Memorandum

To: University Senate

From: Raymond A. Noc, Chair
Council on Academic Affairs

Date: November 1, 2005

A PROPOSAL FROM THE COUNCIL ON ACADEMIC AFFAIRS TO DESIGNATE ACADEMIC CENTER STATUS TO THE UNIVERSITY HONORS AND SCHOLARS CENTER

WHEREAS a recent internal and external review process of the University Honors and Scholars Center resulted in the recommendation to seek academic center status for it; and

WHEREAS formal faculty and student advisory committees for the Center endorsed the recommendation, as did the academic colleges that have honors programs; and

WHEREAS academic center status will result in regular, formal review of the Center by the Council on Academic Affairs; and

WHEREAS the proposal adheres to the Council on Academic Affairs’ Guidelines for the Establishment and Review of Academic Centers; and

WHEREAS the proposal was reviewed and discussed by the Faculty Council, the Senate Steering Committee, and the Undergraduate Student Government; and

WHEREAS the proposal was reviewed and approved by the full Council on Academic Affairs at its meeting on May 4, 2005;

NOW THEREFORE BE IT RESOLVED that the University Senate approve the proposal to designate academic center status to the University Honors and Scholars Center and respectfully request concurrence from the Board of Trustees.
Linda:

I am pleased to inform you that the proposal to assign the University Honors and Scholars Center formal “academic center” status was approved by the Council on Academic Affairs at its meeting on May 4, 2005. Thank you for attending the meeting and responding to questions/comments.

This proposal will be sent to the University Senate for action at its meeting on June 1, 2005. I will present the proposal on your behalf but it is important that you be in attendance to respond to questions/comments should they arise. If the proposal is approved there, it will need approval by the Board of Trustees at its meeting in July 2005.

Note that I will discuss this proposal with the University Senate Steering Committee at its meeting on May 13, 2005.

Please note that this message represents my formal communication with you about this action. You will not receive a separate letter from me. In that regard, please keep a copy of this message for your file(s) on the proposal and I will do the same for the file in the Office of Academic Affairs.

Congratulations on the successful completion of this stage of the review process!

If you need additional details about this action, please contact me.

Randy

W. Randy Smith
Vice Provost
Proposal to Establish as a Formal Academic Center

The University Honors & Scholars Center

Submitted for Approval to

The Council on Academic Affairs

September 20, 2005
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Proposal to Establish as a Formal Academic Center,

The University Honors & Scholars Center

I. Rationale

A. Introduction and History

Honors courses at Ohio State University existed as far back as the 1940s to challenge the most able students. In 1973, the Ad Hoc Task Force on Honors produced a report that affirmed the university’s obligations to adapt its programs to the varying needs of its students, including the very brightest, and suggested that an honors program would challenge these high ability students and enhance the image of the university as a place where superior scholarship is honored and encouraged. The report also stated that an honors program would assist in attracting to the university students of outstanding academic ability. The committee recommended that an Office of Honors Opportunities, headed by a full-time Director, be established to serve these students.

In 1985, an Honors Review Committee re-affirmed that honors students contribute vitally to the quality and spirit of the university. The report recommended strengthening the existing decentralized structure of loose coordination among fourteen college honors programs by the establishment of the University Honors Center, headed by the University Honors Director. An academic council to advise the Honors Director, a central location for the program, entry based on criteria determined by the Director after wide consultation with faculty and administrators, a consolidated recruitment effort, merit-based scholarships, cultural opportunities for honors students, and special honors advising and residence halls were all recommended and implemented. A number of recommendations discussed
increasing the number of honors courses offered and gave suggestions on how to reward faculty members teaching honors courses. Membership in the honors program was to allow for flexibility and varying degrees of participation. The spirit of the report and set of recommendations were built upon cooperation between units and the center; no real authority was assigned to the center to set minimum standards for honors work in the colleges nor to have a role in enforcing them.

In 1999, in an attempt to attract and retain high ability students just below honors level, the university's first Scholars Program – the Mount Leadership Society, named after Ruth Weimer Mount to promote leadership and service - was formed. At that time, the name officially changed from the University Honors Center to the University Honors & Scholars Center. Today, eleven such Scholars Programs are in existence. Four of these programs are administered directly from the Center (Communication Technology Scholars, Health Sciences Scholars, International Affairs Scholars, and Tomorrow's Teachers Scholars) and the remaining seven are administered out of college offices but are coordinated by the Center (Architecture Scholars, Arts Scholars, Biological Sciences Scholars, Humanities Scholars, Mount Leadership Society Scholars, Pharmacy Scholars, and Politics, Society and Law Scholars).

In July 2004, the Collegium, headed by a half-time faculty Director, was created as a subsidiary of the Honors & Scholars Center to mentor a select group of high ability honors students with potential for post-baccalaureate scholarships. These students, who enter the program through a highly competitive

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1 A Collegium Coordinator was first appointed in 2001/2002, who, together with the Honors Director, created the initial concept of the Collegium.
Application and review process at the end of their first year in college, have a vision of academic excellence beyond college, possess extraordinary promise, and demonstrate a desire to achieve and succeed. The Collegium provides these highly accomplished and motivated students with opportunities and tools to prepare themselves for advanced educational experiences at The Ohio State University and beyond.

During the academic year 2003-04, a thorough review of the Honors & Scholars Center was conducted. It included a self-study, an internal review by a committee of OSU faculty, and an external review by honors directors from benchmark programs at Penn State University, the University of Georgia, and the University of North Carolina-Chapel Hill. This proposal to change the status of the University Honors & Scholars Center to that of a formal academic center is in keeping with recommendations from the review process and is one of the Provost’s four major academic initiatives for 2004-05. The proposal aims to further ensure a strong honors education for high ability students in all colleges on campus.

Groups that have been consulted and provided input to the proposal include the University Honors Faculty Advisory Committee, the External Honors Advisory Committee, the Arts and Sciences Associate Deans, Deans from the thirteen colleges offering honors programs, the College Honors Directors and Coordinators, various college honors committees, the Honors Student Advisory Board, the Association of Ohio State Class Honoraries, Leadership Ohio State, officers of the Undergraduate Student Government, and other interested students, faculty, and staff.
B. Necessity for Proposed Center

The current structure is both centralized and decentralized. The University Honors & Scholars Center recruits and designates students for honors, but once students are enrolled on campus, it is the colleges who determine what students do to maintain their honors status, to enter the program after matriculation to Ohio State and to graduate with honors. These requirements vary greatly. A cookie-cutter approach to honors will never be appropriate for our campus, given the rich diversity of the arts and sciences and professional colleges. However, recommendations of the external reviewers pointed out that a “commitment to improving the quality of educational experiences offered to (these) superior students” requires that “university-wide honors standards should be established and enforced centrally as a floor for entry and continued participation in all college programs.”

Furthermore, the external reviewers recommended that, “greater authority and management of OSU Honors education should be vested in the Honors & Scholars Center Director” and that the “University Honors office should provide the overall direction and control of honors education at OSU. In consultation with the faculty, the office should monitor the progress of all honors students, set uniform minimum standards for admission and performance, enforce minimum standards for honors education and provide oversight of admissions and scholarship allocation.” The Internal Honors Review Committee also recommended that, “The University Honors & Scholars Center should be designated as an ‘Academic Center’ in accordance with section 3335-3-36 of the Bylaws of the Board of Trustees.” The committee further recommended that, “the following requirements for academic centers mandated by section 3335-3-36 be implemented: (a) the appointment of an oversight committee, (b) the development of a pattern of administration that describes the mission, goals, and
responsibilities of the University Honors & Scholars Center, (c) the preparation of an annual report,
and (d) the required review every four years including recommendations concerning governance,
performance, and effectiveness.”

The current de-centralization of the Honors Program manifests the following characteristics:

- Requirements for entrance to honors after matriculation to Ohio State currently vary from a
  GPA of 3.0 to 3.7.
- College GPA requirements for maintaining honors status range from 3.0 to 3.5.
- Program requirements vary.

Some colleges, such as the Colleges of the Arts and Sciences, require students to complete an
approved honors contract of courses or an honors thesis, and maintenance of honors status is based
upon progress towards achieving one of these two goals, in addition to a GPA requirement. Other
colleges, such as the College of Engineering and the Fisher College of Business, offer students options
of a program of study similar to the contract or an honors thesis but do not require either. Some of the
smaller colleges, such as the College of Nursing, require completion of an honors thesis, while others
do not. While all colleges offer the honors thesis as an option, many do not offer an honors contract
or program beyond the honors thesis. No college requires a minimum number of honors courses to be
taken by all students.

Following the recommendations of both sets of reviewers, we propose that minimum standards for
entry to and maintenance of honors status, set and agreed upon by the Provost, Associate Provost,
deans of the various colleges, and relevant honors advisory groups, be monitored and enforced
through authority granted to the formal academic University Honors & Scholars Center. Academic centers at Ohio State University function in a variety of ways for many different purposes. We believe that the academic center model is the most appropriate existing structure to enable us to provide successful overall direction and monitoring of honors education for the university.

The existing Mission Statement of the University Honors & Scholars Center is as follows:

The University Honors & Scholars Center at The Ohio State University develops and supports an environment that promotes the intellectual and personal development of high-ability undergraduate students. In partnership with the students, faculty, staff, and alumni of The Ohio State University, the University Honors & Scholars Center initiates, identifies, and sustains diverse academic, research, leadership, and service opportunities for undergraduate honors and scholars students.

The University Honors & Scholars Center recognizes that the successful recruitment and matriculation of high ability students is dependent upon the integration of curricular and co-curricular programs that enhance the undergraduate experience and contribute to students' pursuit of academic excellence and personal achievement. The University Honors & Scholars Center is dedicated to promoting a more active and enriching relationship between undergraduate students and the University and to connecting honors and scholars students with the people, resources, and opportunities of The Ohio State University.

The University Honors & Scholars Center values diversity and professional development in an environment of civility, tolerance, and mutual respect. We challenge ourselves to be learners and leaders in our community and to reflect to students and university colleagues our values in the ways we work together and with others.

We propose to add the following sentence at the end of the above Mission Statement:

Recognizing and valuing the unique environment and diversity of college programs, the University Honors & Scholars Center supports the establishment of common expectations and the collaboration of all college honors programs across the university. The University Honors & Scholars Center is dedicated to assisting colleges to develop and periodically review college-specific honors programs. As part of this mission, the Center will establish and enforce basic honors academic standards across all colleges. The Center will be a point of interface for academic support units, such as residence life and international programs, supporting honors and scholars programs both centrally and within the colleges.
C. Goals and Purposes

The proposed academic University Honors & Scholars Center builds on the revised mission statement above and addresses the following needs articulated through six key goals and purposes: to recruit high ability students to the university; to enrich the academic experience by creating and enforcing uniform minimum standards for all colleges; to encourage and facilitate undergraduate research; to provide enhancements to the academic experience; to tailor quality academic advising for honors and scholars students; and to assist students in preparing for post-graduate opportunities. Overall, we feel that with these changes, we will be positioned to be one of the top honors programs in the country.

1. Recruit high ability students to the university

High ability students increase the value of all students’ diplomas at a university; they add to the intellectual rigor and richness of the institution and contribute vitally to the institution. Currently, students enter the honors program either through the auto-admit process if they have an ACT of 29+ or 1300+ on the SAT and rank in the top 10% of their high school class. Students whose high school credentials are below these criteria may apply to the program by completing the Honors & Scholars Program Application, which requests additional information, such as essays, transcripts, and a list of co-curricular activities. Approximately 20% of the entering class is admitted to the honors program annually.²

² In AU 2003 approximately 24% of the Freshman class enrolled as honors students because the yield was higher than expected. Steps were taken to modify the auto-admit process, and in AU 2004 21.6% of the Freshman class enrolled in honors. Recent changes made to the auto-admit process should bring the AU05 class closer to 20%. As the profile of entering students continues to increase, the minimum ACT criterion will be raised from 29 to 30 as soon as possible.
The internal reviewers were satisfied with the current goal of admitting 20% of the entering Freshmen class into honors, and we have chosen to maintain this goal. The external reviewers’ recommendation was to admit only 10% of the entering class, in order to help the staff function more effectively and raise the overall profile of the program. However, recruiting a sizeable number of high ability students at Ohio State University is one of the most important tools for achieving the goal of the Academic Plan, affirmed again in the Provost’s 2004 Leadership Agenda, to recruit an entering freshman class with a median ACT score of 26 by 2006 (with a target of 27 by 2008). Rather than reducing the size of the honors program at the front end, we prefer to improve the quality of the academic experience of current honors students and to hold all students to minimum standards, which may result in fewer students keeping their honors designation once on campus.

Entrance into the honors program for transfer students and for students already at the university currently requires an application to the college honors program, a GPA ranging from 3.0 to 3.7 and from one to three quarters of academic credit. We propose that under the new academic University Honors & Scholars Center, entrance into honors for transfer and currently enrolled students requires two quarters of OSU credit (30 hours) at the same proposed GPA for maintenance of honors status, that is a minimum of 3.4, to ensure that students are serious about entering this challenging program and are capable of honors work. Colleges could make exceptions to the waiting period on an individual student basis.

