

JOHN MOUNT
ORAL HISTORY INTERVIEW
AT THE OSU ARCHIVES
AUGUST 7, 2002

- Q. This is Raimund Goerler and this is a re-take of an oral history interview with John Mount that was originally done on May 8, 2002, at the University Archives. But as we discovered, that interview had technical difficulties and we are re-doing this on August 7. You're on, I think. John, it's rolling.
- A. Did you play back what I just said?
- Q. Oh I'm sorry.
- A. Well thank you, Rai. We are re-doing the May 8 interview. And I'm happy to be here to try to re-do it. Perhaps I won't say it in the same way but the transcriber didn't get what we said before, so we'll start anew.
- Q. John, this set of interviews concerns the origins of development and end of University College, and why don't we start at the beginning. And the beginning I believe would have been the Sunset Supper speech by [then-OSU President] Novice Fawcett, in which he laid out a vision of a new campus.
- A. Yes. Of course, he did not make reference then to University College. He talked about a general college and did talk about it being a two year institution, affiliated with and part of The Ohio State University and what we know today as the west campus. It was called the west campus at that time. And it all grew out of really several years at that time about the increased enrollment, the tidal wave of students that was published by the then-Executive Dean, Ronald Thompson, who was registrar, and talked about the tidal wave of students that would be coming to

the University. And John Millett, then-Chancellor [of the Ohio Board of Regents], and Novice Fawcett, looking to solve the problems of increased enrollment, particularly in the central Ohio area, came up with a general college, which Novice Fawcett announced that evening at the Sunset Supper. Sunset Supper, of course, was involved with alumni who came from across _____, and gathered that evening. At that time, we had 10-year and 25-year and 50-year classes. So that was the audience.

Q. You mentioned Ronald Thompson's statistical projections. This concern about access to higher education was a concern that was both national and state-wide. I believe [Ohio] Governor [James] Rhodes was also quite interested in addressing this problem.

A. Yes. In the late '50s, what we now call regional campuses or branch campuses were developed across Ohio. And Ohio University, with President [John C.] Baker given leadership, Kent State University, and Novice Fawcett, of course, became President in late '56. And they collaborated was what then the University Council or Council Presidents and Trustees. And along with that conversation, Governor Rhodes created the Board of Regents. And John Millett, the former President of Miami [University of Ohio], became the Chancellor and so they were looking at ways to open the door of opportunity in the state universities that we had at that time. Of course, at that time, we just had five universities. And in the Cuyahoga area, they had moved and created the Cuyahoga Community College by a vote of the people. It was the judgment of, I'm sure, of Novice Fawcett and John Millett and those persons with whom they consulted, that we

would not get a bond issue passed in Franklin County for a two year community college, when The Ohio State University was here. And we had had what we called the Columbus branch, which had an enrollment of students in the lowest one-third of their high school, in night classes here at the University. And we lacked space and we lacked the resources to continue in that way. So the creation of a general college, [with] facilities on the west campus, was the answer that Novice Fawcett proposed that evening.

Q. Was it the sense that this general college would principally be a technical college? That idea hadn't been given shape yet?

A. The language of technical college, I do not recall that language at all at that time. Governor Rhodes [talked about] vocational education beyond high school. For example, we did have in Columbus, the vocational school at Central High School, where students took vocational courses or technical courses in the evening. That existed at that time. And that was in the mind of some, that that operation would be combined with the general college and that some technical or vocational type of courses would be taught. But that was not explored in Novice Fawcett's discussion at great length, as I recall. But it was a need that was recognized in education beyond high school.

Q. To the best of your knowledge, were there discussions prior to the Sunset Supper? In other words, the Sunset Supper was the occasion for making public deliberations in exchanges that had been going on privately.

A. Yes. Exchanges had been going on and among the faculty. I'm at a loss right now to time that he appointed the committee of five, the Zimmerman Committee.

Perhaps in your records, Rai, you could help me in terms of exactly when that committee was appointed. But it certainly became active following the proposal of a general college.

Q. Now you, of course, knew Dick Zimmerman. Can you give me a little background as to why Zimmerman had this responsibility as chair of this committee of five?

