

JOHN MOUNT
ORAL HISTORY INTERVIEW
AT THE OSU ARCHIVES
MAY 10, 2002

Q. This is Raimund Goerler and I'm interviewing John Mount. This is the continuation of the interview that began on May 8, 2002. This interview focuses on the history of University College and regional campuses during the administration of John Mount. The establishment of University College occurred within the context of a reorganization of the colleges of the University. Could you comment on the concept, please?

A. Well, as we said earlier, University College was created at a time when there was great concern for handling the onslaught of students, starting back in the early '60s, as early as '64. And along with that came a discussion of reorganization of arts and sciences into the five colleges. And along with the development of University College, it was anticipated that University College would join with the other five colleges in that consortium, and those six deans would meet regularly. And then as we moved through the implementation of the five undergraduate colleges representing the arts and sciences – that is, biological sciences and the mathematical and physical sciences and social and behavioral sciences, and the College of the Arts. Which one did we miss? Humanities, yes. Very important, Humanities, and University College. But in 1968, action was taken by the Faculty Council to have University College stand administratively alone, so to speak, and to serve all the colleges of the University. Colleges of Engineering, Agriculture. The two-year programs at that time in pre-Nursing, pre-Allied Medicine, of

course, Education, preparing people for education, the professional colleges so to speak, Law and Medicine. And so we developed 19 different curricular academic programs and we, as the Dean of University College reported directly to the provost, as did all the other deans in the University.

Q. Was there a sentiment amongst some that University College ought to be restricted to those colleges within the arts and sciences where there would be the fully portal of entry for the entire University?

A. Well, I don't want to speak for those persons in the arts and sciences. As has been done through the years, great emphasis on basic education should be in the liberal arts and arts and sciences. We hear it today. And so it was clearly the thought that a two-year college or a junior college – that's another term used back at that time was an association of junior colleges. We have them established even today. And they do basic liberal arts work in terms of the transfer programs to baccalaureate institutions. While at the same time, there was much concern that if we had a portal of entry which was established as a policy, then the students who said they were interested in agriculture then would come into University College, certainly we must have a strong relationship with that college as with Engineering and with Education and of course pre-Law, pre-Medicine. Colleges of Medicine were developing across the state. Each college was very interested in getting the highest quality of students prepared for their profession or their college, and University College was in that role. Also, University College was moving into having the – particularly in the '70s – much broader responsibilities. The Honors Program, the recruiting of students and recruiting of students for all colleges. So

we had that discussion at that time as is on the table today. Across the nation we were having University College concepts develop – portals of entry. And much discussion about students getting locked in. For example, a student who was good in science and areas of math, the high school counselor, teacher [would say], “You should go into Engineering.” Very able students who’d go directly into Engineering and find themselves [saying], “That really isn’t my curriculum.” And rather than move to another program, they would even transfer universities. And that was a fact. We made studies of why students left Engineering and when they left Engineering, where did they go? They didn’t go to business or they didn’t go to education. They would transfer to another University in a different program.

Q. There was a concern that University College or even general college would be well-suited for academic advising. Can you talk about the effort you made in University College in improving academic advising?

A. Again, we have the ideal and that is to get the most competent, well-prepared people in academic advising and to be full-time and make that a professional goal, while at the same time, as a graduate university, having graduate students learning while they learn to become professional people in whatever discipline they were enrolled in. And then the economic factor comes: to employ a full complement of academic advisors in 19 curricular academic programs, you’d come up against a cost factor. And so we were urged to use graduate students, and [we were] working with departments to get graduate students. And then, of course, you have the mobility of graduate students and lack of maturity in some cases. And so it was a challenge to have the best academic advisement which we were working on

– training programs for them. We had preparation for them. Actually, Nationwide Insurance provided funds for me to have seminars for academic advisors to help them to become more competent in the early days. And down through the years, my observation is that that was not continued. And it was a challenge to have the best academic advisement using graduate students and professional full-time staff people in balance. And advising is a very vulnerable role, even at the high school level. You’ll hear today parents and students who leave high school, “My counselor didn’t tell me about this.” Or, “My counselor lacked the information.” When you get at the college level, you’ll hear, no matter how professional they are, you’ll have those people looking upon and saying, “That counselor should have told you about this.” Or, “That advisor should have told you about this.” So it is a real challenge in education to have a professional staff of “advisors” unless you get right to the faculty themselves. And of course today, with the publish-or-perish [pressure], faculty would like to delegate that responsibility to someone else.