To be considered for entrance into one of the eleven Scholars Programs, high school seniors complete the Honors & Scholars Program Application and generally have an ACT score of 25-28 or SAT 1140
1290 and high school class standing of top 20%. The eleven programs are organized by academic
discipline (Arts Scholars, Architecture Scholars, Biological Sciences Scholars; Humanities Scholars,
Pharmacy Scholars) or a career or special interest (Communication Technology Scholars, Health
Sciences Scholars, International Affairs Scholars, Mount Leadership Society Scholars, Politics, Society
and Law Scholars, Tomorrow’s Teachers Scholars). Approximately 12-13% of the Freshman class
enroll in a Scholars Program. We would like to develop more scholars programs to enable closer to
20% of the Freshman class to enroll.

Honors students can apply for entrance into the Collegium program at the end of their first year in
college after a highly competitive application and interview process. 20 – 30 exceptional honors
students with outstanding credentials inside and outside the classroom are accepted each year.
Consideration is given to a variety of factors that reflect intellectual and community interests, as well
as motivation to do advanced academic work after college or to win national fellowships or
scholarships. Factors include academic excellence, research accomplishments, community service and
social consciousness, leadership qualities, diversity of activities (music/choir, athletics, extracurricular
involvement), foreign language aptitude, and diversity of majors/minors, including double majors,
unique major/minor combinations, and interdisciplinary studies. All Collegium students are reviewed
annually to insure that they are continuing to meet standards.

2. Enrich the academic experience of honors students by creating and enforcing
uniform basic standards for each college:
• **GPA requirements**: All students with the honors designation, regardless of college of enrollment, should be performing at a high level of work, therefore, *we are proposing that one requirement for maintaining honors status be a minimum GPA of 3.4 across all colleges, with the option for colleges to accept a 3.3 GPA at the end of the first year of study and 3.4 thereafter. Although student grades will be monitored informally each quarter by the colleges, formal review of students’ records will take place at the end of each academic year and the results reported to the University Honors & Scholars Center. Colleges wishing to have a higher GPA standard are encouraged to do so.*

Members of the Scholars Programs currently must maintain a GPA of at least 2.7 and achieve a desired level of participation in scholars programming. The GPA standard will be raised to 3.0 for students entering in Autumn 06.

It is our intention to gradually raise the standards for entrance to and remaining in the honors or scholars program. Therefore, *we propose that two years after implementation of the new standards addressed in this document, the University Faculty Advisory Committee re-evaluate entrance criteria for new honors students, honors transfer and matriculated students, and scholars students, as well as GPA requirements for maintaining honors and scholars status.*

Collegium members must re-apply annually to remain in the program. This process involves review by the Collegium Director and members of the Collegium Advisory Committee of students’ accomplishments, including academic excellence, research accomplishments, honors
courses taken, community service, and evidence of leadership experiences. An interview completes the process.

**Course requirements:** The honors curriculum is at the core of the honors program at The Ohio State University. All students with the honors designation, regardless of college of enrollment, should take a minimum number of honors or upper division courses to insure that they are sufficiently challenged by course work, are interacting with faculty from the first year on, and are receiving the benefits of small classes with students of similar high abilities. (This is consistent with other large universities, such as the University of Michigan, Penn State University, University of Wisconsin- Madison, Indiana University, University of Arkansas, University of South Carolina). Therefore, in addition to maintaining a GPA of 3.4, we propose that first and second year honors students in all colleges complete three honors, upper division (defined by 500-level or above), or graduate-level courses for each of the first two years, for a total of six courses by the end of the second year. [Students who enter the honors program at the end of the first year will be required to complete three honors, upper division, or graduate-level courses during the second year. If a college chooses to admit students to the honors program at the end of the second year, course requirements for these students would be those required for the college honors program (see below).]

Colleges or subsets of majors for whom the six course requirement over two years would place an unreasonable burden due to certification standards and sequencing of required courses should submit to the Center for approval a plan that describes an equivalent honors
experience. Colleges will monitor students' curricular progress and will report annually to the University Honors & Scholars Center the results, including students whose below-standard GPA has resulted in conditional honors status or loss of honors status.

The coursework of third and fourth year students will be determined by the requirements of their major(s) and their college's honors program (see below). They are encouraged to continue taking honors courses or an occasional graduate level course. The University Honors & Scholars Center will periodically review the honors curriculum.

- **Active participation in college honors program and priority scheduling:** The report of the Honors Internal Review Committee recommended that honors designation be reserved for students who are actively pursuing a rigorous honors program. Although some colleges currently require participation in a program, others give students several options but require nothing more than a minimum GPA.

Given the recommendations of the reviewers, *we propose that all colleges require students to complete an approved honors program. Examples of honors programs include the honors contract, the honors thesis, and requirements to graduate with honors in a particular discipline.*

*In summary, colleges will monitor students' progress towards completion of their honors program of study, their six honors, upper division, or graduate-level courses or equivalent*
honors experiences by the end of the first two years, and their maintenance of a minimum 3.4 GPA. Colleges will report the results annually to the University Honors & Scholars Center in a process created by the Center in collaboration with the colleges. The University Honors & Scholars Center will develop a template to be used by colleges to report modifications to their current honors program requirements that will bring them in compliance with the new minimum university-wide standards. Tentatively, these reports will be due at the University Honors & Scholars Center in December 2005.

Priority scheduling will be reserved for students in good honors standing to ensure that honors students have the flexibility in planning course schedules to accommodate the challenging work that is expected of them, such as research, volunteer service, study abroad, multiple majors or minors, and Collegium activities if applicable. Recruitment messages in the future will emphasize that the priority scheduling privilege will only be renewed by maintenance of the minimum GPA, enrollment in the prescribed number of honors or upper division courses, and active participation in an approved college honors program.

3. **Encourage and facilitate undergraduate research**

Research is a critical component of a quality undergraduate honors experience. It helps prepare students for research careers and for entrance into graduate and professional schools; it brings excitement to their discipline and satisfies their curiosity; it gives them the unique opportunity to work side by side with some of the most renowned researchers in their fields. The University Honors & Scholars Center informally puts honors students into contact with faculty conducting research in areas
of common interest; distributes Undergraduate Research Scholarship funds to the colleges each year
based on participation in honors theses; offers seed money for faculty to create new early experience
research seminars and honors courses; offers a series of fireside chats throughout the year on research,
including why students should get involved in research, how to write research abstracts, how to make a
career in research, and how to present at a research forum; organizes and implements the university-
wide Denman Undergraduate Research Forum; offers an Honors Research Exchange program with the
University of Sao Paulo, Brazil, which includes a nine-day trip to Brazil in November and hosting of
Brazilian students and faculty in April; and offers summer research internship funds and other small
research grants. The University Honors & Scholars Center is committed to increasing the number of
honors students engaged in research and in producing honors theses.

4. Enhance the academic experience

- **Encourage study abroad participation:** Study abroad has always been highly encouraged for
honors students. The University Honors & Scholars Center currently offers a London Honors
Study Tour (class followed by nine-day study tour of London with faculty and staff) for first
quarter students and an Athens Honors Study Tour (class and spring break tour of Athens with
faculty and staff) for upper division honors students. The nine-day Honors Research Exchange
program with the University of Sao Paulo, Brazil gives five undergraduate students each year
the opportunity to travel to Brazil with students and staff from OSU and Rutgers University to
present their research, visit research labs, interact with faculty, staff and students in Brazil, and
participate in cultural events. In addition, study abroad, especially longer-term programs, is
emphasized and characterized as an expectation of honors students at all recruitment events,
orientation lectures and discussions, and interactions with honors students. The University Honors & Scholars Center is interested in developing more and longer study abroad programs in the future.

Some of the Scholars Programs have short-term international study tours as a component of their program as well, notably, International Affairs Scholars, Humanities Scholars, and Architecture Scholars. A nine-day Mexico Scholars Study Tour, preceded by a course on Mexico, is available to all scholars students, regardless of major.

The Collegium is working with the Office of International Affairs to create an honors research study abroad program and has expectations that all of its members will participate in study abroad programs.

Scholarships to help defray costs of studying abroad are available from the University Honors & Scholars Center, the Office of International Education, the colleges of enrollment, and other units on campus. The Honors Research Exchange program with the University of Sao Paulo, Brazil is funded through the University Honors & Scholars Center and the colleges of the participating students. The Office of Development works closely with the University Honors & Scholars Center to secure additional scholarship monies.

- **Encourage participation in honors housing**: Students who are committed to academic excellence are encouraged during the entire recruitment process to select one of the four honors
residence halls for first year students. A new honors residence hall of apartments is available to upper division honors students. Honors housing creates an environment that encourages students to maintain their goals and commune with students with similar goals.

Honors students currently indicate their preference for housing at the time of their acceptance of honors status. Students are advised to indicate this preference by May 1, and that priority will be given to them if they do so by March 15. Honors students who indicate their desire for honors housing after March 15 but before May 1, the date whereby all students must make their college choice, generally receive honors housing. Students who commit to enrolling at Ohio State in the summer, often succeed in reserving space in an honors residence hall through the Office of Residence Life.

Scholars Programs are principally Living/Learning programs, and thus require first year students to live together in a designated residence hall or floor(s).

- **Encourage engagement in service activities:** Adopt-A-School tutoring, which takes place in elementary and middle schools, provides many honors students with an opportunity to do teaching service and form a continuing relationship with a child in need of help. A new service organization, Serving with Honor, finds service placements for students and facilitates quarterly Social Justice Immersion Projects.

Honors & Scholars Hosts and Honors Ambassadors offer students opportunities to perform
volunteer work in the University Honors & Scholars Center as greeters in the lobby for visitors as well as hosts for recruitment events and the Denman Research Forum. All organizations sponsored by the Honors & Scholars Center – e.g., Leadership Ohio State, Unity, the class honoraries – incorporate service into their program of activities throughout the year. Service is not required of honors students but engagement within the wider community is strongly encouraged.

The eleven Scholars Programs all have service components. One program, the Mount Leadership Society, focuses totally on active participation in leadership and service activities.

**Encourage participation in co-curricular events:** With the goal of enriching honors and scholars students’ learning outside of the classroom, fireside chats, Lunch and Learn programs and excursions to domestic and international locations connect students to faculty, encourage interactive dialogue, and expose students to new ideas. Dinner and Dialogue events, sponsored by Unity, bring students into contact with faculty to discuss and understand issues of diversity. The John Rudolph Book Program allows students to interact with authors and discuss their work. The Honors Housing Programming Board enables students to strengthen leadership skills by taking part in residence hall and honors staff collaborative activities. Adopt-a-School and Leadership Ohio State inspire leadership and service as students volunteer in area schools and learn the principles of leadership. The Honors Student Advising Board provides general advice for the operation of the Honors Program and helps the Associate Provost stay in tune with needs of honors students. All programs are designed to help students interact with other
honors students and meet students and faculty outside of their majors.

In addition to participating in many of the co-curricular honors activities described above, scholars students have specific co-curricular activities organized by the theme of their scholars group (e.g., Health Sciences Scholars have dinner in the residence halls with members of various health science departments throughout the year to help them choose a health science career).

Collegium students enjoy uniquely created interdisciplinary courses and special topic seminars only open to Collegium students. They have networking opportunities to connect them with distinguished faculty and leaders in industry and connections to high-profile internships and research positions. For Collegium students, participation in these activities is a very important consideration during the annual renewal process.

5. Insure quality academic advising for all honors students

Honors students currently receive specific advice on their majors from their departmental honors advisor(s) and general academic advice from their college honors advisors. A quarterly honors scheduling event that began in 2003 upon recommendation of the Honors Student Advisory Board brings together honors students and faculty teaching honors courses one week before course scheduling begins. The meeting improves students’ knowledge and confidence of which courses to take and when. Members of the University Honors & Scholars staff consult regularly with honors students to help them find the resources and information they need.
A college honors director oversees honors advising in each of the professional colleges. In the Colleges of the Arts and Sciences, one honors director oversees all five college programs, and recently an honors coordinator was appointed in each of the five Colleges of the Arts and Sciences to provide closer guidance and support to departmental honors advisors and to advance undergraduate research.

Coordinators work in conjunction with the ASC Honors Director, the Associate Provost of the University Honors & Scholars Center, and the departmental honors advisors. Honors coordinators attend the college honors directors meetings organized by the University Honors & Scholars Center in order to stay connected with honors directors of other college programs.

Advising for scholars students varies according to the program. In most college-based programs, the Scholars Coordinator also serves as academic advisor, but in career and interest-based programs, academic advising is done by the college advising staff. In both types of programs, Scholars Coordinators regularly advise students informally, as do University Honors & Scholars staff, on finding resources and information on campus.

Collegium students have faculty mentors, especially with regard to research, and advising by the Collegium Director is aimed to connect students with life-long mentors.