A. Dick Zimmerman was recognized by the colleagues in the University as being an excellent teacher. He was in engineering and he was really an educator along with being an engineer. As we appointed persons from psychology and agriculture and business and engineering, it was the opinion of the President that Dick Zimmerman would be a logical chair of that committee. And once he became chair, he delved in it with great depth and scholarship, really. Dick took that on as an assignment, to give real organized and careful leadership, to the work of that committee.

Q. The committee's recommendation was different from the idea of a general college proposed by President Fawcett at the Sunset Supper. Do you have any sense of what kinds of factors persuaded people to move in that direction? The Zimmerman committee?

A. Well, the University faculty at that time and down through the years, Ohio State University, the land-grant state university that it was, many faculty had a concern we had not earned the national reputation as a very distinguished institution of higher learning. I say that advisedly, and Dick Zimmerman researched the table with other members of the committee about junior colleges as they were developing across the nation, in California. And we had Minnesota, Ohio

University and Cincinnati, agencies of those universities called University College. For example, that name was even used, and they were identified as colleges for the less-prepared students, and our faculty were concerned about too many remedial courses being offered, and they wanted to move at the higher level of higher education. And so the debate was basically using important resources of the University for that remedial work. And Novice Fawcett and John Millett, leaning more towards the Cuyahoga Community College approach, Lorain County an issue. They also had a community college, I think, up in Lake County. And in fact, those colleges had a faculty prepared to teach at that lower level and the thought was, I believe, in Novice Fawcett and others at our general college that have, in effect, a separate college of English and math. And we'd be teaching, yes, the remedial, along with the basic education courses. And the conflict of having a Department of English of the Ohio State University on the central campus, or the main campus as some call it, and then in the general college or on the west campus, it was not well-approved by a great many of the faculty. So the direction went in leaning to a University College that would not include technical education. Again, we have to be mindful that the regional campuses – again, they started in high schools, administered by former public school administrators at Lima and at Marion. And there was a sense among faculty that we did not want a second-class citizenry within the University. We wanted to have one University, a transcript of the Ohio State University that would be accredited and well-received. And so a shift from a general college on west campus, with a separate campus, with some twenty buildings, with talk of even residence halls on west campus,

and to have these two separate student bodies right here on the Columbus broad campus of The Ohio State University.

Q. The faculty had a variety of reasons for being opposed to a general college – [they were concerned about a] dilution of resources, the division of the University community. The recommendation of the Zimmerman committee was a concept of a portal of entry rather than a general college. And that the University College would be the common experience of all freshmen and sophomores that were coming into the University.

A. Again, it was the opinion of Dick Zimmerman, I believe, and others, that we should not have – and I remember well the words – that we not have a “dumb-bunny” college as a part of The Ohio State University. We wanted to have all students prepared to meet their expectations as they moved through the courses taught by the academic departments in the University. And not transfer from a general college into the University, but rather to be a part of the University. Of course, in English, placement in English 401 would be the same on all of our campuses. Again, at regional campuses it was a pattern again for the portal of entry for all students on all campuses. And that was the recommendation of the committee. And Dick Zimmerman became the administrator, the director of that program, on all campuses, the Columbus campus, then the branch campuses.

Q. The concept of a portal of entry was the one that was already in being in the sense that the regional campuses were portals of entry to the main campus.

A. We were employing faculty in academic departments on each of the campuses. And in fact, we were paying the travel expenses for faculty to travel from

Columbus to teach at those campuses by air. We flew people to Lima and to Mansfield, as well as provided automobile transportation for them. Even carpooling. So again, the concept of one university is the way that the Zimmerman committee moved us in creating a University College.

Q. Do you have any sense of who or how the term University College came into being?

A. It was used in some other institutions. So it was not creating the wheel. And again, [the term used was] university, so it was a natural element. Some University Colleges were separate in terms of the enrollment of students. In Cincinnati, for example, it was kind of a night college. And so the concept of the University College being part of the total university did exist, but we sharpened it here at Ohio State to make it clearly one faculty, as we think of it broadly, or faculty of the several departments that taught at the undergraduate level.

