa Guanciale
Lantern staff writer

3-6-84

Students wanting to supplement their major program can now consider Religious Studies, a recently approved minor in the College of Arts and Sciences.

Other minors which have been conditionally approved include Turkish, Yiddish, Persian and Modern Greek, being offered through the department of Judaic and Near Eastern Languages and Literature.

These minors need only to have certain courses beyond the 100 level and two courses at the 400 level in language and translation approved by the curriculum committee to become minors, said Michael Zwettler, associate professor of Arabic and chairman of the curriculum committee.

The language minors are being offered to see how students accept them so then majors can be developed in those areas, said Isaac Mowoe, secretary for the College of Arts and Sciences.

The minor in Religious Studies is being offered due in part to the interest and success of the major which is now about a year old.

The faculty teaching and supervising Religious Studies are drawn from from several disciplines and departments, including comparative studies and history, said Gary L. Ebersole, assistant professor in East Asian Languages and Literature and faculty adviser for the Religious Studies major and minor.

The minor requires 30 to 35 hours — almost as many hours as most major programs.

The hours include a program of 17 to 20 hours of religious studies and 15 hours of electives, Mowoe said.

"It is quite rigorous," Mowoe said, "The student almost has a second major."

"You can't get a minor by studying one single religious tradition," Ebersole said. Ebersole said studying Judaic, Christian and Islam religions without studying any Eastern religions is not a cross-cultural study.

Fifteen hours of electives from the Eastern and Western traditions are required for the minor with at least five hours from each.

Ebersole is currently teaching the introductory course "Approaches to the Study of Religion" which he describes as a lecture and guided discussion period.

Three or four students have already expressed an interest in the minor program, Ebersole said. Until now, students have only heard about the new minor through other students because the department has not publicized it.

Mowoe said the major grew out of an extreme interest in the Personalized Study Program.

Many people are now looking at religion as an area of study which regulates human behavior, he said.

There are currently about ten students in the Religious Studies major, Mowoe said.

The new language minors will require about 25 hours, said Zwettler.

There is currently not enough faculty to get majors in these programs.

Zwettler hopes to soon announce a graduate program in the department of Judaic and Near Eastern Languages and Literatures with a concentration in Arabic.
Career Service money to be used to hire staff, expand co-op program

By Jill Boefkamp
Lantern staff writer 7-24-84

The College of the Arts and Sciences Career Services will use a $101,700 grant to advertise their services and to help students get jobs.

The money, given by the U.S. Department of Education, will also be used to hire more staff members, including a new director of cooperative education.

"This is by far the largest amount of money we've received," said Sue Strum, assistant director of Career Services. She said money is requested every year, and in past years, up to $4,500 has been received.

David Breckenridge was chosen from 55 candidates as the director of cooperative education after the job became open seven months ago. Breckenridge, former assistant director of academic studies at OSU's Newark campus. He received his M.A. in public administration from OSU.

Although Breckenridge has no experience with the cooperative education program, his knowledge of OSU influenced his selection, said Bud Dale, graduate administrative associate.

The new position of job developer will be created. This person will be in charge of obtaining contacts with business and industry. A graduate assistant and a secretary will be hired also.

The Career Services Office in Brown Hall, which began in 1977, offers a cooperative education program to help students get practical work experience while going to school. The office also provides employment and professional and graduate information. Students can get on-campus interviews, career counseling, and resume referrals.

Many students are unaware of the career service, said Dale, although it has been steadily attracting students. "People don't think co-op programs exist in the Arts and Science area as they do in Administrative Science or Engineering," he said.

The service informs students by talking to groups, distributing information at UVC lectures, holding orientation every 10 days in the summer, and mailing information about the program to sophomores, juniors, and seniors.

Students will also become better informed with the student handbook being developed, Dale said. The handbook will be especially helpful for students co-oping in another city. It will have scheduling information, instructions on how to fill out job evaluation forms, and a calendar of events on campus.

An employer handbook will be created and given to companies telling them about the the co-op program and answering any questions they may have.

A quarterly newsletter will also be started to let students know where other students are employed, what they are doing and if there are any job openings.

Dale also expects to introduce students to various employers by holding job fairs. "I would like to bring co-op employers here and expose students to different companies in the area," Dale said.

"It's an information gathering process where students could make valuable business contacts," he said.
OSU gives two year degree

By Jane Simpson
Lantern staff writer, 7-27-84

Students attending one of OSU's regional campuses can get a degree in two years.

Associate of Arts degrees are awarded by the Colleges of the Arts and Sciences to students who complete 90 credit hours of designated courses at the Lima, Mansfield, Marion or Newark branches of OSU.

This degree fits in with the basic goal of regional campuses; to offer the first two years of a four-year education, C. Leslie Carpenter, assistant dean at the OSU Marion campus said.

The degree, which was approved by the Ohio Board of Regents in 1978, serves as the halfway point toward a bachelor's degree and has proven to be an attractive option for students thinking about attending regional campuses, Carpenter said.

According to Zel C. Rexroad, an academic counselor at the Colleges of the Arts and Sciences, 671 regional-campus students have received the degree since the first ones were awarded at the end of autumn quarter, 1980.

Associate of Arts degree candidates must have a cumulative grade-point average of at least 2.0. Students must also complete at least 50 hours of Basic Education Requirements deemed appropriate by the Colleges of the Arts and Sciences.

Many people who take courses on regional campuses are considered to be "non-traditional" students, Thomas Willke, vice provost of the Colleges of the Arts and Sciences said. These students are usually older than most college students and might, for example, have children or work full-time during the day. Attaining a bachelor's degree is virtually impossible for some, so an Associate of Arts degree may be the only degree they earn, he said.

The degree serves the purpose of helping prepare them for the work force, Carpenter said.

When the degree program was first proposed, some OSU faculty members wanted the title changed from "degree" to "certificate," Willke said. They believed 90 credit hours of courses did not merit the awarding of a degree. However, the Ohio Board of Regents considered "certificate" demeaning.

Mary K. Noonan, director of public affairs for the Ohio Board of Regents, said certificates are generally assumed to be less-than-degree work and are usually earned in fewer than two years.

The Board, however, would not permit the Columbus campus to offer the degree.

"There's long been a sense that OSU's main (Columbus) campus mission was distinct from its two-year campuses," Noonan said.

These differences in goals led to the Ohio Board of Regents' decision in 1978 to omit the main campus when it approved the university's proposal for an Associate of Arts degree program.

Noonan said the Ohio Board of Regents is basically committed to OSU Columbus as a baccalaureate degree-granting institution with heavy emphasis on research, education and public service.

Willke said board members believed that by allowing the Columbus campus to award the degree, it would be changing its overall purpose and recruit two-year students to the campus.

However, the Associate of Arts degree fits in with the basic plan of OSU's Lima, Mansfield, Marion and Newark campuses, which provides the first two years of courses applicable toward a bachelor's degree, Carpenter said.

The Associate of Arts degree is a useful tool to attract students, he said.

Noonan said degree programs are often set up to meet students' individual objectives and goals. Some regional campus students are not able to complete requirements for bachelor's degrees, and Associate of Arts degrees recognize that students completed an organized program of study, she said.

"It's a very strong mission in and of itself," Noonan said.
Debate brewing on OSU arts credit

By Tom Sheehan
Dispatch OSU Reporter

A faculty committee has recommended that Ohio State University change a new requirement that incoming freshmen have one credit of visual or performing arts for unconditional admission.

But a member of the Coordinating Council of Deans of the Colleges of Arts and Sciences, said any attempts to tamper with that requirement will be opposed.

The Committee on Conditional-Unconditional Admissions, the faculty group charged with monitoring OSU's admissions policy, which took effect last fall, said not enough students have been able to meet the visual or performing arts requirement.

FOR THAT reason, the committee said having one credit in visual or performing arts should be an option rather than a requirement.

In their recommendation to a subcommittee of the university's Council on Academic Affairs, committee members said the requirement does not cut down on dropouts or reduce remedial courses at OSU, as intended.

They pointed out that 27.9 percent of incoming freshmen last fall did not meet the arts requirement.

Those students gained conditional admission, meaning they had to take university courses to make up for lack of that requirement.

Since OSU announced two years ago that it was beefing up its entrance requirements as of fall quarter 1984, most incoming freshmen have been able to meet the other entrance requirements.

THOSE INCLUDE four units in English, three in mathematics, and two each in foreign language, social studies and science.

Andrew Brokema, dean of OSU's college of the arts, said he and the four other deans on the coordinating council are opposed to making any changes in the new entrance requirements for at least two years.

He said the University Senate, which makes final recommendations on the matter to OSU trustees, was strongly behind the admissions policy when it was adopted.

Brokema said it would be wrong to change the arts requirement just because some incoming students cannot qualify.
Career Services prepares students for job interviews

By Klim Breese
Lantern staff writer

Preparing for an interview can make or break your chance of getting a job.

The Career Services Office in Brown Hall 05 is designed to help OSU undergraduates, graduates and alumni find jobs.

Sue Strutner, assistant director of Career Services, said the service offers several ways to learn about preparing for an interview. They include workshops, counseling and a video-tape.

Physical appearance, the ability to communicate verbally as well as non-verbally and self-confidence are important interviewing skills, Strutner said.

She said eye contact, shaking hands and smiling are essential.

"Employers read lack of eye contact as lack of interest and leaning forward indicates interest," Strutner said.

She said a job applicant should always have a good appearance and "dress the part."

"You need to look at the organization that you're interviewing with --- if it's a highly conservative industry --- you'll want to dress conservatively," Strutner said.

Researching the company before interviewing is among one of the most important things to do, said Jim Marshack, Marshack is the office manager of Joblist Inc., an organization dealing primarily with job placement.

"Prepare a list of questions that you think (interviewers) might ask you, and be able to tell them in what way you think you will be beneficial to the company," Marshack said.

Career skills workshops are offered during the quarter. For information, call Career Services at 422-7055.
Good resume is vital first step to find job

By Melanie Nunnely
Lantern staff writer

While a person may be blessed with practically charm, loads of talent and bushels of potential, he may never get a chance to present these assets without a good resume.

"It gets your foot in the door," said Susan Schultz, graduate administrative assistant at the Arts and Sciences Career Services Office.

Unless one happens to be Michael Jackson or the chairman of the board's daughter, "the resume is vitally important because it's what gets you the interview," Schultz said.

Although writing a resume is not difficult, Schultz said it is a skill that must be learned.

A resume should not tell a person's life story, but it should be focused and concise.

"Highlight your strong points — don't just generally present yourself," Schultz said.

The first part of the resume should have personal data. This includes name, address and correct phone number.

It does not need to include age, sex or marital status. "To put those on there causes us problems because it's illegal to hire someone based on those things," said Sue Brevoort, senior employment interviewer at Bank One Corporation.

A sentence describing the applicant's career objectives should follow the personal data, Schultz said. This statement can help get the resume to the right person and may vary depending on the specific job the person is seeking, she said.

The third section of the resume should sum up the person's educational background. It should state the school, the degree obtained, the major and the graduation date. This listing should be chronologically arranged beginning with the most recent.

A college graduate should not list high school education, Schultz said.

A person's grade point average need only be mentioned if it is a strong point, she said.

"You don't want anything on there that's not favorable," she said.

Brevoort estimated that a 2.5 grade point average on a scale of 4.0 would be the lowest to include. "But that depends on the major," she said.

Job experience including paid work, internships and related volunteer work, should be listed next, Schultz said.

If one has had little or no related, paid experience, he should list unrelated jobs, said Jim Houser, manager of professional employment at United Airlines.

"Just putting down the ice cream parlor is meaningful because it shows you've been in a work setting and held a job," he said.

Next, activities or interests may be listed briefly, Schultz said.

Houser said he looks for resumes that have a small self-description of the person:

"The utilization of high impact words can do a lot. Phrases like 'the capacity to get things done' are effective," he said.

If a person has had any relevant honors or awards, they may be listed next, Brevoort said. "They are good because they demonstrate a person's caliber."

Finally, references, both professional and academic, may be listed. However, the statement "References available upon request" is usually adequate, Schultz said.

Although Houser said the first thing he looks for in a resume is a professional appearance, he advises students to do their own resume.

"Having it professionally done tends to say 'Hey, this is the easy way out,'" he said.

Brevoort agreed and said, "If you do it yourself, you'll probably be better prepared for the interview."

Schultz gave these tips for those preparing a resume:

* Use high quality paper. Unless you're applying for an artistic job, you should use white or off-white paper with black ink.

* Keep it to one page.

* Typos, misspellings and poor grammar are taboo. "To be professional-looking, it must be free of mistakes," she said.

* Show the finished product to others and ask them for suggestions.

* Always include a cover letter introducing yourself.

Students should start sending resumes out about six months before graduation, Schultz said. If one doesn't hear from a company, one can contact it again just before graduating.
Professors, students honored at Arts and Sciences banquet

By Elizabeth McBride
Lantern staff writer

Two professors and 200 students were recognized for excellence at the Colleges of the Arts and Sciences Honors Banquet Wednesday evening.

Ann Ackerman-Brown, professor of microbiology and Frank Poirier, professor of anthropology, received awards and $500 each for their performance as faculty members.

In addition, 10 of the 200 honors students received a 1985 Excellence in Scholastic Scholarship Award.

Ackerman-Brown was the seventh recipient of the Rosalene Sedwick Faculty Service award for her performance as an academic adviser.

"I cannot overemphasize how important she (Ackerman-Brown) is to our department," said John Reeve, chairman of the microbiology department.

"I feel that I've only just begun to support the campus community," Ackerman-Brown said. "The award I'm receiving tells me that I may be on the right track. I'm looking forward to the future."

The winner is chosen by a committee of students and faculty members, Thomas Willke, vice provost for the Colleges of the Arts and Sciences, said.

"We search out someone who has given outstanding service outside of the classroom for a long standing period," he said. "It is usually in the area of advising."

Sedwick was a dedicated longtime staff member from the Colleges of the Arts and Sciences, Willke said. She died suddenly about eight years ago, he said. The award was established in her name in 1979.

Frank Poirier received the 1985 Outstanding Teaching Award for the second time. He received the first award in 1976.

"In these intervening years I had begun wondering what happened to my teaching," Poirier said. "I hope this award is a sign that I have not stopped trying."

The Outstanding Teaching Award recipient is nominated by any student or students from the College of the Arts and Sciences, Willke said. Ten finalists are chosen, he said, then a winner is chosen by the Arts and Sciences Student Council.

This was the 37th year of the award, Willke said.

In addition to the faculty awards, 10 of the 200 students honored at the banquet received the 1985 Excellence in Scholarship Award.

Two representative students are chosen from each of the five colleges of the arts and sciences, Willke said.

These students were:
College of the Arts: Jeanie Kathryn Bentley, Orchestral Instrument, and Sarah Tobitt Freeman, Photography and Cinema.
College of Biological Sciences: David Harold Sharkis, Biochemistry, and Robert William Spech, Biology.
College of Humanities: Cindi Lynn Hill, French, and David John Staley, History.
College of Mathematical and Physical Sciences: Emily Elizabeth Heid, Chemistry, and Terry Carter Yates, Physics.
College of Social and Behavior Sciences: Eileen Marie Dohahue, Psychology, and Caroline Mary Gentile, Economics.
Campus interviewing, recruiting continue to rise

Job prospects improving for

By Karen S. Baye
Lantern staff writer

College placement officers say the job outlook, on the whole, is good for this year's OSU graduates.

In addition, a long-range projection shows moderate growth in the U.S. economy for the next ten years.

Placement officers of three of the largest colleges at Ohio State — administrative sciences, arts and sciences and engineering — expect good recruitment and a higher demand from the job market for their graduates this year.

Jim Decker, director of career counseling and placement for the College of Administrative Sciences, said the number of recruiters coming to campus fall quarter was 18 percent higher than in previous quarters, and things still look good for winter quarter.

Decker said a survey from the December 1985 Endicott Report from Northwestern University indicates that out of 230 U.S. companies needing graduates with bachelor's degrees in 1986, 51 percent expect to hire more graduates, 12 percent expect to remain steady, and 37 percent expect to hire fewer graduates this year.

The report expects a 6 percent increase in hiring for accounting students, 16 percent increase for sales and marketing, and 9 percent increase for graduates with a masters degree in business administration, Decker said.

"The market is still very tight. Students will be expected to do a very intensive job campaign," Decker said.

The number of companies recruiting this year in the College of Arts and Sciences has increased more than 125 percent over last year, said Beverly Davis, assistant dean and director of arts and sciences career services.

"We've been working hard to promote our students," Davis said.

She said she receives calls daily from companies requesting interviews. She believes the increase is due in part to the growing economy.

1986 OSU graduates

The College of Engineering does not expect as many jobs as last year to be available winter quarter, but expects the slowdown to be temporary, said Marianne Mueller, assistant dean and director of Engineering Placement.

"All in all, we do see a slowdown. I would not say there would be as many jobs this year as last year," she said. "But engineers are still very much in demand."

Mueller said the decrease is due to many mergers of large companies who are now in the process of reorganizing personnel.

"After this temporary reorganizing we may see a sudden influx, maybe as soon as spring," she said.

An average of 15 recruiters per day conduct 13 interviews each in the college during the quarter, she said. She said recruiting is steady throughout the year.


The review projects a 22 percent increase in hiring for executive, managerial, and professional specialties, and a 29 percent increase for technical fields.

Strong productivity and a 2.9 percent rise of the Gross National Product is anticipated between 1984 and 1995, the review reported.
Student counselors aid their peers

By Paige Oliver
Lantern staff writer

The Arts and Sciences Career Services office in Brown Hall 005 has a new program designed to help students.

The program, peer counseling, has increased by 50 percent the number of people using the office, said Beverly Davis, director of career services and assistant dean of the College of Arts and Sciences.

Six peer counselors answer students' questions about anything from co-op opportunities to writing resumes. If the peer counselor cannot answer a student's question, he or she can at least direct the student to someone who can.

Peer counselors are students who have been selected to counsel other students. "They are chosen on the basis of their interpersonal skills, their understanding of Ohio State, and their desire to gain experience in working with students," Davis said.

The number of people using the peer counseling program increased from 47 last spring to 245 autumn quarter, said Jennifer Glish, a senior from Lodi, who is coordinator of the program.

The peer counseling program developed from a similar program Davis headed at Iowa State University, where peer advisers helped freshmen having academic difficulties. Studies there showed that peer advisers could improve the academic progress of high-risk students and reduce the high dropout rate.

"The peer counseling program at Ohio State is a completely different program," said Davis, who moved to OSU one and a half years ago.

"The program evolved. As we began to see the best way to use peer counselors, we began to change the program. At Iowa State, we zeroed in on students who needed help the most, but now I am working in career planning and placement."

The main concept, however, is still the same. "What the Iowa State and the Ohio State programs have in common is the idea of students assisting students," Davis said.

"There was a real need for peer counseling in this office," Davis said. "Students would come in between classes and sometimes there would be more than 30 people waiting to ask a question and many people would have to leave. I never want students to come into the office and not have someone immediately available to help them."

Gary Nuzzi, a psychology major from Warren, said, "If students have questions that are too complicated, we can always refer them to someone who knows. Students can get general information here, and specific information from career counselors. We determine what the student's need is."

The counselors see graduating seniors the most, Glish said. However, freshmen and sophomores are encouraged to come in because career searching should not be delayed, she said.

Peer counselors may soon be seen in other university departments as well. "They're already talking about using students in a similar capacity at Denney (Hall)," Davis said. "It won't be the exact same thing though. Every program is different."

Academic adviser Nur Hussain said, "It would be great if peer counselors could be used in other departments. They could not give academic counseling, but could speed things up by advising students about class openings and filling out change tickets."

Davis said that peer counselors are a valuable asset to the office. "Many people have recently commented to me that they have made a difference. Having someone immediately available in the office means a lot," she said.
$4,000 given to careers program

By Sharon Kinkley
Lantern staff writer

A Cleveland department store that hires liberal arts graduates from the College of Arts and Sciences donated $4,000 to the college for the Peer Career Counseling program.

The careers counseling program trains students to help other students with career planning, resume writing and interviewing, and directs students to career workshops and job interviews, said program director Beverly Davis.

The money will be used to pay the five career counselors and the career coordinator, she said.

Last year, the program was funded by gifts and donations from alumni.

The May Foundation, parent company of the May Co. department store in Cleveland, annually donates more than $100,000 to education programs, said Bob Trimper, manager of college relations for the May Co.

The May Co. has a recruitment program with the College of Arts and Sciences for liberal arts students, Trimper said.

"We believe liberal arts students have a lot to offer. They are eager, enthusiastic and have a varied background," Trimper said.

"We wanted to directly help students," Trimper said.

Last year, the May Co. hired 17 OSU students.

"After this year we will evaluate the program with the May Co. and then go from there. However, they are already talking about helping us expand the program," Davis said.

"Businesses very often support programs in the university when they see need, however they usually do not target the money for a specific thing," she said.

"The May Co. is especially pleased to give to a specific area so they can see the results from their money."

The program helps liberal arts students focus on their specific career interests, said Tammy Tormasi, a senior from Navarre and Peer Counseling Coordinator.

The majority of students visiting the counselors are juniors and seniors, but after counselors went into UVC classes, many freshmen came in to see the counselors, Tormasi said.

"We encourage freshmen to come in and get acquainted with the career services and find out everything we have to offer," Davis said.

Counselors in the program saw 47 students last fall and about 600 students spring quarter.

"Our program is different because we take students through their problems on a one-to-one basis and we can relate to the students since we've been through or are going through the same types of career problems," Tormasi said.
Colleges give top honors for teaching and service

By Patricia Mroczek

Three faculty and 200 students were honored Nov. 19 during the annual honors banquet sponsored by Colleges of the Arts and Sciences.

Banquet guests filled the Ohio Union ballrooms to watch the presentation of this year's outstanding teacher award, faculty service award and honors faculty service award.

Harold Shechter, professor of chemistry, in his 40th year on Ohio State's faculty, received the 40th annual Outstanding Teaching Award.

Dana Vibberts, associate professor of photography and cinema, received the 1986 Rosalene Sedgwick Faculty Service Award. Sedgwick was assistant secretary in arts and sciences for many years and was known for her devoted service to students. She died in 1979.

Howard Marvel, professor of economics, was presented a new arts and sciences award, the Honors Faculty Service award.

Each recipient also received a $500 honorarium.

Shechter describes himself as "a very demanding teacher" who gives "impossibly long and difficult exams."

"I ask a lot of my students and I don't apologize for that a bit," he says. "My students perform and work hard. The better the students, the harder they have to work. That's interesting is they perform very well and that makes me a better teacher."

Shechter is a specialist in organic chemistry. He graduated with his bachelor's degree from the University of South Carolina in 1941 and spent from 1941-46 at Purdue University, where he earned his Ph.D. degree.

He joined the faculty at Ohio State in 1946. In 1965, he received Ohio State's Distinguished Teaching Award.

Shechter has published extensively, lectured nationally and internationally, and has advised 104 Ph.D. graduates.

"I don't think you can be a good teacher without having good students," Shechter says. "They go hand in hand."

Shechter becomes the eighth person in the chemistry department to win the outstanding teacher award since the Arts and Sciences Student Council founded it in 1947.

"We've had a long tradition of fine teachers in this department," Shechter says. "It's a measure of what we feel is important in the chemistry department. It is part of our tradition" he adds.

This year's winner of the Rosalene Sedgwick Faculty Service Award has his own sorts of traditions.

Vibberts is director of undergraduate studies for photography and cinema and has the distinction of meeting each new student who majors in the subject.

"So everybody who comes into the department initially comes to me," he says. Because of that, Vibberts has done a lot of advising.

"Some days, it seems like 17 million in one day, but I'll talk to any student any time," he says.

Vibberts has been on faculty at Ohio State for 18 years. "Of course, I was only three when I started here," he jokes.

He teaches courses in still photography.

"I particularly like to teach production courses rather than history theory," he says. "I like to work with people and I like to work with people who are doing things. I've taught all the production courses in the department at one time or another."

Vibberts earned his bachelor's and master's degrees from Ohio University in 1954 and 1966, respectively. He joined the faculty at Ohio State in 1969. In 1973, he received the Distinguished Teaching Award.


"I just figure I'm doing what we're here to be doing" he says.

When he's not working with students, he enjoys his favorite avocation — folk music. He and his family perform old-
time music and folk music on dulcimers and hammered dulcimers at festivals and concerts around the country. It’s a skill he learned from his parents and grandparents and now shares with his three children.

“It’s a totally different kind of thing from photography, yet at the same time it deals with the honesty and humanity of the old times. In a sense, that’s what I’d do photographically to capture (that era),” he says.

“Mostly, though, I put my efforts into Ohio State and the students. There’s not much time for anything else,” he adds.

Marvel, the third recipient, is the honors adviser in economics.

He is the first person to receive the new award, which was created to recognize service to honors programs and students.

Marvel says he is pleased to get an award for giving students a hard time.

“That’s really my job,” he says, “to press them pretty hard. Economics may have the most demanding honors program in the University, so we ask a lot of our students.”

Marvel’s responsibility is in counseling and advising honors students and assisting them with honors and senior thesis projects.

“My job is to make sure their program is a rigorous one that goes well beyond what the regular undergraduate takes.”

Marvel has been on faculty since 1973, earning his bachelor’s degree at Indiana University in Bloomington and master’s and Ph.D degrees at the University of Chicago.

“My role is as a facilitator in a lot of ways,” he says. “I make sure they get the best out of the University and that,” he adds, “is pretty good.”
Students must wait

By Mike Sphonhour
Lantern staff writer

Students who want to pick up a replacement copy of their approved schedule from the College of Arts and Sciences could be forced to wait overnight for office workers to print out a new copy.

The policy change, which went into effect the first week of November, was made because there were too many requests for the four office workers to handle, said James R. Tootle, assistant dean of the College of Arts and Sciences.

Students who request a copy of their schedule between 8 and 9:30 a.m. will not receive the printout until 10 a.m. Requests received between 9:30 a.m. and 1:30 p.m. are not processed until 2 p.m. Requests submitted between 1:30 and 3:30 p.m. will not be ready until 4 p.m. Any request after 3:30 p.m. will not be prepared until 8 a.m. the next day.

Under the new policy, secretaries can process all the schedule requests at once instead of having to stand in line at the office computer for each request, Tootle said.

"We can't really stop what we are doing to run off a schedule," he said. "I am surprised by the number of students that come in without (their schedule)."

Students must bring their approved schedules when they drop or add a class. Previously, requests for new schedules were processed immediately.

for schedule copies

The college has been providing copies of schedules since December, 1985, Tootle said. Previously, students had to go to the registrar's office in Lincoln Tower to obtain a new copy. In December the office began renting a new printer at a cost of about $300 a month to handle the requests, he said. However, the demand on the staff became too costly for the office.

"We are trying to be a good guy here," Tootle said. "We are trying to save them a hike to Lincoln Tower. It is not like a (staff) person has nothing else to do. It is not like we have a lot of money."

Tootle said most requests come from students who have left their schedules at home or buried in a bookbag.

Deborah Stalter, manager of the arts and sciences records office, said on the first day of fall quarter her office received 139 requests for copies of schedules. On an average day, 20 students request a copy of their schedule.

With the new system, the records office in Lincoln Tower received only 73 requests during the seventh week of classes, which is the last week in which students can drop a class without written permission. Normally, they would receive about 300. On slower days, they now receive about three, Stalter said.

"We try to be helpful if people have a genuine emergency," Tootle said. "If somebody comes in a wheelchair, we are not going to send them away."
Early job search advocated

By Tracy Greenwood
Lantern staff writer

Students should start preparing for job searches by the beginning of their sophomore year in order to benefit from co-ops, internships and seminars, the placement director for the College of Arts and Sciences said.

"When students come in their senior year, much of what we could have done with them is lost," said Beverly Davis, assistant dean of the College of Arts and Sciences.

Davis, who organizes workshops for the Arts and Sciences Placement Office, said many students participate in co-ops and internships to find out whether they like the field they plan to major in.

Most colleges and schools at Ohio State offer some sort of career or placement service for students looking for jobs, internships, co-ops or counseling.

Both the College of Business and the College of Arts and Sciences have seminars and workshops on job-related issues such as resume writing, interviewing skills, business correspondence and conducting job searches.

Nancy Campbell, a counselor for the College of Business said "It's important to offer skills workshops to students so they can be competitive in their job search," she said.

Campbell suggests that students register with the College of Business services the fall quarter before graduation.

The College of Business also has a resource area with company brochures and job vacancy notebooks and an on-campus recruiting program.

Arts and Sciences also offers an alumni file which students can use for "networking," setting up contacts and learning about jobs in the industry they are interested in.

The Arts and Sciences placement office is in 05 Brown Hall, with counseling in 06 Denney Hall. Business placement is in 116 Hagerty Hall, with counseling in room 126.
Employer demand rises for liberal art graduates

By Kelly Lewis
Lantern Staff Writer

Companies are finding their leading managers and chief executive officers to be liberal arts graduates, according to reports.

Liberal arts graduates will see a larger increase in jobs, said the Job Opportunity Index by Business Week's Careers.

The index projects an overall 2 percent increase in jobs for the class of 1986-87, compared to previous graduates.

Graduates with liberal arts and science degrees are in higher demand. They will see a 3 percent increase in jobs.

The index predicts that jobs for liberal arts and science graduates will be in retailing, food services, banking, real estate, and finance.

Beverly Davis, director of Career Services for the College of Arts and Sciences, said she is not surprised by the high demand for liberal arts graduates.

She said recent studies are pinpointing liberal arts graduates as the best managers and chief executive officers.

A 1980 study by the American Telephone & Telegraph Co. found liberal arts graduates rising to middle and upper management faster than more technically trained people. Chase Manhattan Bank did an extensive study of its managers and found that 60 percent of their best managers were liberal arts students, Davis said.

"Companies are looking way beyond the first job now. They are looking for the leadership for the next twenty years. They want people who, across a five-year period, are going to grow within the company, not people who can do one job to help them make a profit this year."

"As the CEO's (Chief Executive Officers) and vice-presidents look at their top people, and realize that often they are liberal arts people. They (employers) are having second thoughts about what their needs are. Instead of looking for a particular major they are looking for leadership potential," Davis said.

At one time, banks never looked at anyone but accountants, finance people and other business majors. Previously, retailers only looked toward marketing majors. But, both employers are interviewing liberal arts people now, Davis said.

"The information service companies (CompuServe and Electronic Data Systems) are coming and looking for liberal arts people and saying, 'We can train them. We can give them very rigorous technical skills in computer related fields. But we want them first to be able to think,' " Davis said.

Recruiters hold on-campus interviews weekly at the Career Services office. Davis said the recruiters seem pleased with the quality and skills of students they interview.

Davis said understanding change and diversity, analytical and communication skills are advantages liberal arts graduates have.

Liberal arts graduates may not have a set idea of what they are going to be asked to do, but they approach tasks in creative and innovative manners. They are good at analyzing problems, and can go in and approach any problem, regardless of the problem or what environment it is in, Davis said.

"They are not going in with preconceived ideas of what will be expected of them, so they are quite flexible of what they will do within an organization," Davis said.

Technically, trained graduates are at a disadvantage if they are thrown into a new situation with new problems that have nothing to do with technical skills they were taught, Davis said.

Liberal arts graduates tend to have excellent communication skills, Davis said. They are required to write and speak in their disciplines.

"Communications skills are mandatory. There are so few jobs anymore where someone is going to work in isolation. People work in teams now," Davis said.

All these things did not play a part in the hiring process a few years ago, Davis said, they do play a part now.
Spring career strategy class to give job hunting pointers

By Kelly Lewis
Lantern staff writer

A career-planning course for juniors and seniors will be offered for the first time spring quarter.

Arts and Sciences 400.01 will help students make the transition between the classroom and the workplace. It is one credit hour and will be graded pass/non-pass.

Beverly Davis, dean and director for Career Services for the College of Arts and Sciences, and Mark Ballard, assistant director for Career Services, will teach the class.

“We will help students with job search strategies beyond campus because most people don’t get jobs just sitting in on campus interviews. Most people have to go out and start their own job search,” Davis said.

Ballard said, “Although it is a career-planning seminar, students will be taught life-long skills, such as self-assessment.”

The course will be divided into four stages.

The first stage is self-assessment. It will help students learn about their values, interests and abilities. Ballard said group exercises and individual counseling will help students get a sense of the “real them.”

The Holland self-directed search will be used during self-assessment. The Holland search allows students to examine their interests, and to base possible careers on their interests.