6. Assist students in preparing for post-graduate opportunities

- Help students prepare for post-baccalaureate school and work: The University Honors & Scholars Center brings special information sessions to students preparing for graduation by
inviting representatives from various professional schools (Law School, Vet School, Medical School, Graduate School, etc.) and corporations (Proctor and Gamble, Battelle Corporation, Cintas Corporation) to the Kuhn Honors & Scholars House to speak on requirements, resumes, and how to put one’s best foot forward in the application process. Workshops on interviewing skills and resume writing are also offered as well. The current informal tracking of honors and scholars students once they graduate will be replaced with a more formal tracking system of exit surveys, post-graduation telephone and e-mail messages, and creation of an alumni web site.

- **Develop and support the Collegium:** The development and growth of the Collegium, a program for high ability students, is a major priority of the University Honors & Scholars Center. Through the Collegium, The Ohio State University aims to increase the number of major scholarship and fellowship winners. It is also expected that Collegium students will be extremely competitive in their respective disciplines upon graduation and enter the most challenging graduate and professional programs.

The staff of the Collegium has recently created a brochure, a web site, and other means of publicity to make this initiative better known on campus, which has had the effect of increasing significantly the number of students who come to seek help from the Collegium Office to prepare for scholarship competitions.

The Honors & Scholars Center is working with the Office of Development to secure major outside funding for the program in order to provide selected Collegium students with
scholarships, financial support for study abroad, high profile internships, closer faculty mentoring, and special courses and lectures.

II. Membership/Involvement

The University Honors & Scholars Center requires a skilled and dedicated group of faculty administrators, administrative and professional staff, graduate administrative associates, clerical staff, and associated faculty, who are drawn from the professional and Arts and Sciences colleges.

A. Roles of Faculty, Staff and Students

The associated faculty, staff and graduate students support the Associate Provost in carrying out the missions of the Center.

**Honors Program.** Two Associate Directors, one Assistant Director, one Program Manager, and one Program Coordinator work with the Associate Provost to plan and organize major recruitment initiatives and publications; develop and manage the application process for Honors & Scholars Programs; expand enriched opportunities for students; plan orientation programs for honors students; advise student groups; provide co-curricular programming for honors students; manage honors study abroad programs; manage the development of new honors and scholars courses; collaborate with Housing and Residence Education in the development of the Honors Living-Learning Program; manage summer research internships and grant processes; monitor merit scholarship processes; and plan and implement the Undergraduate Research Forum. Additionally, an administrative associate, a fiscal/human resources officer, a 60% technology systems specialist, a graduate administrative associate, and a staff of approximately fifteen student assistants support the Honors Program.
**Collegium.** A half-time faculty Director leads the Collegium, a program that mentors a select group of high ability students with potential for post-baccalaureate scholarships. The Collegium Director organizes the selection of Collegium students; maintains contact with students and plans programming; provides mentorship; seeks faculty for dedicated Collegium courses and lectures; coordinates faculty mentors; manages undergraduate fellowship competitions; leads development efforts; and manages the Collegium budget. A fulltime Program Coordinator and three student assistants support the Director.

**Scholars Programs.** These programs have grown during the past several years, and we hope to continue expanding them over the next few years. Currently, a Program Manager (who also coordinates Tomorrow’s Teachers Scholars), three Honors and Scholars Center-based Program Coordinators (Communication Technology Scholars, Health Sciences Scholars, and International Affairs Scholars), and a graduate administrative associate to help with the largest program – Health Sciences Scholars - work with the seven college-based Program Coordinators (Architecture Scholars, Arts Scholars, Biological Sciences Scholars, Humanities Scholars, Mount Leadership Society Scholars, Pharmacy Scholars, and Politics, Society and Law Scholars) to carry out the missions of the Scholars Programs. These activities include day-to-day management of the Scholars Programs; recruitment and admission of scholars students; managing orientation programs; developing curricular and co-curricular activities for individualized Scholars Programs; advising students and student organizations; serving as liaisons with colleges and departments; advising on matters affecting progress; and referring to other university offices and services as appropriate.
External Advisory Committee. Alumni and community leaders appointed by the Associate Provost meet twice a year to assist with development, to provide advice on internship opportunities, and to provide additional feedback as needed.

Faculty Advisory Committee. The Faculty Advisory Committee is the oversight committee that assists the Associate Provost in an advisory capacity in supporting the mission of the University Honors & Scholars Center. Appointed by the Associate Provost in consultation with college deans and department chairs, the Faculty Advisory Committee includes key faculty from a broad representation of individual colleges. This committee oversees the work of the Center, its Associate Provost, directors, coordinators, associated faculty, and programs; conducts quarterly evaluations of the Center’s effectiveness; reviews and approves all proposed honors courses and programs prior to submission to the Council on Academic Affairs; and initiates and coordinates major reviews in accordance with Faculty Rule 3335-3-36.

Collegium Advisory Committee. This group of university faculty and community leaders provides counsel to the Director of the Collegium in strengthening the undergraduate experience through programming and faculty involvement. These initiatives continue to develop and cultivate the Collegium students’ academic excellence, leadership abilities, social consciousness, and global competence. An increasingly important role of the committee is to review new as well as renewal applications of interested students. The Collegium Advisory Committee fulfills a crucial role in students’ development and success through its support of all aspects of the Collegium.
**Undergraduate Research Committee.** An Undergraduate Research Committee works closely with the staffs of the University Honors & Scholars Center and the Office of Research to set the goals and purposes of the Denman Undergraduate Research Forum and to assist with its planning and implementation.

**Recruitment and Scholarship Selection Committee.** Appointed by the Associate Provost, this committee assists in the composition and format of the Maximus exam, contributes to the planning of the exam day; and helps select and solicit faculty readers to grade student exams.

**College Honors Directors and Coordinators.** Honors directors and coordinators from each of the individual college honors programs meet regularly with the Associate Provost to discuss issues and share ideas for program improvement.

**B. Criteria for Selection of Charter Associated Faculty Advisory Committee**

Since 1985, associated faculty have been selected to serve on the Faculty Advisory Committee on the basis of their notable interest in supporting the Center’s mission of mentoring and cultivating success in high ability students. The faculty members are appointed the Associate Provost in consultation with their deans or chairs and serve three-year terms. This is a rotating committee with broad representation among colleges, highlighting the interdisciplinary focus of the University Honors & Scholars Center.

**Charter Faculty Advisory Committee (See Appendix A for cvs.)**
Karen Ahijevych          College of Nursing
C. Associate Provost and Criteria for Appointment

Appointed by the Vice Provost and Dean of Undergraduate Studies, the Associate Provost provides leadership for the University & Scholars Center, monitors standards for honors courses and degrees with honors, collaborates with colleges and departments in curricular development efforts, and expands research and co-curricular opportunities.

III. Administration

A. Pattern of Administration

The University Honors & Scholars Center is guided by cross-disciplinary honors directors and honors faculty advisory committees charged with monitoring the work of the Center, its administrative staff, associated faculty, and programs. In addition to the advisory committees and the Associate Provost, the Center’s administration includes two Associate Directors, one Assistant Director, two Program Managers, five Program Coordinators, three support staff, two graduate administrative associates, and
several student assistants. (For an organizational chart of faculty, staff and graduate student associates, see Appendix B.)

B. Responsibilities of Center Associate Provost

Appointed by the Vice Provost and Dean of Undergraduate Studies, the Associate Provost shapes the mission and policies of the Center, monitors standards for honors courses and degrees; collaborates with colleges and departments in curricular development efforts; expands research and co-curricular opportunities; oversees the Scholars Programs; works with the Collegium Director to create effective systems for mentoring students towards competitive graduate fellowships; and serves as an advocate for enhanced curricula to the faculty, academic officers, and the public.

C. Composition and Function of the Faculty Advisory Committee

Appointed by the Associate Provost in consultation with college deans and department chairs, the Faculty Advisory Committee includes key faculty from a broad representation of individual colleges. This committee oversees the work of the Center, its Associate Provost, directors, coordinators, associated faculty, and programs; conducts quarterly evaluations of the Center’s effectiveness; reviews and approves all proposed honors courses and programs prior to submission to the Council on Academic Affairs; and initiates and coordinates major reviews in accordance with Faculty Rule 3335-3-36.

D. Reporting Line

The Associate Provost of the University Honors & Scholars Center will continue to report to the Vice
IV. Budget and Funding Sources

A. Timetable

Year One (2004-05)

- Propose University Honors & Scholars Center to become a formal academic center

Year Two (2005-06)

- Collaborate with colleges to plan for implementation of new GPA, course and program requirements, and create reporting process.
- Implement revised recruitment messages to incorporate new honors expectations and requirements.

Year Three (2006-07)

- Implement new honors requirements and request annual reports from colleges on first year students’ progress towards fulfilling honors requirements. (Note that graduation requirements for all honors students will be determined by their entry date into the Honors Program, i.e., before or after AU 06.)
- Work with the Office of Development to find private donors for added wing to Kuhn Honors & Scholars House, which will include two classrooms, a large meeting space, and additional staff offices.

Year Four (2007-08 and beyond)

- Implement new honors requirements and request from colleges annual reports on first and second year students’ progress towards fulfilling honors requirements.
• Continue to work with the Office of Development for new funding.

B. Budget and Funding Sources

The current budget as of July 1, 2004, is $1,266,406, of which $1,160,089 is salaries and benefits and $106,317 is operating funds for supplies and services. [Additional funding sources are restricted and include approximately $70,000 annually from the Pressey endowment funds (for student programming), $1,500 annually from the Mount endowment funds (for scholarship/fellowship competition preparation), $100,000 in annual rate from an Academic Enrichment grant (for seeding of new honors courses), $30,000 in annual rate from Academic Affairs (for Collegium programming), and $30,000 annually in cash from Coca Cola (for student programming).]

C. Space and Facilities

The Kuhn Honors & Scholars House is where most of the staff employed by the University Honors & Scholars Center is located, with the exception of the Collegium staff and two of the Scholars Coordinators (Communication Technology Scholars and Health Sciences Scholars), who are located on the third floor of Enarson Hall. (Note that the International Affairs Scholars Coordinator has office space provided by the Office of International Affairs in Oxley Hall, and the seven external Scholars Coordinators have office space in their respective colleges or, in the case of the Mount Leadership Society Scholars, in Neilwood Gables, thanks to the Office of Student Affairs).

Future space needs include a wing added to the Kuhn Honors & Scholars House to be funded by private donors. The most pressing need for this space is to hold events of 100 people. Although small,
intimate fireside chats in the Kuhn Living Room still occur and hold a great deal of charm, events over
the past two years, such as Collegium meetings, the Honors Scheduling Bonanza, some fireside chats,
Leadership Ohio State meetings and events, talks by legislators, and recruitment receptions have
surpassed 100 participants. No room in Kuhn comfortably holds more than 25-30 people.

Two additional honors classrooms are needed, as our current two classrooms are in constant use, and
we are unable to accommodate a growing number of faculty who regard the Kuhn Honors & Scholars
House as an ideal environment in which to teach their honors classes. Additional office space to
house our growing Collegium program and Scholars Programs is also essential. We have already
started work with the Office of Development to find donors to finance this addition.

Other Development goals are to fully endow the Collegium program, to find a donor to permanently
finance the Honors Research Exchange Program with the University of Sao Paulo, Brazil currently
funded out of cash carry-over, and to increase the number of merit scholarships.

V. Evaluation
Because the Center aims to serve such a large constituency, efforts at evaluation need to be ongoing.
The Associate Provost, therefore, will conduct quarterly evaluative discussions with the Faculty
Advisory Committee and major reviews in accordance with Faculty Rule 3335-3-36. In addition, the
Associate Provost will provide an update on the University Honors & Scholars Center to the Council
on Academic Affairs on an annual basis.

The criteria for evaluation of the Center will include the following:
A. Recruitment of High Ability Students
   a. Average test scores/class rank
   b. National Merit/Achievement/Hispanic Finalists
   c. Diversity

B. Uniform Basic Standards for each College
   a. GPAs of continuing students
   b. Enrollment in honors courses
   c. Application for honors contracts and theses resulting in graduation with honors and/or with distinction

C. Facilitation of Undergraduate Research
   a. Denman Research Forum participants
   b. With distinction graduates
   c. Undergraduate research funding

D. Enhancements to the Academic Experience
   a. Study abroad participation
   b. Honors housing/programming
   c. Service-learning activities
   d. Co-curricular participation

E. Quality Academic Advising (measurement will include satisfaction surveys)
   a. College-based advising
   b. Departmental advising
   c. Collegium advising
F. Preparation for Post-Graduate Opportunities

a. Scholarship and fellowship applications/winners

b. Collegium activities – breadth and depth

c. Placement of honors and scholars graduates
Appendix A: Brief Curriculum Vitae for Associated Faculty and Associate Provost
BIOGRAPHICAL SKETCH

Provide the following information for the key personnel in the order listed for Form Page 2. Follow the sample format for each person. DO NOT EXCEED FOUR PAGES.