Q. You said earlier that the faculty had a very strong opinion about not having a separate and lesser college, which would use this general college. With the deliberations of the Zimmerman committee completed, was there any disappointments in Bricker Hall – you being part of the Fawcett administration at this time – as to the outcome of this.

A. No. I've since never a word from Novice Fawcett of having that change. As the administrator, he appointed the faculty, he respected faculty recommendations, and of course, it was discussed at the Faculty Council. There was a clear discussion of offering technical education in that "University College." And the decision was not to do that. And so, the Governor and John Millett, from the

state's point of view, legislation enabled the creation of technical colleges. And there was already a vocational technical college in Mansfield. And so the judgment was that it should be on the same campus with the University. And it was moving in that direction at Marion with the superintendent of public education, a man named Brown, thinking that the university should be university program toward a baccalaureate degree and you should have extension of the vocational education into the technical college at Marion. Newark and Lima had not developed that far yet. And we did create an administrator for both the technical program at both of those institutions, along with the baccalaureate program.

Q. So the decision not to have a technical education at this two-year college had repercussions at the other campuses?

A. It became a matter of fact. I don't know about repercussions. It was a division of the state support and the institutional administration. There wasn't an administrator appointed for a technical college at Marion. And there was already an administrator in a North Central Technical College, as it was called, at Mansfield. And then it was a matter of Dick Zimmerman getting up the University College program there. And that administrator, a man by the name of Polarius, if I remember correctly, they were working together to have students using the same facilities, the same library. And it grew from there, and at Lima and at Mansfield we had the same administrator and of course, the same library. We experimented with teaching English to students enrolled in both programs at a basic level. And that carried on for some time. And teaching remedial English, if

they were not prepared for the collegiate level course. But technical educators felt that that was not appropriate. And if we study the history of this University earlier, we had English for business, we had English for engineers, we had English for ag students. And then we moved to have one course of freshman English for all students. And so University College followed that concept. And the technical college had its course in technical English, to use that as an example. And the practical application of mathematics would be another area. Then you got into the basic sciences, and physics and chemistry. And then the transferal element. The University College concept was that the student enrolled in a University College course of The Ohio State University was transferable to any institution of higher learning, whether it was offered on the “west campus” of the University here in Columbus or at Lima, Mansfield, Marion, and Newark.

Q. Okay.

A. And it is that way today.

Q. Zimmerman as the Chair of this committee, was the logical person to head the new University College. Is that a fair statement?

A. I clearly saw he gave his time and energy and intellect to developing the protocol for that. It was a natural. We had a man by the name of Arrowsman in the College of Education who was giving leadership to the development of our branch campuses, which again preceded the University College. In fact, [Vice President of Administrative Operations Edward] “Ned” Moulton was somewhat involved in that. And again, the University College would be on one end of the spectrum of higher education, as the graduate school is at the other end. So you would have an

administrator from the graduate school and at this University, we had one graduate school. And we had one University College. And if we offered graduate courses at a regional campus, you had the same administrator for that graduate course. And we were offering them in elementary education on regional campuses. So you could see that the concept was not so foreign to the operation of this University.

Q. I want to get your comments about the Zimmerman years at University College.

Could you talk about his staff?

A. One of the early things he did was to hire a very well-credentialed Associate Administrator by the name of Bill Halverson. And Dick Zimmerman gave leadership to strong advisement. One of the concerns at that time in the life of the University was having effective advisement for this tidal wave of students arriving on the campus with broad expectations in terms of their majors. And he hired, recommending appointment of a Professor of Philosophy. Again, I think it's important that a well-credentialed educator to be responsible for the academic advisement – that is, selecting advisors, some full-time people, to counsel and advise students. All academic advisors as compared to faculty advisors.

Q. The subject of advising is a very important one, I think, in the history of University College. Can you give the interview a sense of the quality of advising across campus prior to University College.