- Q. How do you recruit full-time advisors and what do you look for? Are there training programs? Is that an education major, for example? To specialize in academic advising?
- A. In the College of Education you have a curriculum that prepares people in counseling, in guidance as it was called in those days. At that level, we look for people in the professional advisement area; they are first-place persons who have an interest in spending time sitting across the table with people. They are people oriented and they spend full-time at that. Then they are not the kind of people who

move into the “research laboratory.” If they are advising in the area of Physical Sciences, they’re wanting to be in the laboratory. And there is a problem of finding that very competent person who’s intellectually prepared and emotionally prepared to spend their time working with other people to develop. They want to spend their time in their discipline. And so you would interview people who were good teachers. To be an academic advisor, you’re a teacher with the student. And the best academic advisors we had now move through and are administrators in higher education. They become Department Chairs; they become Associate Assistant Deans, and they try to balance their ability to work with people and help people to grow as they grow in their own disciplines.

Q. Was there some kind of evaluation and assessment of academic advisors? A professor on this campus is somewhat measured by student reaction. Student evaluation.

A. [We had a] very formal evaluation of academic advisors. Quarter by quarter. And more formal is the evaluation of teaching faculty.

Q. Quality advising, from what you said earlier, is a never-ending task. To assure that quality begins with recruiting and training good people. Can you comment on that?

A. The responsibility of University College after I became Dean and before I became Dean, I think I mentioned earlier that Dick Zimmernan hired a very competent person in Dr. William Halverson, the professor of Philosophy as he came to this University. But that responsibility delegated to him and then to Dr. William Watson. And to speak more specifically, Bill Watson would be working

continually with department chairs and deans at the professional colleges, to select people who were oriented in the discipline for which they were advising. And then all of the policies with regard to course requirements, the general education requirements. And then moving into advising the total student in the area of understanding that the extracurricular activities, understanding the Honors Programs, understanding the social problems. Residence halls, the problem of drinking, all of the rules and regulations that go with being a citizen in a university setting fell upon the academic advisors. And so the seminars that we had were directed toward preparing them to be prepared to advise students who came with the various needs. And that began first with careful selection and then during the summer, prior to an autumn quarter, seminars being held and then retreats being held. And systematic evaluation and individual conferences with students who would share with them their experience of learning from academic advisors and making the changes from one curriculum to another. All of that is a part of academic advisement. And so a person working at that full-time or a part of their time as a graduate student, perhaps would spend more time at that than a faculty member who is teaching history and not keeping abreast with the other curricular opportunities that the student might be interested in.

Q. Is it fair to say that the creation of University College was a quantum leap in the area of academic advising, which had been very mixed from college to college?

A. And across the country. The University developed it that way. Currently there are about 140 different institutions that have something like a University College, with the emphasis being on the undecided student or the student who wants to

explore or the student who comes into a higher education saying, “I want to be a physician.” I used to advise them, “Don’t be so specific when you’re a freshman.” When your grandfather asks you what you want to become, my suggestion was to tell your grandfather, “I want to become a professional.” And that means law, theology, medicine – and those basic course requirements, and basic counsel are the same, no matter what your professional ethics. And there was much emphasis at that time, in the ’70s, to help students to do that. And it still exists.

Q. I can remember myself and many of my colleagues who went to school in the late ’60s and early ’70s, without a clear concept of what career path one might take.

A. In my view, some of our most academically prepared, the best enabled students, will want to explore. And let us be realists: If we’re advising a student today about certain careers and thinking about what that career will be like five years from now, we are on very treacherous ground. The ever-changing opportunities as we have seen in the last 20 years, in the areas of career development and the needs for professional people. And so it’s a matter of keeping abreast of opportunities. As we look at a student across the table, we first try to assess what their interests are” What do you enjoy doing? Secondly, you help them to see what their abilities are. And many times, their interest, as I used to say, many of them would come in and say they would like to be in music, but their abilities to be a professional Broadway musician in terms of the third aspect of opportunity, then they begin to realize, “Well, I like it and I’m pretty good at it, but I’m not good enough to be a professional in that field.” And so that’s a process you go through in terms of academic advisement. We often would compare it to the

medical profession. You take a careful analysis before you prescribe. And that again is a developmental task on the part of the advisor, and particularly as we get into the areas of what we call developmental education. Bringing in people from the minority background who actually needed to have more preparation. And that's why we employed what I thought to be one of the finest persons in the whole country in Dr. William Watson, to give leadership to what we called the developmental education process, to have them analyze their own interests and abilities and to see the opportunities for them in the global spectrum of life.

Q. Ohio State University had never officially excluded minorities from attending, from enrolling in the University, but particularly in the 1960s, late 1960s and early 1970s there was an institutional effort to increase the minority population, including undergraduates, especially undergraduates, on this campus. Can you talk about your role and that of University College in recruiting and advising minority students and working with the newly created Vice Provost for Minority Affairs?