NAME
Karen Ahijevych

POSITION TITLE
Associate Professor

EDUCATION (Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>YEAR(s)</th>
<th>FIELD OF STUDY</th>
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</thead>
<tbody>
<tr>
<td>Mennonite Hospital, Bloomington, IL</td>
<td>Diploma</td>
<td>1967</td>
<td>Nursing</td>
</tr>
<tr>
<td>Ohio State University, Columbus, OH</td>
<td>BSN</td>
<td>1970</td>
<td>Nursing</td>
</tr>
<tr>
<td>Ohio State University, Columbus, OH</td>
<td>MS</td>
<td>1971</td>
<td>Nursing</td>
</tr>
<tr>
<td>Ohio State University, Columbus, OH</td>
<td>PhD</td>
<td>1992</td>
<td>Nursing</td>
</tr>
</tbody>
</table>

A. Positions and Honors.

Positions and Employment
1967-1968 Staff nurse, General Surgical Unit, Kettering Memorial Hospital, Kettering, OH
1968-1970 Staff nurse, General Medicine and Surgical Units, Doctors Hospital North, Columbus, OH
1972-1973 Nursing instructor, Columbus, Technical Institute, Columbus, OH
1980-1987 Clinical instructor, Ohio State University College of Nursing, Columbus, OH
1987-1989 Research assistant, Ohio State University College of Nursing, Columbus, OH
1990-1992 Program director, American Lung Association of Mid-Ohio, Columbus, OH
1991-2000 American Lung Association Freedom from Smoking Facilitator Trainer
1992-1998 Assistant professor, Ohio State University College of Nursing, Columbus, OH
1998- Associate professor, Ohio State University College of Nursing, Columbus, OH

B. Selected peer-reviewed publications (in chronological order).


C. Research Support

Ongoing Research Support

1 P50 ES0124000-01 Paskett (PI) 8/01/03 – 7/30/08
NIH/NIEHS
Reducing Cervical Cancer in Appalachia
The major goals of this Population Health Disparities Center project are to evaluate the effectiveness of lay led cervical cancer screening and tobacco cessation intervention among Appalachian women using a community participatory approach.
Role: Director, Behavior Assessment and Intervention Core

1 R01 NR04121 Wewers (PI) 06/01/98-02/28/04
NIH/NINR
Nurse Managed Tobacco Cessation.
The major goals of this project are to evaluate the effectiveness of a nurse-managed, lay-led tobacco cessation intervention among cigarette smokers in rural Appalachia.
Role: Co-investigator

1 RO1 DE13926 Wewers (PI) 09/01/01-06/30/05
NIH/NIDCR
Smokeless Tobacco Use and Cessation in Rural Appalachia.
This study will evaluate the effectiveness of a nurse-managed lay-led tobacco cessation intervention and changes in oral health indicators in rural adult Appalachian smokeless tobacco users.
Role: Co-investigator

Completed Research Support

R29 DA10809 Ahijevych (PI) 2/01/97 – 1/31/03
National Institute of Drug Abuse
Biobehavioral Nicotine Dependence in Black Women
This is a series of 4 studies conducted in the General Clinical Research Center that examine factors influencing nicotine and cotinine metabolism in African American and Caucasian women.
Role: PI

Robert Wood Johnson Foundation Groner (PI) 09/01/00-08/31/03
Staying Smoke-free: A Role for Visiting Nurses in Preventing Post-partum Relapse.
This study will evaluate the effectiveness of a nurse-managed postpartum relapse prevention intervention in women who spontaneously quit smoking during pregnancy.
Role: Co-investigator

F31 NRO7505 Christman/Ahijevych (PI) 11/99 – 11/01
National Institute of Nursing Research
Intervention to slow progression of peripheral arterial disease
This dissertation research compares patients with claudication who receive an exercise adoption and smoking cessation 12-week intervention with those receiving usual care. Time to claudication pain on treadmill is one of the outcome measures.
Role: Sponsor of predoctoral fellowship

F31 NR07460 Wood/Ahijevych (PI) 11/99 – 11/01
National Institute of Nursing Research
Biobehavioral aspects of adolescent nicotine dependence
This dissertation research measured biological smoke constituent exposure and smoking topography and behavioral nicotine dependence measures in adolescents ages 13-18 years.
Role: Sponsor of predoctoral fellowship

Dean's Targeted Seed Grant Ahijevych (PI) 1999 - 2001
Ohio State University
Tobacco cessation in adolescent smokers
The study examined the feasibility of a school-based pharmacological and behavioral intervention for smoking cessation in high school students.
Role: PI

Ohio Commission on Minority Health Ahijevych (Co-PI) 1/98 – 1/99
Evaluation of Smoking Cessation Pilot Projects for African American Residents of Columbus
We provided evaluation support for community-based smoking cessation projects.
Role: Co-PI
Deborah A. Ballam

The Ohio State University
Fisher College of Business
2100 Neil Ave.
Columbus, Ohio 43210-1144
(614) 292-4720
ballam.1@osu.edu

Education
Ph.D. Ohio State University
J.D. Ohio State University (cum laude)
M.A. Ohio State University
B.A. Ohio State University

Employment
January 1997-present Director, B.A. Honors Program
Ohio State University
September 1996-present Professor of Legal Environment
Ohio State University
September 1990-present Associate Professor of Legal Environment
Ohio State University
September 1985-1990 Assistant Professor of Legal Environment
Ohio State University
September 1982-1985 Lecturer, Legal Environment
Ohio State University
January 1980-Sept. 1982 Associate Consumers' Counsel
Office of Consumers' Counsel
Columbus, Ohio
June 1977-January 1980 Senior Staff Attorney
Southeastern Ohio Legal Services
Zanesville, Ohio
Publications

List available on request

Research Awards

Recipient, Senior Faculty Award of Excellence, Academy of Legal Studies in Business, National Meeting, August, 2000 (one given nationwide each year to recognize a faculty member with at least 10 years experience who demonstrates excellence in all three areas of research, teaching, and service).


Teaching Awards

Gold Key faculty inductee, 2004 (two faculty/staff chosen from the university each year)

SPHINX faculty inductee, 2004 (two faculty/staff chosen from the university each year)

Mortar Board faculty inductee, 2001 (two faculty/staff chosen from the university each year)

Bucket & Dipper faculty inductee, 2000 (two faculty/staff chosen from the university each year)

Fisher College of Business Pace Setters Outstanding Undergraduate Teaching Award, 1997.

Fisher College of Business Pace Setters Outstanding Undergraduate Teaching Award, 1990.

Sigma Chi Fraternity Outstanding University Teaching Award, 1990.

Service Awards

Service Awards
Fisher College of Business Pace Setters Outstanding Service Award, 1998.

University Distinguished Affirmative Action Award, 1992.

Association of Faculty and Professional Women Mary Ann Williams Leadership Award, 1992.

Community Awards

YWCA Women of Achievement, Franklin County, Ohio 2002.

Nettie Cronise Lutes Award, Ohio State Bar Association, Women in the Profession Section, 2003—a statewide award given annually to a woman lawyer who has improved the legal profession through her own level of professionalism and commitment to open doors for girls and women.

Editorial Responsibilities


JOHN T. DEMEL

Work:  First-Year Engineering Program. Rm 244 Hitchcock Hall, The Ohio State University, 2070 Neil Ave. Columbus, OH 43210, 614-292-2427

Home:  5970 Sugar Maple Court, Westerville, Ohio 43082, 614-901-2996

EDUCATION:
1973  Ph.D., Metallurgy  Iowa State University, Ames, Iowa
1968  M.S., Metallurgy  Iowa State University
1965  B.S., Mechanical Engineering  University of Nebraska, Lincoln

EXPERIENCE:

Educational
1999 – Present  Faculty Coordinator, First Year Engineering Program
1994 – Present  Professor, Engineering Graphics Section, Department of Civil & Environmental Engineering and Geodetic Science, The Ohio State University
1994 – 2002  Faculty Coordinator, Freshman Engineering Honors Program
1989 – 1993  Associate Dean, (50% Appointment) College of Engineering, The Ohio State University  Responsibilities - recruiting, retention, minority and women's programs
1975 - 1980  Assistant Professor, then Associate Professor, Engineering Design Graphics Department, Texas A&M University - College Station, Texas
1975 - 1979  Engineering Research Associate, Texas Engineering Experiment Station, Texas A&M University
1973 - 1975  Coordinator, College-Industry Relations, Savannah State College
1971 - 1975  Assistant Professor, Mechanical Engineering Technology  Savannah State College, Savannah, Georgia

Industrial:
1974 - 1975  Mechanical Engineer, U.S. Army Corps of Engineers, Savannah District, Savannah, Georgia; Part time and summers

Military:
1970 - 1973  Ordinance Corps, 1st Lt., Active Duty for Training and Active Reserve
1965  Transportation Corps, Commissioned 2nd Lt., Distinguished Military Graduate

PROFESSIONAL REGISTRATIONS:
Registered Professional Engineer - Texas, 1978 - Present

PROFESSIONAL ORGANIZATIONS:
American Society for Engineering Education, 1973 - Present
American Society of Mechanical Engineers, 1974 - 1988
Association for Computing Machinery, 1980 - 1982

**Activities - ASEE**
Chair, Engineering Design Graphics Division, 1991 - 1992
Vice-Chair, Engineering Design Graphics Division, 1990 - 1991
New Engineering Educator Affairs Committee, Member 1976 - 1979, Chairman, 1979 - 1980
Engineering Design Graphics Division, Gulf-Southwest Section, Chairman, 1977 - 1978

**Activities & Committees - The Ohio State University**

**University**
University Honors Faculty Advisory Committee, 1999 - Present
University Committee on Retention, Chair 1990 - 1991
Program Committee, University Senate, 1989 - 1994, Chair 1993-94
University Senate, Member. 1983 - 1986, 1989 - 1994
University Computing Committee, 1980 - 1983 Allocations Subcommittee

**College**
College Honors Committee 1999 - Present
Promotion and Tenure Committee, 1997
College Computer Executive Committee, Chair, 1991 - 1994
Undergraduate Recruiting Committee, Chair, 1989 - 1994
Special Committee on Undergraduate Curriculum Review, 1988 - 1989
Promotion and Tenure Committee, Chair, 1985
College Computer Committee, 1980 - 1985
College Committee on Academic Affairs, 1980 - 1982

**Department**
Promotion and Tenure Committee, 1994-Present
Computer Committee, 1994-2001

**HONORS & AWARDS:**
Distinguished Service Award, Engineering Graphics Division, ASEE, ASEE Annual Meeting, Montreal, 2001
Things Gone Right Award, The Ohio State University, The Gateway Program for Freshmen, 1997
Oppenheimer Award for the Best Paper at the EDGD Midyear Meeting of ASEE, Mississippi State University, Starkeville, Mississippi, 1979 with A.D. Kent and W.H. Zaggle.
Undergraduate Honorary Societies:
Sigma Tau (now Tau Beta Pi), Pi Tau Sigma, Pi Mu Epsilon

PUBLICATIONS & PRESENTATIONS:
More than thirty-five papers and presentations as first author or co-author.

TEXTBOOKS:


RESEARCH AND RELATED GRANTS
The Ohio State University

Engineering Directorate of NSF, *"Gateway Engineering Education Coalition"*, E. Fromm, PI. Drexel University, J. T. Demel, Co-PI, in concert with six other institutions, 1997 - 2003 (5 years) $12 million (OSU - $1.3 million)

Engineering Directorate of NSF, *"Gateway Engineering Education Coalition"*, E. Fromm, PI. Drexel University, J. T. Demel, Co-PI, in concert with nine other institutions, 1992 - 1997 (5 years) $15 million (OSU - $1.5 million)

Columbus Foundation, *"Science is Fun"*, J. Demel, Mike Burgess, Gina Proulx, in concert with the Columbus City School District, Columbus State Community College, and Franklin University, 1991 - 1992 $42,000


System Industries, Inc., "Development of VAX Cluster Software", 1985. $130,000


Texas A&M University

Houston Instrument, contract to develop proprietary digitizing and plotting software - 1979-1980. $20,000

NSF Local Course Improvement Grant, "Computer Graphics in an Engineering Graphics Course" - 1978-1980. $21,000

VITA

DOUGLAS B. DOWNEY

December 2004

Address

Office: 300 Bricker Hall
        190 North Oval Mall
        Ohio State University
        Columbus, OH 43210
        (614) 292-1352

Home: 219 Kokosing Dr.
       Gambier, OH 43022

Education

Ph.D in Sociology
Indiana University, 1992.

M.A in Sociology
Indiana University, 1988.

B.A in History
Anderson University, 1985.

Publications


Awards

"Measuring School Effectiveness" P-12 Scholars Program, Ohio State University ($20,000), June 2004.