“A lot of times values are left out, and that is why students are not happy once they get into a career. Many times they want to change their first job after six months because it does not allow them the autonomy or the creativity they desire or the money or the power or prestige—all of the work-related values,” Ballard said.

Exploring the “world of work” is the second stage.

Students will look at specific occupations that fit in with their values, Ballard said. Students will conduct informational interviews with people in the field. Ballard said students will use an alumni contact file to get information.

“Students will go out and talk to alumni in the areas. They will learn about the job, the organization and the industry as a whole. It is real important for students to get a true sense of the job, organization and industry,” Ballard said.

Students will also be able to ask job recruiters for information.

The third stage will be sharpening career skills. Resume and cover letter writing skills will be emphasized.

Students will also learn how to write rejection letters and apology letters if they do not want to accept a job or if they miss an interview, Ballard said.

The final stage is job search strategies.

“We are going to present to students 16 ways to gain satisfying employment,” Ballard said. Networking will be at the top of the list.

“The number one job search strategy is networking and informational interviewing, because 70 percent of all jobs are not advertised. This is based on studies by Richard Bolles. He is the author of “What Color is Your Parachute,” Ballard said.

Uncovering the hidden job market is important, Ballard said, and students will learn how to do this to find a job.

Students can add the class in the West lobby of Denney Hall. The lecture will be on Mondays at 3 p.m. Individual discussion sections will be divided between various colleges. Call 292-7055 for more information.
Capstone program

By Jill Massey
Lantern staff writer

The College of Arts and Sciences' Capstone program may be one of OSU's best kept secrets.

Capstone was created in 1980 for any arts and sciences major who feels that basic business courses will enhance his career choice, said Beverly Davis, assistant dean for the College of Arts and Sciences.

Students who qualify for the Capstone program attend seminars, meet with potential employers from the business community, and do informational interviews and internships.

A package of professional resumes from Capstone students is compiled, then distributed throughout Ohio and other parts of the country, Davis said.

"For the average liberal arts student, Capstone will provide an understanding of the business structure, vocabulary and technology which will enhance employability," Davis said.

"Employers today want liberal art students with ideas of what business is all about," Davis said. "Many local employers tell us 'Capstone is everything.'"

But of the 6,500 arts and sciences students at OSU, Capstone only has about 70 members.

And of the thousands of liberal arts students who have graduated from OSU in the past six years, only 150 will show the Capstone addendum on their college transcript.

Enrollment in the program is finally beginning to grow because there is a lot more power in the career services department and

improves marketability

because of recent hiring trends, said Thomas Willke, vice provost for the College of Arts and Sciences.

"There is more interest by liberal arts students to prepare themselves today than there was three or four years ago," Willke said.

"The program has never been a secret. We sent out letters to juniors and seniors about the program but how many letters do students actually read?" Willke added.

The Capstone program requires students to attend two meetings a quarter in addition to 12 to 20 hours of core courses to be taken during their junior year.

For the first time, Arts and Sciences 400.02 will be offered to Capstone students. The class will allow them to receive college credit for meetings and seminars.

Local employers, especially banking institutions, love Capstone students, Davis said. She said her office often gets calls requesting any Capstone student.

"By joining Capstone, I can make myself more marketable," said Judy Michael, a senior from Toledo. "I'll have my psychology major and another specialty."

"It's a lot of work," said Jennifer Falk, a senior from Cincinnati. "But it will be a lot easier getting hired having Capstone."
New grade standard increases pool of potential honor students

By Judy Wiseman
Lantern staff writer

More students in the College of Arts and Sciences will be considered for the summa cum laude honor this spring; however, the criteria for this honor will now go beyond grade point average.

The college is in a transition period leading to new policies regarding the summa cum laude and cum laude honors awarded to graduating seniors, said Jack Cooley, assistant dean of the College of Arts and Science and honors director for the college.

Historically, the college has awarded the summa cum laude honor to the top 1.5 percent of the class.

The cum laude honor was awarded to the remaining 4.5 percent, honoring only the top 6 percent of the arts and sciences graduating seniors.

"This is being expanded to the top ten percent of the graduating classes," Cooley said.

Summa cum laude will be expanded to a maximum of 3 percent, with a grade point average above 3.7, and cum laude to the remaining 7 percent, but have a grade point average of at least 3.5.

Students will receive summa cum laude only if their coursework is much stronger than that normally used to complete degree requirements, Cooley said.

"An honors committee will consider not only a student's grade point average but those students who have taken exceptionally strong programs," he said.

Cooley said an unprecedented review policy will be initiated to aid in the selection of those honor students.

The criteria which will now be considered for selecting students for the summa cum laude honor are:

- meeting the grade point requirement,
- totality of the student's curricular experience rather than a course-by-course analysis,
- the students use of upper-division courses which stress analysis rather than broad introductory courses,
- a combination of varying courses in liberal arts requirements,
- the avoidance of overspecialization, concentrating on the scope of courses which should be sought over and above the introductory level.

Cooley said the policy will take two years to fully enact. For the next two years, anyone with a grade point average of 3.84, ranking them in the top 1.5 percent, will continue to receive the summa cum laude honor without regard to the quality of their program.

Additionally, students with a 3.73 to a 3.84 average will have their programs reviewed and could possibly be awarded the summa cum laude honor, Cooley said.
ASC dean retires to classroom

By Caroline Satterfield
Lantern staff writer

The dean of Undergraduate Studies in the College of Arts and Sciences is leaving the university so he can get back to the basics.

Thomas A. Willke will take an early retirement from Ohio State to accept a faculty position at Otterbein College.

Willke said he is taking advantage of Ohio State's early retirement package and will leave his administrative position because he wants to get back to the classroom. He will be a professor of mathematics at Otterbein College.

"I missed the contact with students and wanted to go back to the classroom, but I didn't want to move from Columbus," Willke said. "I had contacts at Otterbein, so I didn't approach any other schools.

"I've been with Ohio State for 21 years of my life, so it is going to be hard to leave," Willke said. "There are a lot of changes and excitement from the daily contact, but I'm looking forward to the day-to-day contact with the students."

His retirement is effective June 30.

Willke said he came to Ohio State as a graduate student in the Department of Mathematics in 1954. After receiving his Ph.D. in mathematics in 1960, he worked in various jobs, including senior research engineer at North American Aviation, research technician for the National Bureau of Standards and as a lecturer and assistant professor of mathematics at the University of Maryland.

Thomas A. Willke

In 1966, when the opportunity opened up to come back to Ohio State as associate professor of mathematics, Willke said he took advantage of it because of a mixture of personal and professional reasons.

"My wife's family and my family are in Cincinnati," Willke said. "and I prefer Midwest living to East Coast living. It's a better place for raising a family."

In 1972, he became a professor in statistics and in 1973 was chosen vice provost of Undergraduate Studies in the Colleges of the Arts and Sciences, he said.

The title of vice provost was changed to dean in January 1987.

Donald Good, associate dean for Undergraduate Studies and Secretary for the Colleges of the Arts and Sciences, will take over as acting dean of Undergraduate Studies effective July 1.

"Obviously we'll miss him (Willke)," Good said. "He's been a real force at the university."
New curriculum stresses liberal arts

By EILEEN MALONE

The proposed general education curriculum with enhanced liberal arts is a step closer to approval after a meeting of the Special Arts and Sciences Curriculum Committee Monday.

At the meeting, committee members discussed ways to incorporate suggested revisions to the curriculum model, said Robert Ross, professor of biochemistry and a member of the ASC committee.

The model outlines a general undergraduate curriculum that extends past the freshman and sophomore years and introduces students to contemporary knowledge and historical context.

President Edward H. Jennings called for a curriculum review during his 1986 State of the University address. The Special Committee for Undergraduate Curriculum Review was then appointed by Myles Brand, vice president of academic affairs and provost, to develop a proposal for undergraduate curriculum.

This proposal was submitted to the ASC committee, who developed a model based on the framework of the curriculum report.

The ASC model was submitted to the curriculum committee in August, who in turn suggested ways to revise the model. The ASC committee received these suggestions last week.

The ASC committee will then meet with the five ASC deans to discuss their reactions to the model, said Donald W. Good, secretary to the ASC committee.

"Once we are able to incorporate the comments from the ASC deans and the (curriculum) committee, then we'll put it in final form and release it to the (ASC) faculty," Good said. "We hope this will be by mid-to-late October."

"I think the most significant change (in the undergraduate curriculum) will be switching back to more freshman writing requirements," Ross said, adding that before the early '70s, a year of freshman English was required. Freshmen now are only required to take one quarter of English composition.
Companies visit campus
Career Day arms students with choices

By LISA HILL
Lantern staff writer

More than 100 companies representing business, government and non-profit agencies will be participating in the Third Annual OSU Career Day today.

The event will be held from 11:30 a.m. to 5 p.m. in the Ohio Union Ballroom. Alpha Kappa Psi, a business fraternity, and Capstone, an Arts and Sciences program, are co-sponsoring the event.

"Career day is a good device to familiarize students with job opportunities that exist and are available," said Frank Gibson, professor of finance.

Gibson, adviser for Alpha Kappa Psi, said the event involves more firms every year.

Carol Lewis from the Capstone program, said 86 companies participated in the event last year, and this year there are more than 100 companies represented.

Bev Davis, assistant dean and director of the College of Arts and Sciences Career Service, said, "We have had to turn away companies in the past few days, because we can't accommodate any more."

A brunch will be held at 10 a.m. for deans, representatives, administrators and students who are involved with the project, she said.

Lewis said, "The event gives the student a chance to meet with representatives and discuss with them what courses they can take that will benefit them."

Companies from both in state and out of state will participate. Local companies, such as The Limited and Lazarus, will also be represented.

Representatives will also be present from companies relating to the following colleges or schools: agriculture, arts, biological sciences, business administration, home economics, humanities, math and physical sciences, social and behavioral sciences, natural resources and University College.
More writing in store for A&S students

By Jeff Grabmeier

More writing and critical thinking, as well as an emphasis on race, gender and international issues, will be part of the coursework for students in the Colleges of the Arts and Sciences under a proposed model curriculum.

For faculty members, the new model would mean more direct responsibilities for developing and teaching general education classes.

The model was prepared by the Special Committee for Undergraduate Curriculum Review in Arts and Sciences, chaired by Charles Babcock. The committee recently distributed copies of the proposed curriculum to the faculty of the colleges for their comments.

“We have tried to develop a goal-oriented model that has cohesion in the choices available to students. It’s more than just offering classes in a cafeteria style,” says Babcock, chairperson of the Department of Classics.

Rather than requiring students to pick and choose from a wide menu of courses in a subject, as is the case now, the proposed model would offer sequences of related courses, Babcock says. It also would extend general education throughout the college years, rather than concentrating on the freshman and sophomore years.

Under the proposed model, many of the courses would be interdisciplinary, with faculty members from several departments involved in developing and teaching them.

“While general education certainly includes much that is traditional in content

Continued on page 8.
Continued from page 1.

and even in presentation, it is also an area of the curriculum that should respond to experimentation and new curricular approaches," the report states. "The faculty will likely need to expand their personal horizons and abilities in order to design and teach in ways not envisioned in their earlier training or experience."

An example of how the model curriculum differs from the current system can be seen in the social sciences.

Now, a bachelor of arts student is required to take 15 hours of social science classes, chosen from at least two departments. A student can choose from among 38 different courses in 10 departments.

Under the proposed curriculum, a student also would take 15 hours of social science courses. But the courses would have to be in a structured set. The first course would focus on individuals and groups; the second, organizations and politics; and the third, resource allocation and use.

"This new model provides a more coherent rationale for the curriculum," says Myles Brand, vice president for academic affairs and provost. "It sets specific goals for what students should learn. I'm very enthusiastic about the model."

Babcock emphasizes that the new model generally has not been designed with specific courses in mind. But he believes that many courses offered at the University will fit into this model. Some may have to be modified or "repackaged" to fit new sequences and some new courses will have to be developed.

Students would take between 105 and 125 credit hours in general education classes under the proposed curriculum. They currently take between 93 and 115 hours.

Babcock says that general education broadly includes all classes that deal with the basic skills of communication and analysis, and the subjects of humanities and the arts, the social sciences and the natural sciences. General education is separate from the requirements of a student's major.

Babcock says the additional general education hours in the new model primarily come from two new proposed requirements: one called "Reading, Writing and Critical Analysis" for freshmen and one called "Capstone Experiences" for juniors and seniors.

Both requirements would have a strong impact on students, not only because of their content, but also because they would be taught in small classes. "This would be an unusual, but very worthwhile effort, for a university the size of Ohio State," Babcock says.

The three-quarter writing sequence would be required of all students. The first course would focus on fundamental writing skills. The second course, called "The American Experience," would consider topics and writings involving major American ideas and concerns and would emphasize the country's ethnic and cultural diversity. The third course in the writing sequence would be titled "Freshman Writing Seminar." The seminar would not have a set subject matter, but would require students to "read demanding texts" and "write papers of significant length," according to the committee's report.

Of the three courses in the writing sequence, the first probably would be taught by graduate teaching associates, the second by a mixture of teaching associates and faculty, and the third exclusively by faculty, the committee suggests.

Babcock says faculty members from a variety of departments, not just English, would teach freshmen in this sequence.

Currently, bachelor of arts students are required to take two writing classes. The first is a freshman composition course. Students can choose from a broad range of classes in several departments for the second course.

In the junior or senior year, all students seeking a bachelor of arts degree would be required to take two "capstone experiences" courses. The first would be an "integrative course" that would build on introductory courses and, if possible, show the relationships between two or three major subject areas, including natural science, social science, and arts and humanities.

The second would be an interdisciplinary course that considers "contemporary issues of broad and worldwide significance."

Faculty members from several disciplines would be encouraged to work together in the planning of a contemporary issues course that each of one them could teach individually.

Babcock says the capstone requirement would "try to tie together" what students have learned in a broad range of classes.

"The courses would look at the issues that students are going to face after they leave the University," Babcock says, including energy use and development, urbanization, race and gender and cross-cultural communication.

General education curriculum will emphasize race, gender, ethnicity and international problems.

"Americans are in a perilous state of being inadequately prepared to deal with peoples of different nations and cultures," he says. "We at the University have a responsibility to educate our students to live in a world society."

In addition to the writing and capstone experiences requirements, the new model also includes requirements in quantitative and logical skills, foreign language, natural science, arts and humanities.

The Colleges of the Arts and Science includes the colleges of Humanities, Ar Social and Behavioral Sciences, Biological Sciences, and Mathematical and Physical Sciences.

Faculty of these colleges have been asked to send their comments on the proposed curriculum model to the secretar of the colleges, 121 Deeney Hall, by no later than Jan. 31.

After receiving the comments, the special committee will draft a final proposal which will be sent to the Faculty Senate of the Colleges of the Arts and Science and the arts and sciences faculty for their approval.

Development of a model curriculum for arts and sciences is one of the first steps in the University wide undergraduate curriculum review, currently underway.

The arts and sciences model will be sent to the University's Special Committee for Undergraduate Curriculum Review for distribution to all other college at Ohio State.

The arts and sciences model then will be the basis for curriculum changes in the other colleges, Brand says. "I hope the arts and sciences model, with some refinements, will be accepted by the other colleges at the University."
Program offers students

By BETSY K. LEE
Lantern staff writer

The Arts and Sciences Cooperative Education and Internship Program offers a wide variety of co-ops for students, said Sally Kreучаuf, assistant director for the program.

The reason for the large number of co-op opportunities is the many academic majors available in the College of the Arts and Sciences, Kreучаuf said.

The program offers alternating, parallel, and one-time internships. Alternating co-ops involve alternating periods of attending college with periods of employment. If a student works part time while going to school, this is known as parallel co-oping.

Greg Wilmer, a sophomore from North Canton, is looking for an internship related to his major, computer information systems.

He began his search by going to the co-op office, where he signed up for Co-op Orientation and Career Services Orientation.

"The orientation lasts about an hour or two and tells you what's in the (co-op) office and how to use it," Wilmer said.

Wilmer also attended a resume-writing workshop that he said was helpful.

"We were given a packet that included a sample resume and information on the different categories on a resume," he said. "It included fundamental and specific stuff about resumes."

Barbi Bjorn, a junior from Louisville, Ky., said she could have saved herself a lot of trouble in finding internships if she had been involved in the co-op program.

Bjorn, an advertising major, found internships on her own by contacting about 70 prospective employers.

"I went through the phone book and sent resumes to places I was interested in," she said. "I took my art portfolio to the places that replied and they told me what my strong and weak points were, and what pieces I should leave home to make my portfolio stronger."

Bjorn said she benefited from her search for employment, but she felt the co-op program is a way to have answers at your fingertips.

She said by being involved in the program, a person can know what companies have openings for internships, instead of having to send letters to places that might not be interested in having interns.

"The office also has files with histories on the different companies involved in the program," Bjorn said. "We can find out how many co-ops have worked there in the past and what they said about their experiences."

For more information on the Arts and Sciences Cooperative Education and Internship Program, call 292-6734 or 292-7055, or stop by the office in Brown Hall 05.
Students take business seriously

By JOAN SLATTERY
Lantern staff writer

While university administrators are working hard to develop a new liberal arts curriculum, OSU students are leaning toward a business-oriented education.

"Student generations develop certain types of interest. This is a business generation," said Joan Leitzel, associate provost for instruction and curriculum.

Sharla House, academic counselor for the College of Home Economics, said enrollment for the college has steadily increased. From 1984 to 1987, enrollment has increased almost 42 percent. Those majors of special interest to students are hospitality management and consumer services, she said.

Ted Darrow, assistant dean of academic affairs in the College of Agriculture, said though enrollment in the college is not increasing, students are becoming more interested in the agricultural business programs. Currently 31 percent of the students in the college are enrolled in agriculture business programs.

INCREASED ENROLLMENT in business-related courses has forced some colleges to start enrollment management plans.

In 1980 the College of Business started such a plan. It was changed in autumn 1984, and the most recent changes will be in effect starting winter quarter 1989, said John Yutzey, director of the undergraduate program in the College of Business. Yutzey said instead of students finishing core requirements and maintaining a 2.0 grade point average for admittance to the college, they will be put in a pool when they finish the core courses and ranked.

“We estimate that, based on the current grade distribution, students are going to need about a 2.3 to a 2.4 for entry,” Yutzey said. "We've been struggling with the size of the enrollment in the undergraduate program in trying to accommodate students as best we can to move them through to degree completion," he said.

YUTZEY SAID student performance has improved, student preparation has been stronger, and interest has been high among incoming students.

“The combination of factors has not brought the enrollment down to manageable level,” Yutzey said.

Currently 3,300 students are enrolled in the College of Business. This does not include the students enrolled in the pre-business program within University College or students from other colleges taking business courses, said Ronald Rooster, associate dean of undergraduate programs in the College of Business.

The business enrollment has remained steady during the past several years because of the enrollment management plan.

Sharon Brock, assistant director of the School of Journalism, said the school has submitted an enrollment management plan to the Council on Academic Affairs. She said at first, university administration was opposed to the enrollment management plans because at an open university, “everybody should have a shot.”

BEFORE THE university's selective admissions program was put into effect in autumn 1987, students who mailed their applications in earliest had the best chances of acceptance. The post office was the means of selecting students, Brock said.

The School of Journalism is requiring students to earn at least a 1.7 grade point in prerequisite classes. The high drop rates for these introductory courses show that enrollment should be monitored, Brock said.

Paul Peterson, professor of journalism, said enrollment in the school has increased almost 108 percent since 1984. The reason for much of this increase is the advertising program. Students who previously developed personal study programs now enroll in the school's advertising sequence. Of more than 1,300 undergraduates enrolled in the school, nearly 43 percent are advertising majors.

Brock said advertising looks lucrative to students, but in reality the average starting salary is $13,000 to $14,000 — if students can even find jobs.

SHE SAID enrollment management plans are being put into effect because colleges don’t want to lose a program’s quality by adding too many students.

Beverly Davis, assistant dean and director of arts and sciences career services, said enrollment is increasing in the Capstone program in the college of Arts and Sciences. The program, which selects students through an admissions process, provides students with a general business background, in addition to the liberal arts major. Participation in the program increased from 18 students in 1984 to 148 students this year, Davis said.

“Those students really are looking for liberal arts people for the positions that especially they assume will move into middle and upper management,” Davis said.

“They like the business background of these students. But they also like the idea that the student has a sense of what their business is about and the structure of business,” she said.

If a student plans carefully, he or she will graduate with two degrees in about 14 quarters, Good said. For example, the student could have a bachelor of arts in French and a bachelor of science in business administration.
Arts and Sciences honors three faculty with awards

By Patricia Mroczek

This year's outstanding teacher in the Colleges of the Arts and Sciences says he isn't able to teach.

"I can not teach anyone to dance, choreograph or make art," says Richard Burrows, assistant professor of dance. "I can only reveal information and try to establish behavioral models and learning habits. Students must teach themselves to dance."

The philosophy of instilling desire is what won Burrows the colleges' Outstanding Teaching Award.

He is one of three faculty and 100 students who received awards Feb. 17 during the colleges' honors reception at the Faculty Club. Each faculty member received a $500 honorarium. Honors students were presented with certificates.

Burrows joined the faculty in 1982. A 1974 graduate of the University of Utah, he has performed modern dance professionally in North America, Europe and the Soviet Union. He also has performed and been a choreographic principal with the Repertory Dance Theatre of Salt Lake City.

Burrows says he encourages his students to "express your mind through your body. All students have the capability of expressing ideas through their goals."

Expressing goals are key to working with high achievers, also, says Mary Ellen Clay, who received the Honors Faculty Service Award.

An associate professor of entomology, Clay teaches honors biology courses. Her specialty is medical entomology, the study of insects that transmit diseases. Her research looks at how mosquitoes, fleas and other insects survive the winter.

Bugs have always interested her, she says. A 1963 biology graduate of Muskingum College, Clay earned her master's degree in 1966 and doctorate in 1969 in entomology at Ohio State.

"I deal with young people who have abilities in many areas," Clay says. "Some have a difficult task choosing a major when they have so many talents."

Clay tells her honorees students just to be themselves.

"I think it's important for all of us to have the courage to be ourselves. It may mean we prepare for one thing but do something very different in 10-15 years." It shouldn't frighten us. It's a life change worth looking forward to."

Clay says she is grateful for her award. "We do appreciate it when somebody recognizes what we do."

Ann Lilly, the Rosalene Sedgwick Faculty Service Award winner, says she is very humbled by her recognition.

Lilly is an assistant dean in the College of the Arts and an associate professor of dance. Sedgwick, an assistant secretary in arts and sciences for many years, was known for her devotion to students. She died in 1979.

"I certainly could never be the person she was," Lilly says.

"I had so much respect for her. It's the first thing that came to mind when I found out I got this award."

Lilly graduated from West Virginia University in 1952 and taught in the Columbus Public Schools system until she joined the faculty at Ohio State in 1960. In 1964, she earned a master's degree from Ohio State.

Initially, Lilly advised the Swan Club, now the synchronized swim team, and was stage manager for the University Dance Company.

In 1969, she became assistant to the chair of the Department of Dance. "My responsibilities had to do with student advising, scheduling and fiscal matters."

In 1985, she became an assistant dean in the College of the Arts, where she works with records and advising students pursuing "tagged degrees." Tagged degrees are those other than a bachelor of arts or bachelor of science, such as the bachelor of fine arts, music or science and industrial design. She also works with honors students seeking tagged degrees.

"Service is the one thing we're really about," Lilly says. "I work with many undergraduate students, so to be supported by the students is very important to me. It's a real honor to be recognized for that aspect of my University life."
Honors

THREE FACULTY were honored Nov. 16 during the Colleges of the Arts and Sciences annual honors reception at the Faculty Club. Robert Ouellette, professor of chemistry, left, is the recipient of the 1988 Rosalene Sedgwick Faculty Service Award; Lisa Kiser, associate professor of English, received the Honors Faculty Service Award; and Josephat Kuhayanda, associate professor of Romance languages and literatures, received the Outstanding Teaching Award. Also, 100 students received certificates for academic achievement.
Personalized Study Program facing decreasing enrollment

By Lynn Bruno
Lantern staff writer

In 1981 there were 167 students enrolled in the Personalized Study Program in the College of Arts and Sciences, but in 1988 the enrollment has declined to nine.

The development to standard majors from recent personalized study programs contributes to the decline in enrollment since the beginning of the program in the 1960’s, said Donald W. Good, acting dean, arts and sciences administration.

In addition, the students today are becoming more conservative than they were in the 1960s when they desired a much more liberal curriculum, Good said.

"The PSP, offered by the College of Arts and Sciences, began in the early 1970s, a time of great unrest, said James L. Crockett, academic counselor in arts and sciences administration.

Some examples of programs are city and regional planning, American studies, gerontology (the study of the aging and the problems of the aged) and the changing shape of the world since 1945.

Photography and cinema, criminology, aviation, women’s studies, advertising and modern Greek were also personalized study programs. All have developed into standard majors, Crockett said.

"The PSP does not give watered down programs," Crockett said.

The PSP is not a means by which a student can cut across college boundaries, because the PSP requires more hours taken in the major, as well as all other courses required for a standard arts and sciences degree, Good said.

Other universities offer a general studies degree which often waives some of the curriculum said Robert Arkin, associate dean for undergraduate studies, College of Arts and Sciences. Ohio State only offers the PSP for students who choose a study unique to their own interests, Arkin said.

The program encourages student initiative to develop a curriculum for an interdisciplinary major which equals or often exceeds the rigor of other majors, Crockett said.

Students who apply for the program should give a full curriculum around their sophomore year to an arts and sciences counselor.

The application is submitted to a committee composed of five faculty who consider the major, Good said. This committee is appointed by the college dean of each college within arts and sciences, he said.

"It’s not simply an automatic," Arkin said. "The student would have to provide a sensible program."

A letter from faculty advisors and counselors explaining the program accompanies the degree to establish legitimacy of the PSP so employers won’t frown on it, said Marilyn R. Waldman, a professor of history and black studies and a chairwoman and professor of comparative studies in humanities.
Program to help students determine career options

By Carol Lewis
Lantern staff writer

College teaches you thinking processes and skills so you will qualify for a job when you graduate, but where do you learn how to find and land the right job?

The Career Planning and Programs division of the Arts and Sciences Career Services Office, located in 06 Denney Hall, can help.

Through seminars and one-on-one counseling with the staff, students can evaluate their interests, strengths, values and learn how to identify career options that fit.

Finding a job that fits your value system is the key to career satisfaction, said Mark Ballard, associate director for Career Planning and Programs.

"Alumni often come to me dissatisfied with their work," Ballard said. "They've based a career choice on their abilities alone, whether or not it fits their values."

Ballard cited some examples of values as a need for autonomy, recognition or moral fulfillment.

"Students come in with a lot of questions like 'What can I do with a major in this?' and 'What jobs are available?'" Ballard said. "We help the student look at who they are.

"Career planning is not an event. It's a process. Employers do not pluck you from the stadium upon graduation. We help students make the transition from backpack to briefcase."

Mary Schuneman, a senior from Herndon, Va., majoring in communications, has used the office for career counseling.

"It was definitely worthwhile," Schuneman said. "When you don't know what you're going to do with your life, they encourage you. They helped me to find information about jobs in public relations."

The Career Planning and Programs office offers workshops on resume and cover letter writing and on developing effective job search strategies. Mock interview sessions sharpen interview skills.

Ballard also teaches a career planning course, Arts & Sciences 400, which is a discussion of careers for liberal arts majors. The course contains most of the information covered during individual office workshops.

In addition, the course requires students to conduct informational interviews with professionals in a field the student is interested in.

Sally Kreuchau, assistant director for cooperative education, has taught the course with Ballard. She said a major advantage of informational interviews is that one can get an objective view of the work environment.

"The quickest, dirtiest way to do a job search is to sit in front of the typewriter," Kreuchau said. "But when you do an informational interview, you actually get dressed for it, find the place and get a feel for the organization."

"It's also an important beginning to the networking process."

Other career planning resources offered in 06 Denney Hall include seminars on preparing for graduate or professional school and locating state and federal jobs.

The Career Planning and Programs office is open from 8 a.m. until 5 p.m. Monday through Friday, and until 7 p.m. on Wednesdays. To make an appointment, call 292-1868.
Students will be able to learn more about different career opportunities at “College to Careers,” a program sponsored by the College of Arts and Sciences Career Services office.

“College to Careers” is a program of 18 panel discussions, with each panel focusing on a different career area. The 70 members of the panels are Columbus area men and women who hold positions in the careers being discussed. The panels start at 4:00 p.m. today and continue Wednesday and Thursday afternoons.

“What we’re trying to do is to give people a realistic preview of the world of work,” said Mark R. Ballard, associate director for Career Planning and Programs. “My hope is that students come away with their questions answered as they relate to these various careers.”

The panels cover many different careers from art education to computers. There are a wide variety of occupational titles within the same group.

“For instance, in the computer group there will be a programmer and a systems analyst,” Ballard said. “The focus will be on arts and sciences students, but it will have benefits for all students.”

In its fourth year, “College to Careers” has doubled the number of panels since its beginning.

Panel members want to speak at “College to Careers” to convey information about their individual careers, and to inform students of how to prepare for those careers, said Rohini Mulchandani, a senior project leader at Ross Laboratories and third-year panel member.

“College to Careers is a great way for people to network,” said Mardia Bishop, a doctoral student in theater from Cincinnati. “It is a great chance to meet people in a field that the student is interested in pursuing, to find out how that person got started. It’s a chance to find out if they’re going to like it.”

“It is a gold mine; just a wealth of information,” Ballard said.

Those interested in finding out more or attending the different panel discussions can call the Arts and Sciences Career Services at 292-1868.
Colleges to streamline structure after 15 years

By Sonia Kelly
Lantern staff writer

After 15 years, revisions will be made in the charter and the bylaws that govern the Senate of the Faculty of the Colleges of Arts and Sciences.

The charter of the Senate and the bylaws of the faculty for the Colleges of Arts and Sciences are being revised to bring the documents into line with the changes that are occurring in the colleges, said the senate chairman.

W. Randy Smith, associate professor of geography and chairman of the faculty senate, said the revisions were a result of title changes of administrative positions, changes in university structure and a streamlining of procedures to bring the documents into sync with the university.

"After 15 years things get changed a bit here and there," Smith said. "There were committees in existence that weren't needed anymore."

The senate, which meets once per quarter, represents the five colleges in the Colleges of Arts and Sciences and serves as the guardian for basic aspects of the curriculum for the colleges, he said.

The Colleges of Arts and Sciences are made up of about 11,000 faculty members, which is about one-third of the total faculty at Ohio State.

There are about 50 departments in the colleges, often making it difficult for each department to know what the other is doing, Smith said.

The faculty senate is a governing body that watches over and reports on college-wide curriculum activity, Smith said.

"In the past, one wondered what was the role of the ASC Senate, but it's times when we go through things like curriculum review that it becomes the body for debate on things of that time," Smith said.

Donald Good, secretary to the faculty senate, said the senate approved proposed revisions May 1, and are being circulated to faculty members for approval. The proposed changes are as follows:

- Changing the title of the Vice Provost for the College of Arts and Sciences to the Associate Dean for Undergraduate Studies.
- Renumbering the articles of the Charter due to a change in the numbering system of the Ohio Revised Code.
- Offering the regional campuses non-voting membership to keep the lines of communication between campuses open. The regional campuses are currently represented by their individual departments; therefore, they do not get to vote as a campus.
- Reducing the number of students who serve on the Senate from six to five to correlate with the five colleges in the Colleges of Arts and Sciences.
- The Secretary of the Senate will be an elected position rather than an appointed one.
- The Senate Charter may be amended through provisions under Article Eight, which says it can be amended by a two-thirds vote of the representatives present at a meeting.
- The Bylaws may be amended by a two-thirds vote of the members present and shall be called in a timely manner under No. 7 of the document.

Good said all revisions submitted to faculty should allow the faculty at least two weeks for their consideration so that they could have ample time to view the revisions.

He said because of the large number of faculty members in the colleges, the revisions can be voted on through a mail-in ballot.

Joan N. Huber, dean of the College of Social and Behavioral Sciences, said the old document contained sexist language and the revision was necessary to bring the wording of the documents into reality with the university community.

She said she supports the revisions of the documents and is hopeful that other faculty members will give their approvals.

The faculty is set to vote on the revisions Wednesday.
Faculty approves governing bylaws

By Sonia Kelly
Lantern staff writer

The charter and bylaws that govern the faculty senate of the Colleges of the Arts and Sciences were approved by 21 percent of the faculty May 17.