A. Well, we finally spent more time than one might ever expect working to meet the challenge of opening the door to more minority students and identifying opportunities for them. And we worked with people in the community. I had what I called the twelve disciples. People who came from the ranks. For example, then [U.S. District Court for the Southern District of Ohio] Judge [Robert] Duncan, who is now a member of the Board of Trustees, was one of them. Another one was a judge from Cincinnati. Another was Bob Dorsey from General Electric in Cincinnati. Another was McMurray from Bell Telephone. So we reached out to

the community. The Chair of the NAACP. We would meet together with them to develop resources, not only in terms of people to encourage minorities to go on to college, but also the financial resources to help have a strong developmental education program. And working with Bill Holloway, and of course this is where Dr. Watson, the two of them were very close colleagues. And [then-Associate Dean of the Graduate School] Dr. Frank Hale came into the picture to work with the graduate education. And we moved to have more Ph.D s of Afro-American background than any other university in the country. There was much effort to increase enrollment, as there continues to be today. And as we came down through the years, one of the pinnacles of [OSU President] Ed Jennings' career here as to have what we called the Young Scholars. We started recruiting minority students back at the 6th grade. And that program continues today. And of course, prior to Ed Jennings, that was one of the strong areas of concern for [OSU President] Harold Enarson, who came out of Cleveland State. And so there was concerted effort from the part of the University to be a worthy institution for attracting the very best and able minorities. We also moved into [recruiting] Hispanics. We actually had one of the first Ph.D.'s who came through the labor force up in northwest Ohio to become an employee of University College, an academic advisor. And he earned his doctorate and was employed by the State Department of Education. So that's another illustration of the efforts we made. Another young lady I remember so very well, Afro-American young lady, who graduated here with excellent records and we recognized her. She left University College, and Harold Enarson heard so many good things and then she was going

to New York University. He said, “Do you think she’s really qualified to go to New York University?” And we said, “We’ll let the record speak for itself.” She earned a degree, became an attorney, and is now the attorney for Channel 7 in the City of Chicago. So that’s one of the joys we have of seeing the growth in terms of numbers, but very significantly, the quality of the people who came to this University and graduated with the opportunities provided here.

Q. Also during the late '60s, but especially the early '70s, we had a number of new offices established under, at that time, the Vice President for Student Affairs, Dean of Student Life, such as the Hispanic student services, African-American student services. Was the creation of these offices parallel with the efforts of University College in recruiting minority students?

A. Very definitely. Very definitely. They met regularly, people from those offices. And they have actually, in the beginning of my tenure with University College, they weren't there. Again, that was a developmental process of the University to find qualified people, find the resources, and of course University College was just the early stages. We're dealing with the upper-class students and students who move on into graduate work. But that's really the Office of Minority Affairs coordinating that with all offices. I can think of many areas, athletics for example. One of the major concerns in the late '60s and into the '70s – we did not have nearly the number of minorities, Afro-Americans, participating on the athletic teams. In basketball, for example, if you just take a look at the trend from the 1960s. For example, our basketball team in 1960, '61 and '62 – we had one and then two minorities on that team. But we could not play in the south. We could

not play Louisiana States because we had minority students on our team. So again, Ohio State moved ahead of many universities in bringing Afro-American people and other ethnic groups into the University.

Q. Recruiting minority students also involves responsibility for retaining minority students and assuring their academic success. Many minority students – and I hasten to add not just minority students – come from high schools with weak academic preparation for higher education. Can you talk about the kinds of adjustments that University College made to try to ensure, as much as it could, that students with weak academic backgrounds were, in fact, successful?

A. Well, that again, under the terminology, that's why we have the area of developmental education. Starting students where they are, the testing program. It's written into our statute of earlier years that you could not use tests to admit students to Ohio State. Anybody who graduated from a high school could be admitted to the Ohio State University. And so we moved into testing in order to help students and their parents and all of us to see how prepared students were, and then develop programs, remedial programs, to teach those courses. And to advise students and actually the development of opportunities in the State of Ohio from the time University College started until where we are today. We didn't have opportunities to refer them to as a dean and with a staff meeting with students who really by all indices would not be enrolled in a university such as Ohio State or a research university. But we did not have alternatives to recommend they go, as in Franklin County now. We have the Franklin County Community College or Columbus [State] Community College, I should call it, and Franklin, and Ohio

Dominican [universities]. And, of course, we have all the regional campuses and the technical colleges across the state. So we have opportunities today that developed during that period, and today we can clearly say, “We do not have a place for you on the Columbus campus at this time. But we urge that you start your education someplace else.”

Q. As you pointed out, it was an era of open admissions. Was there a concern as there would be later, particularly under President Jennings, of the amount of institutional resources that were invested in remedial education?

A. Well, yes, there was a budget set aside for that in the departments, but we were moving away from it. Actually, we were admitting students only in the winter quarter or saying there wasn't “a place for you on the Columbus campus, but on the regional campuses.” So we started to become a selective admission [university]. I've heard it said, Rai, that the pattern of open admission at this University was a tradition, not a law. I would admonish those persons who say that [and tell them] to look at the statute and it's clear what the statute said. It's clear also that Miami University, being one of the first universities to be a state university to move, one would say, in the violation of the statute. And so we gradually moved from it. All kinds of administrative techniques to be selective. Today we are very selective. But again, that was a developmental process and we are still working at it.