“SPSS Missing Value Model for Education Research” Small Grant, College of Social and Behavioral Sciences ($1,000), 2003

“Are School the Great Equalizer?” The Spencer Foundation ($35,000), 2003

“When the Time is Right: Delayed Entry to Kindergarten and its Consequences for Stratification.” American Education Research Association Grants Program ($24,350), 2000

“Are Schools the Great Equalizer? Gains in Cognitive Skills During the Kindergarten Year Across Racial and Socioeconomic Subgroups.” Special Grant, College of Social and Behavior Sciences ($4,560), 2000

Faculty Teaching Award presented by The Ohio State University Sociology Graduate Student Association. 1999

Reuben Hill Award, National Council on Family Relations, 1998

“Student/teacher racial matching and teachers’ evaluations of students’ classroom behavior.” Spencer Postdoctoral Fellowship ($40,000), 1995-97

Seed Grant, College of Social and Behavioral Sciences ($14,055), 1995

Wichita State University Mill Levy Award ($2,819), 1994

Wichita State University Summer Research Fellowship ($3,000), 1994

“Family structure, parental resources, and educational outcomes.” Outstanding Dissertation for the Social Science Division of the American Educational Research Association ($300), 1993
EDUCATION
Ph.D., The Johns Hopkins University, English and American Literature, 1995
M.A., The Johns Hopkins University, English, 1992
B.A., Amherst College, magna cum laude, English and Political Science, 1988

TEACHING AND PROFESSIONAL EXPERIENCE
The Ohio State University, Columbus, Assistant Professor (1999-present)
Grinnell College, Assistant Professor (1996-1999)
Hamilton College, Assistant Professor (1995-1996)
Grinnell College, Instructor (1994)
The Johns Hopkins University, Instructor (1990-94)
National Women’s Studies Association, Assistant Annual Conference Coordinator (1988-89)

PUBLICATIONS

“Scarlet Letters, Dead Letters: Correspondence & the Poetics of Democracy in Melville and Hawthorne,” Yale Journal of Criticism (Fall 1999)


“Poetic Correspondence and Emily Dickinson’s Lyrical Letters,” Arizona Quarterly (Spring 1996)


ACADEMIC HONORS AND AWARDS
NEH Summer Stipend, 1999
Harris Fellowship from Grinnell College, 1999-2000
Stanley J. Kahrl Fellowship in Literary Manuscripts from Houghton Library at Harvard University, 1997
Charlotte W. Newcombe/Woodrow Wilson National Fellowship, 1995
Johns Hopkins University Dean’s Teaching Fellowship, 1994
ELH Assistant Editor, 1992-94
Johns Hopkins Fellowships, 1989-94
Amherst Memorial Fellowships, 1989-92
Henry P. Field English Fellowship, Amherst College, 1988-89

PROFESSIONAL SERVICE
Reader for Tulsa Studies in Women’s Literature (1995-present)
Reader for American Periodicals (2003-present)
Modern Language Association, elected member of Delegate Assembly (3 year term, 1998-2000)

REFERENCES
Professor Sharon Cameron, The Johns Hopkins University
Professor Allen Grossman, The Johns Hopkins University
Professor John Guillory, New York University
DAVID GRAVES HORN
Department of Comparative Studies
The Ohio State University
451 Hagerty Hall, 1775 College Road
Columbus, OH 43210-1340
tel: 614-688-4290
e-mail: horn.5@osu.edu

ACADEMIC EMPLOYMENT

THE OHIO STATE UNIVERSITY
Chair, Department of Comparative Studies, 1999-
Professor, Department of Comparative Studies, 2004-
Associate Professor, Department of Comparative Studies, 1996-2004
Assistant Professor, Department of Comparative Studies, 1990-1996
Adjunct, Departments of Anthropology and Art (Art Critical Practices); Member, Associated Graduate Faculty, Department of Women's Studies

STANFORD UNIVERSITY
Lecturer, Program in Values, Technology, Science and Society, 1987-
1990

EDUCATION

UNIVERSITY OF CALIFORNIA, BERKELEY
Ph.D. in Anthropology, 1987

UNIVERSITY OF MICHIGAN
Master of Arts in Anthropology, 1981

AMHERST COLLEGE
Bachelor of Arts summa cum laude in Anthropology, 1980
Phi Beta Kappa

AWARDS AND FELLOWSHIPS

American Council of Learned Societies, Senior Fellowship, 1998-1999
The Ohio State University, Meritorious University Service, 1997
The Ohio State University, Seed Grant, 1992
University of California, Berkeley, Lowie Fellowship, 1985
Social Science Research Council, International Doctoral Research Fellowship, 1984-1985
Fulbright-Hays, Doctoral Research Grant, 1984-1985
Council for European Studies, Pre-Dissertation Research Grant, 1983
National Science Foundation, Graduate Fellowship, 1981–1984

RESEARCH INTERESTS
History of Human Sciences, Anthropology of Science and Medicine, Social Technologies, Europe (Italy and France)

BOOKS


RECENT ARTICLES


EDITORIAL BOARDS
Revue d’Histoire des Sciences Humaines, 1999–
Ohio State University Press, 2001–2004
History of the Present, 1984–1990
MANUSCRIPT REVIEWER

RECENT SERVICE
DEPARTMENT OF COMPARATIVE STUDIES
Chair, 2000-
Interim Chair, 1999-2000
Science Studies Search Committee, 2002-2003

COLLEGE OF HUMANITIES
Chair, Latino/a Studies Search Committee, 2003-2004
Interdisciplinary Studies Committee, 2002-2003
Director, Interdisciplinary Studies, 2001-2002
Program review committee, Department of African-American and African Studies, 2002
Chair, Ad hoc Interdisciplinary Committee, 2000-2001

UNIVERSITY
Steering Committee, University Senate, 2003-2005 (Chair, 2004-2005)
Committee on Faculty Career Enhancement, 2004-2005
University Honors Faculty Advisory Committee, 2003-2006
Arts and Sciences Strategic Planning Committee, 2003-2004
Arts and Sciences Interdisciplinary Initiatives Subcommittee, 2001-2002
Council on Academic Affairs, 1999-2002 (Acting Chair, Spring 2002)

COURSES TAUGHT
GRADUATE
Approaches to Comparative Cultural Studies I (710)
Approaches to Comparative Cultural Studies II (711)
The Body in Comparative Perspective (792)
Culture, Science, and Technology (730)
Gender, Science, and Technology (694)
Science and Difference (830)
UNDERGRADUATE
Approaches to Comparative Studies (398)
The City and Culture (694)
Medicine and the Humanities (305)
Science and Society (272)
Science and Technology in Global Perspective (597)
Science and Technology in American Culture (367.02)
CHARLES MASSEY, JR.

PERSONAL DATA: Born August 21, 1942

CONTACT: Department of Art
The Ohio State University
128 North Oval Mall
Columbus, OH 43210-1363
Telephone: (614) 292-5072 or (614) 292-1483
E-mail: massey.1@osu.edu (cmassey@cgrg.ohio-state.edu)
Web Page: http://arts.osu.edu/Art/faculty/charles/charles.html

HOME: 93 East Lincoln St.
Italian Village
Columbus, OH 43215-1563
(614) 461-4438

EDUCATION:

1960-1964 B.S.: Art, English and Education - May 1964
Middle Tennessee State University
Murfreesboro, Tennessee
Who's Who in American Colleges and Universities

1970 12 week Art Studies in Italy - Summer

The University of Georgia; Athens, Georgia

1972-1973 Post-Graduate Study; The University of Georgia; Athens, Georgia

PROFESSIONAL EXPERIENCE:

1964-1967 Instructor of Art, English and Speech;
Director of Art; Director of Forensics and Drama:
Tennessee Preparatory School; Nashville, Tennessee

1967-1969 Instructor of Art, English and Speech;
Director of Art; Director of Forensics and Drama:
The Baylor School; Chattanooga, Tennessee

1968-1969 Instructor of Art: Chattanooga Art Association;
The Hunter Gallery; Chattanooga, Tennessee

1971 Instructor of Drawing, Summer:
The University of Georgia; Athens, Georgia

1970-1973 Teaching and Technical Assistant in Printmaking; Special Assistant to Professor Albert
Christ-Janer: Callaway Professor of Art: The University of Georgia; Athens, Georgia

1973-1974 Instructor of Drawing, Printmaking, Basic Program:
The University of Georgia; Athens, Georgia

1974-1975 Instructor of Art (Printmaking, Drawing, Photomechanical Printmaking):
The Ohio State University; Columbus, Ohio

1975-1980 Assistant Professor of Art: The Ohio State University; Columbus, Ohio

1980-1984 Associate Professor of Art: The Ohio State University; Columbus, Ohio

1981 (summer) and 1982-1983 Associate Professor and Acting Chair: Department of Art; The Ohio State University; Columbus, Ohio

1983-1984 Associate Professor and Chair: Department of Art; The Ohio State University; Columbus, Ohio

1984-1988 Professor of Art and Chair: Department of Art; The Ohio State University; Columbus, Ohio

1988-Present Professor of Art: Department of Art; The Ohio State University; Columbus, Ohio
(Art: Printmaking; Art and Technology)
Coordinator of Printmaking, Honors, Scholars, and Undergraduate Research Adviser
CHARLES MASSEY, JR. - American - 1942
Professor / Coordinator of Printmaking
Honors, Scholars, and Undergraduate Research Adviser

Department of Art
The Ohio State University
128 North Oval Mall
Columbus, Ohio 43210-1363

Charles Massey, Jr. has been a faculty member in the Department of Art at The Ohio State University since 1974. He was Chair of that Department from 1982 to 1988. Nominated by students, he received the OSU Alumni Award for Distinguished Teaching in 1981, and for exceptional service to graduate students at OSU, he received recognition in 1999 with a Council of Graduate Students Service Award. As Honors, Scholars, and Undergraduate Research Adviser, he has been a project adviser for more than sixty, individual undergraduate research projects since 1991. Advises have repeatedly received recognition awards in both of OSU's Graduate and Undergraduate Research Forums.

His works, the majority as Prints and Drawings, have been exhibited internationally, nationally, and regionally in more than 850 exhibitions since 1971, 67 of them international exhibitions. That work has received more than 195 awards and is included in more than 85 public collections, including: the Library of Congress, Mobile Oil Corporation, the American Telephone and Telegraph company, The Art Institute of Chicago, The Philadelphia Museum, the Pushkin Museum in Moscow, the Whitney Museum of American Art, the National Museum of American Art, The Corcoran Museum of Art, and internationally in China, Egypt, England, Iceland, Japan, Korea, Poland, Romania, Taiwan, and the Ukraine. In recent years, he has received three Individual Artist Fellowships from the Ohio Arts Council and one from the National Endowment for the Arts. He has been listed in Who’s Who in American Art since 1978.

Nationally and internationally, Charles has performed as Lecturer, Visiting Artist and Scholar, Juror, and Consultant, including residencies with the University of Georgia, Cortona, Italy program in 1979, 1985 and 1989 and one at Texas Tech University in the Winter and Spring of 1990. During December of 1999, he traveled to Egypt as a guest of that government to participate in a Ph.D. dissertation defense for an Egyptian student for whom he had been American adviser during her research residency as a Visiting Scholar at OSU during 1997-1998. For three months in the Autumn of 2001, he was a Visiting Scholar at the National Changhua University of Education in Taiwan, R.O.C. While in Taiwan, He was also the invited American participant at the International Printmaking Symposium in December of 2001 at the Taipei Fine Arts Museum in conjunction with the 10th International Print and Drawing Biennale.

From 1983 to 1993, Charles was President of the more than 98-year-old Columbus Art League (now the Ohio Art League), a visual arts organization with a usual membership of more than 500. He received its 46th Annual Distinguished Service Award in 1993. He was appointed to the Italian Village Architectural Review Commission by the Mayor of Columbus in 1977 and served for twelve years. He was its Chair for more than seven years, and he was recognized for Distinguished Service to the Community by Columbus City Council in 1989. Awarded by the OSU Chapter of the national American Association of University Professors, he received the 1997 Louis Nemzer Award in recognition of his dedication and work in support of the principles of academic freedom. He was president of that chapter from 1996 to 1998 and continues to serve on its Board of Trustees. During his years at OSU, service has also included: seven terms elected to the University Senate; two terms on the Senate Hearing Committee, twice as Chair; two terms on the Senate Committee on Academic Freedom and Responsibility, twice as Chair; a term on the Council on Academic Affairs; and a term on the Senate Rules Committee with one year as Chair.

His work in Printmaking, primarily lithography, and drawing is a personal, intense Arealism which involves itself with positive vision, inherent in the soul and magic of a simple, yet sophisticated world that is often taken for granted. The objects are usual; however, their existence finally speaks to a view, a presence, not seen in quite that same manner before. Again, the magic of the soul and spirit, of having been or still being a secret, reveals itself as real, important, or precursive issues. That is what is sought and found in the finished work: hopefully, things of some consequence that need to be seen more clearly, perhaps then to be shared with others.
CURRICULUM VITAE
Dennis Brian McKay

EDUCATION
Undergraduate: University of Texas, Austin, Texas, 1971-1975, Bachelor of Arts with Honors, Biology

POSITIONS HELD
2003-present Director, Honors Collegium, The Ohio State University, Honors and Scholars Center, Columbus, OH
1999-present Professor, The Ohio State University, College of Pharmacy, Division of Pharmacology, Columbus, OH
1990-1999 Associate Professor, The Ohio State University, College of Pharmacy, Division of Pharmacology, Columbus, OH
1984-1990 Assistant Professor, The Ohio State University, College of Pharmacy, Division of Pharmacology, Columbus, OH
1982-1984 Endocrine Fellow, Laboratory of Membrane Regulation, Sloan-Kettering Institute for Cancer Research, New York, NY
1975-1980 Graduate Teaching Assistant, Department of Pharmacology, Medical College of Georgia, Augusta, GA.