A. It was a concern of the Council of Instruction, as we called it back then, a concern that we have students advised properly as they moved through the sequential courses toward their majors. And with the emphasis on becoming a very strong

institution of higher learning and graduate school. And the faculty working to earn their promotion and tenure and doing research and publication. The feeling was that we had inadequate academic advisement at the freshman level at several of the colleges. If I may say, particularly, in the College of Arts and Sciences, as it was then. And along with the creation of University College came the division of the Arts and Sciences College into five undergraduate colleges. Reorganization. For example, one of the first spin-offs was of biological sciences – the College of Biological Sciences – which moved Botany and Zoology from the College of Agriculture and Home Economics. I remember at one time it was the College of Agriculture and Home Economics, with a School of Home Economics in that college. And so we had the College of Biological Sciences, and they developed the College of Mathematical and Physical Sciences, and Social and Behavioral Sciences, and the Humanities and the College of the Arts. And [there was a] reorganization where Psychology moved out of the College of Education into the Social and Behavioral Sciences. And University College was really the sixth college in that concept. In fact, Dick Zimmerman met with the five Deans of those undergraduate colleges, with emphasis on the coordinate leadership and advisors who would advise students to move into those colleges and the other undergraduate colleges. And what was developed was called Curricular Academic Program, if I recall, evolving up to 19 curricular academic programs. You would be, as an undergraduate in University College, in a curricular academic program called Business, or one for Allied Medicine, one for Agriculture, one for Home Economics, Education. And an advisor is selected to advise in those areas, and the

word was promoted that every student who entered The Ohio State University would have an academic advisor to whom they would look for advice and counseling from the day they entered the University until they transferred into the degree-granting college.

Q. This was perceived in concept and reality as a significant improvement in the consistency and the quality of academic advising, and as you said, the reorganization of the University, which I hadn't thought of in this context, magnified the problem of inconsistency of advising.

A. Correct.

Q. And now you had very clear advising paths, if you will, to specific colleges.

A. You moved toward the professional colleges of law, medicine, and they wanted in those colleges people well-prepared academically. You had students who earned the marks in rigorous courses as well as being able to pass the law school admission test or the College of Medicine admission test. Or test for entrance into the Business Administration Graduate Program. And the thinking was, you needed to start students in their preparation as an undergraduates toward those areas.

Q. So this advising program began as part of University College under Dick Zimmerman?

A. That's right. And coordinated on the regional campuses.

Q. Okay.

A. One strong particular academic program was called the Undecided Program, a program for undecided students. And as I moved into that responsibility, I felt that

many of our students were exploring and so it was changed to be called the General Baccalaureate Curriculum. And that was GBC. We used to talk about it. You came to OSU, acronym and enrolled in UBC in the ADM, Administrative Science Curriculum, or EDU, Education. So we were an institution of the alphabets.

Q. Zimmerman had a relatively brief tenure as Dean of University College and he wasn't a Vice President. Was he Director of Regional Campuses?

A. He was the Director of University College, and the University College served all the campuses. And we had a Director on each of the regional campuses.

Q. Okay. He served a relatively brief of period of time, especially when compared with his successor, namely you. And he returned to teaching. Do you have any sense of what his, why he didn't want to continue in his administrative responsibility?

A. I never had any personal conversation with Dick, in terms of what was going through his mind. I knew Dick and respected him highly. And Dick, he was a distinguished University faculty member. He cherished being a professor. And worked diligently at being a professor-administrator, an educational administrator. And in that developmental process, particularly with the regional campuses and the pressure coming from the political side of our society, and then Governor Rhodes and senators out at Lima and Mansfield, pushing to have four-year colleges out there. And Dick Zimmerman, a very intellectually honest person, facing communities that were unhappy with what they saw the Ohio State University holding reigns on the development of the program that Dick in his

integrity just didn't think it was the way to go. And I think he became frustrated with some of the administrative burden that went with trying to – if anything went wrong, it was always the cause in Columbus. And he was right. Of course it was because it was good leadership out there. And Dick, I think in talking with the President, my observation is that he was ready to return to the classroom and was a very effective teacher. And he was.

Q. I'd like to talk about your entry into this arena. You were already part of the Fawcett administration as Secretary of the Board [of Trustees] and also as Vice President. You had a long tenure as Dean of the University College and Vice President for the Regional Campuses. Can you give me a sense of what made you a good fit for this responsibility?