Donald Good, the senate’s secretary, said 228 of 1,100 faculty members voted on the revisions to the charter and bylaws. The documents were passed by votes of 217 to 11 and 211 to 17, respectively.

The faculty senate is pleased by the vote, which was conducted by mail-in ballots, he said.

“We feel that we have joined the modern age in terms of language, and some of the procedures have been streamlined,” Good said.

“It was pretty much a straight vote,” he said. “It wasn’t a particularly controversial issue, and people were obviously glad for what we were doing.”

It was basically updating the language, getting titles changed and getting rid of the sexist language that had been in the documents for years,” Joan N. Huber, dean of the College of Social and Behavioral Sciences, said she is pleased by the faculty’s approval of the documents.

“It was a bit of housekeeping that was needed to be done and it was done with great dispatch, efficiency and reasonableness,” she said.

Huber said she thinks only 21 percent of the faculty voted because the rest had no problem with the changes.

“Political sociologists have discovered when people turn out in great numbers, it’s over a hot issue that is vigorously contested, and I don’t believe these issues were vigorously contested” she said. “In fact, I don’t think they were contested at all.”

The revisions approved by the faculty are as follows:

- Changing the title of the Vice Provost for the Colleges of the Arts and Sciences to the associate dean for Undergraduate Studies.
- Renumbering the articles of the charter due to a change in the numbering system of the Ohio Revised Code.
- Offering regional campuses non-voting membership to keep lines of communication open among campuses. The regional campuses are currently represented by their individual departments in the Colleges of the Arts and Sciences.
- Reducing the number of students who serve on the senate from six to five to correlate with the five colleges in the Colleges of the Arts and Sciences.
- The secretary of the senate will be elected rather than appointed.
- The senate charter may be amended by a two-thirds vote of the representatives present at a meeting.
- The bylaws may be amended by a two-thirds vote of the members present which shall be called in a timely manner.
Campaign aims to assist arts and sciences grads

By Scott Jenkins  
Lantern staff writer

The number of employers recruiting graduates from the OSU Colleges of Arts and Sciences has increased from 50 to 60 five years ago, to about 450 due to the colleges' extensive marketing campaign.

"I'm very excited about the turnaround," said Beverly Davis, who has been director for the past five years.

The office staff put together a recruiter's manual two years ago and mounted a campaign to sell the university's graduates to employers across the country.

"We go to the employers and inform them about the education our liberal arts majors have," Davis said.

Davis said that employers are looking to Ohio State for well-rounded, educated students.

The College of Arts and Science offers 20 degrees in 121 majors in six colleges and three schools.

"Employers look at a student's grade point average, experience and leadership abilities when hiring," said Sally Kreichauf, assistant director of career services and cooperative education.

Davis said that the career services office offers various development and skills workshops to get students ready to apply and interview in the job market.

"We offer over 150 workshops a year that will show students how to write a resume, cover letter, how to use our job search program and more," she said.

The office also offers to students and alumni a program on how to interview for job offers through mock interviews along with a career awareness program among others.

Davis said the supply and demand between students and jobs procured through her office are balanced.

"Over 50 percent of the employers that come through our office offer jobs for any major," Davis said.

According to Davis, computer information science majors and natural science students are in short supply for the large demand by employers in these areas.

Davis and the people in her office work with employers ranging from large national corporations to government, to local businesses.

Davis insisted that it is never too late to come in and use the services they have to offer.

Ideally she would like to see students interested in the programs to come in at the beginning of their sophomore year.

The students must do all the work on their own, and they must be self-motivated to get the full benefits of our program.

"Persistency pays off in the long run," Kreichauf said.
Some students must put off their graduation preparations

By Traci Gable
Ohio State writer

The graduation party was planned and the announcements were sent, but much to the dismay of one OSU senior, he will not be graduating until next fall.

When the student, who wished to remain anonymous because of the fear his parents would find out, discovered he was not graduating he could not believe what he was hearing.

"I was talking to my advisor and we were going over all my stuff when suddenly she said 'You never took an upper-level humanities course,'" the student said.

The student is majoring in communications, which is in the College of Arts and Sciences. An upper-level humanities course is one of the ASC graduation requirements, people often forget about.

"I told her that I had taken several upper-level humanities courses and her reply was that I never took one that was the same as one of my lower-level courses," he said.

The student said he left his advisor's office in a hurry, because he was afraid if he stayed any longer he would start throwing things around.

"MY BIGGEST nightmare came true and I don't know how to tell my parents," he said. "I'll probably make up an excuse as to why they can't come to graduation and maybe I'll break it to them this summer."

The problem this student has happens to several students every quarter.

Zel Rexroad, coordinator of degree certification in the College of Arts and Sciences said there are several reasons why a student will not graduate in four years, even when he or she was scheduled to graduate.

"The most common reason is employment which makes students reduce their quarterly schedule," she said.

She said many students work and cannot take a lot of hours at school.

IN ORDER for a student to graduate in four years, which is 12 quarters, he or she would have to take 17 to 18 hours a quarter, Rexroad said.

She said it takes most students 13 quarters to graduate.

Another reason that keeps students from graduating on time is if they have remedial or admission conditions which must be met before taking an upper-level course, Rexroad said.

The classes that fulfill these conditions do not count toward the 196 hours needed for graduation.

Changing degree programs is another common reason why students do not graduate on time, Rexroad said.

The requirements change with each degree program and often students have to take several different courses.

SHE SAID many students in the College of Arts and Sciences do not realize that they must have 60 hours of upper-level division courses and they must take an upper-level humanities course which is the same one of their lower-level humanities courses.

Rexroad said students need to visit their college more or else get down to the "nitty-gritty."

Sharon Neel, 23, a senior majoring in sociology from Greenville, said she is not going to graduate on time because she had trouble deciding on a major.

"You must have your mind made up right away on a major because there are so many prerequisites that you could end up taking classes you don't really need," Neel said.

She said her mother is disappointed in her and wants her to hurry up and finish her studies.

"OHIO STATE seems like it is a five year school," Neel said.

Rocky Miller, 21, a sophomore majoring in mathematics from Gallipolis, said it will take her at least five years to graduate.

She said she switched her major and the prerequisites were different and did not count towards her new major.

"I had to start all over," Miller said.

She said her parents did not like it when she switched her major.

Kara Burge, 23, a junior majoring in communications from Springboro, said it is impossible to graduate in four years.

SHE SAID she has taken a full load every quarter and she still will not graduate on time.

"You don't find out till the end that you can't graduate on time and it is disappointing," Burge said.
New ASC courses planned for fall 1990

By Elizabeth Illes
Lantern campus reporter

The Colleges of Arts and Sciences are developing a new curriculum that will be effective starting autumn quarter 1990. The basic model curriculum has been established and the colleges are now searching for courses to fit the curriculum.

The curriculum review began in 1985 when President Edward H. Jennings called for a university-wide review of the undergraduate curriculum.

Donald Good, college secretary and curriculum coordinator for the colleges, said it began as a general interest in reviewing the curriculum. He said in 1986 a committee began meeting to review the curriculum and in June 1988, the model curriculum was approved.

"This was a national phenomena that affected not just Ohio State, but other schools," Good said. The new curriculum will not have a direct effect on students presently in arts and sciences, but it will affect students entering in the autumn of 1990, he said.

Good said the new curriculum includes many changes. Some of the major changes will include an emphasis on more writing, and the addition of a social diversity requirement, which will stress the social plurality of American society.

He said other changes will include a requirement of a data analysis course within the mathematical requirement, and a visual and performing arts course.

Good said there are other minor changes within the curriculum.

The committee looked into other schools' curricula when planning the new curriculum. "We mostly compare our curriculum to the Big Ten," Good said. Arts and Sciences hopes to deliver a better system to the students, he said. "The standards of the place are inching upwards," Good said.

He said other problems appear when changing a curriculum. Some things to consider are how often classes should meet, and how much extra class space will be needed, he said. "The change in the curriculum also affects the publication of the course offerings book and college bulletins," Good said.

He said the number of faculty needed should not increase directly. "There might be problems with faculty resources and each department will be using faculty differently," Good said.

Tom Davenport, an arts and sciences counselor said the new program looks good. "The curriculum will be stronger in liberal arts and in the sciences," Davenport said.

"The trend nationally is to strengthen students in the liberal arts area," Davenport said. He said the stronger the program, the better the students are within that program.

He said, "Arts and Sciences created the model and the other departments within Arts and Sciences will try and follow it." He said the colleges are now looking for courses to fit into the curriculum.

Davenport said the new curriculum should not lengthen the stay of a student because the hours will remain the same.

Tom Fanning, a student in the OSU College of Medicine from Piqua, served last year on the as a student member on the committee. He said the program is good in the long run for the student. Fanning said, "The curriculum will make the student more well-rounded."

Fanning said the students should be made aware of why the new curriculum has been proposed. "If they knew the reasons why the curriculum is being changed, then they would appreciate it a lot more," Fanning said.
Co-op Awareness Week is no B.S.

By Katherine Buchmueller
Lantern campus reporter

The Cooperative Education Offices of the Colleges of Business, Arts and Sciences and Engineering are presenting Co-op Awareness Week October 30 through November 3 to encourage students to participate in their programs.

Nila J. Whitfield said OSU alumni place a high value on the cooperative education they received while attaining their bachelor degrees. Whitfield is coordinator of field experience for the College of Business Administration.

"The national slogan for the co-op is 'Employers today want more than the same old B.S.,'" she said.

The week includes programs that orient students to the co-op program, interview workshops and a chance to watch and participate in mock interviews with two local employers; Computerve Inc. and Chemical Abstracts Service.

"Co-op programs are gaining strength on all campuses, particularly Ohio State because of the financial needs of students," Whitfield said. Students participating in co-op positions made available through the College of Business are earning $1100-$2000 per month.

Melton Bugg said, "For the student co-oping it is an invaluable experience." Bugg is a 1988 OSU graduate with a B.S. in Business Administration who co-oped with Baxter Health Care in Chicago and General Electric in Cleveland. He said the experience gave him the opportunity to make a career choice. Bugg works for Baxter Health Care.

"If a student gets the opportunity to co-op in a different city, he or she should take it. It shows prospective employers there is no fear to relocate," Bugg said.

John Iacobelli, a 1988 OSU graduate with a B.S. in accounting and information systems, said "From the standpoint of my career, co-oping got me going." Iacobelli is a program analyst for the Progressive Corporation in Cleveland.

"Co-op experience is invaluable when a student interviews for jobs after graduation. To be able to discuss past work experience makes a person a more viable candidate for any job," Iacobelli said.

Co-op students generally alternate quarters spent working and taking classes.

"Being a co-op student doesn't necessarily mean you are postponing your graduation," Whitfield said. Some co-op students graduate in four years, other co-op students extend their college time to five years.

"Some students get six to nine months experience and graduate only one quarter late. The key is to get involved early in the sophomore year and get ahead in classes," she said.

"College classes and co-op experience feed off of each other and make the student more productive," Whitfield said.
Colleges of Arts and Sciences
award notable faculty members

By Elizabeth Illes
Lantern campus reporter

The College of Arts and Sciences is holding an honors reception today at 4 p.m. at the Faculty Club to recognize distinguished teaching, faculty service and scholarly excellence.

Jack Cooley, assistant dean and honors director of the college, said the first banquet was held in 1975. The banquet began as a student recognition reception, but then the Outstanding Teaching Award was added to the agenda along with other faculty awards, he said.

Today's reception will honor the recipients of the Rosalene Sedwick Faculty Service Award, the Honors Faculty Service Award and the Outstanding Teaching Award. Student recipients from various college departments will also be awarded Excellence in Scholarship Awards and Black American Scholar Awards.

Frank W. Carroll, professor of mathematics and director of upper division studies, is the 1989 recipient of the Rosalene Sedwick Faculty Service Award. This award is given to a faculty member who has displayed excellence in working with faculty and faculty committees.

Carroll said he has served on the curriculum committee for the College of Arts and Sciences and has been instrumental in the coordination of undergraduate courses.

"My job is for the care and feeding of the undergraduate math majors," Carroll said. He has been involved in curriculum matters and advising students involved in the math department.

"Receiving the award puts a focus on the work that the mathematics department as a whole does for the students," Carroll said.

He said the award reflects not just one aspect he did for the department, but contributions he made over a period of time.

Carroll said he is pleased with receiving the award. "Things are good in the math department, and maybe I'm a bit of a catalyst or a help."

The 1989 recipient of the Honors Faculty Service Award is another member of the math department: Professor Aylane Parson. This award is given to a faculty member involved in developing and sustaining an honors program, advising honors students and teaching honors courses.

Parson advises honors students and teaches honors math courses. From 1984 until 1986, she served as chairperson of the honors committee.

The constant care and concern that courses are appropriate for students is one of Parson's main concerns, she said. She said that Ohio State has a strong honors program and that she is happy that honors at Ohio State is being highlighted.

Parson said she is delighted that the university is awarding people involved in the honors courses.

"The university is not singling me out but is recognizing everyone involved in the honors program," she said.

The 1989 recipient of the Outstanding Teaching Award is Barbara H. Rigney, English professor and acting director of comparative studies in the humanities. This award recipient is chosen by the students who vote for a faculty member displaying excellence in teaching.

Rigney has been a professor at Ohio State for 20 years, and says she is the same teacher she was then.

Rigney teaches modern British literature and has taught many other subjects.

"I learn a lot from teaching and from students," she said.

Rigney said she received the award because she loves her classes, literature and students. There are very good teachers at Ohio State, she said, and she enjoys the material she teaches and wants her students to enjoy it also.

"I am an enthusiastic teacher, and sooner or later someone will realize that," she said.

Rigney said she admires the student's willingness in the award process and the fact that the students have a voice in the selection.
Anne Sunico, a junior from Worthington majoring in advertising, uses one of the three new Discover Com-
puter System recently received in Brown Hall.

New computers aid job search

By Linda Loescher
Lantern staff writer

Choosing a career or finding a job is now right at your fingertips.

Career Counseling in Brown Hall has recently received three different computers to aid students in career choices.

The computerized career guidance system, called Discover, helps students choose a career by examining their interests, values and abilities, said Mark Ballard, assistant director of Career Placement for Arts and Sciences.

The easy-to-use system helps students learn about the world of work, Ballard said.

"If a student doesn't know what to do with their major, this system will help give them ideas and guide them in the right direction," he said.

The other two computers, JobSource and the Career Counseling Network, have listings of available jobs for students.

JobSource lists positions that cover a wide variety of career listings, including education, finance, engineering and social sciences, to name a few.

"This system is more national than our newsletters that we receive," said Cheryl Wipert, office manager for Career Placement for Arts and Sciences.

JobSource has listings of currently available positions for students and contact people that students can write to for additional information.

Career Counseling Network is more business oriented than JobSource, Wipert said.

"This system has currently available positions, plus it is an exploration document, so this helps students look at different job titles, but this doesn't mean that the position is available," Ballard said.

Both JobSource and Career Counseling Network are furnished through organizations that collect data from the companies to send to Career Counseling.

All of the computers are available to students, but it is advised to make an appointment at Brown Hall.
Science classes get new requirements

By Susan Carey
Lantern staff writer

In autumn quarter 1990, the College of Arts and Sciences will have some changes in its natural science requirements.

The revision will affect the incoming freshmen and those transfer students who have less than 45 transferable credits, Charles Corbato, assistant provost for academic affairs, said.

Corbato said, "I think this program is going to have some success and some problems. I think, however, that the colleges will find ways of satisfying the students."

Ruscel Skavaril, a professor in molecular genetics, said several changes in the natural science requirements will go into effect autumn quarter. One change involves the set up of the natural science curriculum.

Skavaril said freshmen enrolled in arts and sciences will be able to fulfill their natural science requirements by completing one of two options. He said students who are pursuing a bachelor of arts will be able to choose from option one or option two. However, those students who are working on a bachelor of science will be required to take option two.

Option one states that students will be required to take two 2-course sequences from an approved list. In one of the sequences, at least one course must be from the biological sciences. In the other sequence, at least one course must come from the physical sciences, Skavaril said.

He said this means that the faculty will specify if one of their courses can coincide with a course from a different area of science. For example, a sequence could be shared between chemistry and biochemistry on the development of life on earth. This combination would satisfy one of the two sequence requirements.

Option two states that students will be required to take five courses from an approved list. One 2-course sequence will be necessary to complete the five mandatory courses. The requirements for the sequence are the same as in option one.

Skavaril said the changes were made because President Edward H. Jennings requested a campus wide review in October 1985, for all the course requirements within the different colleges.

Another change that was made, Skavaril said, was biology 107, 108 and 110 will all be terminated by the end of summer quarter and biology 101 and 102 will be added.

Skavaril said the last quarter to take biology 107 and 110 will be spring quarter and the last quarter to take biology 108 will be summer.

"We realize that this will have an effect on some students enrolled now, but we have made recommendations to correct the problem," Skavaril said.

He said those students who need to take biology 108 after summer quarter will be allowed to take biology 101 as a substitute.

"This will have no effect on their sequence," he said.

The students will have two options that they can take in regards to biology 101 and 102. The new courses will be listed as 101.01 and 101.02; 102.01 and 102.02.

The .01 courses will be normal lectures but the .02 courses will be set up similar to biology 110 with computers that do the teaching.

"The courses are set up this way because we (the faculty) realize that some students are taught better with lectures and some are taught better with computers," said Donald Good, curriculum coordinator for the College of Arts and Science.

Good said the entire university is changing their curriculum and many colleges will be using the arts and sciences natural science curriculum as a model for their college.
Experts advise checking job benefits

By Melissa L. Randles
Lantern staff writer

When looking for a job, the bottom line shouldn't be salary; health insurance benefits should also be considered.

While the average cost of inflation has been four to five percent annually, health care costs have skyrocketed at an annual rate of 18 percent.

Although it may be presumptuous early in the interview process, students should not hesitate to ask prospective employers about benefits, said Jeff Bringardner, regional sales manager for Community Mutual.

Mark Ballard, associate director of Arts & Sciences Career Services, said his office tries to help students look at the total package offered by companies.

Students should look at health benefits was well as other aspects of the company such as geographic location and upward mobility, said Cheryl Wipert, an office manager for Career Services.

She said students who seek the assistance of Career Services are concerned about their future, but are generally concerned only with tangible cash.

"Benefits are money," Wipert said.

A company with a good human resource department should discuss an entire package of benefits with a new employee, Bringardner said.

Most companies now require their employees to share the cost of health insurance.

"Those days are gone," Bringardner said of when a company could afford the entire cost of health plans, as was common a few years ago.

Sam Patterson, regional group manager for CIGNA Companies, said students shouldn't be surprised to pay as much as $50 per month for health insurance benefits. In addition, some companies will require a co-payment for individual visits with a physician, as well as a deductible.

Insurance companies are caught in a squeeze between health care professionals and employers seeking benefits, he said.

Flexible benefit plans are becoming more popular. This type of plan involves a selection of benefits, including a variety of medical plans, which may or may not include dental and vision provisions, as well as life insurance policies for immediate family members of the employee.

A flexible plan may include the option of entering into a Health Maintenance Organization (HMO). Patterson said there are nearly as many different types of HMO plans as there are doctors. Most involve contracts with specific doctors or groups of doctors, and the employee must choose between those physicians for care, he said.

Most organizations offer an HMO with an option to seek an outside doctor, but the employee must pay a larger share of the costs for doctor visits.

Purchasing a health insurance policy on an individual basis is almost impossible, Patterson said. Very few companies offer them, and those that do, offer little coverage.

OSU students may continue their student health insurance three quarters after graduation. A spokeswoman for Student Health Services said the first quarter after graduation, costs for coverage are the same as for full-time students.

The second and third quarters require about a 50 percent cost increase. After that, Central Benefits will convert a student's policy to one costing anywhere from $111 to $270 every two months. Beyond that the graduate will pay a $1,500 deductible per illness, and receive little coverage beyond hospitalization for catastrophic illness, the spokeswoman said.

If a lapse in coverage occurs, the graduate might be denied the benefit. The spokeswoman said that few take this option because most graduates have a job after three quarters or are re-enrolled and purchasing student coverage.

Robert M. Jones, director of the office of health promotion for the Columbus Health Department, predicts health insurance will become a more important issue in the near future.

"It's a big issue," he said. "One of the biggest problems is that health insurance companies are currently losing money."

Steve Stoffel, OSU associate vice president of personnel, said everybody is struggling with the problem of increased health care costs.

"The problem is how to contain medical costs without tearing apart the program," he said. "Last year, General Motors spent $3 billion on health insurance for its employees," Stoffel said.

Students selecting benefits from a flexible plan should consider disability provisions before investing in life insurance, he said.

Insurance company representatives agree.

Bringardner said, "Students are more likely to face long-term disability than death."

Health care cost trends are expected to continue rising. Bringardner cited an aging population, as well as an increase in technological advances as contributors to this rise in costs. Health care now constitutes 11 percent of the gross national product of the United States, he said.
FBI presentation locked out

By Derrick Johnson
Lantern staff writer

An agent from the FBI and members of the Undergraduate Sociological Association were locked out of room 385 in Bricker Hall yesterday when they tried to hold an informational meeting.

Don Reese, an agent with the FBI, was invited to address the group on possible career opportunities with the bureau.

Members of the student organization do not know why they were locked out. Elizabeth Michalak, president of the association, said the group had reserved the room and audio-visual equipment in advance.

Michalak said she received a message 45 minutes prior to the start of the meeting stating that Joan Huber, Dean of the College of Arts and Sciences, said the meeting could not be held in 385 Bricker Hall.

Michalak said she tried to contact Huber in her office to find out why the meeting was not allowed to take place in Bricker, but could not reach her. Huber had rescheduled the meeting to take place in Arps Hall, Michalak said.

Neither Huber nor the assistant dean of the College of Arts and Sciences could be reached for comment after calls were made to both their office and home.

The Associate Dean of the College, Don Dell, said he did not know much about the situation. "I don't think that I can enlighten you on that right now," Dell said.

After attempting to contact Huber, Michalak said she returned to Bricker Hall to start the meeting, but the door to room 385 was locked.

The meeting, which would have addressed job opportunities for sociology and criminology majors with the FBI, was unable to take place because of the lockout.

Lara Roholt, vice-president of the association, said she has contacted the Ombudsman's Office to inquire as to what can be done.

"We are very concerned that Mr. Reese's right to the first amendment..."

See FBI: page 2

---

has been effectively abridged because he was unable to speak," Michalak said.

Since the audio-visual equipment was locked in the room, Michalak said the type of meeting the association had scheduled could not take place.

Michalak said she is anxious to meet with Huber to find out if she did reschedule the room, and if so, why.
Unfair hiring practices cited in reasoning for FBI lockout

By Derrick Johnson
Lantern staff writer

The decision to have an FBI agent and members of the Undergraduate Sociological Association locked out of 385 Bricker Hall Tuesday was based on a policy made by the OSU College of Law in 1988, said Joan Huber, dean of the College of Arts and Sciences.

In a Lantern article on November 18, 1988, Francis Beytagh, dean of the College of Law, said he took action to adopt the policy after several professors and students voiced concerns that the FBI was not using fair hiring practices toward homosexuals and minorities. Beytagh could not be reached for comment.

Ed Boldt, a media representative for the FBI, denied the accusations concerning the FBI's hiring practices.

"I still do not know the reason why the law school has that policy, but I intend to find out."

— Joan Huber

"It is absolutely our policy not to discriminate against any applicant," Boldt said.

Huber said a student approached her Tuesday afternoon and objected to the FBI's use of the sociology department for recruiting purposes.

The equal opportunity policy for the College of Law states that the placement services of the OSU College of Law are available only to employers who provide equal employment opportunities.

Huber said she made the decision to lock the room without knowing why the policy was adopted, but said

See FBI: page 2

Lara Roholt, vice president of the Undergraduate Sociological Association, said the meeting was not to recruit, but to be purely informational.

Huber said she found her decision a difficult one because she did not want to imply that the rights of one student are more important than the rights of another.

"You don't want to deny anyone free speech, but was I not clear about the extent to which people in the department felt strongly about this issue of the FBI and recruitment," she said.

Don Reese, the FBI agent who was to speak, refused to comment about the incident.

Huber said she realized members of the Undergraduate Sociological Association were inconvenienced.

"I still do not know the reason why the law school has that policy, but I intend to find out," Huber said.

FBI agent kept quiet at OSU

By Tim Doulin
Dispatch Staff Reporter

The Federal Bureau of Investigation usually is privy to information that most people can't get their hands on.

But the bureau isn't sure why an FBI agent invited to talk to Ohio State University Tuesday was barred from doing so.

"We have had no contact with the school. We're in the process of making efforts to determine what happened," said Agent Ed Boldt, an FBI spokesman in Cincinnati.

Agent Don Reese, of the FBI office in Columbus, was invited by an undergraduate sociology student organization to discuss the FBI and answer questions about the bureau.

Reese arrived at Bricker Hall on Tuesday afternoon to find a locked door at Room 385, where the talk was to be held, and was informed that the event had been moved to another place on campus.

The student organization then decided to cancel the talk rather than move to the alternate site.

Joan Huber, dean of the College of Social and Behavioral Sciences, ordered the move after a graduate student objected to the FBI visit taking place in Bricker, which houses the sociology department.

The student pointed out that the OSU Law School prohibits the FBI from recruiting on campus because of a court ruling that the FBI has discriminated against Hispanic and homosexual agents.

"I didn't find it an easy decision," Huber said. "But I felt my decision was temporadaing."

The OSU Law School is one of several that bar the FBI from recruiting. But the FBI was not on campus Tuesday to recruit. Boldt said. The agent was invited to talk because members of the organization are interested in criminology.

FBI agents have participated in job fairs and other events at the OSU campus, and elsewhere, since the court ruling, Boldt said.

"It is the type of stuff the FBI does weekly, if not daily. We have never heard of any other problems like this," Boldt said.
Seniors almost miss graduation

Arts and Sciences students closed out of required class

By Mary Kay O'Brien
Lantern staff writer

As many as 15 seniors who plan to graduate this summer almost didn't due to scheduling problems.

Political Science 325 sections were not large enough to accommodate the number of students who need the class to graduate. The university added a section to help them fulfill the Arts and Sciences College contemporary world requirement, but some students were still left out.

The requirement is an upper-level course to be taken after students have completed one 10-hour history sequence and five hours of social and behavioral sciences requirement.

Factors contributing to this summer quarter problem include the fact that political science 325 is the only contemporary world class offered, and the number of available classes open summer quarter is smaller. Also the scheduling process itself was a factor.

Don Good, associate dean for acts and sciences, said the political science department immediately opened up another class which was instantly filled for the 2nd term summer quarter when they became aware of the problem.

Don Dell, associate dean for social and behavioral sciences, said there was no simple answer as to why more contemporary world classes were not offered summer quarter.

"We try to accommodate the largest number of students staying in the summer, and it is a judgment call by each individual department to decide which courses to offer," Dell said.

Dell said the contemporary world requirement is a faculty taught course and summer is not a time when most faculty are on campus to teach.

Dell also said another contributing factor is some courses come at the front-end of the budget for department chairs. This means the funding has to last through fall, winter, and spring when a much larger student body is present at the university.

"Budgets are such that they encourage department chairs to be conservative in the summer," Dell said.

The graduating seniors turned to Good at the beginning of the quarter when the problem arose.

Good said the requirement for the graduating Arts and Science students was not waived but he and his staff came up with a list of open summer courses the students could take to fulfill the requirement.

The classes they came up with fulfilled the spirit of the contemporary world requirement dealing with global issues, Good said.

"It is not a simple problem and by no means do we want to set a standard for the future," Good said.

Good said he helped place 12 to 15 bona fide summer graduating seniors into classes to fulfill the graduation requirement.

"Window times were given based on priority," said Kathy Williams, assistant registrar.

See SENIORS: page 2

Priority scheduling is established for students by the university, by group, and sometimes within the college itself, Williams said.

University priority scheduling is given to student athletes, honor students, and handicapped students and is not determined by the Office of the University Registrar, she said.

"This does not change throughout the year so this summer students with university priority had the first open window dates," Williams said.

As a result classes could be filled up by these students first, he said.

Group scheduling is determined for the rest of the student body according to rank with the graduating seniors at the top of the list.

Williams said the key to the scheduling process was to call Brutus as close to the opening of the students window time as possible.

"As it turned out, some classes had already been filled by those who had university priority," Williams said.

Williams also said the Registrar's office uses student social security numbers to determine window dates.

"One quarter's window dates are given to students at the top of the social security number list and the next quarter we reverse the process," Williams said.

Good said next year when the new curriculum goes into effect all incoming students will be required to fulfill a contemporary world class to graduate.

"Other colleges within the university are in the process of developing courses that will fulfill the contemporary world requirement dealing with global issues such as race, gender and nutrition," Good said.

Yet the problem with few summer quarter classes being offered will still remain, Good said.
Career office increases services

By Stephanie Bryant
Lantern staff writer

Ohio State’s Arts and Sciences Career Services Office has opened the 1990-91 academic year by expanding its programs, featuring three new services for students who need help in finding a job.

The first is a career counseling program for doctoral students.

“There has been a great need for a formalized program to help doctoral students find a job,” said Mark Ballard, director of career services. “We now have workshops on resume writing, employment-related writing, interview skills and mock interviewing.”

Ballard said the office can help students get focused on the job search, make the transition from school work to a career search and find a job.

The mock interviews that students can sign up for are not limited to doctoral students. Any student may participate in the program and be interviewed by a career services counselor, or a volunteer employer who has donated time to the office.

“We’ve also purchased video cameras this year and offer to tape students who want to see themselves in a mock interview situation,” Ballard said.

“Many times employers who don’t have the time to come to campus ask a person to make a video tape so they can screen the applicants ahead of time.”

Another new program being offered is one for multi-cultural/minority students. Ballard said the office is constantly looking for new ways to develop outreach programs for minority students so it can prepare the students and help employers get in contact with them.

The Career Services Office will offer receptions with minority alumni who can meet the students and discuss their transitions into the workplace, in addition to resume and interview workshops.

The program is still in the formative stage, but Ballard believes the office will begin to offer multi-cultural programs by the end of fall quarter.

“Superstar Saturdays” are day-long workshops that begin in November and will cover resume writing, cover letters and interviewing.

Kim Phipps, a senior from Portsmouth majoring in criminology said, “I don’t really have a lot of time this quarter because I’m trying to graduate, but I signed up for the Saturday workshops because I can learn three basic steps to finding a job, and that will at least get me thinking about it.”

David Konicek, an alumni who now works for a pharmaceutical company said, “When I started looking for a job last fall I went to Career Services and they helped me with my interviewing skills, and I really don’t think I would have my current job if I wouldn’t have gone. I was making a lot of mistakes that I thought was typical interview behavior.”

Ballard said, “I’ve seen so many students that go out on job interviews and just blow it. They have what it takes to do the job but they can’t articulate it to an employer in an interview.”

The office has compiled a formula for finding a successful career:

- Use the Career Services Office early to begin planning a career.
- Major in something that interests you; you’ll most likely do well in it, and grades do matter. Ballard said the office can show students ways to make themselves more marketable if they do have a low grade point average.
- Get work-related experience, like internships and part-time jobs.
- Take active roles of responsibility in extra/co-curricular activities.

The Career Services Office serves between 2,000 and 3,000 students per quarter. It has 250 employers who come to campus for interviews and another 250 who ask for help with resume collection or referrals.
Students exposed to global issues

By Kristi Maines
Lantern staff writer

The OSU College of Arts and Sciences has developed a mandatory capstone program focusing on global issues for all students who entered the university starting Autumn Quarter 1990.

The program will consist of classes focusing on global issues from multiple points of view, said Bob Woyach, acting director for University Center for Academic Studies.

Woyach said the intention of the program is to attract students from the university to express different opinions and bring together faculty from various departments.

"It will help students look out into the future of the world they are going to be involved in," Woyach said.

The university has received criticism for promoting specialization of major programs, said Howard Gauthier, vice provost for International Affairs.

Gauthier said capstone classes will force students to look at issues from a more global perspective and will give students a broader education. "A general education requirement should take an individual beyond graduation," Gauthier said.

Students will be exposed to social and political change, as well as physiological changes in a global warming course.

Students must have senior standing to take the classes but do not have to have any prior requirements, Gauthier said. The program will be implemented in 1993.

Some of the classes in the program include issues of women in development. These will focus on the social and economic impact of developmental activities in under-developed countries.

Gauthier said other courses concerning food production and poverty, and the scientific inquiry of Antarctica have also been developed.

The Office of International Affairs is working with the College of Business and the College of Education to develop other capstone classes.