PROFESSIONAL SOCIETIES and ACTIVITIES
Recent ad hoc reviewer for the following journals: Neuroscience Letters, Journal of Neurochemistry, Journal of Neuroscience Research, Biochemical Pharmacology, Molecular Pharmacology, Life Sciences
American Society for Pharmacology and Experimental Therapeutics, 1985-present
Society for Neuroscience, 1992-present
Central Ohio Diabetes Association, Research Committee, Ad hoc member, 1997-present

RECENT AWARDS, HONORS and RECOGNITIONS
Recipient, John and Ruth Mount Award for an OSU faculty member who most exemplifies commitment to leadership, scholarship and service and for his dedication to students, 2003.
Recognized by Mortar Board National Honor Society and SPHINX Senior Class Honorary for outstanding leadership and commitment to excellence, 2002 and 2003.
Recognized at the annual ‘President’s Salute to Undergraduate Academic Achievement’ banquet as a faculty member who has made a significant contribution to or impact upon a student’s education, 2000, 2001 and 2002.

MAJOR ADMINISTRATIVE RESPONSIBILITIES
UNIVERSITY
Director, Honors Collegium, The Ohio State University, 2003-present
Senator, University Senate, The Ohio State University, 1997-2000, 2003-present
member, Faculty Council, The Ohio State University, 1997-2000, 2003-present
ad hoc member, Honors and Scholars External Advisory Committee, The Ohio State University, 2003-present
member, Honors and Scholars Faculty Advisory Committee, The Ohio State University, 2003-present
ad hoc member, OSU College of Arts and Sciences Honors Advisory Committee, 2003-present
member, Committee on Academic Misconduct, The Ohio State University, 1997-2000, 2003-present
Alternate member, Senate Steering Committee, The Ohio State University, 2003-present

COLLEGE of PHARMACY
Chair, Graduate and Research Committee, 2002-2004
Chair, Committee on Committees, 1999-2001; member, 2003-2004
member, College Investigation Committee, College of Pharmacy, 1994-present
member, College Administration Self-Study Committee, 2003-present
Chair, Bachelors of Science in the Pharmaceutical Sciences (BSPS) Program Committee, 1999-2003
Graduate Program Coordinator, Division of Pharmacology, College of Pharmacy, 1990-2003

GRADUATE STUDENTS
Daniel Chaneske, 1984-1985
JoAnna English, 1986-1988
Isabel Lopez, Ph.D., 1992
Hyangja Gu, Ph.D., 1992
Jennifer A. Maurer, Ph.D., 1994
Daniel Huffman, 1998-1999
Darrell L. Bryant, M.S., 2001
R. Benjamin Free, Ph.D., 2002
Bryan W. Wenger, Ph.D., 2003
Raed El-Hajj, 2003-present
Taliana Gonzalez, 2005-present
Tulaya Potaros, 2005-present

UNDERGRADUATE HONOR STUDENTS WITH RESEARCH THESIS
John E. Fedyna, 1988 (College of Pharmacy)
Michael J. Oinonen, 1992 (College of Pharmacy)
Andrew J. Bidinotto, 1996 (College of Pharmacy)
Gregory Daniel, 2000 (College of Pharmacy)
Sara Thomasy, 2000 (College of Biological Sciences)
Sarah Hutchison, 2001 (College of Biological Sciences)
Patricia V. Klein, 2002 (College of Pharmacy)
Daniel J. McFarlane, 2002 (College of Pharmacy)
Daniel J. Kaser, 2003 (College of Biological Sciences)
Raed El-Hajj, 2003 (College of Pharmacy)
Jamie Hradesky, 2004 (College of Pharmacy)
Yoleetah Richards, 2004 (College of Pharmacy)

RECENT GRANTS FUNDED
Source: National Institutes of Health
Title: Adrenal Nicotinic Receptors and Catecholamine Release
Time Period: 3/98 - 3/02
Amount: $511,858
Role: Principal investigator

Source: National Institutes of Health
Title: Minority Supplement for Darrell Bryant
Time Period: 7/99 to 2/02
Amount: $81,114
Role: Principal investigator

Source: National Institutes of Health
Title: Analogs of MLA as Selective Nicotinic Agents
Time Period: 8/99 - 8/01
Role: Co-Principal investigator

Source: Society for Pharmacology & Experimental Therapeutic
Title: Undergraduate Summer Research
Time Period: Summer, 1999, 2000
Amount: $15,000
Role: Co-Principal investigator

Source: National Institutes of Health
Title: Analogs of MLA as Selective Nicotinic Agents
Time Period: 11/01 - 10/05
Amount: $1,099,347
Role: Co-Principal investigator

RECENT PUBLICATIONS


**RECENT SYMPOSIA TALKS AND INVITED PRESENTATIONS**


Seminar. Uses of primary cell cultures to investigated neurosecretion. Mahidol University, Bangkok, Thailand, November 27, 2000.


## BIOGRAPHICAL SKETCH

Provide the following information for the key personnel in the order listed for Form Page 2. Follow this format for each person: **DO NOT EXCEED FOUR PAGES**

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION TITLE</th>
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</thead>
<tbody>
<tr>
<td>Simcox, Amanda, Ph.D.</td>
<td>Professor, Molecular Genetics</td>
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**EDUCATION/TRAINING** (Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)

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<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>YEAR(s)</th>
<th>FIELD OF STUDY</th>
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<tr>
<td>University of Sussex, UK</td>
<td>B.Sc.</td>
<td>1976</td>
<td>Biology</td>
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<tr>
<td>University of Sussex, UK</td>
<td>Ph.D.</td>
<td>1981</td>
<td>Genetics</td>
</tr>
<tr>
<td>Johns Hopkins University</td>
<td>Postdoctoral</td>
<td>1981-1984</td>
<td>Insect Tissue-culture</td>
</tr>
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</table>

**A. Positions and Honors**

**Academic Appointments**

- 1984-1988 Associate Research Scientist, The Johns Hopkins University, Baltimore, MD
- 1988-1989 Lecturer, University of Sussex, Falmer, Brighton, UK
- 1989-1990 Associate Research Scientist, The Johns Hopkins University, Baltimore, MD
- 1990-1997 Assistant Professor, Molecular Genetics, The Ohio State University, Columbus, OH
- 1997-2003 Associate Professor, Molecular Genetics, The Ohio State University, Columbus, OH
- 2000-2001 Sabbatical Visitor, University of Sussex, Falmer, Brighton, UK
- 2003-present Professor, Molecular Genetics, The Ohio State University, Columbus, OH

**Honors and Awards**

- 2000-2001 Fogarty International Center (NIH), Senior Fellowship
- 2002 Faculty Service Award (College of Arts and Sciences, Ohio State University)

**Selected Recent Additional Professional Activities**

- 1999-present Member Drosophila Stock Center Board
- 2001-present National Science Foundation: Developmental Mechanisms panel member
- 2003 Sandler Memorial Lecture Selection Committee, chair
- 2004 Elected Member National Drosophila Board

**B. Selected Publications (selected from a total of 20 publications)**


C. Research Support

**Ongoing Research Support**

2002-2005 1) NSF IBN-0212637

Title: Functional studies of Drosophila genes with enriched expression in the wing discovered by microarray analysis

PI: Amanda Simcox, Ph.D.

This study is to investigate the function of genes, which highly enriched expression in the wing. Reverse genetic approaches are being used.
2004-2008 2) NIH 1 RO1 GM071856-01
Title: Development of tissue-specific cell lines in Drosophila
PI: Amanda Simcox, Ph.D.
This study is to develop genetic methods employing oncogenes and tumor suppressors to generate cell-specific cell lines. The proposal received a priority score of 132 and a percentile of 6.2.

Completed Research Support

2001-2004 1) NSF IBN-0090693
Title: Analysis of epidermal growth factor receptor signaling in Drosophila
PI: Amanda Simcox, Ph.D.
This study is to investigate the structure-function relationships and transcriptional control of an EGF-like ligand and to find targets of Egfr signaling.

1999-2003 2) USAMRMC DAMD17-99-1-9340
Title: Development of an erbB antagonist
PI: Amanda Simcox, Ph.D.
This study was to develop and test the function of ErbB ligands that had EGF domain modifications.

2001 3) Fogarty International Center (NIH) FOG TWO 2370-01A1
Title: Analysis of EGF-receptor signaling using DNA microarrays
PI: Amanda Simcox, Ph.D.
This fellowship was to support a sabbatical leave to learn microarray technology.
M. SUSIE WHITTINGTON

Name of Faculty Member: M. Susie Whittington
Name of Institution: The Ohio State University
Title or Rank: Associate Professor
Field: Agricultural Education

Earned Degrees:

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<th>Degree Earned</th>
<th>Year</th>
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<th>Major &amp; Honors</th>
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<td>Doctoral Degree</td>
<td>1991</td>
<td>The Ohio State University</td>
<td>Agricultural Education</td>
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<td>Master's Degree</td>
<td>1988</td>
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<td>Bachelor's Degree</td>
<td>1982</td>
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Professional Experience:

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<th>Dates</th>
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<th>Location</th>
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<tr>
<td>2000-Pres</td>
<td>The Ohio State University Human and Community Resource Development Associate Professor</td>
<td>Columbus, OH, USA</td>
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<tr>
<td>1995-2000</td>
<td>The Pennsylvania State University Agricultural and Extension Education Associate Professor</td>
<td>State College, PA, USA</td>
</tr>
<tr>
<td>1991-1995</td>
<td>University of Idaho Agricultural and Extension Education Assistant Professor</td>
<td>Moscow, ID, USA</td>
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Load:

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<th>Course Titles</th>
<th>Numbers</th>
<th>Credits/quarter</th>
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<td>Methods in Teaching Agriculture</td>
<td>530</td>
<td>5/Winter &amp; Spring</td>
<td>U/G</td>
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<td>Program Planning</td>
<td>585</td>
<td>3/Autumn</td>
<td>U/G</td>
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<tr>
<td>Laboratory Pedagogy &amp; Management</td>
<td>594</td>
<td>3/Spring</td>
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<td>Youth Organizations</td>
<td>642</td>
<td>3/Summer</td>
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<td>New Teacher Induction</td>
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<td>1/All quarters</td>
<td>U/G</td>
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Autumn Quarter: AGED 580, AGED 585, AGED 684.10
Winter Quarter: AGED 530
Spring Quarter: AGED 530, AGED 594
Summer Quarter: AGED 642

Scholarship and Professional Development during the past five years:

Articles Published in Refereed Journals


5. Whittington, M. S. & Turgeon, A. J. (2000). Web-based instruction: Students’ perceptions of marketing and delivery. *Journal of Asynchronous Learning*. (Supported through Fund for Excellence in Learning and Teaching, p. B19) (S. Whittington designed the study, wrote the paper; A. Turgeon taught the course and assisted with data collection)


Refereed Research Proceedings


Curriculum Vitae
Linda L. Harlow
2775 Mt. Holyoke Road
Columbus, Ohio 43221
(614) 486-1281

Current Position
Associate Provost
University Honors and Scholars
Ohio State University

Associate Professor of French
Department of French and Italian
Columbus, Ohio 43210 (614-688-4628)

Education
Ph.D. Purdue University, 1982, Foreign Language Education
Minors: French Literature, Secondary School Administration
M.A.T. Purdue University, 1978, French Education
B.A. Ball State University, 1971, French/Spanish Education

Honors
Nominated for ASC Outstanding Teaching Award, December 2004
Harvard Institutes of Higher Education, Management Development Program, Harvard University, June 1999
"Voyage d'études" Scholarship Recipient from Fondation Franco-Américaine, France, June 1994
MLA/NEH Award Recipient for MLA Professional Development Institute at Middlebury College, July 1991

Professional Affiliations
American Council on the Teaching of Foreign Languages
American Association of Teachers of French
American Association of University Supervisors, Coordinators, and Directors of Foreign Language Programs

Teaching Experience
Ohio State University, Department of French and Italian
Columbus, Ohio: Associate Professor of French, 1991-present.
Ohio State University, Department of French and Italian
Columbus, Ohio: Assistant Professor of French, 1985-1991.
Atlantic Christian College, Department of English and Modern Languages, Wilson, North Carolina: Assistant Professor of French, 1982-1985.
Purdue University, Department of Foreign Languages and Literatures, Teaching Assistant of French, 1976-1982.
Supervisory Experience
Associate Provost, University Honors and Scholars, Ohio State University, 2002-present
Assistant Executive Dean of the Colleges of ASC, Ohio State University, 2001-2002.
Associate Dean, College of Humanities, Ohio State University, 1997-2002.
Special Assistant to the Dean of the College of Humanities, Ohio State University, 1996-1997.
Director of Undergraduate French Language Program, Ohio State University, 1990-1997.
Director of French Individualized Instruction Program, Ohio State University, 1985-1990.
Director of Language Laboratory, Atlantic Christian College, 1982-1985.