A. Well, a good fit might be questioned by some. I had moved through administration in this University. I was in [Agriculture E]xtension earlier. I knew the State of Ohio, knew from a geographic point of view and societal developments across the state, that background as I moved into the President's office. And then actually earned my professorship, I believe, in 1959. Finally was Assistant to the President and Secretary of the Board of Trustees. And became – the title was Vice President and Secretary of the Board. My title was really Vice President and Secretary. I worked with how to find the faculty rules in my secretarial role. And working with the Faculty Council in that role. And then from that, I moved into become a Vice President for Educational Services, which in that role had the library as one of the responsibilities.

Q. And the archives, too.

A. And the archives. That's when we created the position of historian. And from historian became the archives. And educational services – again cutting across the total University, and including regional campuses in terms of one University and serving them. One of the strong feelings that I had personally about regional campuses was that we needed a strong library, to have an accredited institution of higher learning, as many would agree, is dependent upon a strong library. And so that experience and then from that, in those crucial times in higher education, moved to the position of Vice President for Student Affairs, which really again led me into direct relationship with students and the advising of them. My role was to speak to new students in the University. So that's the background of the experiences I had. And the President was faced with having some regional campus communities, really unhappy with the kind of service that was coming from central campus. And we did not have organized strong advisory committees. We had committees that helped select a site but we didn't have strong advisory committees that would understand the total concept of the University, one University. And that became a major responsibility, to work at having those communities. And I remember the exact words that President Fawcett said to me: "John, it's a matter of making the system of regional campuses work, or we'll cut them loose. We will not at this University sanction higher education unless it was quality higher education. As we open the doors of opportunity to higher education, we want it to be higher education." And the technical education aspect of it. And so it became my role to work at the developmental process, to bring the community leadership along, the faculty on those regional campuses, and the

faculty and administration of the central campus. Bringing that together, working at one University. That's what I sensed my administrative responsibility entailed, the responsibilities entailed.

Q. Two things: First, you state that this is a position that you were asked to undertake. So it was not a role that you sought.

A. I did not apply for the position. I was invited by the President to ask whether I'd be willing to accept the title of Vice President for Regional Campuses and Dean of University College. And perhaps you can help me, it was Vice President and Dean – I believe Dick Zimmerman's title had become Dean of University College.

Q. That's something we can check. But we certainly know he wasn't the Vice President.

A. No, he was Dean of University of College. He was the Chief Administrative Officer of University College and the Regional Campuses, without the title of Vice President. He did report, of course, through the Office of Academic Affairs as Dean. And my role as the Vice President, I did report to the President. But my spirit and attitude was towards, to work very closely with the Academic Vice President. Each of them that I worked with.

Q. I'm curious. Your background in ag extension and your experience with a community development board of higher education – how did you set about creating a community advisory board to the regional campuses? What were you looking for in terms of constituency represented on the board?

A. We were looking again for the same kind of people that we look for when we have an Advisory Committee for Extension Service at the county level, for the programs of agriculture and home economics. And so you look for people in the community who had earned respect by their own involvement in the community. Some of them were very much involved in the selection of a site for regional campuses. And I think it's an important principle that Novice Fawcett held – along with John Baker, who was more senior, and [was] highly respected as an educator in this state – was that we went to a community because that community invited us. And we set the criteria for quality there. For example, if Lima invited us – and Lima did invite Ohio State to come to Lima – and so already [there were interested] community leaders, people in business and education. A self-appointment in a way. There was much interest in having engineering up in Lima, for example. So you tried to identify the people who were respected and interested to invite us, and who would assume the responsibility for the quality. We said we must have a strong library. We needed a laboratory. We needed to have a financial resources and if they would meet those criterias, then we would offer the courses there. So that was, we were looking for people who had the ability to do it or to get resources and to give leadership.

Q. Some of these people had already played roles in site selection and invitation. But in the absence of continuing community boards, they really had no role to play. No continuing role to play.