Paul Berkman, assistant professor of the Department of Zoology, designed the Antarctic marine ecology course, which focuses on the integration of science and policy on an international scale. The course will be offered Spring Quarter of this year.

Students will become ambassadors of different countries and will make recommendations throughout the quarter for improvement of Antarctica and its environment, Berkman said.

"This class will help students see how science, politics and economics are interrelated on an international scale," Berkman said.

Capstone classes will allow students to explore the information they have been presented in college and give them an opportunity to use it, Berkman said. "It allows students to reach out and ask questions, generate their own answers, raise new questions, and walk down a path that is open-ended," Berkman said.
Budget cuts affect summer selections

By Roberta L. Gedert
Lantern staff writer

Students enrolled in the College of Arts and Sciences may have to rearrange their schedules for Summer Quarter because of a lack of contemporary world course offerings. Budgetary cutbacks are presumed to be the major reason for the summer course cuts, said Donald Good, Arts and Sciences curriculum coordinator.

Arts and Sciences students must take a five hour upper-division contemporary world class to fulfill Section III C of the Liberal Arts Requirement.

Until this year, some contemporary world courses have been offered during Summer Quarter, said Mona Dove, Arts and Sciences administrative associate of curriculum coordination.

Stephen Dale, history department vice chairperson, said that the lack of money and professors are the primary reasons they are not offering History 597, a course that would fulfill the requirement.

"It's a problem any summer because of the difference in budget plans, but this year it's especially severe," Dale said.

History 597 covers a lot of territory and must be taught by two professors, he said.

The cost of financing classes that must be taught by a senior faculty member, and require smaller groups of students, is greater in the summer and restricts department decisions, said Edward Ray, economics department chairperson.

"One of the casualties of tight budgets is we don't have the latitude to make changes that we'd like to make," he said.

The department has been aware of the problem and is looking for alternatives, said Richard Steckel, director of undergraduate studies for the department of economics.

The department submitted a proposal last week for the approval of Economics 553, a population theory course, as an option, he said.

Courses serving as substitutions for the contemporary world requirement are available for graduating seniors, but are only valid during Summer Quarter, Good said.

Many of the optional courses may pose problems since they require prerequisites the student may not have, Good said.

A graduating senior may take one of the alternative courses by filling out a blue petition form approved by an academic counselor, Dove said. Courses questionable for substitution that are not on the list may be filed on a white petition form, she said.

Susan Myers, a senior in communications from Cincinnati, said she needed a contemporary world course to graduate in the summer and was concerned when she found no offerings in the master schedule. She said she was unaware that there were options until she went to see a counselor.

"I was angry that they didn't send me a letter," she said. "I think they should have sent letters to everyone and informed them."

However, Myers said they offered a wide range of alternatives and she was glad she would not be pushed back to Autumn Quarter because of one class.

Course Changes

Contemporary world courses normally offered:
- Agricultural Economics 597.01
- Agriculture 597
- Anthropology 450, 460
- Biology 597
- City and Regional Planning 597
- Comparative Studies in the Humanities 597
- Economics 554
- Geography 597
- History 597
- Home Economics Education 597.01, 597.02
- International Studies 597.01, 597.02
- Landscape Architecture 597
- Plant Pathology 597
- Political Science 597.01, 597.02
- Sociology 597.01, 597.02
- Zoology 597.02

Courses that will serve as contemporary world options for graduating seniors Summer Quarter:
- Business Finance 510, 620, 670
- Business Management 630
- Communications 341, 505N, 653
- Comparative Studies 301
- Economics 400, 501, 502, 520, 530, 570
- English 201, 202, 202N, 220, 260, 261, 290, 535, 542, 547, 553, 560, 572
- History 616
- Philosophy 270
- Psychology 320N, 335, 541, 550, 551, 560, 600, 684
- Sociology 430, 601, 623
OHIO STATE NAMES COORDINATING DEAN, DIRECTORS

MANSFIELD -- Gary L. Floyd of UPPER ARLINGTON has been named coordinating dean for arts and sciences at The Ohio State University.

The university's Board of Trustees meeting Friday (4/3) at the Mansfield campus named Floyd to the post through June. Floyd is dean of the College of Biological Sciences. As coordinating dean he also will have oversight responsibilities for the other four colleges of the Arts and Sciences: Arts, Humanities, Mathematical and Physical Sciences, and Social and Behavioral Sciences.

He succeeds Joan Huber of UPPER ARLINGTON who became senior vice president for academic affairs and provost on Wednesday (4/1).
Students, faculty are hailed for achievement

By Jessica Vines
Lantern staff writer

The College of the Arts and Sciences honored 149 students for their scholastic achievements and three faculty members for their service to students and the university at a reception Wednesday at the Ohio State Faculty Club.

The two student awards, the Arts and Science Excellence in Scholarship Award and the African American Excellence in Scholarship Award, were based on students' point hour ratio and the strength of their program, said Jack Cooley, assistant dean of the College of Arts and Sciences.

A computer identified 400 to 500 students out of about 2000, who had a national grade point average of 3.5 and completed at least 150 hours. The Arts and Science Honors Committee, which is made up of two faculty members from each of the four colleges, looked at the difficulty of each student's course load before finalizing the award recipients.

"I am very pleased to be recognized by such a large university, and it is a chance for free food!" said Ryan Crockett, a senior Russian major from Sylvania, who received the Arts and Science Excellence in Scholarship Award.

Each student received a certificate signed by Robert Arkin, the associate dean of the College of the Arts and Science and the dean of their particular college.

A committee formed by previous recipients of the faculty service awards chose the new faculty award winners.

"They look for faculty that have served for a relatively long time at the university, usually 10 to 20 years, how many committees they served on and if they have done a lot to help students in special ways - such as working with an honors student on a research project or helping a student with a disability," Cooley said.

Zita Divis from the department of mathematics received the Rosalene Sedgwick Faculty Service Award and Mark Fullerton from the department of history of art received the Honors Faculty Service Award.

The Arts and Science Student Council chose Joseph Kruzel from the department of political science for the Outstanding Teacher Award. Kruzel received a $500 check from the council.

"Teachers who are good at teaching don't do it for the money, but for satisfaction," Kruzel said. "Before graduating, every student should sit down and write a letter to their top five professors saying why they enjoyed their class, it means the world to us," he said.

"I don't think there is any more satisfying recognition a professor can get than being remembered by a student. Students should realize they can make a teacher's day," Kruzel said.

The council usually receives 40 to 50 Outstanding Teacher nominations. They narrow the field down to 10 finalists by evaluating the nominee's resume and student evaluation forms, said Manu Raj, president of the council.

They pick the recipient after interviewing each finalist and observing them in the classroom.

Sherry Scott, a senior from Columbus majoring in Math, won two African American Excellence in Scholarship Awards and an award in math at the College of Arts and Science reception Wednesday.
SPRING 1992 UNDERGRADUATE RESEARCH SCHOLARSHIP COMPETITION
COLLEGES OF THE ARTS AND SCIENCES
THE HONORS COMMITTEE

RECIPIENTS OF $2,400 UNDERGRADUATE RESEARCH SCHOLARSHIPS

Erin Joanna Augis, Political Science, A Study on the Distribution of Health Care in Rural Senegal, Professor Okey Onyejekwe

Edward Francis Brown, Physics, Fractal Properties of Chaotic Ferromagnetic Resonance, Professor Philip Wigen

Marleen Annette Maria Cousins, Microbiology, Genetic Analysis of Streptomyces Sporulation, Professor Kathleen Kendrick

David William Fleck, Zoology, Reproductive Ecology of Opossums in the Amazonian Rainforest of Peru, Professor John Harder

Daniel Albert Kahn, Chemistry, A Novel Approach to the Synthesis of Polypeptides, Professor Matthew Callstrom

Paul Russell Kingsbury, Linguistics, The Development of Sanskrit Liquids, Professor Brian Joseph

Rosemarie Lin, Biology, Neuropeptide Gene Expression in Human Neutrophils, Professors Sue O’Dorisio and Bruce Zwilling

RECIPIENTS OF $1,600 UNDERGRADUATE RESEARCH SCHOLARSHIPS

Trevor John Darcy, Microbiology, Isolation and Characterization of a DNA Binding Protein and its Coding Gene from Methanobacterium formicicum, Professor John N. Reeve

Stephanie M. Grasson, Art [Printmaking], Other Windows, Professor Charles Massey

Shenyuan Guo, Biochemistry, Chemical Modification and Peptide Mapping Study of Human Deoxycytidine Kinase, Professor David H. Ives

Patrick Yun-Kee Christopher Kan, Biochemistry, Kinetic Studies of Transacylation by Cyclodextrin Heptahydroxyalmine, Professor Anthony Czarnik

Jayanth Kumar Krishnan, Political Science, The Relationship of Caste and Class to Political Conflict in Modern India, Professor Pradeep Chhibber

Pamela Ann Mooney, Chemistry, Synthesis of an Oxygen-Containing Ionophore of Unusual Structural Type, Professor Leo A. Paquette

Winnie Man-Chun Ng, Biochemistry, Role of Gene 4 Helicase Dimer in DNA Unwinding, Professor Smita S. Patel

Katherine Marie Niswander, History, Intellectual Pursuits: The Southern Woman’s Experience, 1776-1900, Professor Randolph Roth

David Thomas Ralley, Computer and Information Science, An Interactive Improvisation System for Music, Professor Terry Patten

Raj Ramalingam Rangaraj, Chemistry, A Study of the Reactions of Glutathione with Biological Quinone and Quinol Imines, Professor John S. Swenton

Amanda Janel Rose, Psychology, Gender Role Intensification and the Relationship Between Parent Gender Role Orientation, Parent Gender Role Socialization Pressure, and Child Gender Role Orientation, Professor Raymond Montemayor
Aldo P. Salzberg, Physics, The Spectroscopy and Dynamic Properties of AICH, and Its Complexes, Professor Terry A. Miller

Bradley Alan Smith, Chemistry, A Study of [1,3] Oxygen-to-Carbon Shifts in Alkynyl Ethers, Professor John Swenton

John Arthur Spry, Economics, The Determinants and Effects of Prevailing Wage Laws, Professor Howard Marvel

Nicholas Steve Stevens, Chemistry, Rapid Polyquinane Construction by Dianionic Oxy-Cope Rearrangement, Application to the Synthesis of Hirsutene, Professor Leo A. Paquette

Vickie Lynn Vandemark, Psychology, Demand/Withdraw Pattern of Communication: A Gender-based or Issue-based Longitudinal Predictor of Marital Discord?, Professor David Smith

Lisa Marie Wagner, Psychology, The Automatic/Strategic Processing Distinction in Pronoun Resolution: Dichotomy or Continuum?, Professor Julie Boland

RECIPIENTS OF $800 UNDERGRADUATE RESEARCH SCHOLARSHIPS

Richard Lee Henson, Political Science and Chinese, China and the Middle East: Antagonism, Co-optation, or Cooperation?, Professor Kevin J. O'Brien

Catherine Ann Mitchell, Zoology, Effects of Temperature and Food Type on White Perch Bioenergetics, Professor Roy A. Stein

Arthur Allen Smith, Political Science, An Examination of Ohio's Institutes of Higher Education, Professor Herbert B. Asher

COLLEGE OF THE ARTS: 2/3 TUITION RECIPIENTS

Anne Baldwin Crosbie, Interior Space Design, A Design Package for the Modification of Apartments and Condominiums to Comply with the Americans with Disabilities Act, Professor Virginia Weinhold

Veronica C. Dittman, Dance, Directing "Dark Elegies" From Score, Professor Odette Blum

Ellen Elizabeth Grevey, General Fine Arts, The Chemistry of Glass and Ceramics, Professors Richard Harned and Mary Jo Bole

Notes: In addition to these funds awarded by the Colleges of the Arts and Sciences Honors Committee through its spring and autumn research scholarship competitions, the University Honors Center makes grants of up to $350 available to candidates for graduation with distinction. Students may apply for these grants throughout the year, and if approval is extended to a request, funds usually are available within six weeks. A second source of research funding through the University Honors Center is the Summer Research Internship Program. The center customarily awards five $1,500 summer internships to especially promising with distinction candidates, and the application period begins in mid-February. Finally, the College of Biological Sciences makes a $200 grant to the home department, for use by the student, for any undergraduate who is a candidate for graduation with distinction in one of its disciplines.

Colleges of the Arts and Sciences faculty who served on the Research Scholarship Subcommittee of the Honors Committee included Professors John Champlin [Political Science], Mary Ellen Clay [Entomology], Mark Fullerton [History of Art], Debra Moddelmog [English], and Alayne Parson [Mathematics]. The College of the Arts Honors Committee, which selected the three tagged degree recipients from that college, included Professors Howard Crane, Collis Davis, Timothy Gerber, Gilbert Hall, Vera Maletic, Kenneth Marantz, John Rice, and Virginia Weinhold.
Arts and Sciences cut by new budget

By Blake Manton
Lantern staff writer

The Colleges of the Arts and Sciences, which is made up of five different colleges, was cut by $4,385,424 for the 1992-93 school year.

Arts and Sciences is made up of the College of the Arts, the College of Biological Sciences, the College of Humanities, the College of Mathematics and Physical Sciences and the College of Social and Behavior Sciences.

The College of Humanities was hit hard, with cuts of 5 percent of its total budget, or $1,197,710.

Dean Mike Riley said he didn’t know exactly how many classes or sections would be cancelled, but a total of 5,974 seats will not be available for next year. Seats refer to the number of allotted spaces in classes.

“For the general fiscal year of 1992-93, we will not replace six faculty, two administrative staff and three civil service people,” Riley said. “The number of lecturers, graduate students and TA’s that will not be hired is 78 or 79.”

The College of Social and Behavioral Sciences total budget was cut by 3.65 percent, or $786,972.

Associate Dean Donald Haurin said a total of 140 sections or classes would be cancelled for the entire year, and estimated that a 6,000 seats will disappear.

Classes are again not the only area which will be cut by the budget.

“A total of seven faculty and two staff members have been done away with,” Haurin said. “Also, five part-time lecturers and 31 TA’s will not be hired because of the budget cuts.”

The College of Arts was hit with a 6 percent reduction of its total budget, or $780,744.

Dean Donald Harris said that no classes at the present time have been cut and hopefully none will follow. However, ten staff members have been cut, with eight people being let go and two positions left unfilled. Also, two faculty will not be hired, along with 20 teaching assistants.

“We are devastated by these cuts,” Harris said.

The College of Biological Sciences has a total budget reduction of 5.19 percent or $562,122.

“Currently, no classes have been cancelled for next year but any further cuts will result in cancellation of classes and not hiring graduate students,” said Dean Gary Floyd.

Three classes were cut for this quarter and 10 faculty positions will go unfilled next year, Floyd said.

“These cuts are mortgaging our future for higher education in the biological science department,” Floyd said.

The College of Math and Physical Sciences’ total budget was cut by 3.2 percent or $1,036,876.

Associate Dean Bob Gold said 40 teaching assistants would not be hired because of the cuts.

“Hopefully, there will be no classes cancelled, but the budget cuts have forced the college not to hire 40 TA’s for next year,” Gold said.

The budget cuts have students worried about getting into the classes they need.

“I’m a geology major but I still need a couple of humanities (courses) to graduate,” said Scott Kimpel, a senior from Bryan. “I just hope that it’s not impossible to get the classes I need in order to graduate.”
Improved access goal behind ASC changes

By Jennifer L. Peterson
Lantern staff writer

The College of Arts and Sciences is making changes in its reception services that will make the office more student-oriented, said Dr. Robert Arkin, associate dean of undergraduate studies.

Del Hall, clerical supervisor at the Arts and Sciences office in Denney Hall, said the changes will help prevent students from getting in the wrong line and will shorten the amount of waiting time.

"We are aware of how frustrating it can be for students, and we'd like to help people," he said.

Hall said the biggest change that has been made is in personnel. Three full-time employees now staff the front desk at all times instead of two, which will provide more opportunities for help on a personal level.

Other changes expected to be completed by the end of Autumn Quarter, include a physical reorganization of the reception area. Hall said lines will be formed similarly to those in banks, with each staff member serving a specific need. He said this will ensure that the students are served in the right order and they will not have to wait in several different lines before finding the right one.

Hall said the new reception area will be more effective because students will find out sooner if they can be served immediately at the front desk, if they can be helped by a walk-in counselor, or if they need to schedule an appointment with a counselor to discuss a lengthier problem.

A committee made up of counselors and career services personnel, appointed by Arkin, visited other OSU college offices to gather ideas about the new reception area, Hall said. He said the existing services in other offices, such as Dentistry, helped the committee plan the system for Denney Hall.

Arkin said future plans for major reconstruction of the lobby area will be made on the advice of his committee and the University Architect's Office. He said the cost of these changes has not been determined and a proposal would be made to the state for funding.

Amy Uher, a senior from Toledo and a student clerical assistant at the ASC office, said she and the other student workers there were reassigned to work in the back office last week. She said two students used to work in the front helping other students and now the desk is staffed with all full-time employees.

"The change has taken the responsibility away from us. I think we were more helpful because we could say to students, 'I know how you feel. The same thing has happened to me,'" Uher said.

Veronica Swartz, a graduate student from Fostoria, said the student workers have less work to do now, but are still getting paid the same rate. She said they are doing mostly filing in the back office.

Kirk Hensley, a junior from Xenia, said he would much rather be working at the front desk. He said he thinks the full-time staff will get tired of answering the same questions all day, whereas the students only worked one shift at a time and were less likely to get frustrated with the job.
Bad economy shown on career day

By Joel Hunt
Lantern staff writer

In good economic times, companies visit job fairs on college campuses looking for potential employees. In bad economic times, however, less can be expected.

This was the case at the eighth-annual Ohio State Career Day Thursday. Companies attended, but were not necessarily hiring.

Steve Dittrick, Career Day co-chair, said because of the statewide hiring freeze on governmental jobs and overall bad economic times, many of the 75 companies at Career Day were there for public relations purposes only.

"Although a lot of these companies aren't hiring today, I still think it's important for students to get their resumes circulating," he said. "When jobs do open, at least they have a head start."

Dittrick said the job fair was important in other ways also.

"Events like this are a great opportunity for students to meet employers and see what they really want in a graduate," he said.

A few of the companies were looking for students for summer internships, said Schnabel-Kuhn, Career Day co-chair.

"This job fair is an excellent opportunity for students to show what they can offer. It's also a good opportunity for employers to see what kind of students Ohio State delivers," she said.

Eric Hronek, a junior majoring in accounting and finance, said he was disappointed that most companies at the fair were only looking for higher-ranked students to fill their internship programs.

"The companies I've talked to seem to be looking for graduating seniors, not sophomores or juniors," he said.

Hronek said he passed out his resume anyway.

A lot of the companies at the fair maintain an ongoing relationship with the university throughout the year, said Glynis Getman, recruiting coordinator for Arts and Sciences Career Services.

"These companies are very helpful to the university because they provide workshops, career guidance and tell us what positions are open," she said.

Ray Jones, watercraft officer for the Ohio Department of Natural Resources, said ODNR always recruits a lot of summer interns at the career fair every year despite economic problems.

"One of the main reasons we visit this fair is because Ohio State is a big natural resources school, and we've always been pleased with the interns we get," he said.

The job fair was sponsored by Alpha Kappa Psi Business Fraternity and ASC Career Services.
CIA college recruiting reduced; budget cuts decrease personnel

By John Lasker
Lantern staff writer

Since 1947, the Central Intelligence Agency has recruited from about 200 universities a year, offering college graduates a chance to work in America's field of covert action, but the demise of the Soviet Union has caused the agency to cut back on its recruiting.

Budget reductions have forced the agency to cut personnel and limit other activities such as recruiting.

"Over the next five to seven years, we're downgrading our employment of college graduates by 12 percent," said Mark Mansfield, a public affairs official for the CIA at its headquarters in Langley, Va.

The CIA visited the OSU College of Arts and Sciences for interviews twice a year until 1990, said Glynis Gettman, a recruiting coordinator in Brown Hall.

Recruiters at Brown Hall said the CIA has been absent the last two years from Ohio State because of the travel expenses involved while interviewing.

During their most recent visit on Nov. 20, 1990, interviews have caused protest demonstrations by student groups because of the CIA's record on job discrimination and human rights violations.

The protest groups, such as the Students for Peace and Justice, have picketed outside of Brown Hall and have come inside to stage sit-ins, said Pamela Park-Curry, assistant director of OSU Career Services.

The demonstrations have been peaceful and the recruiting coordinators make sure the interviews go as planned in all fairness to the applicants, Park-Curry said.

"Over the next 5 to 7 years we're downgrading our employment of college graduates by 12 percent."

- Mark Mansfield

Curry said.

Park-Curry and Gettman said they suspect that the CIA, like most federal military organizations, refuse to hire homosexuals.

Park-Curry said the CIA can discriminate against gay and lesbian people because the agency is part of the federal government.

OSU officials make all visiting recruiters sign a contract stating they will not discriminate when they visit campus, Gettman said.

Organizations and companies looking to recruit on campus will be barred if they have ever been found guilty of discrimination, Park-Curry said.

The CIA has never been found guilty of discrimination and is free to recruit on campus even if the recruiting coordinators in Brown Hall think the CIA discriminates.

Once the contract is signed, recruiters are expected to follow the contract, Park-Curry said.

"The contract is signed mainly out of trust, and 99.9 percent of the time recruiters have not discriminated here," Park-Curry said.

Even though the CIA is decreasing the employment of new college graduates, interested students are still welcome to apply, Mansfield said.

A CIA college recruitment brochure stated a career with the agency offers a "profession with new horizons and the possibility of stimulating and exciting tours of duty overseas."

The agency, in its efforts to gather intelligence about potential adversaries of the United States, has a wide range of responsibilities that demand a diverse work force, Mansfield said.

Majors in computer science, engineering, economics, political science, languages, history and journalism can seek a career with the agency, Mansfield said.

The Minority Undergraduate Studies Program gives students $15,000 a year for tuition and a salary between $14,000 and $18,000 for three months of full-time work for the agency in the summer.

In return, students must work four years for the CIA after graduation. If students refuse, all tuition grants must be returned, but not the salaries.

Students in the Undergraduate Student Trainee Program go to school for a semester and work three semester during college. The pay scale is between $7,500 and $10,500 a year.

Undergraduates who apply for either internship must have at least a 2.75 grade point average and have an ACT score of at least 21 or an SAT score of at least 900.

Because of the sensitive work of the CIA, every applicant must undergo a rigorous six-month screening process and an interview. All undergraduate interns are stationed at Langley.
Improved application

There is a new and improved graduation application for Arts and Sciences students.

Students can now wait until the eighth week of their final quarter to file for graduation. Previously, students had to apply two quarters before graduation.

The revisions have been made in order to decrease paperwork for the college, said Vicki Welte, a receptionist for Arts and Sciences.

Students must make an appointment with an Arts and Sciences adviser to initiate the graduation process. The earliest they can file is one quarter before their expected graduation date.

Students who want priority scheduling will need to file by the Friday of the sixth week prior to their intended quarter of graduation.

—Tanea Lewandowski
Career Day offers internships, co-ops

Any student interested in a co-op position, internship or full-time job is invited to attend this year's Career Day on Wednesday, Oct. 27 in the West Ballroom of the Ohio Union.

"The goal of Career Day is to bring students and employers together," said Jennifer Yoder, president of Career Day. Sixty-six companies will be attending.

"Career Day often leads to interviews for students," Yoder said. "The companies involved are very diverse."

Students interested in either internships or co-op positions should attend Career Day from 9:30 a.m. to noon, and students interested in full-time positions should attend between 1:30 p.m. and 4 p.m.

Yoder said students need to dress in professional clothing and are encouraged to bring resumes.

Career Day is sponsored by Alpha Kappa Psi, a professional business society, and the college of Arts and Sciences.

— Melissa Murphy
Students network at Career Day

By Melissa Murphy
Lantern staff writer

OSU student Tiffany Galbreath walked away Wednesday from Career Day '93 with some helpful tips for "job training."

"The representatives gave me some helpful tips for job-hunting," said Galbreath, a graduating senior in business. "Some of these tips were preparation, meeting people and making business contacts, keeping a resume on hand at all times, following up with your contacts and asking questions."

Public and private agencies, small agencies, fortune 500 companies and non-profit organizations were a few of the businesses represented at Career Day '93.

The purpose of Career Day was to give students the opportunity to meet with business and industry representatives. As a result of Career Day, many students who attended either made good connections or received the chance for a interview, said Jen Yoder, president of Career Day.

"We've gotten a lot of positive feedback from companies," Yoder said. "The day was a success. Most of the representatives have told me they were impressed with the quality of students who participated in Career Day."

Yoder said many of the companies were looking for outgoing individuals who were personable, no matter what their area of interest was.

"I was very impressed with the quality of the job fair," said Stan Snider, vice president of OLDE, a discount stockbroker company. "I think Ohio State should have one of these job fairs every quarter."

After entering Career Day, which was held in the ball rooms of the Ohio Union, students were given a booklet that gave beneficial tips on how to present themselves in an interview and how to go about making business contacts.

"Career Day does benefit students," said Julie Comstock, a human resources representative from Farmers Insurance, Inc. "We've gotten a lot of resumes and applications. We're taking people from all majors."

Craig Kish, a senior majoring in business, attended Career Day because he was looking for a co-op position.

"This is a great opportunity for students," Kish said. "It can't hurt anything by coming."

Representatives were available to talk with students and answer any questions they had related to their job hunting.

"Direct yourself toward a company," advised T. Joseph Buse, Jr., unit manager with Whitehall, a manufacturer for self-medication and personal products. "Educate yourself, be focused and aggressive and ask quality questions when you begin the process of interviewing."

Glynis Getman, recruiting coordinator for the College of Arts and Sciences, said Career Day was run a little different from last year.

"Students interested in co-ops, internships or full-time positions benefited from Career Day. In the past we had two days where one day was for internships and co-ops, and the other was for full-time positions," Getman said. "We don't know right now how many students participated."

He said about 1,400 companies were invited to participate in Career Day 1993.

"We mailed registrations out to various companies, mostly ones located in Ohio," Getman said. "However, many of these companies are national companies so that if a student wants to relocate, he or she can interview with these companies with hopes of being transferred."

Yoder said that Career Day also allows companies to learn from one another.

Career Day was sponsored by the College of Arts and Sciences and the Alpha Kappa Psi professional fraternity.
BOARD APPOINTS DEANS TO KEY ROLES IN ACADEMIC LEADERSHIP

COLUMBUS -- The Ohio State University Board of Trustees Friday (6/3) created three academic leadership roles at the university, and appointed prominent deans to the posts.

The three are:

- Manuel Tzagournis to the position of vice president for health sciences.
- Nancy Zimpfer to the position of executive dean of the professional colleges.
- James Garland to the position of executive dean of the Colleges of the Arts and Sciences.

All three will serve as members of the President's Executive Committee. The three will assume the positions on July 1. They will serve at their current salaries, subject to normal merit increases.

In his position as executive dean of the Colleges of the Arts and Sciences, Garland will encourage the development and coordination of intercollege curricular and program initiatives within the five member colleges of the arts and sciences: Arts, Biological Sciences, Humanities, Mathematical and Physical Sciences, and Social and Behavioral Sciences. He will also have line management responsibilities for the University Honors Program, the university's three ROTC units, and the Office of Undergraduate Studies in the Colleges of the Arts and Sciences.

Garland is a professor of physics and dean of the College of Mathematical and Physical Sciences.
'Networking' a necessity for seniors

By Mark Gates
Lantern staff writer

Ohio State seniors who will be graduating soon should be doing more than completing required courses and ordering a cap and gown, said Pamela Park-Curry, director of Career Services at the College of Arts and Sciences.

"They need to have in their hands a good resume that focuses on what they are looking for and what skills they have," Park-Curry said.

She said students need to take advantage of the Career Service offices.

"We can give answers to whatever questions they have, like how to conduct a long-distance job search," Park-Curry said.

Some students, like Mark Hart, a senior in architecture who plans to graduate in the spring, have followed this advice. Hart completed his resume and started sending it out last winter, although he has yet to obtain an internship.

"It depends on who you know," he said. "I have a prospect for an internship now, and I'll probably get it because I have a friend that works there."

That is where "networking," as Park-Curry calls it, can be useful to students.

"(Students) should make a list of all the companies they are interested in and hand that list to family, friends, professors and other acquaintances and ask them if they know anyone there," she said. "They also need to get onto e-mail, start surfing the web and find out what's out there."

Regardless of this advice, not all students plan ahead like Mark Hart.

"I haven't done anything," said Jennifer Stewart, a senior majoring in psychology who is graduating this quarter.

"And I don't know what I want to do. I can't do what I really want to do because it isn't realistic. I want to be an MTV VJ."

Charles Klink, psychologist and associate director for Clinical Services at OSU, said there is also a psychological aspect to a senior's preparation for graduation.

"Dread and fear often accompany the anticipatory excitement of graduation because you don't know exactly what to expect," Klink said.

Students get comfortable with the routine and support system that university life provides. It is important for seniors to acknowledge that these feelings are a natural phenomenon, he said.

"They need to look at what they're leaving behind and what they're going into; at the things that are gained, like a job and money, as well as those that are lost when they graduate," Klink said.
Job fair helps students make contacts, get jobs

By Mark Gates
Lantern staff writer

Ohio State will host more than 100 companies Wednesday at a career fair that can offer students a chance to get an early jump on the job market.

About 110 employers and more than 700 students are expected to participate in the fair, said Pamela Park-Curry, director of Career Services for the College of Arts and Sciences.

“We’re swamped with companies,” Park-Curry said. “This hasn’t happened in years. This could be a sign that the economy is finally turning around.”

Last year, only 80 firms sent representatives to the fair, Park-Curry said.

The Checkfree Corporation based in Columbus did not attend last year, however, the company plans to send representatives to this year’s fair.

“We’re really searching for customer service representatives and students are good for these positions,” said Erika Jackson, a representative from Checkfree. “Unemployment is low and we’re not getting much response from regular ads as a means of recruiting employees.”

“Students should be absolutely interested in the career fairs,” Park-Curry said. “Those who participate can get job offers from companies. It won’t happen by just standing in the ballroom, but it is a chance to make a good initial impression.”

Mark Osoteo, a senior in computer information science who wants to attend the career fair, said he plans to hand out a lot of resumes in order to get his name out to potential employers.

“I’d also like to get interviews. You only have a minute or two to talk to employers there, so if I can arrange to get an interview from that, I’ll be doing pretty good,” Osoteo said.

Park-Curry said a student’s success at the career fair requires more than just a good resume. She said suggestions about behavior, dress, note taking and follow-ups are listed in the employer profile packets that will be pre-sold prior to the event.

The profile packets also provide information about each company at the fair and lists what positions they seek to fill, she said. Students can set up interviews with employers at the fair.

“Everything from high to low salary jobs will be offered. It’s going to be the whole gamut,” Park-Curry said.

“These will be entry level, but professional track positions.”

The fair runs from 9:30 a.m. to noon and will cover internships and co-ops.

Fulltime career employment will be covered from 1:30 to 4 p.m. There will also be a day for interviewing on Thursday for students who make arrangements with employers the day of the fair.

Students will be charged $1 admission to participate in the career fair, which is held in the Ohio Union Ballrooms.
Cellular scheduling free at Denney Hall

By Charles G. Cyrill Jr.
Lantern staff writer

The Colleges of the Arts and Sciences are providing free cellular phone use for students to access BRUTUS in conjunction with Cellular One.

Students can find out if classes are available without standing in lines or seeing a counselor, said Pamela Park-Curry, director of career services for the arts and sciences colleges.

"To help students find seats in classes, computers will be set up in the lobby of Denney Hall so students can look and see what classes are filled to capacity and what sections still have seats," Park-Curry said. "Once they find an open section, ASC will have Cellular One phones available so students can immediately access BRUTUS to get that seat."

Cellular One has agreed to provide the phones and the phone time to make this happen, Park-Curry said.

David Norris, Cellular One's sales support coordinator hopes other schools will pursue cellular phone usage depending on how well it works, Park-Curry said.

"Anything that makes scheduling easier at no extra cost to the university is a good idea," said Jay Holgwood, OSU associate professor of geography.
COLLEGES OF THE ARTS AND SCIENCES HONOR TOP STUDENTS

COLUMBUS -- The Colleges of the Arts and Sciences at The Ohio State University recently honored 200 seniors with outstanding academic records. These Excellence in Scholarship Award recipients attended the annual Arts and Sciences Honors Reception on April 17 at the Faculty Club to receive their award certificates. Faculty members selected these students as the most outstanding academic achievers in their colleges.