Publications

Books:
Bravo!: Communication, Grammaire, Culture et Littérature. Third, Fourth, and Fifth Editions.
   Muyskens, Michèle Vialet, and Jean-François Brière.
Bravo!: Communication et Grammaire. First and Second Editions. Boston: Heinle & Heinle,
   1989, 1993 (plus complete ancillaries). Co-authors: Judith A. Muyskens and Michèle
   Vialet.
   Co-authors: Jean-François Brière and Judith A. Muyskens.

Articles:
"Collaborative Partnerships for Articulation: Asking the Right Questions." Foreign Language
"Politeness Strategies in French and English: Implications for Second Language Acquisition." In J.
"Priorities for Intermediate-Level Language Instruction." The Modern Language Journal 78,
"Oral Testing of Beginning Language Students at Large Institutions: Is It Worth the Trouble?"
"Do They Mean What They Say? Sociopragmatic Competence and Second Language
"The Effects of the Yellow Highlighter--Second Language Learner Strategies and Their
   Effectiveness: A Research Update." The Canadian Modern Language Review 45,
   i (October 1988): 91-102.
   Translated and reprinted into:
"Les effets du marquer jaune - Stratégies d'apprentissage de langue seconde et leur
   efficacité: Mise à jour de la recherche." L'apprentissage et l'enseignement des langues secondes: Les liens entre la théorie et la pratique. Eds. Sally


**Invited Column:**


**Selected Papers Presented**


**Selected Workshops/Panel Discussions/Lectures**

"Contexts, Realities, Understandings: Bridging the Articulation Gap." Invited lecturer at Case Western Reserve University, Cleveland, OH, October 1998.


"Innovative Approaches to Second-Year Language Teaching." (Invited lecture) Purdue Foreign Language Faculty, Purdue University, April 1995.

"Oral Assessment in Foreign Language Teaching." Panelist for TV Educable 25 In-service program for Columbus Public School Foreign Language Teachers, February 1995

### Appendix C: Honors Course Enrollments (1st and 2nd Year Students)

<table>
<thead>
<tr>
<th>Course</th>
<th>2003-3(SU)</th>
<th>2004-1(WI)</th>
<th>2004-2(SP)</th>
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<td>AHR</td>
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<td>AMP</td>
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<td>ART</td>
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<td>Total</td>
<td>32</td>
<td>2,807</td>
<td>2,113</td>
<td>2,152</td>
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</table>
Appendix D: Letters of Support
March 9, 2006

Leslie E. Harlow, Associate Provost
University Honors & Scholars
Kahn Honors & Scholars House
220 W. 12th Avenue
CAMPUS

Dear Leslie,

I write on behalf of the five Deans of the Colleges of the Arts and Sciences to express our enthusiastic support for Honors & Scholars to become a formal academic center. Academic center status addresses the honors review committees' recommendations that greater authority be given to Honors & Scholars, and it provides a specific mechanism for ensuring that a well-defined quality for honors education at Ohio State University will broadly exist. Using this very flexible structure seems a reasonable and appropriate means by which to enforce minimum honors standards across campus and to accomplish this recommended goal in a coordinated way.

A strong honors program at Ohio State University is essential to challenge the highest ability students, attract top-notch students to the university, and increase the value of Ohio State University as an academic institution. Requiring all honors students to actively participate in a college honors program, in addition to maintaining a higher minimum GPA requirement and completing six honors or upper division courses over the first two years, will ensure that all honors students on campus are completing a challenging, rigorous education. The Colleges of the Arts and Sciences have always required our honors students to participate actively in at least one of two demanding honors programs, either the honors contract for courses, in order to graduate with honors in the Arts and Sciences, or the honors thesis, in order to graduate with distinction, and we heartily endorse these changes.

From our perspective, strengthening the honors experience overall by instituting minimum honors standards across the campus and establishing an Honors & Scholars Academic Center to enforce those standards support a vital mission of the Colleges of the Arts and Sciences and, indeed, of the university. We are pleased, therefore, to give this proposal our enthusiastic support.

Sincerely,

Jacqueline Jones Royser
Interim Executive Dean and
Professor of English

ASC Deans
September 12, 2005

Dr. Linda Harlow
Associate Provost, Honors and Scholars
220 West 12th Avenue
Campus

Dear Linda:

As the Dean of Undergraduate Studies and the administrator who oversees the work of the Kuhns Honors and Scholars House, I write in support of the Proposal to make Honors and Scholars into a formal academic center. Moving in this direction positions both the Center and the University well.

The proposal will establish a formal, constitutional structure for the central honors effort at Ohio State. As we try to make the honors experience at OSU as good as possible, there clearly needs to be some central clearinghouse of information, oversight of standards, a coordinating body, and a central authority that can set clear guidelines and constitutional arrangements.

As our student body continues to enter better prepared every year, the University is ever more determined to do an excellent job of providing educational opportunities for its most able students. In aid of this and directed by the President and Provost, we have during the past two years undertaken and exhaustive program review, involving a self-study, a review by an internal committee of distinguished faculty, a consultation with Honors directors from three exemplary programs at other institutions, input from our External Advisory Committee (made up of honors alumni and/or donors) and ongoing consultation with our Honors Faculty Advisory Committee, a representative group from across the university. Advice from all of these groups has been very helpful; in a general way, recommendations from the various bodies provided consistent guidance, and one point on which all were agreed was the wisdom of formalizing the organizational structure of the Center.

I embrace this recommendation. In recent years, managing honors initiatives has been hindered by lack of clarity about leadership and accountability, about the relationship between the Kuhn Center and the colleges and between Kuhn and the Office of Academic Affairs, about reporting lines. Further, annual reports and regular expectations of staff evaluations and outcomes will undoubtedly strengthen the center's ability to meet the University's expectations going forward.
If you have questions, please do not hesitate to contact me.

Yours sincerely,

[Signature]

Martha M. Garland
Vice Provost and Dean, Undergraduate Studies
Linda Harlow
Director
University Honors and Scholars Center
220 W 13th Avenue
Campus

RE: Support of the Proposal for an Honors and Scholars Academic Center

Dear Dr. Harlow:

The College of Engineering Honors Committee has recently met and discussed the proposal for formation of an Honors and Scholars Center as a formal academic center. We are pleased to be able to fully support the proposal.

The College of Engineering is very pleased with its current working relationship with Honors and Scholars, and sees the proposed academic center as a means to further improve both the honors and scholars programs of the University. We look forward to a continued close working relationship with the Center.

Sincerely,

Robert J. Gustafson, P.E.
Associate Dean for Academic Affairs and Student Services
Professor, Food, Agricultural and Biological Engineering
February 23, 2005

Linda Harlow
Associate Provost and Director - University Honors
Kohrs House
220 West 12th Avenue
CAMPUS

Dear Linda:

The Honors Committee in the College of Food, Agricultural, and Environmental Sciences has reviewed the Proposal to "Establish a University Honors and Scholars Center". In general, the Committee is very supportive of the development of a Center. The Center can provide overall direction and control of honors education at OSU. It can also provide direction for the collegium. The addition of the Scholars programs to the structure also makes sense. The Center can also provide the framework for evaluating honors and scholars at OSU to ensure a quality experience.

Many of the proposed changes for the honors program are already being accomplished in CFAES; however faculty members on the CFAES Honors Committee are concerned with the course requirements being proposed for the honors designation. The proposal indicates that we don't want a cookie cutter approach to honors and we are concerned that is exactly what will occur. The six course honors or 500 level courses requirement in the first two years can be very difficult for many of our honors students. There has to be some flexibility for colleges to determine what makes the best honors experience for their students or students will not be willing to continue in honors after the first year. As long as colleges have the opportunity to submit and have approved a plan for an equivalent honors experience CFAES will support the proposal.

Over the past two years this college has committed much time and energy to enhancing its honors program and building a true honors philosophy amongst the department Honors Program Coordinators and the honors students. We will continue to make improvements and we will be true to our philosophy.

Sincerely,

[Signature]

W. R. Crowcomb
Senior Associate Dean
Price Chair in Teaching, Advising and Learning

cc: Honors Committee
Jill Piester
Bobby Moser
February 24, 2005

Dr. Linda L. Harlow
Associate Provost and Director
University Honors and Scholars Program
Kulas Honors & Scholars House
220 West 12th Avenue
Columbus

Dear Linda:

Thank you for the opportunity to review the proposal to create a formal academic center for the University Honors and Scholars Program. Our Honors Committee and the faculty honors representatives in each division have reviewed the proposal and support it. We are especially pleased that the proposal calls for all honors students to be actively pursuing a plan to maintain their honors status. This is, as you know, an important feature of the recently approved honors program here in the School. Likewise, we support the requirement that all honors students maintain a 3.4 GPA to remain in the program.

The faculty discussed the proposed requirement that students take six honors or upper division courses in the first two years of study (18-30 hours of coursework). This will pose a hardship for some of the students, for example those in Medical Dietetics begin their coursework and internships as early as their sophomore year. We are requiring the students to have a total of 30 hours of coursework over the entire four years. We would strongly support the development of an alternative requirement for programs such as those offered in the School which require extensive laboratory, internships, and field work courses.

Likewise, in order to expand the honors offerings, we would be interested in developing honors-embedded courses in our programs. As you know, our classes are already small and offer many opportunities for student-faculty interaction. Given the smaller number of honors students in the School, this approach is an option we would like to pursue in the future.

Again, thank you for the opportunity to review the proposal and we are pleased to support it.

Sincerely,

Stephen L. Wilson, Ph.D.
Director
Associate Dean, College of Medicine and Public Health

SLW
February 24, 2008

Dr. Linda Harlow
Associate Provost and Director, University Honors and Scholars Center
Kehoe Honors and Scholars House
259 W. 15th Avenue
CAMPUS

Dear Dr. Harlow,

I am pleased to write in support of the proposal to establish the University Honors and Scholars Center as a formal academic center. I believe strongly in the value of an honors program to recognize and inspire academic excellence. We currently have a very successful honors program, which is directed by Dr. Karen Alipievich and involves virtually the entire tenure track faculty as seminar leaders or research mentors.

We support the idea that the University Honors and Scholars Center should be formalized. Our honors program will continue to meet the expectations set forth in the proposal.

Sincerely,

Elizabeth R. Lane, PhD, RN, FAAN
Dean and Professor
Memorandum

To: Council on Academic Affairs

From: Mabel G. Freeman, Assistant Vice President
Office of Undergraduate Admissions and First Year Experience

Date: February 21, 2005

Re: Proposal to Establish as a Formal Academic Center
The University Honors & Scholars Center

On behalf of the Office of Undergraduate Admissions and First Year Experience and as an individual who has worked closely with the University Honors & Scholars Center since its inception, I am writing in support of the proposal to establish the University Honors & Scholars Center as a formal academic center at The Ohio State University. I have read the entire proposal and I am familiar also with the recent reports of the internal and external review committees regarding honors.

The impact of the University Honors & Scholars Center (formerly the University Honors Center) on the changing undergraduate profile at Ohio State has exceeded its original charge given by the 1984-1985 task force for its creation. Originally intended just to strengthen the honors initiatives among the various colleges on our campus by focusing on recruitment, scholarships, co-curricular programming, etc., the Center’s success became the model for campus-wide recruitment and student engagement and has resulted in significant changes for our entire undergraduate student body. As the university’s undergraduate efforts have shifted to serve a more academically prepared and talented student body, the honors program especially should now be able to move to an even stronger position within our university. We are ready to attract a critical mass of the highest ability honors students, currently absent from our campus.

Defining the University Honors & Scholars Center as an academic center and giving it the authority to take a stronger role in working with the colleges to establish and maintain even higher standards for our honors programs will signal prospective and current students as well as our faculty that our honors initiatives and our honors students can stand with the very best around the country. To speak with a more unified voice regarding our expectations for honors students and programs will enhance our opportunities for developing a top-ranked honors program. From an admissions and first year experience perspective, I can assure you that this would be a clarifying and strategically important statement and, as in the past, it will have ramifications beyond the honors program that will benefit our broader university goals.

MGB
March 1, 2005

Associate Provost Linda Harlowe
University Honors & Scholars Center
220 W 12th Ave.
Columbus, OH 43210

Dear Professor Harlowe,

After carefully reviewing the proposal to establish the University Honors & Scholars Center as a formal Academic Center, I am happy to endorse the proposal warmly. The new documents that the OSU Honors Program has established following its external review are extremely important ones for enhancing an already important program. Most significant among them is the establishment of a minimum grade standard of 3.4 GPA in order to maintain honors status, the development and approval of up to 20 new honors courses, the institution of a minimum requirement of three honors or advanced courses for all honors students during each of their first two years, and the requirement that colleges establish an approved honors program which students must complete in order to meet the requirements of honors in the major. Since it will be the task of the Honors & Scholars Center to oversee college compliance with these policies, it is imperative that the Center be institutionally established in a way which ensures academic authority. This is the authority which recognition as a formal Academic Center will confer.