A. That's right. And so we would pull them together with diversity of background, men and women, young and old, and I'd note them by name and their

background. In each area there would be a medical doctor, who would be the chief of staff in a hospital. Litsinger, I think, up in Lima, for example. And in Mansfield. Very much concern about preparing people for the Mansfield General Hospital there. People interested in health and education. People in education, people involved with school boards. We need teachers, well-qualified teachers. And so we moved more rapidly toward the baccalaureate program. Elementary education. But we organized them so that there would be a Chair. And we would meet regularly with them. And involve faculty in meeting with them. And so they had a feeling that this is our University at Lima or at Mansfield. We shifted, that's when it was changed from being called a branch. You know, psychologically, we don't want to be a branch on a big tree; we want to serve this region. So it became regional campuses. And a later president called them extended campuses. So it was a developmental, a sense of responsibility for our creating an environment for higher education.

- Q. This is side 2 of the first tape of an interview with John Mount concerning the origins of University College and the Vice President for Regional Campuses. We want to continue.
- A. To carry on in that line of discussion, we had representatives from each of the regional campuses and University College on the Alumni Advisory Board, as it was called then. It was changed to my Advisory Council. So that there was respect and stature to representation in the total University setting. The Vice President for Ford Motor Company, named [Fred] Secret, was on the Alumni Advisory Board, representing University College. And then we pulled a person

from each of the regional campuses to meet with representatives from all the colleges of the University. So that there was that discussion across those lines.

And they became a part of solving problems of the tidal wave of students and the concern for increasing standards. And they became a voice as they met with colleagues of other colleges, that we wanted teachers on regional campuses and teaching at University College in Columbus that earned promotion and tenure.

And became a part of the total University system, not just in name, but in fact.

Q. To do that you needed resources of libraries and laboratories to make certain that these people had a quality experience.

A. And to become closer to your area, we wanted a librarian on each of the regional campuses who was a part of the library staff of The Ohio State University. And we worked trying to get a person who would meet the qualifications of a librarian at that level. And these are not always easy tasks to accomplish. But you needed to have the support of the community to make that happen.

Q. You had also created Student Advisory Councils, correct? On the regional campuses?

A. Yes, and I had done that as Vice President of Student Affairs, I had moved in that direction before becoming Vice President for Regional Campuses. And Dean of University College. And so I just continued that. And so we had students from each of the regional campuses meeting with students on the Columbus campus. And we did not, and to this day, we do not transfer students from Lima to Columbus. We change campuses. And you change campuses when you're a part of The Ohio State University. If you started at Miami or Ohio University, you

transferred universities. When you start at Mansfield, Marion and Newark, you change campuses. In fact, it was possible and some students did take courses on two campuses in the same quarter. And then we developed recognition programs for those students who did change to Columbus and succeeded. Recognition in the top students. So we were studying how we might increase and maintain the quality. For example, faculty, I think again as I sit here, and it does go back quite a few years, decades in fact, that I still remember the faculty person in physics on the Marion campus, who really studied all of his students in physics as they would change to the Columbus campus, to see how they would do in comparison to students who had the same academic credentials who started in Columbus. And the same in chemistry and students who would start on a regional campus, would come to Columbus, and then apply for a professional school in dentistry or law. We followed their progress. And we worked with the school systems to measure results in terms of the pedagogy of our teaching.

Q. You also had to take responsibility for finding the Deans of the regional campuses as their regional leaders. What were you looking for when you recruited a Dean for regional campus?

A. Again, by my nature, I think of the human beings who did it, _____ in Lima, was a very effective teacher in the Mathematics Department of The Ohio State University, who traveled to Lima to teach mathematics, as he taught mathematics in Columbus and at Lima. The quality that would make him an administrator and he became Dean of, the first Director – one of the things I did to lift that position from being called a Director of a regional campus to become a

Dean of a regional campus. And so he became Dean of the Regional Campus of The Ohio State University at Lima. And in his case, Director of the Technical College, which had a separate board. And we met with that board, and they accepted him to be their director. In the short interim, I was even a short time Director of the Regional Campus at Lima, in an administrative sort. Same happened at Newark and we had Bob Barnes, who actually worked in the Office of the President here on the Columbus campus. And worked as part of the team at the University here. And he became a Director, then Dean, of the Newark campus. And then quickly moved to Mansfield and we pulled in Jim Heck, who was Dean of the College of Education in Delaware. All of them had the credentials of being a Dean of a college on this campus or a Dean of the college of some other university, as an administrator and with academic credentials to go with them.