They were selected from a pool of about 800 seniors in the colleges of the Arts, Biological Sciences, Humanities, Mathematical and Physical Sciences, and Social and Behavioral Sciences. All have maintained high grade point averages and have pursued especially demanding academic programs -- including in many cases, honors classes, dual majors, honors theses, and special studies.

Listed below, alphabetically by residence (Ohio first), are the students who completed forms authorizing the release of their names.

#
AKRON
Eric Mohler, son of Roger Mohler and Lois Schmachtenberg, formerly of Akron. He is majoring in psychology.

AMHERST
Jill Stavole, daughter of Michael and Viola Stavole, 323 Deepwood Lane. She is majoring in psychology.

AMSTERDAM
Richard Hutchinson, son of Jeff and Fran Hutchison of 8222 Amsterdam Road. He is majoring in mathematics.

BELLEFONTAINE
Kelly Jo Savage, daughter of William and Maggie Savage of 7502 State Route 540. She is majoring in history.

BELPRE
Krista Garrett, daughter of Joseph and Vicky Garrett of One Buckeye Lane. She is majoring in mathematics and minoriing in economics.

BEXLEY
Jill Barnett, daughter of Dr. and Mrs. Gary Barnett, 7596 S. Goodrich Square of New Albany, formerly of Bexley. She is majoring in sociology.

Heather Dunlap, daughter of Bill and Karin Dunlap of 179 N. Cassingham. She is majoring in zoology.

Maury Epstein, son of Erwin and Barbara Epstein, 82 Bishop Square. He is majoring in political science.

Peter Howard, son of Frank and Diana Howard, 216 S. Ardmore. He is majoring in mathematics and political science.

Anna Rosenfeld, daughter of Felix and Edith Rosenfeld of 85 N. Roosevelt Ave. She is majoring in biochemistry.

CANTON
Adnan Chhatriwalla, son of Kaizar and Bilkish Chhatriwalla, 7177 Shady Hollow Road (44718). He is majoring in chemistry.

Ed Dominguez, son of B.R. and Jan Dominguez, 3912 Raintree Circle (44685). He is majoring in microbiology.

-MORE-
Steven Thompson, son of Anthony and Arlene Thompson, 4230 Leander N.E. (44730). He is majoring in microbiology.

CENTERVILLE
Enoch Liang, son of Jim and Becky Liang of 2061 Washington Creek. He is majoring in biology and minoring in philosophy.

CHARDON
Brad Salmon, son of William and Norma Salmon of 12189 Fowlers Mill Road (44024). He is majoring in English literature.

CINCINNATI
Thea Allendorf, daughter of Richard and Linda Allendorf of 3949 Blue Heron Lane (45251). She is majoring in English and political science.

Eric Gallon, son of Justin and Lois Gallon of 642 Reynard Ave. (45231). He is majoring in political science.

Scot Ginsberg, son of Albert and Shelia Ginsberg, 830 Redmill Drive (45231). He is majoring in psychology.

Daniel Larson, son of Robert Larson and Joanne Glaser of 12025 Goodfield (45240). He is majoring in physics.

Sean O'Connor, son of Michael and Nancy O'Connor of 56 E. Sharon Ave. (45246), and the late Rosemary Meade O'Connor. He is majoring in physics.

CIRCLEVILLE
Phenton Harker, son of Tom and Alice Harker, 404 S. Washington St. He is majoring in biology and minoring in Spanish.

CLEVELAND
Megan Hanger, daughter of Tom and Cheryl Hanger of 893 Cambridge Road (44721). She is majoring in English.
COLUMBUS
Richard Bratt, son of Bonnie Smith of 4364 Thornapple Circle E. (43231), and the late Richard Bratt. He is majoring in anthropology and religion.

Tonya Kahl, daughter of David Kahl, 1240 Newbury Drive (43229), and the late Jane Kahl. She is majoring in international studies and Spanish.

Aquanetta Knight, daughter of Barnell Congdon, 1568 Cunard Road (43227), and the late Kenneth Congdon. She is majoring in black studies.

James Letizia of 1303 Elmwood Ave. (43212). He is majoring in political science.

Angela Patterson, daughter of Lewis and Barbara Patterson of 1281 Roberts Place (43207). She is majoring in biology.

Richard Seidt II, son of Mr. and Mrs. Richard Seidt, 1385 Noe Bixby Road (43232). He is majoring in biology.

Bridget Smith, daughter of Robert and Ida Smith, 3149 E. Hudson St. (43219). She is majoring in mathematical sciences.

COPLEY
Joshua Ryland, son of Richard Ryland of Canal Fulton, and Nancy Ryland of 981 Southwold Drive. He is majoring in zoology.

CUYAHOGA FALLS
Sarah Vargo, daughter of Patricia Vargo, 2541 Falls Ave., and Frank Vargo of Warren. She is majoring in cultural anthropology.

DUBLIN
Charles Elmaragh, son of Khalil and Mary Elmaragh of 6783 Atlin Court (43017). He is majoring in biology.

Linda Brodie Kaufman of 8864 Belisle Court (43017), is majoring in psychology.

EDGERTON
Daniel Maxwell, son of Delton and Sandra Maxwell, 634 S. Michigan (43517). He is majoring in biology.

-MORE-
ELIDA
Denise Starr, daughter of Dennis Starr, 5076 Hummingbird Drive, and Starlie Nolan of Lima. She is majoring in microbiology.

FAIRBORN
Luciara De Souza, daughter of Greg and Teri Grilliot of 837 Savin Hill Court. She is majoring in molecular genetics.

FAIRLAWN
Lisa Chyi, daughter of Dr. and Mrs. Lynn Chyi of 550 Hallandale Drive. She is majoring in molecular genetics.

FAIRPORT HARBOR
Robert Imes, son of Joyce Imes, 642 High Street. He is majoring in Spanish and Portuguese.

FOSTORIA
Debra Carlo, daughter of Maurice and Barbara Carlo of 4479 N. Township Road 65. She is majoring in geological sciences.

GAHANNA
Kendra Franklin, daughter of Kenneth and Patricia Franklin, 925 Hartney Drive. She is majoring in molecular genetics.

Christa Yandrich, daughter of Michael and Linda Yandrich, 648 Rocky Fork Blvd. She is majoring in Portuguese and international studies.

GALLOWAY
Kathy McGhee, daughter of Jerry and June McGhee, 2420 Gardner Road. She is majoring in plant biology and drawing and painting.

HILLIARD
Laura Boerner, daughter of Don and Sharon Boerner of 4907 Wallington Drive. She is majoring in psychology.

Jennifer Puckett, daughter of Milton and Michel Puckett, 3983 Dublin Road. She is majoring in French, Russian and Chinese.

-MORE-
HUDDSON
Sara Jach, daughter of Phil and Linda Jach, 106 Parmelee Drive. She is majoring in interior design.

HUNTSVILLE
Colleen Schaub, daughter of Nancy Wheeler, 360 S. Ashburton, Columbus, and Lowell Taylor of York Haven, Pa. She is majoring in psychology.

KENT
Jeffrey Fox, son of James and Barbara Fox of 150 N. Chestnut St. He is majoring in physics.

Kristin Repinski, daughter of Bob and Kathy Repinski of 1041 Munroe Falls Road. She is majoring in English and English education.

KETTERING
Laura Rakay Hall, daughter of Peter Rakay, 5260 Polen Drive (45440), and Susan Rakay, 1143 E. David Road (45429). She is majoring in psychology.

KINSMAN
Aaron Woofter, son of Timothy and Joni Jo Woofter of 8845 State Road. He is majoring in molecular genetics.

LANCASTER
Kara Fox, daughter of Jim and Lois Fox of 1158 Pleasantville Road. She is majoring in mathematics.

Laura Puhl, daughter of Michael Puhl and Kathleen Lawson, 300 Hartford Drive. She is majoring in communication.

LONDON
Peter Mosier, son of Joseph and Sue Mosier, 33 Arlington Ave. He is majoring in English and history.

LYNDHURST
Michael Moskowitz, son of Alan and Gail Moskowitz of 1834 Bromton Drive. He is majoring in computer and information sciences and Japanese.

Jason Fishman, son of Diane Stone, 1926 Bromton Drive. He is majoring in actuarial science.

-MORE-
MADISON
Kathleen Ashton, daughter of Frank and Dorothy Ashton, 4215 S. Dayton Road. She is majoring in English and psychology.

MARION
Michelle Kuhar, daughter of Tom Kuhar of Marion, and Jane Cave of Virginia Beach, Va. She is majoring in psychology.

Matthew Nicolosi, son of Jean Nicolosi, 182 Bostan Road, and Patrick and Mary Kay Nicolosi, 143 Barkswood Drive. He is majoring in industrial design.

MARTINS FERRY
Heather Vargo, daughter of Barbara Cunningham, 500 W. 42nd St., and Alex Vargo, Jr. of Toledo. She is majoring in sociology.

MARYSVILLE
Lisa Hanselman, daughter of Carole Hanselman of 628 W. Eighth St., and Gene Hanselman of Milford Center. She is majoring in women's studies.

MENTOR
Victoria Wilkes, daughter of Shirley Wilkes, 7283 Welland Drive, and the late Edward Wilkes. She is majoring in psychology and communication.

MINFORD
Timothy Wessel, son of Lynn and Linda Wessel, 4155-B State Route 335. He is majoring in zoology.

NAPOLEON
Joshua Hanna, son of John and Lois Hanna, 14-126 Road Z. He is majoring in history.

NEW ALBANY
Laura Thomas, daughter of James and Patricia Thomas, 8005 Central College Road. She is majoring in biology and minor in chemistry.

-MORE-
NEWARK
Sarah Clingerman, daughter of George and Deanna Clingerman of 734 Lollandar. She is majoring in art education.

Jason Lescalleet, son of Dianna Lescalleet of 260 N. Gay St. He is majoring in computer and information science.

NORTH OLMSTED
Shalini Patel, daughter of Indrauadan and Lata Patel, 24399 Lorain Road. She is majoring in psychology.

NORTH RIDGEVILLE
Pahi Mullins, daughter of Patricia Cochran of County Road 57, and John Lynch of LaVale, Md. She is majoring in psychology.

ORRVILLE
Eric Grimes, son of Donald and Ellen Grimes, 5043 Coal Bank Road. He is majoring in biology.

PAINESVILLE
Steven Gills, son of Elaine Gills of 61 Broadway, and James Gills of Mentor. He is majoring in history and political science.

PARMA
Corine Beskid, daughter of Paul and Kathy Beskid of 2823 Klusner Ave. She is majoring in art education.

PARMA HEIGHTS
Amy Yahner, daughter of Don and Evelyn Yahner, 7026 Maplewood Road. She is majoring in chemistry.

POWELL
Lisa White, daughter of Mary White, 8315 Lariat Court, and Ron White of Columbus. She is majoring in biology.

SEVILLE
Annette Wszelaki, daughter of Frank and Barbara Wszelaki, 3696 Blake Road. She is majoring in plant biology.

SHAKER HEIGHTS
Garth Robins, son of Miriam Robins of 18432 Lynton Road. He is majoring in physics.

-MORE-
TIPP CITY
George Alexander Jones, son of Bill and Cindy Jones, 203 W. Main St. He is majoring in chemistry.

TOLEDO
Joseph Boudrie, son of Joseph and Jackie Boudrie of 2837 Airport Highway (43069). He is majoring in psychology and philosophy.

David Burton, son of Bennett and Helen Burton, 1033 Carrington St. (43615). He is majoring in political science.

Elizabeth Moore, daughter of Paul Moore, 2248 Drummond Road (43606), and Mary Waldo, 1508 Ernsthausen, Elmore. She is majoring in anthropology.

UPPER ARLINGTON
Sarah Parmelee, daughter of Barbara Parmelee of 2071 Stanford Road, and the late James Parmelee. She is majoring in Slavic languages.

Emily Paynter, daughter of Donald and Cynthia Paynter, 2635 Andover Road. She is majoring in English.

Terry Ransom-Flint, daughter of Nancy Bayman of 3339 Mansion Way, and the late Richard Ransom. She is majoring in psychology.

UNION
C. Jane Hall, daughter of Wid and Carol Hall, 7930 S. Range Line Road (45322). She is majoring in criminology.

WAVERLY
Travis Neely, son of Robert and Mary Ellen Neely, 160 Overlook Drive. He is majoring in French.

WESTERVILLE
Stephanie Corn, daughter of David and Teresa Crowner, 283 Gentlewind Drive. She is majoring in zoology.

Nathan Menke, son of James and Jacqueline Menke, 470 Olde Mill Drive. He is majoring in biochemistry and computer and information science.

Garrett Yau, son of John and Elaine Yau of 740 Birmingham Road. He is majoring in mathematics and economics.

-MORE-
WEST JEFFERSON

Jeffory Hay, son of Tim and Elaine Hay of 231 Taylor-Blair Road. He is majoring in actuarial science and minoring in economics.

WEST UNITY

Kristin Belcher, daughter of Mick and Linda Belcher, 12-540 State Route 127. She is majoring in communication.

WICKLIPFE

Gayle Williams, daughter of Lewis and Danese Williams, 29005 Eddy Road. She is majoring in actuarial science and minoring in economics.

WILLOUGHBY

Stacy Buttari, daughter of Frank and Karen Buttari of 3101 Gale Drive. She is majoring in visual communication design.

WORTHINGTON

Michael Allen, son of Neil and Joan Jacobs of 950 Evening St. He is majoring in geography and economics.

Jolene Downs of 380 E. Clearview Ave. She is majoring in chemistry.

Lily Liaw, daughter of Henry and Sheree Liaw, 152 Sanctuary Village Drive. She is majoring in linguistics and French.

Kathryn Whitaker, daughter of Philip and Deanna Whitaker, 333 Colonial Ave. She is majoring in psychology.

YOUNGSTOWN

Tina Wirick, daughter of Stephen and Phyllis Wirick of 719 Purdue Ave. (44515). She is majoring in Greek and Latin.

ZANESVILLE

Ryan Dalton, son of James and Harriett Dalton, 450 Moore Ave. (43701). He is majoring in molecular genetics.

-MORE-
OTHER STATES

VACAVILLE, CALIF.

Albert Lash, son of Tom and Nancy Lash of 3829 Cantelow Road (95688). He is majoring in speech and hearing science.

ST. HELENA, CALIF.

Alyson Terrell, daughter of Mark Terrell, 1125 Fulton (94574). She is majoring in communication.

NAPERVILLE, ILL.

Theron Hitchman, son of James and Kay Hitchman of 845 Cardiff Road (60565). He is majoring in mathematics.

AUBURN, MASS.

Jessica Gates, daughter of Al and Andi Esposito, 618 Oxford St. S. (07501). She is majoring in journalism.

FREDERICK, MD.

Nicole Brown, daughter of Charles and Deborah Brown of 1307 Hillcrest Drive (21703). She is majoring in psychology.

BEDFORD, PA.

Carmen Cross, daughter of Pete and Mae Cross of R.D. 3, Box 542 (15522). She is majoring in Arabic.

FAIRFAX, VA.

Elise Mandel, daughter of Lawrence and Judith Mandel, 3305 Parkside Terrace (22031). She is majoring in dance.

WHEELING, W.VA.

Albert Lash, son of Tom and Nancy Lash, formerly of N. 19th St., Warwood. He is majoring in speech and hearing science.

#
The Recognition of
Distinguished Teaching
Faculty Service
Scholastic Excellence

April 17, 1996
The purpose of the Colleges of the Arts and Sciences Honors Reception is to recognize excellence in teaching, service, and scholarship. A university exists, after all, to foster learning and the exchange of knowledge; to promote the dispassionate search for truth and rational debate among reasonable persons.

Ultimately, it is these qualities which the university contributes to our society, both in times of quietude and times of turbulence. And it is excellence in the pursuit of these vital qualities that we honor with this reception. We hope that the awards presented here this afternoon will reflect our mutual understanding of, and respect for, the industry, dedication, and imagination that define the superior performance.

Program

Presiding:
Robert M. Arkin, Undergraduate Dean

Remarks:
James C. Garland, Executive Dean

Faculty Award Presentations:
Rosalene Sedgwick Faculty Service Award
Honors Faculty Service Award
Outstanding Teaching Award

Student Award Presentations:
College of the Arts
Donald Harris, Dean
College of Biological Sciences
Gary L. Floyd, Dean
College of Humanities
Kermit Hall, Dean
College of Mathematical and Physical Sciences
James C. Garland, Dean
College of Social and Behavioral Sciences
Randall Ripley, Dean
1995-96 Recipient of the Rosalene Sedgwick Faculty Service Award
Richard J. Lundman, Sociology

1995-96 Recipient of the Honors Faculty Service Award
Sebastian D. Knowles, English

1995-96 Outstanding Teaching Award
Recipient:
Linda B. Myers, Black Studies

Finalists:
Lee K. Abbott, English
Bruce E. Bursten, Chemistry
Kenneth A. Foland, Geological Sciences
Mark Grimsley, History
Joseph A. Krzycki, Microbiology
Laura N. Lisbon, Art
Leo A. Paquette, Chemistry
Frank E. Poirier, Anthropology
Amanda A. Simcox, Molecular Genetics

Past Recipients of the Rosalene Sedgwick Faculty Service Award
1979 Professor Elizabeth M. Mote, Microbiology
1980 Professor Joan R. Leitzel, Mathematics
1981 Professor James W. Baughman, Art
   Professor John W. Riner, Mathematics
1982 Professor Vera Herman, Geography
1983 Professor Donald W. Good, English
1984 Professor Sharon S. Brock, Journalism
1985 Professor Ann M. Ackermann-Brown, Microbiology
1986 Professor Dana Vibberts, Photography and Cinema
1987 Professor Ann Lilly, Dance
1988 Professor Robert J. Ouellette, Chemistry
1989 Professor Frank W. Carroll, Mathematics
1990 Professor Arnold Shapiro, English
1991 Professor Zita M. Divis, Mathematics
1992 Professor Robert B. Brown, Mathematics
1993 Robert L. Mills, Physics
1994 Bunny C. Clark, Physics

Past Recipients of the Honors Faculty Service Award
1986 Professor Howard P. Marvel, Economics
1987 Professor Mary Ellen Clay, Entomology
1988 Professor Lisa J. Kiser, English
1989 Professor L. Alayne Parson, Mathematics
1990 Professor John R. Champlian, Political Science
1991 Professor Mark D. Fullerton, History of Art
1992 Professor Ronald M. Solomon, Mathematics
1993 E. Ojo Arewa, Sr., Anthropology
1994 Bruce E. Bursten, Chemistry

Past Recipients of the Outstanding Teaching Award
1947 Professor E. Allen Helms, Political Science
1948 Professor Wayne Harsha, Journalism
1949 Professor John N. Cooper, Physics
1950 Professor David Spitz, Political Science
1951 Professor Harold J. Grimm, History
1952 Professor Harold R. Walley, English
1953 Professor August Carl Mahr, German
1954 Professor William M. MacNevin, Chemistry
1955 Professor Paul A. Varg, History
1956 Professor Anthony A. Nemetz, Philosophy
1957 Professor Foster Rhea Dulles, History
1958 Professor Alfred B. Garret, Chemistry
1959 Professor Harvey Goldberg, History
1960 Professor Jack G. Calvert, Chemistry
1961 Professor Dieter Cunz, German
1962 Professor Marvin Fox, Philosophy
1963 Professor Clarence Forbes, Classical Languages
1964 Professor Ilseedore M. Edse, German
1965 Professor Morris Weitz, Philosophy
1966 Professor Thomas W. Lippincott, Chemistry
1967 Professor Oskar Seidlin, German
1968 Professor Louis Nemzer, Political Science
1969 Professor Simon Dinitz, Sociology
1970 Professor Robert G. Turnbull, Philosophy
1971 Professor John R. Champlian, Political Science
1972 Professor Paul Friday, Sociology
1973 Professor Paul Collinvaux, Zoology
1974 Professor Donald Van Meter, Political Science
1975 Professor Joseph E. Scott, Sociology
1976 Professor Frank E. Poirier, Anthropology
1977 Professor John A. Secrist III, Chemistry
1978 Professor Lawrence A. Baum, Political Science
1979  Professor Rodica C. Botoman, Slavic and East European Languages and Literatures
1980  Professor Elliot E. Slotnick, Political Science
1981  Professor David Michael Lampton, Political Science
1982  Professor John F. Sena, English
1983  Professor Jack M. Balcer, History
1984  Professor Bruce E. Bursten, Chemistry
1985  Professor Frank E. Poitier, Anthropology
1986  Professor Harold Shechter, Chemistry
1987  Professor Richard Burrows, Dance
1988  Professor Josaphat B. Kubayanda, Romance Languages and Literatures
1989  Professor Barbara H. Rigney, English
1990  Professor David Hothersall, Psychology
1991  Professor Joseph J. Kruzel, Political Science
1992  Professor Phoebe S. Spinrad, English
1993  Matthew S. Platz, Chemistry
1994  John P. Bruno, Psychology

Honored Students

College of the Arts

Excellence in Scholarship Award Recipients

Emily Robin Bach, Theatre
Corine Elizabeth Beskid, Art Education
Amber Dawn Blubaugh, Music; Women's Studies
Stacy Ann Butari, Visual Communication Design
Sarah Leanne Clingerman, Art Education
Adrian Clark Hatfield, Art
Sarah Ann Jach, Interior Space Design
Diane Elise Mandel, Dance
Arturo C. Martinez, Orchestral Instrument
John Douglas McClafferty, Drawing/Painting/Printmaking
Kathy Lynn McGhee, Art; Plant Biology
Matthew Thomas Nicolosi, Product Design
Emily Christine Perryman, Orchestral Instrument; Music Education
Andrew John Robertson, Art
Elisabeth Marie Stimpert, Theory and Composition; Orchestral Instrument
Sara Hastings Wookey, Dance

College of Biological Sciences

Excellence in Scholarship Award Recipients

Enzie Briskey, Biochemistry
Carlos Antonio Brun, Microbiology
Laurietta Anne Bucher, Zoology
Jessica Lynn Candelora, Microbiology
Lisa Jade Chyi, Molecular Genetics
Stephanie Crowner Corn, Zoology
Ryan Eric Dalton, Molecular Genetics
Lucia De Souza, Molecular Genetics
Edward Paul Dominguez, Microbiology
Heather Michelle Dunlap, Zoology
William James Edwards, Biology; Spanish
Charles Albert Elmaraghy, Biology
Kendra Marshae Franklin, Molecular Genetics
Eric Russell Grimes, Biology
Phenton Travis Harker, Biology
Erin Marie Hennessy, Biology
Joshua Adam Hersh, Molecular Genetics
Enoch H. Liang, Biology
Daniel Robert Maxwell, Biology
Nathan B. Menke, Biochemistry; Computer and Information Science
Pallavi Mittal, Molecular Genetics
Gina Nichols, Biology
Angela E. Patterson, Biology
Kevin T. Platt, Biology; Japanese
Anna Rosenfeld, Biochemistry
Joshua Michael Ryland, Zoology
Richard Julius Seidt II, Biology
Denise Deborah Starr, Microbiology
Brian Arthur Stettler, Molecular Genetics
Tanya Renee Tate, Biology
Laura Jean Thomas, Biology
Steven Jermaine Thompson, Microbiology
Wendy Shin-in Tzou, Biochemistry; English
Timothy Ray Wessel, Zoology
Lisa Lavonne White, Biology
Aaron Lee Woolter, Molecular Genetics
Annette Lynn Wszelaki, Plant Biology
College of Humanities

Excellence in Scholarship Award Recipients

Thea Lynn Allendorf, English; Political Science
James Myron Armstrong, English; Photography and Cinema
Kathleen Rose Ashton, English; Psychology
Eric Micheal Brinkman, English
Sarah Elizabeth Chase, English
Eduardo Jorge Cremer, History
Carmen Sue Cross, Arabic
Ruth Moeller Dill, English
Rebecca Lynn Dombrovia, English
Stephen Michael Drazdik, English
Jon Michael Frey, Ancient History and Classics
Michelle Delilah Fuertes, Women's Studies
Eric David Gee, History
Steven Samuel Gills, History; Political Science
Megan Leigh Hanger, English
Joshua Patrick Hanna, History
Lisa Nicole Hanselman, Women's Studies
Leslie Eileen Higbee, English
Jill Leslie Hight, English
Robert Aaron Imes, Portuguese; Spanish
Marcus Orin Jones, History
Jennifer Miree Kim, English; Chemistry
Aquavena Addie Lee Knight, Black Studies
Lily C. Liaw, Linguistics
Albert Grant Lin, English; Philosophy
Elizabeth Ann Mazzolini, English; Philosophy
John George McCandlish, French
Peter Edwards Mosier, English; History
Travis Robert Neely, French
Paul Charles Nugent, English
Kevin Lee Osterloh, History; Hebrew
Sarah Helen Parmelee, Slavic Languages and Literatures; Linguistics
Emily Christine Paynter, English
Annemarie Perez, English; History
Gary Phillips, History
Jennifer Lynn Puckett, Slavic Languages and Literatures; French; Chinese
Kristin Anne Repinski, English
Jennifer Sean Riley, English; Theatre
Jonathan Daniel Rosen, History
Brad A. Salmon, English
Brad Anthony Savage, Classics
Kelly Jo Savage, History

David Charles Schnabel, History
Robert Edward Spruel, Jr., Religious Studies; Psychology
Johnathan Edward Sullivan, English
Eric Stephen Thompson, Philosophy
Jennifer Jean Vannest, Spanish
Alexander Vladimir Vulin, English; French
Christina Marie Wendell, English; Psychology
Tina Lynn Wirick, Classics
Christa Marie Yandrich, Portuguese; International Studies

College of Mathematical and Physical Sciences

Excellence in Scholarship Award Recipients

Benjamin Aaron Campbell, Mathematics
Debra L. Carly, Geological Sciences
Adnan Kaizar Chhatriwalla, Chemistry
Kirsten Leigh Dangaran, Chemistry
Jolene Terry Downs, Chemistry
Jason Scott Fishman, Actuarial Science
Jeffrey James Fox, Physics
Kara Ann Fox, Mathematics
Krista Jo Garrett, Mathematics
Tanya Danell Havlicek, Mathematics
Jeffery Tim Hay, Actuarial Science
Theron James Hitchman, Mathematics
Thomas Corbit Hopkins, Geological Sciences
Peter Max Howard, Mathematics; Political Science
Richard Anthony Hutchison, Mathematics
Yenih Irawan, Computer and Information Science
G. Alexander Jones, Chemistry
Barry Joseph Koestler II, Actuarial Science; Mathematics
Daniel Robert Larson, Physics
Jason A. Lescalee, Computer and Information Science
Andrew Thomas Malone, Computer and Information Science
Lonnie Eugene Morgan, Jr., Computer and Information Science
Michael Paul Moskowitz, Computer and Information Science; Japanese
Hanh Nho Nguyen, Chemistry
Sean Michael O'Connor, Physics
Timothy George Pepper, Mathematics
Navin Rajagopalan, Chemistry
Garth Charles Robins, Physics
Ari Paul Singer, Mathematics; Music
Bridget Danielle Smith, Mathematical Sciences
Mark Christian Spaeth, Mathematics
Gayle Laurie Williams, Actuarial Science
Amy Cecilia Yahner, Chemistry
Garrett Moy Yau, Mathematics; Economics

College of Social and Behavioral Sciences

Excellence in Scholarship Award Recipients

Michael Z. Allen, Geography; Economics
Charisse Elaine Anderson, Sociology
Jill Kimberly Barnett, Sociology
Kristin Leigh Belcher, Communication
Laura Megan Boerner, Psychology
Cynthia Joan Boothby, Interdisciplinary Honors Contract
Joseph Daniel Boudrie, Psychology
Richard William Bratt, Anthropology
Nicole Lamont Brown, Psychology
Simone Selena Bule, Psychology
David Richard Burton, Political Science
Matthew Todd Crawford, Psychology
Manoshi Bonnie Dutta, Psychology
Bret Louis Emery, Psychology
Susan Ellen Emrick, Psychology
Maury Avram Epstein, Political Science
Jason Alan Everetts, Political Science
Linda Jean Foor, Communication
Eric Benjamin Gallon, Political Science
Jessica Anne Gates, Journalism
Scot David Ginsberg, Psychology
Shari Danielle Goldenberg, Psychology
Susan Catherine Guerrier, Communication
Carol Jane Hall, Criminology
Laura Rakay Hall, Psychology
Adam James Hanje, Interdisciplinary Honors Contract
Carrie Elizabeth Herman, Psychology
Robert Vincent Kaelber, Political Science
Tanya Marie Kahl, International Studies; Spanish
Linda Brodie Kaufman, Psychology
Do Yeong Kim, Psychology
Michelle Renee Kuhar, Psychology
Albert Todd Lash, Speech and Hearing Science
James Carl Letizia, Jr., Political Science
James Kevin Lyle, Anthropology
William Justin Michael, Economics
Rosanne Theresa Mitchell, Political Science; German

Eric Geoffrey Mohler, Psychology
Michael John Montgomery, Political Science
Elizabeth Ann Moore, Anthropology
Patti Jo Mullins, Psychology
William Eugene Murdock, Economics; Political Science
Ushma Vinod Parikh, International Studies; Economics
Shalini Indravadan Patel, Psychology
Ashley G. Proto, Psychology
Laura Lyn Puhl, Communication
Terry Ransom-Flint, Psychology
Martin Joseph Rosenberg, Political Science
Amy Tricia Rubin, Journalism
Rachael Lyn Russo, Political Science
Kim Marie Sacksteder, Psychology
Jeffrey Jan Sallaz, Sociology
Colleen L. Schaub, Psychology
Gregory James Shope, Journalism; Political Science
Tara Eileen Soin, Aviation
Nathan Thomas Smith, Political Science; Economics
Jill Michelle Stavole, Psychology
Amber Kay Stephens, Journalism
Andrew Kai Tapscott, Criminology
Alyson Ann Terrell, Communication
Philip Parke Troutman, Sociology
Heather Renee Vargo, Sociology
Sarah Louise Vargo, Anthropology
Kathryn Renee Whitaker, Psychology
Christopher James Wiegand, Economics
Victoria Marie Wilkes, Communication; Psychology
Career Services helps ease pain of job search

By Nancy Snively
Lantern staff writer

You’ve just finished four years of intense studies at Ohio State. You revel in the joy of graduation and you wistfully recall the fond memories.

And then panic sets in when you realize you’ve got to find a job!

Do you have any idea what kind of job you want? Do you know what skills you have? Do you have a resume?

If you answered no to any of these questions, you need to go to a career services office immediately.

Ohio State has a decentralized system of career services, said Pam Park-Curry, director of the College of Arts and Sciences Office of Career Services. Full-service offices are located in the Arts and Sciences, Business, Engineering, Agriculture, Education, and University Colleges.

Each student can go to their college office to find out if career services are available, said Park-Curry. Arts and Sciences has career counselors for students who aren’t sure what kind of job they are looking for.

Most of the Arts and Sciences services are available for any student, but the counselors are available for students of that college only. Notebooks of job opportunities are available in some of the career services offices.

When students are ready to start looking for a job, there are several services to use.

The first step for a job search is the resume. Park-Curry said there are workshops offered through Arts and Sciences to help students put a resume together, or a career counselor can help. Once the resume is ready, it can be put on the Arts and Sciences resume database.

Park-Curry said that employers often call the career services office and ask for potential candidates for jobs or internships. She said they pull up resumes from the database for the employers.

There is a possibility of getting a call for an interview out of the blue, but it isn’t likely.

“I would say that 85 percent of all job opportunities are not advertised. How are you going to know about those jobs if they’re not advertised?” said Park-Curry.

Networking is a more practical way to look for a job.

Talking to friends and parents of friends is the best way to start networking, according to Park-Curry. “They might not be the person to get you the job, but they can tell you how they got their job; they can tell you what job opportunities will be available in the future.”

For the students in smaller colleges, the best thing to do is find a faculty “point person” who can help with the job search. The smaller colleges don’t have the resources to provide a full-service career center, but there are faculty members that offer career counseling in different areas.

Kathy Kellenberger, a field work coordinator for the College of Human Ecology, helps students looking for jobs in the fashion industry.

“Word of mouth and handouts bring the students in,” Kellenberger said.

Any student with access to the World Wide Web has access to a listing of job opportunities. Jobtrak can be accessed through any computer lab on campus.

Any student can get career counseling at the Career Exploration Center on the fourth floor of the Ohio Union. Sharon Black, the center’s unofficial librarian, said that their services are more for students who aren’t sure what field they’d like to work in.

At the Career Exploration Center, reference materials listing national salary ranges for different jobs are available. Students can also find out if their particular field is expected to grow or decline in the future.