Although the Honors & Scholars Center has had a Faculty Advisory Committee for a number of years, under the structure of the proposed Academic Center that body would take on the formal functions of the Oversight Committee for an academic center, with responsibility for general oversight of the work of the Associate Provost, approval of new honors courses, and establishment of policies which enhance the Center's effectiveness. In these respects the Faculty Oversight Committee would play much the role of a departmental Executive Committee. Because the honors program is campus wide, however, an interdisciplinary structure such as a Center is essential to the program mission.

The B & S Honors Program at Wisconsin has responsibilities in many ways parallel to the Honors & Scholars Center: we recruit and admit students to the Program, set minimum GPA standards for continuing, establish the honors requirements for the first two years (Honors in the Liberal Arts), select and support an array of honors courses, award merit scholarships for undergraduate research, set minimum standards for honors...

Honors Program
College of Letters and Science
420 South
University of Wisconsin-Madison
1251 Bascom Mall
Madison, Wisconsin 53706-1394
608-262-2804
Fax: 608-263-7116
in the major including a senior thesis, and review and approve all proposals for new or
changed honors in the major programs. These activities are approved or carried out by
action of the Faculty Honors Committee, which functions in many ways like a
departmental Executive Committee. During the four years of my tenure as director of our
program, our Faculty Honors Committee has been one of our greatest strengths. It has
the confidence of departments throughout the College, and it has the scholarly and
administrative reputation that gives the needs and requests of the Honors Program
persuasiveness, even in the face of sustained budgetary stringency. I anticipate that the
OSU Honors & Scholars Center will gain these same advantages under its proposed new
structure.

If I can provide any other information which will be of use to you during the
approval process, please let me know.

Sincerely,

[Signature]

Cynthia N. Paddon
Director, I. & S. Honors Program
Professor of English
Dear Linda:

Thank you very much for the opportunity to comment on the proposal for a University Honors & Scholars Center at Ohio State University. A variety of approaches and administrative structures among universities is characteristic of honors education nationally. It is the commitment of a university to provide enhanced academic opportunities consistent with the backgrounds and interests of high-achieving students that is most important and salient. From that perspective, I certainly appreciate and support the efforts by Ohio State (as well as others) to improve the quality of the educational experience available to high achieving students, as reflected by both the work that went into development of the Center proposal as well as the substantive recommendations themselves.

My comments more specifically should be interpreted in the context of the structure of honors education at Michigan State University. MSU has utilized a University-wide Honors College since 1956 as a mechanism to encourage high-achieving students to attend MSU, to arrange for a set of enhanced academic opportunities for those students, to provide specialized academic advising and to help students prepare for postgraduate experiences and fellowships. In our structure, students in all disciplines of the University may participate in Honors College in addition to their majors as a way of enhancing the overall experience. Honors students may pursue nonstandard programs through substitution or waiver of regular requirements, have access to honors classes and graduate classes throughout the institution without restriction and receive advising both through their major departments and Honors College. The individual academic colleges and units provide all honors classes and research opportunities for honors students, however. Honors College members work with their advisers to develop academic programs different from those followed by standard students and are expected and encouraged to undertake at least eight (semester) honors class experiences and to maintain a 3.2 GPA. Academic departments may establish additional honors expectations, such as a thesis or senior project, as well.

Our experience suggests that the combination of a centralized, uniform honors program that applies to all honors students in the institution coupled with
some flexibility for individual unit augmentation of that program can work exceedingly well. A single university-wide program accommodates changing student interests — permitting students to remain in the program even as they change majors — and thus also reduces confusion for students and enhances advising options. A centralized program can also be effective in helping students prepare for fellowship competitions, as many of these fellowships may be appropriate for students from different colleges or units in the university.

Centralized coordination of honors education does not necessarily preclude independent action by the academic colleges and departments. In our case, some units add academic expectations for honors students to those of our Honors College, and the honors courses are defined and offered by the faculty in separate academic units. If I understand your Center proposal correctly, changes along these lines are a central aspect. Again, based on our experience, I would think that such a system would be beneficial for Ohio State as well.

I would also note that the academic expectation parameters identified in the proposal — eligibility requirements, honors or enhanced class expectations, minimum GPA levels and research participation — seem consistent with the practices typical among the other CIC institutions. Finally, I was particularly pleased to see that encouragement of undergraduate research and scholarly activity would be an important focus of the new structure. Our students have found that direction to be especially valuable, and of course these types of opportunities differentiate research universities from many other institutions with honors programs.

In sum, then, our experience at Michigan State suggests that the set and structure of honors opportunities described in the Academic Center proposal can be an effective way of "improving the quality of educational experiences offered to superior students", which seems the main goal identified in your proposal.

I hope that these perspectives are helpful to you and your Council on Academic Affairs. Do not hesitate to contact me if I might provide any additional information. Best of luck with your new structure.

Sincerely,

Rohald C. Fisher, Dean
Professor of economics
15 February 2005

Linda Harlow
Associate Provost
University Honors and Scholars Center

Dear Linda:

I have read your proposal to establish a formal Academic Center of the current University Honors arrangement. While that decentralized system over the past few decades has thrived and given honors renewed and new emphases, it is timely now to give University Honors at OSU authority and responsibility for substantive leadership in honors. Your proposal does precisely that. It is rational, comprehensive, and modest in its budgetary requests. It makes eminent sense in light of the University’s goals and aspirations in selectivity and excellence. As a former member of the Council on Academic Affairs and as Provost, I would personally have welcomed such a substantive and achievable proposal. Now is the time when the University can take a significant step forward in its academic mission and future:

With my good wishes,

Albert J. Kuhn
Professor of English, Emeritus
Director of University Honors, 85-89
Provost, 1971-79
February 15, 2005

Linda L. Harlow
Associate Provost
University Honors and Scholars
220 W. 12th Avenue
The Ohio State University
Columbus, OH 43210

Dear Dr. Harlow,

I am writing to support the University Honors and Scholars Center's proposal to become an Academic Center at The Ohio State University. I am delighted to have the opportunity to write this letter in support of an effort that I believe has been a long time in coming. As an Honors student and graduate of Ohio State (BSBA 1984, MHA 1986), I continue to benefit today from the educational foundation that was solidified at Ohio State. The Honors curriculum and courses of study prepared me in a very special way for the rigors of my career path, and continue to enrich my work. I can say without hesitation that Honors at Ohio State made a major difference for me personally, and that I support efforts to continually strengthen that program.

I have had the privilege of serving as a member of the External Honors Advisory Committee since its inception six years ago. The purpose of this committee has been to provide an external perspective on honors issues. Members of this committee come from various sectors of the business, scientific, legal and academic worlds, and the majority have had an Ohio State education. Most importantly, we share a love of Ohio State and a desire to help make the experience of our students better. I am happy to say that during the course of the past six years, we have had the opportunity to provide meaningful input that has led to much positive change...from establishment of the Scholars program to the external review recently completed for the program. Each effort has been approached and conducted with great thought as to how we can best enrich the student experience.

One of the items that we have continually noted, as have the external reviewers, is that while a decentralized program works well for the individual colleges, there is no one overseeing body that makes certain that a core set of standards are being met across the University. Given the current structure at Ohio State, I really feel that the establishment of this Academic Center will ensure the quality of honors education at Ohio State, will make the honors experience more rigorous and rewarding, and will help the University to fulfill its mission and academic plan goals.

I wholeheartedly endorse this application, and am hopeful that the status will be granted.

Sincerely,

[Signature]

Catherine Bachrach
Associate
RESOLUTION OF THE UNIVERSITY HONORS & SCHOLARS EXTERNAL ADVISORY COUNCIL

February 11, 2005

WHEREAS, the University Honors & Scholars External Advisory Council (the "Council") was formed in 1999 to provide an alumni and community perspective to the leadership of the University Honors & Scholars Center (the "Center"), and

WHEREAS, the Council has participated in periodic reviews of the Center and the University’s honors and scholars programs and made a number of suggestions, many of which have been or are being implemented; and

WHEREAS, based on its involvement with the Center over the past six years and its assessment of the direction in which the Center is going, the Council believes that the Center and the University honors and scholars programs are essential to achieving the goals of the University’s academic plan; and

WHEREAS, the Council has reviewed the proposal to designate the Center as a formal academic center and has concluded that this designation will further the goals of the University’s academic plan and enhance the capabilities of the Center to take the University’s honors and scholars programs to new levels of excellence;

RESOLVED, that the members of the University Honors & Scholars External Advisory Council wholeheartedly and unanimously endorse the designation of the University Honors & Scholars Center as a formal academic center and request that this resolution of support be transmitted to the appropriate officers of the University.

Catherine Z. Forcina
Tom Kofa
Lynn Mercer
James H. Crooss
Linda Harlow, ex-officio

Elaine Harston
Mike Lane
Gerard Willner
Theodore Stackendorf
Denise McKay, ex-officio
Appendix E: GUIDELINES FOR THE ESTABLISHMENT AND REVIEW OF ACADEMIC CENTERS

There is no mandated format for an academic center proposal. Each proposal should provide the information requested below in a clearly labeled paragraph. The letters following some items refer to sections of the Faculty Rule on Academic Centers (Rule 3335-3-36).

I. Procedure
   A. Submit proposals to establish academic centers to the Council on Academic Affairs. The chair of CAA and the provost's designee will determine that proposals are complete and ready for formal consideration.
   B. If the proposed center has a research and/or graduate education component, the proposal will be sent to the Council on Research and Graduate Studies for comment. The university research committee will study the relevant issues and will present them to CRGS. Opportunity will be provided to revise the proposal to address comments received from CRGS and/or URC.
   C. CAA deliberation begins at this point. CAA is the first step in the approval process: CAA recommends to the Senate, which recommends to the Board of Trustees, which is empowered to establish academic centers.

II. Rationale
   A. Describe the specific goals and purposes of the center. Explain how the University will benefit from the center and which missions of the University (teaching, research, service) will be served, and in approximately what proportions.
   B. Why is a center necessary? Explain why the goals of the proposed center cannot be met within existing academic units. Describe the interdisciplinary nature of the center.

III. Membership/Involvement
   A. What will be the roles of faculty, staff, and students in the center? How will graduate students (if any) be supported?
   B. What are the criteria for selecting the center's charter faculty and staff? List and append short CVs (e.g., 2 pages, emphasizing center-related activities) for faculty expressing an interest in associating with the center. Indicate the percentage of time each charter member will devote to the center. Chairpersons of faculty planning to participate in the proposed center should approve of faculty involvement in writing.
   C. Who will be the interim center director and what criteria led to that choice? If the interim director will not become the permanent director, what criteria will be used to select the permanent director? If a permanent director has been identified, describe his or her qualifications. Append CVs or resumes for the interim and/or permanent director.

IV. Administration
   A. Propose a pattern of administration for the center. Organizational charts may be helpful.
   B. Describe the proposed responsibilities of the center director.
   C. Suggest a composition and function of the Oversight Committee.
   D. Suggest and justify a "reporting line". To which dean, group of deans, or vice president should the center director report (C, D)?

V. Initial Budget and Funding Sources
   A. What is the projected timetable for establishing the center?
B. Itemize the expected budget for the first year of operation. Identify funding sources, and one-time and recurring costs. What existing or new equipment, space, and facilities are needed to launch the center? Where will the center be housed?

C. What are the possibilities for external funding of the center’s research activities and/or operation? If proposals are being prepared, state submission deadlines and funding agencies.

D. How will indirect costs generated by collaborative proposals be credited to participating units?

VI. Evaluation

Propose specific criteria and benchmarks against which one can measure the successes and failures of the center in meeting the goals described in Section I.A (above). The center will be reviewed after no later than eight years following establishment and at four year intervals thereafter, the review to include input from peers at centers and institutions external to The Ohio State University. Where appropriate, reviews of centers will be coordinated with reviews of departments, schools, colleges, or other academic units or programs. A performance analysis based on these proposed criteria and benchmarks should appear in the director’s annual report and in the review reports, and will be a major factor in making a recommendation for the continuation or termination of the center. (G, I)

VII. Letters of Support for the Center Proposal

Include specific commitments to the center, e.g. space, equipment, personnel, and funds. Correspondents should have had an opportunity to read and comment on the proposal.

A. From the Council on Research and Graduate Studies, if the center has a research and/or graduate education component.

B. From interested department chairpersons, deans, and/or other units of the University with activities overlapping those of the proposed center, especially units that might commit or receive funds should the center be created.

C. From a group of external reviewers, some nominated by faculty proposing the center, others to be chosen by the Office of Research. The center proposal should include a list of potential external reviewers, with names, addresses and phone numbers.

D. From interested parties outside of the University (e.g. business, health, governmental, educational, or community interests) including external funding sources, as appropriate.

E. From directors of centers with similar emphases at other universities, to document the effectiveness of such centers.

Adopted by Council on Academic Affairs from the ad hoc Committee’s Report on Centers and Institutes, 1987
Revised by the Council on Academic Affairs on February 16, 1994.
Revised by Council on Academic Affairs, 11/15/95
Revised by Council on Academic Affairs, January 8, 1997
Revised by Council on Academic Affairs, April 2, 1997