Q. I'm sensing that the change in title from Director to Dean was a significant step towards making certain that the positions were attractive and also to integrate the regional campuses as equals with the other colleges with the University.

A. And again, there was a Council of Deans, there is a Council of Deans, of this University. They were Deans and members of the Council and sat right alongside the Dean of Business or Education as colleagues. And so as we would have a faculty person teaching economics at Mansfield, that Dean at Mansfield would sit with the Dean of the College of Behavioral Sciences, and meet with the Chair of the Department of Economics, and as my memory recalls, Ed Ray was Chair of Economics, now the Provost of a university. And so you had that dialogue of

shared responsibility you have with one University. And of course, the students and the faculty that make up the family of a university.

Q. So you speaking of faculty brings to mind the important point that, no matter how well you integrate the regional campuses with the main campus, ultimately isn't it a matter of making certain that quality faculty are willing to teach at the regional campuses and that the same level of instruction goes on at regional as well as at main. So the basic question, what kinds of efforts did you undertake to make certain that you did have good quality faculty teaching at regional campuses?

A. It isn't easy. You have to set forth your objectives and you have to get some acceptability of differences. Teaching at a regional campus is different than teaching at the Columbus campus, in terms of the resources available. Library – and we work at trying to make it accessible. Laboratory – all of these things that go into the process of teaching and doing research. And some of them are more capable of doing that than others. But we would have the Board of Trustees meet on regional campuses, so that they could meet and develop an understanding and knowledge of the faculty out there. We would have duals doing that together and the community leaders. So you developed a respect for differences. And some would move more quickly. And again, as I think of the first professors on a regional campus, was Chemistry, and a lady professor in Chemistry out at the Newark campus, was recognized nationally as a professor of Chemistry. And it happens. And if it happens for one, why not for another, if they work at getting it done. And you have to have administrators who are willing to create an environment where you can have these differences and yet have achievement. We

have a current person in Physics still at Marion, full professor, who is teaching out there. We have a full professor in English, one of our most noted faculty members in English, on the Columbus campus now who had a wonderful beginning at Marion. David Citino. And so you had to develop an understanding of mission or objectives and acceptance of differences. But as we recognized, there are some teachers who are very effective teachers who are not quite as effective in research, but it counter-balances. And we have those on the Columbus campus today. The College of the Arts is different than the College of Engineering or Business on the Columbus campus or at any major university. So we work at trying to understand differences and try to overcome prejudice.

- Q. And the regional campuses did meet the requirements set by North Central Secondary Association for Accreditation.
- A. Yes, thank you for lifting that up. We did go through accreditation, a very in-depth accreditation of The Ohio State University, including each of the regional campuses. A team that visited each of the regional campuses, as an accreditation team, submitted their report, and of course I'm pleased to say, came out very positive in the accreditation report. In fact, the record would show that a committee on the regional campus said that the best teaching at elementary level at Ohio State University was done on the regional campus. That pleases those that are working trying to get quality wherever it may be, whether it be Columbus or a regional campus.
- Q. I'd like to turn attention again to University College, and University College is established as a portal of entry, but it is in a physically distinctive part of the

campus, one might even say a remote part of the campus. Certainly even by the standards of the time, west campus was a tremendously up-to-date technological facility. Can you talk a little about the planning of west campus?

- A. The planning of the west campus, much credit goes to Dick Zimmerman, as the engineer and the planner. The physical laboratory equipment, the latest in teaching of Biology, was in Rightmire Hall. And people came from far and wide to look at the technology there. And _____, we would teach those undergraduate courses on the west campus, and my faculty were a part of the University, but from the beginning, and before I became Dean of University College and developed there, as a Vice President for Student Affairs, [there was a] concern with the total life of the student. It was a challenge beyond the realism of having students move from their rooming house on the central campus to make the trip over to see an advisor on the west campus. They could find a lot of excuses for not getting that done. And likewise, teachers who had their home in the office of Derby Hall to teach English, to leave that office and go over to the west campus to teach English over there. It became a physical barrier with respect to working relationships. In the learning resources building on the west campus – again, the highest of technology, in terms of using the language of resources. And Pressey Hall, named for the professor who taught, who created the teaching machine. Despite all of those efforts, when I retired as the dean of University College, my strong recommendation was that the offices, the academic advisors, be moved to the central campus. And the buildings on the central campus be the place where the professional courses were taught. And we moved things that were