After talking with a counselor at the center, students can take a computerized test to get a list of some job fields that suit them.

If students have specific questions about job opportunities, the center refers them to their respective college.

Using several of the options will provide a better chance for locating a job, and by taking advantage of even one opportunity, students increase their chances as well as their experience.
Internship chances improved since '95

By Sara Stutzenstein
Lantern staff writer

Ohio State students who need help locating an internship need to look no further than the OSU Colleges of Arts and Sciences.

The office of Career Services/Career Planning at Arts and Sciences has increased the number of successful student internship matchups from 1995 to 1996, said Amy Thaci, assistant director.

"The success of the internship program results from greater outreach efforts by career counselors and employees of the department," Thaci said.

The career services office is available to all majors, but is aimed at students in the five colleges within Arts and Sciences, Thaci said.

"The career services office helps students locate available internships by providing lists of employers who are hiring interns each quarter," said Amy Johnson, a senior majoring in broadcast journalism.

Johnson successfully completed two broadcast internships for course credit.

"I had tried to get internships on my own and no one would take my resume seriously," she said.

To qualify, students must have a grade point average of at least 2.5 and sophomore standing, work a minimum of 40 hours during the internship quarter and complete the internship agreement form.

More than half of the internships available through the program are unpaid, but students seem to accept this because of the opportunity to get some experience, Thaci said.

The Columbus Council on World Affairs and the Ohio Department of Development and Resource are two of the most frequent internship providers, she said.

Companies are looking for students interested in many areas including technical writing, public relations, journalism, television and radio, communications, international studies, environmental science and computer science, Thaci said.

The office's resource room contains listings of internships available throughout the United States, including "America's Top Internships 1996" by the Princeton Review and "Jobtrak," a job-listing newsletter on the Internet.

Marcella Omo, creator of the newsletter, said 'Jobtrak' is very user friendly.

"(It) can be accessed easily by students looking for internships and full or part-time jobs in all areas of the country, at www.jobtrak.com," Omo said.

Employers in the area who are specifically looking for OSU students are listed as well, Omo said.
Top Arts and Sciences students recognized for achievements

By Matt Oates
Lantern staff writer

Honors students from the five colleges of the Colleges of the Arts and Sciences were recognized Wednesday for their outstanding academic achievements.

For the past 21 years, the Colleges of the Arts and Sciences has recognized students who have completed more than 150 hours of course work while maintaining a grade point average higher than 3.5.

The College of the Arts, the College of Biological Sciences, the College of Humanities, the College of Mathematical and Physical Sciences and the College of Social and Behavioral Sciences honored students on the basis of several criteria.

Martha M. Garland, interim undergraduate dean of the College of the Arts and Sciences, said students are selected based on the coherence, breadth and rigor of their course work.

Nearly 80 more students received the honor this year than last year, Garland said.

"More students are doing really good work," she said.

Richard Boyd, associate dean of mathematical and physical sciences, said, "We're obviously very proud of the students."

"It's good to have awards so that the best and brightest academically are recognized," said Frank Mitchell, an adviser in the College of Biological Sciences.

Pat Royster, coordinator of advising in University College, said the awards ceremony is a good way for top students to socialize.

"I think it's great in terms of bringing together Ohio State's finest students," he said.

Ben Scott Slosa, a senior majoring in political science, said, "It's nice to be recognized."

Slosa, who plans to attend law school at Wake Forest University, said the honors program has given him a leg up on others.

Honors student Neera Gupta, a junior majoring in psychology, expressed her satisfaction of the education she has received at OSU.

"I think the honors program here is one of the best in the country," she said.

Garland said the ceremony is a show place of the future leaders of America.

"They (honors students) will be senators, heads of banks, heads of churches and doctors," she said.

"Honoring students is a way to say thank you," Garland said.
Original-recipient: rfc822;ihnat.1@osu.edu  
Date: Thu, 08 Jan 2009 17:10:46 -0500  
From: "E. Gordon Gee, Joseph Alutto and Steven Gabbe" <provost@admin.ohio-state.edu>  
To: ihnat.1@osu.edu  
Subject: Message about Arts and Sciences Search  
X-BulkMail-Envelope-From: <devnull@osu.edu>

Dear Colleagues:

As you know, Ohio State is engaged in a national search for its next executive dean and vice provost of arts and sciences. Given the centrality of the arts and sciences to our institution’s mission and reputation, this search is among the most important in our history.

The search committee has been charged with seeking an innovative, dynamic, and entrepreneurial individual to lead Ohio State’s five arts and sciences colleges into a new configuration that will promote their disciplinary excellence and visibility while stimulating cross-college interactions and encouraging new opportunities for interdisciplinary research, teaching, and service. A copy of the position announcement may be found at http://oaa.osu.edu/documents/ASDean-positiondesc.pdf.

To date, the committee has held a town meeting and has met with both individuals and focus groups. This message is a further effort to ensure the participation of the University community in the search process. On behalf of the search committee, we are asking you to nominate candidates for this visible and vital post.

Nominations may be made directly to any of us by return e-mail. Inquiries, nominations, and applications may also be directed to Jan Greenwood at Greenwood/Ascher & Associates, Inc., 42 Business Center Drive, Suite 206, Miramar Beach, FL 32550, Phone: (850) 650-2277, Fax: (850) 650 2272, jangreenwood@greenwoodsearch.com.

We will be grateful for your suggestions. Your nominations will do much to help ensure the success of the search.

Sincerely,

E. Gordon Gee, President  
Joseph A. Alutto, Executive Vice President and Provost  
Steven G. Gabbe, Senior Vice President for Health Sciences  
CEO, The Ohio State University Medical Center  
Search Committee Chair
Proposal to Alter the Federation of the Colleges of the Arts and Sciences and the Five Colleges Comprising the Federation to Form a New Administrative and Educational Unit called the College of Arts and Sciences
As per Faculty Rule 3335-3-37

Pursuant to Faculty Rule 3335-3-37 on the alteration or abolition of units, the Interim Executive Dean of Arts and Sciences presents this proposal to alter the five Colleges within Arts and Sciences, to form a single College to be called the College of Arts and Sciences.

Until 1968, the Arts and Sciences at The Ohio State University were organized as a single, centralized structure. In 1968, with the addition of some Departments and Schools that had previously been affiliated with other Colleges, the Arts and Sciences were divided into five Colleges: Arts, Biological Sciences, Humanities, Mathematical and Physical Sciences, and Social and Behavioral Sciences. In February 2002, the Provost Edward J. Ray appointed an Ad Hoc Committee on the Status of the Colleges in Arts and Sciences, with the following charge: “to implement effectively our Academic Plan, it is essential that we have a highly visible and nationally prominent Arts and Sciences, and that we have a coherent, collaborative and financially sound core of Arts and Sciences programs of the highest possible quality. Every top tier research university has a strong Arts and Sciences core.” The Report (attached as Appendix A) recommended a federated structure for the Arts and Sciences. In May 2003, a report entitled “Federation of the Colleges of the Arts and Sciences” (attached as Appendix B) identified the formal structure of that Federation, and established the Office of the Executive Dean of the Colleges of the Arts and Sciences. Among the goals of the Federation were the following:

- enhance the reputation and quality of all Colleges by using the strengths of each to benefit others;
- enhance coherence, collaboration, and synergies;
- decrease wasteful College-centric competition and lower College boundaries.

In April 2008, a Review Committee co-chaired by Martha Garland and W. Randy Smith submitted its Final Report (attached as Appendix C), recommending the creation of “a single, integrated College of the Arts and Sciences that brings together all the faculty, resources (budget, space), and academic programs that currently reside within the five colleges.” The report further recommended that the College “would be led by a Dean with ultimate decision-making authority for the college in all realms of college life, reporting directly to the Executive Vice President and Provost.” Working with the Dean in the proposed model were “divisional Deans,” individuals with the relevant academic expertise to represent clusters of Departments/Schools. This model was adopted, and an Executive Dean and Vice Provost was appointed by the Provost, together with three divisional Deans. The Executive Dean was given responsibility for strategic planning, budget/resource allocation, and representation of the interests of the Arts and Sciences within and outside the University. In the role of Vice Provost, the Executive Dean was given additional responsibility to provide advice and counsel to the Provost on promotion and tenure recommendations and other academic matters. The Office of the Executive Dean also provides undergraduate advising, career service, and diversity services for Arts and Sciences, and administers many undergraduate interdisciplinary majors and minors. The three divisional Deans were given responsibilities at the level of the Arts and Sciences as a whole, as well as responsibility for overseeing the units and programs in Arts and
Humanities, or Biological, Mathematical, and Physical Sciences, or Social and Behavioral Sciences. As the following rationale statement, "Restructuring Arts and Sciences at The Ohio State University," establishes, the next step is to request approval for the alteration of the Federation to form a new administrative and educational unit called the College of Arts and Sciences.

**Responses to Proposal Requirements of Faculty Rule 3335-3-37 on the Alteration of Units**

(a) A rationale for alteration or abolition of the unit which includes a history of the formation, activities and evaluation of the performance of the unit.

Issues related to Arts and Sciences restructuring were on the agendas of the Arts and Sciences Executive Committee, the Arts and Sciences Faculty Senate, and the Arts and Sciences Town Meetings at each scheduled meeting in winter and spring quarters. A rationale statement for the restructuring was developed in response to these discussions. The rationale given below, with one change, is the document of review circulated to all Arts and Sciences faculty and staff on May 13, 2009 and discussed at the Arts and Sciences town meeting on May 19, 2009. Only one suggestion for change to the document was received, and that change, correcting a statement describing Arts and Sciences history at Ohio State, has been made. The rationale document is also provided as a separate attachment at the beginning of this proposal.

**Restructuring Arts and Sciences at The Ohio State University**

**The role and importance of Arts and Sciences.**

The Arts and Sciences are the intellectual and academic core of The Ohio State University and of distinguished universities worldwide. These areas are the University’s primary laboratory for inquiry into human expression; social and cultural systems; and physical, biological, and cognitive processes. Study in the Arts and Sciences helps develop the rigor of the mind—and openness of the mind—that provide the basis for quantitative as well as creative thought; computational, technological, and communicative skills; historical consciousness and ethical perspective; literary understanding and artistic appreciation; international literacy and curiosity; and regard for values unlike one’s own. Thus, the areas of study that comprise the Arts and Sciences are foundational to all university education and professional preparedness. Now, as complex ethical, environmental, cultural, economic, and political challenges lay claim to the world's collective attention, it is to the Arts and Sciences that Ohio State—and communities beyond—looks for the skills, knowledge, and imagination to understand and bring solutions to these issues.

A unified College of Arts and Sciences offers students more opportunities to integrate what they learn in studying a range of fields, and it facilitates the combining of disciplines in faculty research and creative activity.

**Historical overview.**

Until 1968, the Arts and Sciences at Ohio State were organized as a single, centralized structure. In 1968, with the addition of some Departments and Schools that previously had been affiliated with other Colleges, the Arts and Sciences were divided
administratively into five Colleges: the Arts, Biological Sciences, Humanities, Mathematical and Physical Sciences, and Social and Behavioral Sciences. In 2003, these Colleges were described as a Federation, each retaining its own Dean with an Executive Dean assuming a coordinating role. A review of the Federation, requested by the Provost and undertaken by a committee of faculty and administrators in Spring 2008, led to recommendations that the Arts and Sciences be more tightly integrated and that they be restructured with a more effective and visible administrative center.

**The Arts and Sciences organizational structure today.**

In light of these recommendations, the Provost established the position of Executive Dean of Arts and Sciences and Vice Provost with responsibility for strategic planning, budget/resource allocation, providing advice and counsel to the Provost on promotion and tenure recommendations within the Arts and Sciences, and representing the interests of the Arts and Sciences within and outside the University. In addition, the Provost appointed three divisional Deans, each with responsibilities at the level of the Arts and Sciences as a whole and also with responsibility for overseeing the units and programs in Arts and Humanities, or in Biological, Mathematical, and Physical Sciences, or in Social and Behavioral Sciences. In the second of these roles, the divisional Deans oversee undergraduate course and program development, the recruitment and retention of a strong and diverse student body, the recruitment and retention of a world class faculty, the shaping of research emphases, and the operation of an effective development effort.

**Opportunities for the restructured College.**

The new administrative structure offers opportunities for the Arts and Sciences to build on their centrality to all university education and become Ohio State's most engaged and visible constituency.

Bringing together all the faculty, resources, and programs within the Arts and Sciences, the new structure is expected to:

- Ensure a unified, effective voice for the Arts and Sciences and, so, position the Arts and Sciences for stronger leadership within the University;
- Strengthen academic programs, assuring and reinforcing the quality of graduate education, the undergraduate curriculum, and undergraduate advising;
- Enhance interdisciplinary opportunities for faculty and students and promote collaborative relationships that strengthen both individual units and the whole;
- Provide for an administrative structure that is efficient, effective, and less costly and enable significant resources to be redirected to academic programs.

**An enumeration of all faculty affected by the alteration or abolition of the unit.**

<table>
<thead>
<tr>
<th>Tenure Initiating Unit (by Division)</th>
<th># tenure track faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Humanities</td>
<td></td>
</tr>
<tr>
<td>African American &amp; African Studies</td>
<td>16</td>
</tr>
<tr>
<td>Field</td>
<td>Pages</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Art</td>
<td>23</td>
</tr>
<tr>
<td>Art Education</td>
<td>15</td>
</tr>
<tr>
<td>Comparative Studies</td>
<td>19</td>
</tr>
<tr>
<td>Dance</td>
<td>15</td>
</tr>
<tr>
<td>Industrial, Interior and Visual Communication Design</td>
<td>13</td>
</tr>
<tr>
<td>East Asian Languages and Literatures</td>
<td>18</td>
</tr>
<tr>
<td>English</td>
<td>103</td>
</tr>
<tr>
<td>French &amp; Italian</td>
<td>19</td>
</tr>
<tr>
<td>Germanic Languages &amp; Literatures</td>
<td>16</td>
</tr>
<tr>
<td>Greek &amp; Latin</td>
<td>14</td>
</tr>
<tr>
<td>History</td>
<td>79</td>
</tr>
<tr>
<td>History of Art</td>
<td>15</td>
</tr>
<tr>
<td>Linguistics</td>
<td>15</td>
</tr>
<tr>
<td>Music, School of</td>
<td>58</td>
</tr>
<tr>
<td>Near Eastern Languages &amp; Cultures</td>
<td>14</td>
</tr>
<tr>
<td>Philosophy</td>
<td>22</td>
</tr>
<tr>
<td>Slavic and East European Languages &amp; Literatures</td>
<td>11</td>
</tr>
<tr>
<td>Spanish &amp; Portuguese</td>
<td>31</td>
</tr>
<tr>
<td>Theatre</td>
<td>19</td>
</tr>
<tr>
<td>Women's Studies</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total, Arts &amp; Humanities</strong></td>
<td><strong>543</strong></td>
</tr>
</tbody>
</table>

**Biological, Mathematical & Physical Sciences**

<table>
<thead>
<tr>
<th>Field</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Astronomy</td>
<td>17</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>13</td>
</tr>
<tr>
<td>Chemistry</td>
<td>37</td>
</tr>
<tr>
<td>Earth Sciences, School of</td>
<td>35</td>
</tr>
<tr>
<td>Entomology</td>
<td>28</td>
</tr>
<tr>
<td>Evolution, Ecology, and Organismal Biology</td>
<td>32</td>
</tr>
<tr>
<td>Mathematics</td>
<td>84</td>
</tr>
<tr>
<td>Microbiology</td>
<td>16</td>
</tr>
<tr>
<td>Molecular Genetics</td>
<td>16</td>
</tr>
<tr>
<td>Physics</td>
<td>59</td>
</tr>
<tr>
<td>Plant Cell &amp; Molecular Biology</td>
<td>7</td>
</tr>
<tr>
<td>Statistics</td>
<td>27</td>
</tr>
<tr>
<td><strong>Total, Biological, Mathematical &amp; Physical Sciences</strong></td>
<td><strong>371</strong></td>
</tr>
</tbody>
</table>

**Social & Behavioral Sciences**

<table>
<thead>
<tr>
<th>Field</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>17</td>
</tr>
<tr>
<td>Communication, School of</td>
<td>30</td>
</tr>
<tr>
<td>Economics</td>
<td>39</td>
</tr>
<tr>
<td>Geography</td>
<td>28</td>
</tr>
<tr>
<td>Political Science</td>
<td>41</td>
</tr>
</tbody>
</table>
Faculty on the regional campuses are included in this list, though the day-to-day operations on campuses other than the Columbus campus will be unaffected by the proposed alteration.

(c) A person-by-person analysis of the proposed reassignment or other accommodation of the faculty identified in paragraph (B)(2)(b) of this rule, including a statement of the impact on promotion and tenure. No tenured faculty member shall be involuntarily terminated as a result of this process. However, faculty may be transferred to another unit in accordance with paragraph (C)(2) of rule 3335-6-06 of the Administrative Code and with regard to the teaching, research, and service expertise of the individual.

The proposed alteration will not have any impact on the promotion and tenure of any faculty member. The tenure initiating unit of faculty members will not change. Faculty are currently appointed in one of 41 Schools or Departments. These units will continue as the tenure initiating units for faculty. The promotion and tenure documents at the Divisional level will be rewritten and will be subject to appropriate review.

While faculty appointments will not be altered, the total number of administrative appointments will be reduced (some already have, as listed in (g) below). Current administrators with faculty appointments who are not appointed to administrative positions within the new College will return to their faculty positions.

(d) An analysis of the academic courses now taught by the unit and provisions for their reassignment to other units, if relevant.

No courses are affected.

(e) An analysis of the students affected by the proposal, including majors, non-majors, professional and graduate students.

Students will not be negatively affected by the alteration. However, the alteration is expected to stimulate interest in the three interdisciplinary majors currently administered by the Executive Office in Arts and Sciences (International Studies, Middle Childhood Education, Film Studies) and the twenty-one interdisciplinary minors similarly administered by the Executive Office in Arts and Sciences (Aging, American Indian Studies, American Sign Language, Asian American Studies, Cognitive Science, Critical and Cultural Theory, Disability Studies, Evolutionary Studies, Film Studies, Forensic Science, Globalization Studies, International Studies, Latino/a Studies, Legal Foundations of Society, Media Production and Analysis, Neuroscience, Popular Culture Studies, Sexuality Studies, Societal Perspectives about Science and Technology, Survey Research, Work in a Changing Economy), as well as the special programs
administered by the Executive Office in Arts and Sciences that cross department boundaries (Freshman Seminars, Professional Pathways). There is every expectation that these opportunities will continue to grow in the future, as well as the many other interdisciplinary offerings that currently flourish at the divisional and departmental level.

(f) Specific proposals regarding support for currently enrolled students until degree completion.

Not applicable.

(g) An analysis of the budgetary consequences to all relevant units as a consequence of the proposal.

The April 2008 Review of the Colleges of the Arts and Sciences recommended a new budget model for Arts and Sciences - one in which the “resources of the current five colleges could be combined, providing more flexibility to enhance quality and academic excellence across the college and to move resources to respond to challenges and opportunities.” The Provost has given the Executive Dean and Vice Provost for Arts and Sciences budget authority for all Arts and Sciences resources. A budget model will be developed to allocate resources in a manner that elevates the stature of our academic programs, promotes collaboration, attracts and retains the best talent and assures and reinforces the quality of undergraduate and graduate education.

The reorganization of Arts and Sciences has presented a number of opportunities for efficiencies and cost savings. Arts and Sciences has been able to eliminate 13 College and Executive Dean’s office administrative FTEs this year. In addition, last fall, Arts and Sciences engaged Navigator consultants to conduct an analysis of business processes in Arts and Sciences and to make recommendations to improve services to units; to standardize and streamline processes related to human resources, payroll, financial management, and procurement; and to deliver an efficient model that can serve as a standard for the university.

The Navigator report projects that the creation of business service centers provides the opportunity for service improvements, process efficiencies and reduced personnel costs. Recommendations for technology improvements offer additional opportunities for cost savings. The following table represents the potential 5-year savings relative to the Navigator recommendations.

<table>
<thead>
<tr>
<th>Category</th>
<th>Estimated 5-year Cost Savings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchasing Improvements</td>
<td>$6,100,000</td>
</tr>
<tr>
<td>FTE Reductions</td>
<td>$3,750,000</td>
</tr>
<tr>
<td>Technology Solutions</td>
<td>$1,200,000</td>
</tr>
<tr>
<td>Service Center Efficiencies</td>
<td>$800,000</td>
</tr>
<tr>
<td>Implementation Costs</td>
<td>($1,040,000)</td>
</tr>
</tbody>
</table>

Planning and implementation of the new model for Arts and Sciences, which includes shared service centers, is now underway. It is expected to be fully operational by January 1, 2010. The estimated annual savings of approximately $2 million will be
An analysis of the services lost to the rest of the university as a consequence of the proposal.

None. The result of the alteration will be a net gain in services within Arts and Sciences, and a strengthening of bridges to areas outside Arts and Sciences within the rest of the University.

An analysis of impact on constituencies external to the university, including alumni.

The expectation is that a centralized Arts and Sciences will elevate the stature and visibility of programs within the College internally, nationally, and internationally, and will strengthen the presence of Arts and Sciences within organizations such as the Association of American Universities (AAU), the National Association of State Universities and Land Grant Colleges, and national consortiums such as Imagining America: Artists and Scholars in Public Life. A strong Arts and Sciences presence will have tangible benefits with the state, with business and industry, and with alumni. Arts and Sciences will assist the Capital Campaign by increasing fundraising opportunities, highlighting the work of faculty and students, and linking Deans and faculty more effectively to donors. Alumni and development activities will be more closely coordinated, and undergraduate students will be made more fully aware of their privileges and responsibilities as OSU Alumni. Arts and Sciences will work to establish a high visibility in the state, and will open lines of communication to bring the importance of its programs home to the citizens of Ohio.

Outreach is being increasingly recognized as an important component of research, and the means by which The Ohio State University can show itself to be a national leader in higher education. Arts and Sciences has a long and rich tradition of outreach and engagement, particularly in terms of K-12 education. Faculty and students in Arts and Sciences will work with organizations and communities in strengthening educational and research partnerships on behalf of the common good.

An analysis of the impact on governance at all relevant levels as a consequence of the proposal.

Faculty governance at the Department and School level will be unchanged, though all Patterns of Administration will need to be revised to accommodate the new language of the College. Similarly, the Patterns of Administration for the five existing Colleges will need to be revised into one document for a single College. That process will be subject to appropriate oversight consistent with TIU, College, and University policies, standards, and criteria.

Arts and Sciences governance is currently comprised of the Arts and Sciences Executive Committee, an elected body made up of 10 Faculty and 5 Staff, and an Arts and Sciences Faculty Senate, which largely devotes its attention to curricular issues at the present time. The incoming Executive Dean, Joseph E. Steinmetz, anticipates naming and working with an Arts and Sciences Task Force on issues of shared governance in the coming Autumn, particularly addressing questions such as the best way for Arts and Sciences to engage faculty, staff, and students in decision-making, and
whether faculty and staff issues should be separated in the governance structure.

The matter of University Senate representation will need to be resolved, since the proposed alteration may affect the distribution of delegates to the University Senate. We request that no change be made in this area until the University Senate takes up the question of appropriate proportion for the newly configured College.

(k) **An analysis of the impact upon diversity.**

The impact on faculty diversity is expected to be positive. Arts and Humanities currently supports diversity in a variety of ways including through the work of a standing Diversity Committee. It also has the Arts and Humanities Minority Enhancement Program designed to enhance the social and intellectual climate for junior faculty of color. In addition, it has established a program for undergraduate students from underrepresented groups, called the Program for Arts and Humanities Development, to encourage them to apply to doctoral programs. An Arts and Humanities-wide conference on "The Future of Diversity" was held on June 5, 2009, with wide attendance from all ranks of the faculty from both Arts and Humanities.

Arts and Sciences programs in the Social and Behavioral Sciences are part of a seven-university alliance funded by NSF to improve the recruitment, retention, and professional development of under-represented students in the social, behavioral, and economic sciences, one goal being to increase the overall pool of minority faculty in these fields. SBS has also increased its number of postdoctoral fellowships for candidates from underrepresented groups.

Former Dean of Biological Sciences, Joan Herbers, is directing the NSF funded Project CEOS to increase the representation and advancement of women in academic science, technology, engineering, and mathematics at Ohio State. Arts and Sciences programs in the Biological, Mathematical, and Physical Sciences are central participants in that project.

As best practices are shared, the climate changes. There is strong effort in Arts and Sciences to grow diversity from the ground up: central focus is being placed on faculty recruitment and retention for persons of color, on teaching and mentoring, on the quality of life for faculty who bring diversity to the campus in terms of race, sexual preference, nationality or in any other aspect, recognizing that the more success Arts and Sciences programs have in building diversity, the better the College of Arts and Sciences will be.

(l) **An analysis of the impact on the academic freedom and responsibility of all affected faculty.**

Academic freedom is a fundamental right for all faculty, regardless of rank. There will be no change for faculty in Arts and Sciences in terms of academic freedom and responsibility as a result of the proposed alteration.
FINAL REPORT
AD HOC COMMITTEE TO REVIEW THE PROPOSED ALTERATION OF ARTS AND SCIENCES
May 3, 2010

Charge: Evaluate the Arts and Sciences alteration proposal, consult extensively with affected faculty, students, and staff, and relevant parties external to the University, and present a recommendation to the Committee on Academic Affairs and the Provost.

Committee members
Professor James Cogdell, Department of Mathematics
Deborah Haddad, Assistant Dean, Social and Behavioral Sciences
Professor Susan Hartmann, Department of History
Mary Ellen Jenkins, Executive Assistant Dean, Arts and Sciences Advising and Academic Services
Jamie Lynch, Sociology and Council of Graduate Students
Professor Jeffrey McKee, Department of Anthropology
Professor James Rathman, Department of Chemical & Biomolecular Engineering (Chair)
John Tannous, Political Science and Undergraduate Student Government
Professor Robert Ward, School of Music
Professor John Wenzel, Department of Evolution, Ecology, and Organismal Biology

Summary of the committee’s activities
The committee met twenty times between November 2009 and May 2010 and consulted with the following individuals:

Provost Joe Alutto
Vice Provost Randy Smith
Professor Jay Hobgood, Chair of Committee on Academic Affairs
Joan Leitzel, former Interim Executive Dean of Arts and Sciences
Professor Tim Gerber, Chair of Faculty Council
Professor Pat Osmer, Vice Provost and Dean of the Graduate School
Curricular Associate Deans Dave Andereck, Gene Mummy, Valerie Williams
Research and Facilities Associate Deans Rich Hall, Sebastian Knowles, Pam Paxton
Executive Associate Dean Terry Gustafson (Interdisciplinary Programs)
Divisional Deans Matt Platz, John Roberts, Gifford Weary
Professors Irina Artsimovitch, Nancy Ettlenger, Helena Goscilo (ASC Senate Steering Committee)
Professors Gordon Aubrecht, Mary Jo Fresch, Barbara Lehman, Vidhyanath Rao
(Regional Campus faculty)
Joseph Steinmetz, Executive Dean of Arts and Sciences and Vice Provost,
Academic Affairs

The committee held two open forums on April 27-28, 2010.

Assessment
The committee evaluated how the proposal addresses each item listed in University Rule 3335-3-37B(2), the rule that governs the process for alteration or abolition of colleges. The evaluation was based on two documents: Proposal to Alter the Federation of the Colleges of the Arts and Sciences and the Five Colleges Comprising the Federation to Form a New Administrative and Educational Unit called the College of Arts and Sciences, submitted June 18, 2009 by Joan Leitzel, Interim Executive Dean, and A Summative Proposal to Establish the College of Arts and Sciences at The Ohio State University, submitted April 12, 2010 by Joseph Steinmetz, Executive Dean and Vice Provost. The Steinmetz document is a revision of an earlier document (Unifying the Colleges of Arts and Sciences: Implementation Considerations) submitted September 12, 2009 by Executive Dean Steinmetz. The April 12 revision addresses specific questions and concerns raised by the committee in its meeting with the Executive Dean on March 8. This document also includes updated information to reflect changes that have taken place since the original proposal was submitted.

a) A rationale for alteration or abolition of the unit which includes a history of the formation, activities and evaluation of the performance of the unit.

The rationale and historical perspective are appropriately provided in both documents. People with whom the committee consulted generally agreed that the unification of the existing five colleges into a single College of Arts and Sciences will provide exciting opportunities for cooperation and collaboration between units, and will properly position the College to become the “cornerstone on which all other academic experiences are built” at The Ohio State University. Bringing together all the faculty, resources and programs within the College of Arts and Sciences will ensure a unified, effective voice for Arts and Sciences within the University, strengthen academic programs at both undergraduate and graduate levels, enhance interdisciplinary opportunities for faculty and students, promote collaborative relationships, and provide for an administrative structure that is efficient, effective, and less costly, and that will enable significant resources to be redirected to academic programs.
b) **An enumeration of all faculty affected by the alteration or abolition of the unit.**

The Leitzel document lists the number of faculty in each of the units affected by the alteration.

c) **A person-by-person analysis of the proposed reassignment or other accommodation of the faculty identified in paragraph (B)(2)(b) of this rule, including a statement of the impact on promotion and tenure. No tenured faculty member shall be involuntarily terminated as a result of this process. However, faculty may be transferred to another unit in accordance with paragraph (C)(2) of rule 3335-6-06 of the Administrative Code and with regard to the teaching, research, and service expertise of the individual.**

Understanding how the alteration may impact promotion and tenure policies and procedures was the most common concern of faculty consulted by the committee. The proposed alteration makes no changes to departments and therefore current tenure initiating units are not affected. No faculty will be transferred to another unit. Although there will be some changes in promotion and tenure procedures, there will be no additional level of review, and overall the new process will be very similar to current procedures. The main difference will be that the unified college will have three promotion and tenure committees, one for each division, whereas there are currently five such committees, one for each college. There will thus be some change in the composition of P&T committees.

An important concern expressed to the committee was how the alteration will affect faculty who are expecting to be reviewed for tenure and/or promotion during the transition period. For example, an assistant professor who is currently being evaluated by one of the five college P&T committees might understandably be concerned about his evaluation being assumed by one of the three divisional P&T committees, which could conceivably have different standards or expectations. Will any special accommodation be made for assistant and associate professors during the transition? Along similar lines, recently hired faculty would appreciate an assurance that their hiring agreements and contracts will not be affected by the alteration.

d) **An analysis of the academic courses now taught by the unit and provisions for their reassignment to other units, if relevant.**

The only courses possibly affected will be some associated with interdisciplinary programs that currently report directly to the Executive Dean but after the alteration will be moved into appropriate divisions that report to a Divisional Dean. Some interdisciplinary programs, International Studies for example, will likely remain
independent within a division, with a director reporting to the Divisional Dean. Other interdisciplinary programs, such as Latino/Latina Studies, will be moved into a department and thus report to directly to the chair. Given the range of possibilities, it is clear that numerous details will need to be worked out.

e) An analysis of the students affected by the proposal, including majors, non-majors, professional and graduate students.

No negative impacts are anticipated. There will presumably be a change in the college name listed on diplomas. Expectation is that unification will make it easier for students to pursue multiple majors, minors, and participate in interdisciplinary programs. College advising within Arts and Sciences is already centralized and the proposed alteration will not have a major impact on student advising.

One question raised by graduate students was how fellowships currently distributed by the Graduate School to the five colleges would be distributed in the unified College. Dean Osmer of the Graduate School indicated that these fellowships would be distributed to Executive Dean Steinmetz, who in turn would distribute to the divisions and departments at his discretion. Dean Steinmetz said he plans to distribute fellowships to the divisions in the same proportions as they currently go to the five colleges.

f) Specific proposals regarding support for currently enrolled students until degree completion.

No changes are anticipated regarding College advising, career services and major advising at the department level.

g) An analysis of the budgetary consequences to all relevant units as a consequence of the proposal.

The two most significant administrative changes made in the recent realignment were the formation of the three divisions (Arts and Humanities, Natural and Mathematical Sciences, Social and Behavior Sciences) and allocation of the collective budget for all five colleges to the Executive Dean. The proposal describes the Dean’s plans: “...an annual budget call will be made to department chairs and program directors, who will submit budget requests to the College that include proposals and requests for instructional and non-instructional related funds. Funds will be allocated to departments and programs after funding requests are collectively evaluated by me [the Executive Dean] and the divisional deans. A portion of the budget will be kept at the center of the College to
encourage cooperation and collaboration across units in the College, as well as to support programs, research, infrastructure, and other investments that promote the mission of the College. A portion of the budget will also be set aside for distribution to each divisional dean for needs that crop up throughout the year in individual divisions.” In their discussions with the committee, the current divisional deans expressed support for the new budgetary model, noting that it will be a significant improvement over the current process. Making budget allocation based more on the department and program level is generally viewed favorably, though there remains some level of uncertainty since long-term implications are difficult to anticipate.

h) **An analysis of the service lost to the rest of the university as a consequence of the proposal.**

No service losses are expected. The restructuring is expected to facilitate and improve inter-college and interdisciplinary programming and research due to a more centralized administration of the budget.

i) **An analysis of impact on constituencies external to the university, including alumni.**

The committee did not talk to any alumni. The committee was satisfied with the Executive Dean’s vision for strengthening development efforts in the College. The importance of continuing to foster excellent relations with alumni is clearly recognized and will be a top priority.

j) **An analysis of the impact on governance at all relevant levels as a consequence of the proposal.**

Earlier this year, Executive Dean Steinmetz formed two task forces to provide recommendations on how faculty, staff, and students could provide advice and guidance to the Dean’s office on policy and procedures within the restructured College of Arts and Sciences. The recommendation of a task force that focused on faculty involvement was accepted by the Dean without modification and distributed to all ASC faculty on April 25. The Faculty Advisory Council (FAC) will consist of 17 faculty members: 12 elected (4 from each division), 3 appointed by the Dean, and the Chair of the ASC Faculty Senate and the Executive Dean.

Although the formation of a student advisory council is not mentioned in the proposal, Executive Dean Steinmetz has indicated in other communications his intent to form this group as well. The committee suggests modifying the proposal to note this involvement of students.
Another extremely important issue is the apportionment of Arts and Sciences faculty in the University Senate. The five existing colleges currently have a total of 25 faculty senators. The current University rule governing apportionment limits each College to no more than seven faculty senators. The committee’s opinion is that the breadth and depth of a unified College of Arts and Sciences will require a revision of this rule because the current one will no longer reflect appropriate levels of representation. This issue is not resolved but a task force is working on options.

k) An analysis of the impact upon diversity.

The committee believes the positive impacts on diversity described in the proposal documents are realistic and attainable. Several of the existing colleges have standing committees and programs devoted to the hiring and development of minority faculty, and to the improved recruitment, retention, and development of under-represented student groups. Within a unified College of Arts and Sciences, other units will benefit from these activities and possibly adopt similar programs and policies. The committee also learned that the merger will make it easier for the University to recruit faculty successfully in situations where spousal hires are desired.

l) An analysis of the impact on the academic freedom and responsibility of all affected faculty.

As stated in the proposal documents: “Academic freedom is a fundamental right for all faculty, regardless of rank. There will be no change for faculty in Arts and Sciences in terms of academic freedom and responsibility as a result of the proposed alteration.”

Additional Comments and Concerns
The rationale for organizing all units in Arts and Sciences into three divisions is understandable from an administrative standpoint. Several people with whom the committee consulted expressed concerns about future recruitment of highly qualified and capable divisional deans, given that these positions have limited responsibility and budgetary authority. The College will most likely need to recruit internal candidates for these positions.

The committee is concerned that the unusual structure and role of the Center for Life Sciences Education has not been addressed. This unit is very important to the general education curriculum and to Biology, the largest major on campus. The dissolution of the College of Biological Sciences means that the original administration no longer exists to provide oversight
and policy. The financing, staffing and general policies of CLSE should be addressed (either changed or reaffirmed) in the near future to ensure continued success in the unified college.

Recommendations
The committee unanimously supports the proposal and recommends the establishment of a unified College of Arts and Sciences at The Ohio State University.

Regarding the apportionment of Arts and Sciences faculty to the University Senate, the Rules of the University Faculty require that some change must occur either in the number of senators allowed the new Arts and Sciences College or in the rule that limits a college to no more than seven senators. The committee offers two recommendations: (1) The proposal should include an assurance that this issue will be addressed in time for the next round of Senate elections in winter 2011. (2) The proposal should suggest that reasonable modification of the representation rules be made that will allow the current 25 Arts and Sciences faculty senators to continue as full voting members of the University Senate between the presumed approval of the consolidation of Arts and Sciences this spring and the seating of the next cohort of senators who will be elected in winter 2011 to begin service in fall 2011.

The committee suggests that CAA put forward a single proposal document for approval by Faculty Council and the University Senate in the next steps of this process. This document would combine the Steinmetz and Leitzel documents, preferably following a format similar to the Leitzel document which is structured in a way to clearly show how the proposal addresses the specific items prescribed in the rules for a proposed alteration of a college. The committee believes having the entire proposal in a single document will help deliberations proceed more quickly and productively, and will also better serve the ultimate role of this proposal as an important historical document.

Summary
Establishing a unified College of Arts and Sciences at The Ohio State University is a tremendously challenging, complex, and exciting endeavor. The process for such an alteration takes time and there is unavoidably a lack of detail in some of the issues important to those affected by the change because many of the steps must be taken sequentially. Approval of this proposal is itself but one step in the overall process. The committee is favorably impressed by the progress that has already been made. Dean Steinmetz’s efforts to consult faculty in all Arts and Sciences Departments and to organize faculty and staff advisory councils are especially commendable. The committee is convinced that the ongoing and future activities are properly focused, well-motivated, and will effectively guide the many tasks that need to be accomplished over the next few years to realize the full promise of a unified College.
A Proposal to Establish the College of Arts and Sciences at The Ohio State University

Joseph E. Steinmetz, Ph.D.

Executive Dean of Arts and Sciences and Vice Provost

May 10, 2010

Pursuant to Faculty Rule 3335-3-37 on the alteration or abolition of units, the Executive Dean of Arts and Sciences and Vice Provost submits a proposal to alter the five Colleges within Arts and Sciences, to form a single College to be called the College of Arts and Sciences.

Background

Until 1968, the Arts and Sciences at The Ohio State University were organized as a single, centralized structure. In 1968, with the addition of some Departments and Schools that had previously been affiliated with other Colleges, the Arts and Sciences were divided into five Colleges: Arts, Biological Sciences, Humanities, Mathematical and Physical Sciences, and Social and Behavioral Sciences.

In February 2002, Provost Edward J. Ray appointed an ad hoc Committee on the Status of the Colleges in Arts and Sciences, with the following charge: "to implement effectively our Academic Plan, it is essential that we have a highly visible and nationally prominent Arts and Sciences, and that we have a coherent, collaborative and financially sound core of Arts and Sciences programs of the highest possible quality. Every top tier research university has a strong Arts and Sciences core." The Report (attached as Appendix A) recommended a federated structure for the Arts and Sciences. In May 2003, a report entitled "Federation of the Colleges of the Arts and Sciences" (attached as Appendix B) identified the formal structure of that Federation, and established the Office of the Executive Dean of the Colleges of the Arts and Sciences. Among the goals of the Federation were the following:

- enhance the reputation and quality of all Colleges by using the strengths of each to benefit others;
- enhance coherence, collaboration, and synergies;
- decrease wasteful College-centric competition and lower College boundaries.

In April 2008, a Review Committee co-chaired by Vice Provosts Martha M. Garland and W. Randy Smith submitted its Final Report (attached as Appendix C), recommending the creation of "a single, integrated College of the Arts and Sciences that brings together all the faculty, resources (budget, space), and academic programs that currently reside within the five colleges." The report further recommended that the College "would be led by a Dean with ultimate decision-making authority for the college in all realms of college life, reporting directly to the Executive Vice President and Provost." Working with the Dean in the proposed model were "Divisional Deans," individuals with the relevant academic expertise to represent clusters of Departments/Schools.

In August 2008, Professor Joan R. Leitzel was appointed Interim Executive Dean of Arts and Sciences and Vice Provost. Three Interim Divisional Deans were appointed: Professor John W. Roberts (Arts and Humanities); Professor Matthew S. Platz (Mathematical and Physical Sciences and Biological Sciences); and Professor Gifford Weary (Social and Behavioral Sciences).

The Executive Dean was given responsibility for strategic planning, budget/resource allocation, and representation of the interests of the Arts and Sciences within and outside the University. In the role of Vice Provost, the Executive Dean was given additional responsibility to provide advice and counsel to the Provost on promotion and tenure recommendations and other academic matters. The Office of the Executive Dean also provides undergraduate advising, career services,
and diversity services for Arts and Sciences, and administers many undergraduate interdisciplinary majors and minors. The three Divisional Deans were given responsibilities at the level of the Arts and Sciences as a whole, as well as responsibility for overseeing the units and programs in their academic areas.

Throughout the 2008-09 academic year, the restructuring of the Arts and Sciences was widely discussed on campus. For example, issues related to Arts and Sciences restructuring were on the agendas of the Arts and Sciences Executive Committee and the Arts and Sciences Faculty Senate, and a set of town meetings was held. A "rationale statement" for the restructuring was developed in response to these discussions. The rationale was circulated to all Arts and Sciences faculty and staff on May 13, 2009 and discussed at the Arts and Sciences town meeting on May 19, 2009. Only one suggestion for change to the document was received, and that change, correcting a statement describing Arts and Sciences history at Ohio State, was made.

On June 18, 2009, pursuant to Faculty Rule 3335-3-37 on the alteration or abolition of units, Interim Executive Dean Leitzel presented a proposal to the Council on Academic Affairs and the University Senate to alter the five colleges within Arts and Sciences by forming a single college to be called the College of Arts and Sciences.

On July 1, 2009, following a national search, Professor Joseph E. Steinmetz was appointed Executive Dean of Arts and Sciences and Vice Provost. To provide his input and outline possible directions for the restructuring, on September 15, 2009, he distributed a document entitled "Unifying the College of Arts and Sciences: Implementation Considerations," that identified several issues to be addressed during the reorganization process, and articulated some basic ideas and principles on which the reorganization would be based.

In adherence to Faculty Rule 3335-3-37, in October 2009, the Council on Academic Affairs appointed an ad hoc committee, chaired by Professor James F. Rathman, Chair, University Senate Steering Committee, to review the proposal and all related materials, and bring a recommendation to the Council. The ad hoc committee's report was received on May 3, 2010.

This proposal reflects the content of the initial proposal submitted by Interim Executive Dean Leitzel, supplemental information provided by Executive Dean Steinmetz, and suggestions from the ad hoc committee and the Council on Academic Affairs.

Since 2008, some basic decisions have been made about the structure of the proposed College. However, many more procedures and policies need to be explored and worked out as the concept of a unified arts and sciences college becomes reality. It is a work in progress and will remain so for at least a few years as new traditions, procedures and policies are created with input from faculty and the College administration.

Responses to Proposal Requirements of Faculty Rule 3335-3-37 on the Alteration of Units

(a) A rationale for alteration or abolition of the unit which includes a history of the formation, activities and evaluation of the performance of the unit.

The basic components of the history of the unit are outlined in the background section of this document (above), and in the supplementary materials.

This formal rationale statement was produced and discussed during 2008-09:

"The Arts and Sciences are the intellectual and academic core of The Ohio State University and of distinguished universities worldwide. These areas are the University's primary laboratory for inquiry into human expression; social and cultural systems; and
physical, biological, and cognitive processes. Study in the Arts and Sciences helps
develop the rigor of the mind—and openness of the mind—that provide the basis for
quantitative as well as creative thought; computational, technological, and
communicative skills; historical consciousness and ethical perspective; literary
understanding and artistic appreciation; international literacy and curiosity; and regard
for values unlike one's own. Thus, the areas of study that comprise the Arts and
Sciences are foundational to all university education and professional preparedness.
Now, as complex ethical, environmental, cultural, economic, and political challenges lay
claim to the world's collective attention, it is to the Arts and Sciences that Ohio State—
and communities beyond—looks for the skills, knowledge, and imagination to
understand and bring solutions to these issues.

A unified College of Arts and Sciences offers students more opportunities to integrate
what they learn in studying a range of fields, and it facilitates the combining of disciplines
in faculty research and creative activity.”

Given the importance and centrality of the Arts and Sciences in research and teaching,
there are many reasons for unifying the Arts and Sciences into a single administrative
unit at this time in Ohio State's history. Central among these reasons is that the
implementation of the Federation structure in 2003 failed to produce the desired results.
That is, lowering barriers between units and encouraging cooperation and collaboration
between units in the five separate colleges has not occurred. An even more compelling
reason for creating a unified College is that it addresses the current state of affairs in
academia. Indeed, many of the exciting developments in research and teaching in higher
education are at the intersections of our traditional disciplines in the arts, humanities,
natural sciences, and social sciences. A unified College will make it easier to develop
these new interdisciplinary areas, while at the same time providing the means to preserve
the disciplinary-based areas of excellence that have made Ohio State a great institution.
Unifying the College should encourage the exploration of creative new ideas, provide our
undergraduate and graduate students with new experiences and new opportunities, and
allow our faculty to develop interdisciplinary ties with other colleagues that can be career
defining and enhancing. At great institutions like Ohio State, the Arts and Sciences
should be the cornerstone on which all other academic experiences are built. The
College should be more prominent and influential, both here at Ohio State and around
the world. A unified College will make it easier to have the collective voice of Arts and
Sciences heard both on and off campus.

Therefore, the new administrative structure offers opportunities for the Arts and Sciences
to build on their centrality to all university education and become Ohio State's most
engaged and visible constituency.

Bringing together all the faculty, resources, and programs within the Arts and Sciences,
the new structure is expected to:

• Ensure a unified, effective voice for the Arts and Sciences and, so, position the
  Arts and Sciences for stronger leadership within the University;

• Strengthen academic programs, assuring and reinforcing the quality of
  graduate education, the undergraduate curriculum, and undergraduate
  advising;

• Enhance interdisciplinary opportunities for faculty and students and promote
  collaborative relationships that strengthen both individual units and the whole;

• Provide for an administrative structure that is efficient, effective, and less costly
  and enable significant resources to be redirected to academic programs.
An enumeration of all faculty affected by the alteration or abolition of the unit.

<table>
<thead>
<tr>
<th>Tenure Initiating Unit (by Division)</th>
<th># tenure track faculty (2009)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Humanities</td>
<td></td>
</tr>
<tr>
<td>African American &amp; African Studies</td>
<td>16</td>
</tr>
<tr>
<td>Art</td>
<td>23</td>
</tr>
<tr>
<td>Art Education</td>
<td>15</td>
</tr>
<tr>
<td>Comparative Studies</td>
<td>19</td>
</tr>
<tr>
<td>Dance</td>
<td>15</td>
</tr>
<tr>
<td>Industrial, Interior and Visual Communication Design</td>
<td>13</td>
</tr>
<tr>
<td>East Asian Languages and Literatures</td>
<td>18</td>
</tr>
<tr>
<td>English</td>
<td>103</td>
</tr>
<tr>
<td>French &amp; Italian</td>
<td>19</td>
</tr>
<tr>
<td>Germanic Languages &amp; Literatures</td>
<td>16</td>
</tr>
<tr>
<td>Greek &amp; Latin</td>
<td>14</td>
</tr>
<tr>
<td>History</td>
<td>79</td>
</tr>
<tr>
<td>History of Art</td>
<td>15</td>
</tr>
<tr>
<td>Linguistics</td>
<td>15</td>
</tr>
<tr>
<td>Music, School of</td>
<td>58</td>
</tr>
<tr>
<td>Near Eastern Languages &amp; Cultures</td>
<td>14</td>
</tr>
<tr>
<td>Philosophy</td>
<td>22</td>
</tr>
<tr>
<td>Slavic and East European Languages &amp; Literatures</td>
<td>11</td>
</tr>
<tr>
<td>Spanish &amp; Portuguese</td>
<td>31</td>
</tr>
<tr>
<td>Theatre</td>
<td>19</td>
</tr>
<tr>
<td>Women's Studies</td>
<td>8</td>
</tr>
<tr>
<td>Total, Arts &amp; Humanities</td>
<td>543</td>
</tr>
<tr>
<td>Biological, Mathematical &amp; Physical Sciences</td>
<td></td>
</tr>
<tr>
<td>Astronomy</td>
<td>17</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>13</td>
</tr>
<tr>
<td>Chemistry</td>
<td>37</td>
</tr>
<tr>
<td>Earth Sciences, School of</td>
<td>35</td>
</tr>
<tr>
<td>Entomology</td>
<td>28</td>
</tr>
<tr>
<td>Evolution, Ecology, and Organismal Biology</td>
<td>32</td>
</tr>
<tr>
<td>Mathematics</td>
<td>84</td>
</tr>
<tr>
<td>Microbiology</td>
<td>16</td>
</tr>
<tr>
<td>Molecular Genetics</td>
<td>16</td>
</tr>
<tr>
<td>Physics</td>
<td>59</td>
</tr>
<tr>
<td>Plant Cell &amp; Molecular Biology</td>
<td>7</td>
</tr>
<tr>
<td>Statistics</td>
<td>27</td>
</tr>
<tr>
<td>Total, Biological, Mathematical &amp; Physical Sciences</td>
<td>371</td>
</tr>
<tr>
<td>Social &amp; Behavioral Sciences</td>
<td></td>
</tr>
<tr>
<td>Anthropology</td>
<td>17</td>
</tr>
<tr>
<td>Communication, School of</td>
<td>30</td>
</tr>
<tr>
<td>Economics</td>
<td>39</td>
</tr>
<tr>
<td>Geography</td>
<td>28</td>
</tr>
<tr>
<td>Political Science</td>
<td>41</td>
</tr>
<tr>
<td>Psychology</td>
<td>60</td>
</tr>
<tr>
<td>Sociology</td>
<td>41</td>
</tr>
<tr>
<td>Speech &amp; Hearing Science</td>
<td>11</td>
</tr>
<tr>
<td>Total, Social &amp; Behavioral Sciences</td>
<td>267</td>
</tr>
<tr>
<td>Total Faculty, Arts and Sciences</td>
<td>1181</td>
</tr>
</tbody>
</table>
Entomology is currently in the process of reorganization between Biological Sciences and Food, Agricultural and Environmental Sciences.

Faculty on the regional campuses are included in this list, although the day-to-day operations on campuses other than the Columbus campus will be unaffected by the proposed alteration.

c) A person-by-person analysis of the proposed reassignment or other accommodation of the faculty identified in paragraph (B)(2)(b) of this rule, including a statement of the impact on promotion and tenure. No tenured faculty member shall be involuntarily terminated as a result of this process. However, faculty may be transferred to another unit in accordance with paragraph (C)(2) of rule 3335-6-06 of the Administrative Code and with regard to the teaching, research, and service expertise of the individual.

The proposed alteration will have no significant impact on the promotion and tenure (P&T) of any faculty member. The tenure initiating unit of faculty members will not change. Faculty are currently appointed in one of 41 Schools or Departments. These units will continue as the tenure initiating units for faculty. There will be slight changes to the composition of the Promotion and Tenure Committee at the College level (see below). The promotion and tenure documents at the Divisional level will be rewritten and will be subject to appropriate review.

While faculty appointments will not be altered, the total number of administrative appointments will be reduced (some already have, as listed in (g) below). Current administrators with faculty appointments who are not appointed to administrative positions within the new College will return to their faculty positions.

Tenure and Promotion Procedures

Second only to faculty recruitment, tenure and promotion are the most important decisions made concerning our faculty. The basic tenure and promotion process will be very similar to what is already in place; that is, a three-stage process will be used that involves reviews at the tenure initiating unit (TIU) level, the College level, and the Provost level. After the TIU-level reviews have been completed we believe the process will likely be as follows:

- Three College committees of 8-12 members will be selected by the Divisional Deans, one for each of the College’s three divisions: Arts & Humanities, Natural & Mathematical Sciences, and Social & Behavioral Sciences. Faculty members who serve on the committee will be drawn from the departments that make up each division.
- Each committee will be chaired and convened by the Divisional Dean, who will serve as a non-voting member.
- The divisional P&T committees will examine the dossiers of tenure and promotion candidates and eventually vote on each P&T case. A 2/3 majority will be necessary for a positive recommendation on the P&T case.
- The Divisional Deans will also review the cases in their divisions and make recommendations to the Provost concerning tenure and promotion.
- The dossiers and accompanying recommendations from the divisional committees and deans will be sent to the university committee and Provost.
- The Executive Dean of Arts and Sciences will be available for consultation with the Provost if asked.

For a candidate with an appointment in two or more different divisions, a subcommittee made up of 4-6 members of the divisional committees will be appointed by the Executive
Dean to review the tenure and promotion dossier. One department will be designated as
the lead department for the review (typically in a MOU created at the time of the hire) and
the Divisional Dean of that department will make the recommendation to the university-
level committee.

Faculty Recruitment and Hiring

Arguably, the most important activity we engage in each year is the recruitment, hiring
and retention of faculty. It is the quality of the faculty that ultimately determines the
excellence of the institution. Hiring new faculty at the cutting edge of their disciplines
helps assure that The Ohio State University remains a vibrant and exciting place for
students and scholars. Hiring new faculty provides important opportunities to start and
develop new programs, strengthen existing programs, and advance the general goals of
the College and the University. To this end, the College will allocate resources for faculty
hires in a way that reflects these goals and objectives. Sometime in the spring each
year, department chairs and school directors will be asked to submit proposals for hiring
new faculty. These proposals will provide a rationale for the hires being requested. The
divisional deans and Executive Dean will then discuss the proposals that have been
submitted and select those that will go forward in the following year. Several factors will
be considered during this selection process, including whether or not the proposal
addresses College and/or University priorities, addresses needs or wants identified
during the departmental and individual college strategic planning processes that have
been conducted, and/or strengthens one or more departments or programs while also
keeping in mind our continuing desire to diversify the faculty. To this end, eventually an
overall College strategic plan will be created that blends the individual college strategic
plans that have been articulated to date.

Because diversity and faculty retention is important, the ongoing mentoring of faculty at
all stages of their careers will be a priority for the unified College. The new Associate
Dean for Diversity and Recruitment will be involved in retention and diversity efforts.
Opportunities to share in hiring with other Ohio State colleges and schools will also be
aggressively pursued. Overall, the goal in hiring new faculty will be to advance the
department/school or program, the College, and the institution through solid disciplinary
or interdisciplinary hiring decisions.

(d) An analysis of the academic courses now taught by the unit and provisions for
their reassignment to other units, if relevant.

The only courses possibly affected will be some associated with interdisciplinary
programs that currently report directly to the Executive Dean. As a result of the alteration
some interdisciplinary programs, International Studies for example, will likely remain
independent within a division, with a director reporting to the Divisional Dean. Other
interdisciplinary programs, such as Latino/Latina Studies, will be moved into a
department and thus report directly to the Chair. Given the range of possibilities, it is
clear that details will need to be worked out.

(e) An analysis of the students affected by the proposal, including majors, non-
majors, professional and graduate students.

Students will not be negatively affected by the alteration. However, the alteration is
expected to stimulate interest in the three interdisciplinary majors currently administered
by the Executive Office in Arts and Sciences (Film Studies, International Studies, Middle
Childhood Education) and the twenty-one interdisciplinary minors similarly administered
by the Executive Office in Arts and Sciences (Aging, American Indian Studies, American
Sign Language, Asian American Studies, Cognitive Science, Critical and Cultural Theory,
Disability Studies, Evolutionary Studies, Film Studies, Forensic Science, Globalization
Studies, International Studies, Latino/a Studies, Legal Foundations of Society, Media
Production and Analysis, Neuroscience, Popular Culture Studies, Sexuality Studies, Societal Perspectives about Science and Technology, Survey Research, Work in a Changing Economy), as well as the special programs administered by the Executive Office in Arts and Sciences that cross department boundaries (Freshman Seminars, Professional Pathways). There is every expectation that these opportunities will continue to grow in the future, as well as the many other interdisciplinary offerings that currently flourish at the divisional and departmental level.

Graduate student fellowships, currently distributed by the Graduate School to the five colleges, will be distributed in the unified College. The Graduate School will distribute these fellowships to the Executive Dean, who in turn will distribute them to the divisions and departments at his discretion. The plan is to distribute them to the divisions in the same proportions as they currently go to the five colleges.

(f) Specific proposals regarding support for currently enrolled students until degree completion.

No negative impacts are anticipated. Presumably there will be a change in the college name listed on diplomas. The expectation is that unification will make it easier for students to pursue multiple majors, minors, and participate in interdisciplinary programs. College advising within Arts and Sciences is already centralized. The proposed alteration will not have a major impact on College advising, career services, and major advising at the department level.

(g) An analysis of the budgetary consequences to all relevant units as a consequence of the proposal.

The April 2008 Review of the Colleges of the Arts and Sciences recommended a new budget model for Arts and Sciences—one in which the "resources of the current five colleges could be combined, providing more flexibility to enhance quality and academic excellence across the College and to move resources to respond to challenges and opportunities." The Provost has given the Executive Dean and Vice Provost for Arts and Sciences budget authority for all Arts and Sciences resources. A budget model has been developed to allocate resources in a manner that elevates the stature of our academic programs, promotes collaboration, attracts and retains the best talent and assures and reinforces the quality of undergraduate and graduate education.

In past years, budget allocations were made to the five Arts and Sciences colleges by the Provost using the current budget system. The colleges then made allocations to individual departments and programs using a variety of different methods. Beginning this year, the combined budgets of the five colleges of Arts and Sciences were distributed to the Executive Dean for subsequent allocation by the Executive Dean to the three college divisions. Starting in spring 2010, budgeting from the College will be more department/program based. That is, an annual budget call will be made to department chairs and program directors, who will submit budget requests to the College that include proposals and requests for instructional and non-instructional related funds. Funds will be allocated to departments and programs after funding requests are collectively evaluated by the Executive Dean and the Divisional Deans. A portion of the budget will be kept at the center of the College to encourage cooperation and collaboration across units in the College. A portion of the budget will also be set aside for distribution to each Divisional Dean for needs that crop up throughout the year in the individual divisions. Throughout the year, the Divisional Deans will oversee the management of the budgets for the departments and programs within their divisions. In this system, budget planning each year will be guided by strategic planning and from a college-wide perspective.

The reorganization of Arts and Sciences has presented a number of opportunities for efficiencies and cost savings. Arts and Sciences has been able to eliminate 13 College
and Executive Dean's office administrative FTEs. In addition, during Autumn 2008, Arts and Sciences engaged Navigator consultants to conduct an analysis of business processes in Arts and Sciences and to make recommendations to improve services to units; to standardize and streamline processes related to human resources, payroll, financial management, and procurement; and to deliver an efficient model that can serve as a standard for the university.

The Navigator report projected that the creation of business service centers provides the opportunity for service improvements, process efficiencies and reduced personnel costs. Recommendations for technology improvements offer additional opportunities for cost savings. The following table represents the potential 5-year savings relative to the Navigator recommendations.

<table>
<thead>
<tr>
<th>Category</th>
<th>5-year Cost Savings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchasing Improvements</td>
<td>$6,100,000</td>
</tr>
<tr>
<td>FTE Reductions</td>
<td>$3,750,000</td>
</tr>
<tr>
<td>Technology Solutions</td>
<td>$1,200,000</td>
</tr>
<tr>
<td>Service Center Efficiencies</td>
<td>$800,000</td>
</tr>
<tr>
<td>Implementation Costs</td>
<td>($1,040,000)</td>
</tr>
</tbody>
</table>

Planning and implementation of the new model for Arts and Sciences, which includes shared service centers, is now underway. The estimated annual savings of approximately $2 million will be directed to academic programs in Arts and Sciences.

(h) An analysis of the services lost to the rest of the university as a consequence of the proposal.

The result of the alteration will be a net gain in services within Arts and Sciences, and a strengthening of bridges to areas outside Arts and Sciences within the rest of the University. No service losses are expected. The restructuring is expected to facilitate and improve inter-college and interdisciplinary programming and research due to a more centralized administration of the budget.

(i) An analysis of impact on constituencies external to the university, including alumni.

The expectation is that a centralized Arts and Sciences will elevate the stature and visibility of programs within the College internally, nationally, and internationally, and will strengthen the presence of Arts and Sciences within organizations such as the Association of American Universities (AAU), the Association of Public and Land Grant Universities (APLU), and national consortiums such as Imagining America: Artists and Scholars in Public Life. A strong Arts and Sciences presence will have tangible benefits with the state, with business and industry, and with alumni. Arts and Sciences will assist the Capital Campaign by increasing fundraising opportunities, highlighting the work of faculty and students, and linking Deans and faculty more effectively to donors. Alumni and development activities will be more closely coordinated, and undergraduate students will be made more fully aware of their privileges and responsibilities as OSU Alumni. Arts and Sciences will work to establish a high visibility in the state, and will open lines of communication to bring the importance of its programs home to the citizens of Ohio.

Outreach is being increasingly recognized as an important component of research, and the means by which The Ohio State University can show itself to be a national leader in higher education. Arts and Sciences has a long and rich tradition of outreach and engagement, particularly in terms of K-12 education. Faculty and students in Arts and
Sciences will work with organizations and communities in strengthening educational and research partnerships on behalf of the common good.

(j) An analysis of the impact on governance at all relevant levels as a consequence of the proposal.

The College of Arts and Sciences is led by an Executive Dean for Arts and Sciences and Vice Provost. The major duties of the Executive Dean include managing a unified College budget, representing the College in meetings and at functions both on and off campus, fund-raising for the many units in the College, and strategic planning. In the role of Vice Provost, the Executive Dean has been given additional responsibilities to provide advice and counsel to the Provost on promotion and tenure recommendations and other campus-wide academic matters.

In addition to the Executive Dean, three divisional deans will head three divisions that make up the College: Arts and Humanities, Natural and Mathematical Sciences, and Social and Behavioral Sciences. Retaining the divisions recognizes the history and traditions of arts and sciences and also provides a convenient means for administering the College given its large size and great diversity. The goal, however, is to make the College department-and program-oriented and not division-oriented. The divisional deans will report to the Executive Dean and serve as the primary contact for the many departments and programs that make up the unified Arts and Sciences. Their major duties include the following:

- Faculty Recruitment
- Department Chair Selection and Evaluation
- Representation of Departments in ASC Discussions
- Divisional Budget Management
- Faculty Evaluation
- Divisional Academic Staff Management
- Membership on Key University Committees
- Divisional Strategic Planning
- Divisional Development Activity

While the Divisional Deans will have division-related duties, it is important to note that the goals and objectives of the unified College will be at the forefront of their considerations when dealing with issues related to the operation of the College and its units. They will often represent the unified College in areas relevant to their individual areas of expertise. Each Divisional Dean will be assisted by two Associate Deans, who will have responsibilities defined by the divisional dean as well as College-wide duties assigned by the Executive Dean in areas like research, space and facilities, graduate studies, undergraduate studies, faculty affairs, and international programs. An Associate Dean for Diversity and Recruitment will also be part of the administrative team. The existing position of Executive Associate Dean will, for the next two years, concentrate on matters related to semester conversion and curriculum. This position will be discontinued in 2012.

As noted above, to facilitate cooperation and collaboration between units in the College, the interdisciplinary programs that have in the past reported directly to the Executive Dean will be moved into appropriate divisions, and one of the Divisional Deans will serve as the contact dean for the programs and their directors. Some of the programs will remain independent with the director reporting to one of the divisional deans while other programs will be moved into departments if it seems likely that they would be better served being located closer to our traditional discipline-based departments. For example, with regard to the latter, the Director of the Center for Life Sciences education will report to the Divisional Dean for Natural and Mathematical Sciences.
The administration of the Colleges of Arts and Sciences is committed to the idea of shared governance in the College. Early in 2010, two task forces to make recommendations about college committee structures and faculty/staff student input on College matters were established. They currently are meeting to explore possible structures and functions of faculty and staff advisory and policy committees. Those committee recommendations to the deans on policies and procedures will be incorporated into a single Pattern of Administration for a unified College of Arts and Sciences. A number of issues will require faculty input, including: methods of accounting for the student credit hours taught by faculty to encourage collaboration and cooperation between units; creation of team teaching policies that enhance student experiences; development of flexible policies for course load assignments that help faculty balance their teaching and research responsibilities; creation and management of interdisciplinary programs involving units inside and outside the College; the recruitment and development of jointly hired faculty; and studying the curriculum development and change procedure especially in light of the ongoing move to a semester calendar.

The recommendation of the task force that focused on faculty involvement was accepted by the Executive Dean, without modification, and distributed to all ASC faculty on April 25, 2010. The Faculty Advisory Council (FAC) will consist of 17 faculty members: 12 elected (4 from each division), 3 appointed by the Dean, and the Chair of the ASC Faculty Senate and the Executive Dean.