more central to the external, as is the case today. And I really, with appropriate humility, saw this coming before I became Dean of University College. Again, poor President Fawcett said, “John, make the damn thing work.” And we tried. But I wrote and even had the exact mileage from Bevis Hall to the administration building and to residence hall. There was discussion that we have a high speed railroad between the west campus and the central campus, and we have buses that ran regularly, every ten minutes, to transport people. But despite all of that, it was a difficult task of assimilating the west campus teaching and students more and more as we developed. And rightfully so. Undergraduate students doing research, undergraduate research programs. And that was on the central campus. So that’s just one of the developmental processes we go through in an institution, with resources available and administrative leadership.

Q. The only dormitories that were in proximity, distance proximity, to coin opposites, were Lincoln and Morrill Towers. And all the other dormitories were farther away. Was there an interest in trying to build dormitories closer to west campus?

A. The master plan when the general college and that concept of having [a west campus was developed], there would be residence halls over there. That’s when we would have 225 buildings, and students would really be housed in _____ on the west campus and then change to the central campus. But the way the system developed, we had seniors taking basic general education courses and we have some very able freshmen. I just talked with a young lady who earned 45 EM credits. That means proficiency credits coming in as a freshman. She is already a

sophomore. And we had [students like her] back then. And the Lincoln and Morrill Towers, they were identified in the beginning as being freshmen dorms, more or less. And they weren't very popular then. But even then, there is a river between them and the west campus. And a very narrow walking bridge to get through, through the vet college. So the physical arrangement was not conducive to having "the one university," with faculty housed in one department.

Q. I've always been impressed by the planning of the buildings at west campus. The fact that they are all connected through underground tunnels. And in that sense, more efficient than buildings on the main campus. But sadly, it's a neighborhood that is just too far away.

A. And again, I give much credit to that planning, good planning is put to good use today. So it was not for naught. But the challenge of administrators and faculty in working together is to meet those challenges and make changes at the time. And the changing characteristics of a student body. The academic preparations for students enrolled in this Columbus campus today is much different than it was back then. And the number of undergraduate students is less than it was when I retired. The number of freshmen going from 8,000 freshmen to 6,000 freshmen enrolling. And more upper class. And the changes of curriculum and how programs are funded, shifting the funding of education has much to do with how we're organized structurally.

Q. On the subject of the physical plant, which I said is really quite, very modern not only in age but also in design. Who would you give the credit for that?

A. Well, as I said earlier, Dick Zimmerman was the Dean and Director and deserves much credit. But Dick would be the first to say, knowing Dick as I do, that he didn't do it alone. I spoke earlier about Bill Halverson in the area of advisement. And David Marsh, with the background of engineering. He was there when I became Dean of University College and Vice President. I counted on both of them very significantly. Soon after I moved into the Vice President for Regional Campuses, came Assistant Vice President Ted Robinson, [who had] very significant involvement. Ted Robinson had been Director of Admissions at Ohio State when I was responsible for that area. Hired him from Iowa State and he joined as Assistant Vice President. One of the responsibilities we had was to have the developmental education program, increasing the number of diversity. [It was called] Project 100. One hundred black students and I was successful with the support of the President and the Provost in hiring Dr. Bill Watson, an internationally recognized educator, to be Associate Dean for Developmental Education. Another very key person in the life of the University College and regional campuses was Dr. Tom Minnick, one of the first National Merit Scholars of this University, three degrees, and recommended to me highly by Al Kuhn as a faculty advisor. Al Kuhn being a Provost. So all of those people. In the area of student personnel, Betty Jo Hudson, hired from Indiana State University, who worked with the mothers' associations and parents' associations. We worked at bringing a program for National Merit Scholars. I think perhaps we've talked about that in our second tape. And so no one is an island unto themselves in any field, especially higher education.

Q. This brings us to the end of the first interview and I want to thank you, Vice President Mount, for your willingness to revisit this first tape and make sure that we do have a full record of your service as Vice President for Regional Campuses and University College. Thank you.

A. Thank you.