The recommendations from the task force that focused on staff involvement have been received and are currently under consideration. For continuing student input, the Executive Dean will use the current Arts and Sciences Student Council as the base for a student advisory committee.

The matter of University Senate representation will need to be resolved, since the proposed alteration may affect the current distribution of delegates to the University Senate. No change should be made in this area until the University Senate determines the appropriate proportion for the newly configured College. An ad hoc committee of the University Senate has already been appointed to address this issue— to explore options and ultimately propose rule changes to insure that representation of Arts and Sciences faculty on the University Senate is not negatively affected by the alteration.

The change from five smaller colleges to one unified College has necessitated a variety of procedure and rule changes at the level of the university and college senate bodies. Indeed, the multi-step procedure laid out in the University Faculty Rules for creating the unified College currently is being followed.

The current reorganization process also has provided an excellent opportunity to assess the ways we deliver important services to faculty and students in several areas. For the most part, these services have been distributed to the level of the departments and the five existing colleges. Over the last few months, the effectiveness of how we deliver basic services to our students and faculty with an eye toward improving services while realizing financial savings, which then can be redistributed to the College departments to meet important needs and program development, has been examined. The process of combining the service offices of the five existing colleges into more centralized college offices that will be responsible for providing services to the faculty, staff and students of the unified college, is underway. These offices include finance and human resources (including the new Business Service Center), information technology, communications and marketing, alumni outreach and engagement, academic student services, and development. The goal is not to centralize all services; local delivery models are sometimes better than centralized models. Rather, a hybrid model where general oversight of the services will take place at the College level with some delivery and organization of the staff largely along department or division lines, is being used.
An analysis of the impact upon diversity.

The impact on faculty diversity is expected to be positive. Arts and Humanities currently supports diversity in a variety of ways including through the work of a standing Diversity Committee. It also has the Arts and Humanities Minority Enhancement Program designed to enhance the social and intellectual climate for junior faculty of color. In addition, it has established a program for undergraduate students from underrepresented groups - the Program for Arts and Humanities Development - to encourage them to apply to doctoral programs. An Arts and Humanities-wide conference on “The Future of Diversity” was held on June 5, 2009, with wide attendance from all ranks of the faculty from both Arts and Humanities.

Arts and Sciences programs in the Social and Behavioral Sciences are part of a seven-university alliance funded by the National Science Foundation (NSF) to improve the recruitment, retention, and professional development of under-represented students in the social, behavioral, and economic sciences, one goal being to increase the overall pool of minority faculty in these fields. SBS has also increased its number of postdoctoral fellowships for candidates from underrepresented groups.

Former Dean of Biological Sciences, Professor Joan Herbers, is directing the NSF-funded Project to increase the representation and advancement of women in academic science, technology, engineering, and mathematics at Ohio State. Arts and Sciences programs in the Biological, Mathematical, and Physical Sciences are central participants in that project.

As best practices are shared, the climate changes. There is strong effort in Arts and Sciences to grow diversity from the ground up: a central focus is being placed on faculty recruitment and retention for persons of color, on teaching and mentoring, on the quality of life for faculty who bring diversity to the campus in terms of race, sexual preference, nationality or in any other aspect, recognizing that the more success Arts and Sciences programs have in building diversity, the better the College of Arts and Sciences will be.

Moreover, the merger will make it easier for the University to recruit faculty successfully in situations where spousal hires are desired.

An analysis of the impact on the academic freedom and responsibility of all affected faculty.

Academic freedom is a fundamental right for all faculty, regardless of rank. There will be no change for faculty in Arts and Sciences in terms of academic freedom and responsibility as a result of the proposed alteration.

Concluding Comments

During the 2009-10 academic year the Executive Dean has: met individually with every chair and director from the departments and programs that will make up the new, unified College; attended at least one faculty meeting of every department and school in the College; and conferred for many hours with the deans of the existing arts and sciences colleges, with the associate deans of the colleges, with staff from the colleges and from the Executive Dean’s office, as well as with faculty and staff groups, other College deans, vice provosts, as well as the Provost and the University President. From all of these discussions, as seen in this proposal, some concrete ideas have emerged concerning the basic operating principles and procedures for the unified College.

However, there are many details concerning the restructing that need to be worked out. The Executive Dean will continue to consult closely with faculty, staff and student advisory groups while working on these procedures, policies and details and to plan vigorously and aggressively push forward in a thoughtful way that is mindful of the long-term future of the new College.
We want The Ohio State University to have a College of Arts and Sciences that is dynamic and able to react to important developments in our many disciplines that reflect important changes and developments in academia. We want a College that encourages collaboration and cooperation among faculty and the units in which they are affiliated. The overall long-term goal for the reorganization of the College is a lofty one: the College should serve to enhance the research and teaching experiences of its faculty and students. Simply put, the College at The Ohio State University should strive to be among the best colleges of arts and sciences in the world.
OSUToday

Good Day!
WELCOME TO OSUToday, the latest news and information for faculty and staff of
The Ohio State University for Monday, June 7. The deadline for submissions is
noon the prior business day.

Headline news

Senate approves formal merger of arts and sciences

The five arts and sciences colleges will merge into a single College of Arts and Sciences after unanimous consent by University Senate on May 27. Final approval is expected by the Board of Trustees at its June 18 meeting. In 2003, the five were aligned into a federation under an executive dean with the intention of creating synergies and collaboration, but a 2008 report concluded the federated structure was not working. The result was a plan to organize them into a single college under a stronger executive dean with responsibilities for strategic planning, promotion and tenure recommendations and budgeting. The Senate's vote took them one step closer. Read more: http://oncampus.osu.edu/2010/06/senate-approves-formal-merger-of-arts-and-sciences/.
College of Arts and Sciences Announces Campaign to Transform School of Music

Tuesday, April 17, 2012

The College of Arts and Sciences at The Ohio State University has kicked off a new fundraising campaign to vastly improve and revitalize its School of Music facilities, and is committing $20 million of university funds to the endeavor, according to an announcement from Joseph Steinmetz, executive dean and vice provost. The “New Day Campaign” starts immediately and will raise funds for the school over a three-year time period with the goal to bring the facilities in line to complement the school’s outstanding faculty and students.

“At Ohio State, we realize the vast importance of the arts, not only to our campus community but to the Columbus community as well,” Steinmetz said. “The arts are the front door to our university, a way for us to connect to those around us. Our vision is to develop a vibrant Arts District on campus, with galleries, and performance and teaching spaces that invite students, faculty and community members to gather and celebrate creativity and the arts. To realize our vision, we are in the midst of a major transformation of our arts facilities. This campaign will help us transform the School of Music.”

The campaign was announced Tuesday, April 17, at an event for friends of the school, held at the Ohio Union on campus. The evening centered on School of Music students, with performances that included opera students, the Wind Symphony, the Jazz Ensemble, soloists, the Flute Troupe, student composers, members of the Marching Band, chamber musicians, and the Men’s Glee Club.

“Our School of Music serves more than 1,400 undergraduate and graduate students – with 600 of them majoring in music,” said Richard Blatti, director. “These students learn to be musicians with hands-on activities, from individual lessons and ensemble rehearsals to recitals, concerts, studio work, classes and full productions on stage. We present about 400 performances each year.”

Blatti said all of that activity requires space, instruments, technology and equipment, all of which are currently in short supply. The New Day Campaign will change that.

The architectural firm of Westlake, Reed and Leskosky recently spent several weeks with the School of Music faculty discussing current needs and determining priorities for the future. As a result, they have now conceptually mapped out the feasibility of expanding and revitalizing Weigel Hall and constructing an adjacent new acoustically excellent recital hall and much-needed large teaching and rehearsal studios. The firm’s study generated plans that, depending on the resources raised, could result in modest, substantial, or sweeping renovations.

“We want Ohio State to be a signature place in Columbus for the arts, part of the vibrant arts scene that extends along High Street, connecting campus to the Short North and the wonderful arts venues downtown. Revitalizing the School of Music is central to that plan,” said Steinmetz.

College of Arts and Sciences Announces Campaign...
4/17/2012

Astronomy Graduate Student Receives P.E.O....
4/16/2012

...osu.edu/news/college-of-arts-and-sciences-announces-campaign-to-transform-school-of-music

1/2
SWING SPACE GALLERY

Swing Space Gallery functions as a dynamic learning space for professors, students, and visiting artists where best practices for exhibition and curatorial development, experimentation, and innovation take place.

In addition, Swing Space encourages departmental and university-wide collaborations in support of the One University mission by presenting culturally and theoretically diverse exhibitions and through engaging in university and community outreach endeavors.

Visit swingspace.osu.edu for more information.

Image: Robert Ladislas Derr, Discovering Columbus, Caneer (Washington, District of Columbia), color digital print, 2012

URBAN ARTS SPACE

Urban Arts Space encourages transformative experiences that expand worldviews, offer hands-on practical experiences in the arts and education, and develop new career skills to reflect an entrepreneurial culture.

Located in the heart of downtown Columbus, the OSU Urban Arts Space joins the university with the state of Ohio and the world, functioning as an arts laboratory for Ohio State faculty and community artists and serving as a professional launching pad for Ohio State students.

Visit uas.osu.edu for more information.

Image: Alan Crockett, Celebration, 2011

THE ARTS INITIATIVE

IN THE COLLEGE OF ARTS AND SCIENCES

The Ohio State University Arts Initiative supports a global community of artistic educators through collaborative alliances with state, national, and international organizations advancing the daily impact of the arts on individuals.

The Arts Initiative at Ohio State serves as the umbrella for multiple aspects of the arts on and off campus. We also work with state and national organizations to facilitate venues where our faculty and students can perform and exhibit beyond the university community.

Visit artsinitiative.osu.edu for more information.

Image (revised) by Larry Collins

URBAN ARTS SPACE & SWING SPACE GALLERY
THE ARTS INITIATIVE IN THE COLLEGE OF ARTS AND SCIENCES

URBAN ARTS SPACE

50 W TOWN ST SUITE 130 COLUMBUS OH 43215
TEL 614 292 8861 WEB uas.osu.edu

TIME AND PLACE:
AN INTERNATIONAL EXHIBITION OF WORKS ON PAPER
AUGUST 14 – OCTOBER 20

Celebrating the 20th anniversary of the Slater City program and Columbus’ bicentennial, German and Ohio-based artists from the Dresden/Columbus Printmaking Exchange present works reflecting the theme "time and place" relating to their experiences.

RECEPTION: Friday, September 21, 5-8pm

2012 PRINTMAKERS’ GATHERING:
SEPTEMBER 21 AND 22

The two-day event will feature demonstrations and panel discussions at Ohio State's Department of Art and Phoenix Rising Printmaking Cooperative.

PERIPHERAL VISION: A VIEW FROM OHIO
PRINTMAKING COOPERATIVES
AUGUST 23 – OCTOBER 27

Four independent Ohio printmaking cooperatives present a series of two-dimensional prints connected along a continuous visual horizon.

RECEPTION: Friday, September 21, 5-8pm

BEBE MILLER: TRACING HISTORY
AUGUST 23 – SEPTEMBER 29

In conjunction with a premier at the Weber Center for the Arts, this exhibition explores Bebe Miller’s choreographic process and history of dance innovation through recorded conversations and performances, video installations, and archival ephemera.

RECEPTION: Thursday, August 23, 6-8pm

ACCESSIBLE EXPRESSIONS OHIO 2012
NOVEMBER 3 – NOVEMBER 29

Presented by VSA Ohio, this annual touring exhibition provides professional opportunities for artists with disabilities to create, exhibit and sell their art in inclusive settings.

REELABILITIES FILM FESTIVAL: Monday, November 5, 5-7pm
Screening and panel discussion.

INOSULATION
OCTOBER 9 – DECEMBER 15

Named for the natural phenomenon in which trunks or branches of trees grow together, Inosulation features pairings of works by current, full-time OSU Department of Art faculty and works by alumni of the Department's Master of Fine Arts graduate degree program.

RECEPTION: Saturday, November 3, 6-8pm

BFA SENIOR PROJECTS EXHIBITION
DECEMBER 4 – DECEMBER 14

Presenting undergraduate senior projects from the Department of Art

RECEPTION: Saturday, December 8, 6-8pm

SWING SPACE GALLERY

1556 N HIGH ST COLUMBUS OH 43201
TEL 614 292 0234 WEB swingspace.osu.edu

NEGATIVE CROUCH, AND OTHER FRIENDS
AUGUST 1 – AUGUST 28

Former Department of Art visiting artist and senior lecturer Leaza Melkien presents work created within the past year and while at the Ohio State University.

RECEPTION: Thursday, August 2, 6-8pm

VISITING ARTISTS AND LECTURERS EXHIBITION
SEPTEMBER 6 – OCTOBER 12

Department of Art visiting artists and lecturers from all campuses will launch us into Fall semester with their latest work.

RECEPTION: Thursday, September 6, 6-8pm

ACROSS THE SEA: CARMEL BUCKLEY AND ROBERT LADISLAS DERR
OCTOBER 22 – NOVEMBER 17

Carmel Buckley offers a series of prints and new drawings that extend her interest in book illustration from the 19th and early 20th century; and, Robert Ladislas Derr presents photography documenting his "discovery" of Christopher Columbus' namesake throughout the United States.

RECEPTION: Thursday, November 1, 6-8pm
OSU raises might lead to job cuts

By Collin Binkley
The Columbus Dispatch    Sunday, July 28, 2013 6:28 AM

At least one college within Ohio State University is planning cuts for this fall to make room for faculty and staff salary increases.

The College of Arts and Sciences must cut about $8 million, which could lead to job reductions, primarily to meet a universitywide mandate to raise salaries by a total of 2 percent.

Officials at the OSU public-relations office would not say whether other colleges or schools at the university face similar cuts, and a spokesman said high-level officials were too busy to speak to a reporter last week. The university has not provided financial records that The Dispatch requested on Tuesday under state public-records laws.

But a memo obtained by the newspaper says the College of Arts and Sciences will face difficult cuts. The June 20 memo from the dean of Arts and Humanities, part of Arts and Sciences, describes a budget shortfall of $10 million in the college.

University spokesman Gary Lewis said the number has dropped since then, to about $8 million. The university cut the college's budget by $2.6 million, in part to help freeze undergraduate tuition for next year, Lewis said, and the college is cutting $5.1 million elsewhere to offset pay raises for its faculty and staff members.

"It's important to note that units make decisions on how they will manage their budgets and allocate dollars within their operating budget," Lewis said.

According to the memo, though, the College of Arts and Sciences might have had no choice but to cut so it could provide raises.

"Unlike last year, when base funding remained flat but departments had to reallocate resources to cover mandatory expenses (salary increases), this year we must actually cut base funding from the budget," according to the document, signed by Arts and Humanities Dean Mark Shanda, who did not return calls.

Despite those cuts, the university's general-fund budget is expanding by $14 million next school year, or 2.1 percent, according to a statement provided by Geoff Chatas, the chief financial officer.

The College of Arts and Sciences is receiving less because of the tuition freeze and because students have been taking fewer credit hours in the college, said Joseph Steinmetz, executive vice president and provost, also in a prepared statement. Steinmetz also wrote that the $2.6 million cut is only 1 percent of the college's budget. Shanda warns in his memo, however, that the cuts could lead to job reductions for staff, lecturers or graduate-student teachers.

"While not a desirable option, in some cases it may be the only option available to achieve the target amount," he wrote.

Graduate students have started to see some cutbacks. The president of the Council of Graduate Students, Josh Crop, urged officials to keep jobs
for graduate-student teachers, who he said teach the majority of
undergraduate-level classes.

Programs that face the deepest cuts within Arts and Humanities,
according to Shanda’s memo, include: the OSU Arts Initiative, the
Advanced Computing Center for the Arts and Design, the Center for the
Study and Teaching of Writing, the Diversity and Identity Studies
Collective at OSU and the Foreign Language Center.

Directors of those programs did not return calls or emails from a reporter.
Shanda instructed them to propose cuts by July 15. The university has yet
to provide those proposals under a records request from *The Dispatch.*

Workers at Ohio State received 3 percent pay raises last year and 2
percent in each of the two years before that.

As the cost of going to college has increased, some economists and
education experts have criticized growing faculty salaries.

Data collected by the American Association of University Professors
show that, last school year, the average salary for a full-time OSU
professor was $196,948, the highest among 11 Ohio schools for which
data were available.

This year, pay increases will be tied more closely to performance but
should average 2 percent, according to a memo that interim OSU
President Joseph Alutto sent all deans in April when he was provost.

Alutto’s memo doesn’t guide departments on how to pay for the raises.
Officials in other colleges would not discuss budgeting. In Arts and
Humanities, college leaders gave departments amounts that they need to
cut.

"I am sorry that this is necessary," Shanda wrote, "but despite this
temporary setback to the college’s ambitious goals, I remain optimistic
about our overall fiscal future as a college."

cbinkley@dispatch.com

@cbinkley

Ads by Yahoo!

**Microsoft Dynamics**
Business Solutions that Deliver Results. Start Your Test Drive Now!
(microsoft.com/dynamics)

**Truck Dispatching Service**
Home of the Owner Operators Truck Dispatching & Freight Finding
(www.thetruckersagent.com)

**Cable Modem**
Best Cable Modems for Internet service
(dtvuserforum.com/cable-modem)

**Transportation Software**
Transportation and logistics software including accounting
(annil-info.com)
The College of Arts and Sciences is the university’s primary laboratory for inquiry into human expression; social and cultural systems; and physical, biological, computational and cognitive processes.

TOP FACULTY HONORS

Our faculty perform at the highest levels in teaching, research and service — the three tenets of the great land-grant institutions. Our students, undergraduate and graduate, have the unique opportunity to learn from and conduct hands-on research with the best in the field.

Arts and Sciences faculty have won every major honor and award in their field, including the National Medal of Science, the Dan David Prize, the Franklin Institute Award, the Heineken Prize, the Sloan Fellowship, and have been selected for membership in the country’s top scientific societies, along with an unprecedented election to the Chinese Academy of Sciences.

Selected Honors in the Arts and Sciences:
29 of Ohio State’s 31 Guggenheim Fellows
17 of Ohio State’s 19 American Academy of Arts and Sciences members
7 National Academy of Sciences (NAS) members
American Academy of Arts and Letters and MacArthur Foundation Fellow: Artist Ann Hamilton
Royal Academy of the Netherlands’ Heineken Prize winners: Historian Geoffrey Parker; Earth Scientist Lonnie Thompson
32 faculty members have received the National Science Foundation’s Early Career Development (CAREER) awards, NSF’s top award for the nation’s outstanding young researchers
4 Presidential Early Career Awards for Scientists and Engineers (PECASE) winners — just since 2008

The core disciplines of Arts and Sciences are foundational to all university education and professional preparedness. Studies in the Arts and Sciences develop intellectual curiosity and rigor and provide the basis for quantitative and creative thought; computational, technological and communication skills; historical consciousness and ethical perspective; literary understanding and artistic appreciation; and global fluency and regard for diverse cultures and societal values.
The College of Arts and Sciences provides students with exceptional opportunities to engage in innovative discovery and creative activities, guided by world-class faculty, in some of the most remarkable programs and learning spaces in the nation.

Today's graduates will spend their careers in a global environment that demands the ability to be nimble and responsive. The Arts and Sciences is in the position, with your support, to provide the ideal education to take on such a future.

We highlight just a few examples of those spaces and places, and people and programs that set our students on the path to success —

NEW MAJORS

We don't just offer the tried and true, we find ways to incorporate emerging trends and issues into thoughtful academic programming. These new majors are but a few examples of the ways that we are investing in ideas, discoveries and people to address global issues and provide a strong foundation for our nation's future.

The interdisciplinary DATA ANALYTICS major, one of the first of its kind in the country, is designed to address a growing need for data analytics professionals. The Colleges of Arts and Sciences and Engineering are partnering to deliver the core courses in computer sciences, mathematics and statistics. A degree in data analytics will open the door to nearly limitless career opportunities; name any major industry — banking, insurance, healthcare, retail, oil and gas, logistics — and there you'll find analytics opportunities.

The NEUROSCIENCE major, a joint venture between Arts and Sciences and Medicine, is now the fastest growing major at Ohio State. Students in the major have unparalleled access to more than 50 nationally and internationally recognized scientists who are producing groundbreaking work on brain imaging, Alzheimer's disease, schizophrenia, drug addiction, Parkinson's disease, brain cancer and more.

The WORLD POLITICS major prepares students to live and work in a globalized environment in which international events influence domestic politics, and vice versa, with increasing intensity. The major's four areas of specialization: foreign policy and security; political economy and development; political institutions and processes in countries outside the United States; and international political theory, open the doors to a variety of high-demand careers in fields such as intelligence and national security, international business, finance and global investments and humanitarian initiatives.

STUDY ABROAD

Studying abroad provides the opportunity to experience first-hand a variety of viewpoints, cultures and languages outside of the United States. With more than 100 study abroad programs in 40+ countries, Arts and Sciences students are going beyond traditional classrooms and laboratories to enhance their global perspective and understanding of the world they live in. These experiences translate directly to career preparedness — students who participate in study abroad programs are twice as likely to find a job within six months of graduation, receive 25 percent higher starting salaries, and 90 percent are accepted by 1st or 2nd choice graduate schools.

SPACES AND PLACES

The ARTS DISTRICT

A vibrant arts district is taking shape near 15th Avenue and High Street, placing the arts at the university's front door, forming the north anchor of Columbus' arts corridor, which stretches from campus to downtown. The School of Music has begun a campaign to enhance facilities that include rehearsal spaces and a recital hall; the 2014 transformation of Sullivan Hall brought together the Department of Dance, the Advanced Computing Center for the Arts and Design (ACCAD), and the new Barnett Center for Integrated Arts and Enterprise.

CIBER: CHEMICAL AND BIOMOLECULAR ENGINEERING AND CHEMISTRY BUILDING

Opened in 2018, Ohio State's only LEED-certified laboratory facility has enormous potential to advance interdisciplinary collaborations in a shared setting. The unprecedented partnership between Arts and Sciences and Engineering is a visionary leap forward to accelerate research breakthroughs in energy-efficient materials and biomedical devices. These discoveries will fuel Ohio's economy through partnerships with industry and raise Ohio State's profile as a 21st century leader in research and innovation.

PEOPLE AND PROGRAMS

ENDOWMENTS IN THE ARTS AND SCIENCES

Endowments can establish an enduring legacy and build lasting relationships with faculty and staff by supporting their efforts to attain or maintain national eminence in teaching, research and service; and transform the student experience in ways that have lasting effects far into the future.

SKYLER CRAWNER, CARTER PHILLIPS AND SUE HENRY ASSOCIATE PROFESSOR OF POLITICAL SCIENCE

"Their gift has given me the freedom to do political science, not within a narrow disciplinary boundary, but to follow the most interesting, the most relevant and the hardest problems.

DONALD G. DUNN AND MARY A. DUNN CHAIR IN MODERN MILITARY HISTORY

Thanks to the Denns' gift, Professor Bruno Cabanis is bringing more than 15 years of scholarly work on the transition from war to peace in the 20th century to Ohio State students.

DEPARTMENT OF HISTORY'S WORLD WAR II STUDY TOUR PROGRAM

The WWII study-tour program, launched in 2015, is the country's first such comprehensive program. This powerful interdisciplinary academic study abroad program provides an in-depth look at ways the war helped shape contemporary issues. Students from across campus, who compete for the 20 places in the program, receive a life-changing experience and a strong foundation for future leadership roles — in their professions, communities and in the world. Spring semester's intensive war-related history and culture courses prepare students for a three-week European tour of sites in London, Normandy, Paris and Berlin, where they record their experiences in blog posts and photos. Students receive assistance for tour expenses, much of it provided by the generosity of our alumni and friends.

OHIO STATE MARCHING BAND

For 137 years, the 225-piece "Pride of the Buckeyes" has been one of the few college all-brass-and-percussion bands in the country, and its Script Ohio is considered by many to be the most memorable tradition in college band history. On the field, the marching band's incredible animated halftime shows have been the subject of countless news reports around the world and viral videos that have been viewed by millions.

STEAM FACTORY

Founded by a group of young faculty, postdocs and staff, the STEAM Factory is a diverse, inclusive grass-roots network. It facilitates creative, interdisciplinary collaboration, innovation and community outreach, increasing awareness of relevance and diversity of Ohio State research.

asc.osu.edu
Ohio State’s Arts and Sciences college is $10 million in red, but why?

Part of the problem: Tuition for in-state students has been frozen at Ohio State lately, and state subsidies have remained flat.

By Collin Winkler
The Columbus Dispatch • Monday May 18, 2015 5:00 AM
Comments: 9

A growing budget deficit in Ohio State University's largest college will force spending cuts next school year and has sparked conflict between faculty members and their dean.

The College of Arts and Sciences is projected to have a $10 million budget gap in the coming school year, following a $4.6 million deficit that the school plugged with cash savings last year. Spending has outpaced revenue each year since 2013, eroding cash reserves to almost nothing.

The $10 million deficit amounts to 3.75 percent of the college's annual budget.

To cut spending, the college will hire fewer graduate students and lecturers to teach over the next year, and faculty members will teach more. Other cuts have yet to be planned.

Meanwhile, faculty members are blaming the college's dean for letting problems pile up.

Leaders of 23 departments and centers in the college signed a letter to the university provost this month saying that they are losing confidence in Dean David Manderscheid.

Among other complaints, they wrote that "his erratic handling and communication of our recent financial challenges has exacerbated problems of confidence to the point that he has lost the respect and trust of faculty in leadership positions within the college."
Financial problems in the college are separate from Ohio State's central budget. Every college receives a share of university revenue based on the number of credit hours students take in that school. Administrators in each college decide how to split money among departments.

A drop in course enrollments can lead to budget cuts, and the College of Arts and Sciences — especially the humanities departments — has suffered heavy losses in recent years. But faculty members and administrators disagree on why classes aren't filling up, and how to fix it.

Many faculty members point to Ohio State's 2012 switch from quarter terms to semesters, a move that often leads to temporary drops in enrollment. In the first year under semesters, Arts and Sciences saw a 14 percent drop in credit hours that still hasn't rebounded.

In 2009, then-Provost Joseph Auletta wrote in a memo that the administration would work "to make sure enrollment shifts resulting from the semester conversion are buffered as needed." Faculty members are calling that a broken promise as they face upcoming budget cuts.

But administrators blame other factors for the deficit.

"It is a tremendous perfect storm of events," Provost Joseph Steinmetz said in a recent Dispatch interview.

"At some points I'm just surprised that maybe this deficit isn't larger."

Steinmetz said stagnant university revenue has put a pinch on budgets. Tuition for in-state students has been frozen at Ohio State since the 2012-13 school year, and state subsidies have remained flat. Students, meanwhile, are coming to OSU with more general-education credits earned in high school, credits that students traditionally earned through Arts and Sciences classes.

 Fallout from the semester conversion, Steinmetz contends, is "a minimal part of this story."

The conflict has ignited a debate over the humanities, and whether students are less interested today in majors such as English, history and philosophy. Steinmetz said those areas are losing popularity as more students choose science and technology fields. Faculty members say plenty of potential students are still interested in humanities, but OSU isn't admitting them.

Settling the debate depends on how you look at the data.

The number of students who apply to Ohio State planning to major in the humanities has increased by 30 percent since 2009, according to university data. But the number of humanities students admitted to the university fell by about 24 percent in that same span.

"Deficits are substantial and increasing. Budgets are continuing to be cut. Yet applications — and student interest — are rising in the humanities and sciences," said Harvey Graff, a professor of English and history.

University leaders counter that the growth in humanities applications is dwarfed by growth in other areas, such as business and engineering. Total applications to the university more than doubled while humanities applications increased 30 percent. "They're going up disproportionately lower," said Gail Stephenson, the top analyst in Ohio State's office of enrollment services.

With different views of the problem, each side has a different solution.

Steinmetz said Ohio State needs to compete harder for students who apply in the humanities but ultimately enroll elsewhere. Mannerscheidt said the college will focus on creating classes that attract students, and expand revenue sources such as online courses.

Faculty members want university leaders to offset the deficit and to rethink practices that have contributed to the deficit. Those practices include "taxes" that the central OSU administration imposes on colleges for campus-wide services, and pay raises given across campus.

"The college and the university have not responded to various factors, all of which were predicted," Graff said.
Responding to concerns over the deficit, Steinmetz said his office plans to give $4 million to Arts and Sciences next school year, in part to offset the deficit.

"I've already made that commitment for the fiscal year '16 budget," he said. "That's the starting point. We'll look at other things as well."

cflakley@dispatch.com

@chflakley

You May Like

Dr. Ron Paul's Big Warning For U.S. Seniors
Stearnsberry & Associates

How This Razor is Disrupting a $13 Billion Industry
Dollar Shave Club

The #1 Reason Amateur Golfers Can't Drive 200+ Yards...
Hank Haney University

14 Benefits Most Seniors Didn't Know They Had
Newman

Next Big Thing in High-Tech Startups to Watch
VentureCapital News

Chloe Moretz's Dress Drops Jaws
StyleLister
Ohio State humanities profs blame university for declining enrollments

By Mary Mogan Edwards

The Columbus Dispatch • Monday February 8, 2016 10:23 AM

Professors in the humanities at Ohio State University are alarmed that numbers of new freshmen majoring in the classic liberal-arts disciplines have plummeted in recent years, and some blame the problem on university enrollment policy.

It’s not a lack of interest in the humanities that’s driving the decline, they say, but a deliberate choice to enroll ever more majors in other fields, especially engineering and business.

More than pride is at stake; like many universities, Ohio State allocates funding based in part on the number of credit-hours generated by a department. Fewer students taking humanities courses means fewer dollars, which could mean fewer course offerings, making it harder to attract good students and instructors — a death spiral.

English professor Alan Farmer, who has a bachelor’s degree in economics, crunched some numbers last fall. Based on university admissions reports, he found that, from 2010 to 2015, the number of humanities majors who paid admission fees had dropped by 49 percent, with yearly declines ranging from 6 percent to 20 percent. A new university enrollment plan took effect in 2010. Before that, from 2005 to 2010, the number had grown by 14 percent.

“It’s never been clearly explained,” Farmer said of the decline. He doesn’t believe university administrators’ claims that they don’t intentionally favor business and STEM (science, technology, engineering and math) majors in admission decisions. Because the number of applications from humanities majors has grown even as admissions shrink, he and others suspect other factors at work. They suggest political pressure in favor of STEM or a desire to boost Ohio State’s average ACT score by admitting lots of students with high math and science scores.

OSU’s vice president of enrollment services, Dolan Evanovich, said admission decisions don’t take a student's professed major into account. “We don’t admit to majors,” he said. “We admit students to the university.”

Evanovich, along with College of Arts and Sciences Executive Dean David Manderscheid, said humanities faculty members aren’t doing as good a job as other departments in encouraging accepted students to actually enroll at Ohio State. The yield, or percentage of admitted students who decide to enroll, is more than 35 percent university-wide, but “in the 27 range” for the humanities, Manderscheid said.
Farmer said the yield difference can’t account for the precipitous drop in humanities majors, and he scoffs at the notion that students are admitted without regard to their majors. “The idea that you have no idea” how many students of each major are being admitted “is, literally, incredible,” Farmer said. “If they did that, it would be a crazy way to run a university.”

Evanovich said the university won’t let humanities enrollments slide indefinitely. “We’re not going to ignore the humanities and the fine arts,” he said. “They are pillars of the university.”

Falling enrollments in the humanities and other liberal-arts disciplines have taken a toll on the Arts and Sciences budget. A year ago, the college faced a $10 million deficit and department heads were blaming Manderscheid. Since then, a budget cut of about 3.5 percent and a large number of retirements have helped “right-size the budget,” Manderscheid said.

One cut that has especially incensed humanities supporters is a decision to stop paying $38,000 per year in rent to the Office of Student Life for use of Knight House, a former residence on 15th Avenue. The house, with a kitchen and comfortable spaces for meeting, work and socializing, was home to the Humanities Institute, which encourages research collaborations between humanities scholars and others across the university. The institute shared the space with emerging programs; an unofficial Latino student center was attracting students in growing numbers until they all had to leave at the end of December.

The programs have been given other, smaller spaces in Arts and Sciences buildings, but humanities faculty say those can’t substitute for the atmosphere and flexibility of Knight House.

English professor Molly Farrell, a member of the faculty council of the University Senate, brought up the Knight House and support for the humanities in general at a recent Senate meeting. She worries about how severe the budget troubles could get. “This is really serious,” she said. “We can’t keep going down the path we’re on.”

mcedward@dispatch.com

@MaryMoganEdward