Q. So a student could be denied admission to fall quarter and invited to come in winter quarter?

A. That's correct. Again, if we help people to see the opportunities available in their own community or in the state, you could encourage them with good confidence that that would be a better place for you than this, even though some parents and grandparents who attended here and wanted their sons and daughters or granddaughters to come here, would reluctantly accept that. But that again is one of the developmental processes that we have. And really, one of the great attributes of this country of ours, in that we develop responses with freedom of opportunity, rather than to get people in a narrow scope where they are there for the rest of their lives. People could start at one level and move through the channels and become professional people or earn their graduate degrees. And I think that is one of the great assets of this country and of higher education, particularly in the public and private.

Q. John, open admissions, as you have noted, was a rather complex affair, in which there were a number of options. Can you talk about that a little more?

A. As we had open admissions and limited space and resources, the Board of Regents created in the early '60s, [they] passed a policy of enrollment ceilings. For example, the Ohio State University had an enrollment ceiling of 40,000 students, with the exception of graduate students and professional college students – law and medicine, interpreting agriculture as being one. And so we had a ceiling, which as I said, if you enroll more students than that, you will not get funded for them. And Bowling Green and all the state universities had enrollment ceilings. We had a great number of applications here [so it] impacted upon Ohio State more significantly. That was another one of the controlling aspects. And

that, of course, brought pressure to bear to open up more opportunities for students.

Q. Please correct me if I'm wrong – the reason for the enrollment ceiling for Ohio State, from the Board's perspective, was to encourage a sharing of the student population pool among multiple institutions.

A. Yes, it was, particularly at the undergraduate and liberal arts area of education. And when we set the 40,000[-student] limit upon Ohio State, that was on the central campus and not the regional campuses. And very honestly, Miami University operating under that same system, they were the first to bring in this selective admission in their aspect. And we moved into what was called in the private schools of doing it much earlier – early admission – so that there would be spaces held for students to be admitted early based upon their academic rank. And that was before they had the high school diploma, based upon their testing and rank in class, they would be admitted early. And so those spaces were safe for them. And so again, the human resources available and people find ways to meet challenges and the tidal wave of students and the resources, that's the role of administrators in higher education, is to meet the challenges of societal needs and demands and sound pedagogy of quality education.

Q. In the last two decades and more, the University has been quite concerned with improving the quality of students admitted to the Ohio State University and has also focused much attention and resources on developing Honors Programs that would attract and then retain high-quality undergraduate students. Can you talk

about University College as it related to recruiting high-quality students and retaining them in the development of Honors Programs?

- A. It's, of course, a very special interest and has been, as I believe the record would show. And it goes back even before University College. Novice Fawcett asked me, specifically in my role in about 1964, to pull together the administrators for undergraduate programs and the then-five undergraduate colleges – College of Arts and Sciences, Engineering, Agriculture, Education, and Business – to talk about how we might recruit National Merit Scholars. That program had just started and was getting underway. And we met together and discussed plans for it. But at the same time, we had the tidal wave and accessibility and we did not make progress until really in the early 1970s, when Harold Enarson – again, [I was] John Mount in the role of Dean and Vice President and Dean of University College – sitting at the cabinet table and the discussion of responsibility for moving more aggressively to a coordinated program and recruiting honors students was handed to me by the president. And I again, to achieve that goal, we needed staff and again we submitted a budget and were able to hire a person like Dr. Tom Minnick. And Dr. Ted Robinson moved over from being Dean of Students to become my Assistant Vice President. And we developed a very aggressive program for recruiting high-quality students from the high schools of this state. Along with that, we proposed that we recognize students based upon merit for financial support. Really up until that time, our Office of Financial Affairs for students was based almost entirely upon need. And so we moved to giving grants [and] scholarships to students based upon their academic

credentials, without regard to need. That's the National Merit Scholar Program. And collegiate National Merit Programs were developed. Corporations developed for National Merit Programs. And at the same time we urged that the General Assembly of Ohio appropriate money for scholars. New York had done it. There's a Regent Scholarship in the State of New York that was in existence. And we testified before the General Assembly of Ohio that it would be a sound investment to appropriate a million dollars, so that there would be at least one student from every high school in the State of Ohio receive what is now called a Regent Academic Scholarship, which still exists. And then as we developed a very strong orientation program, we would study the background of students and we would get them together as they came to orientation and have them sit in a special honors session, to lift up the opportunities for honors education on this campus. And I would meet each day of orientation with a group of students. And I could cite examples. For example, when they became freshmen here they would bring in their credits, what we call proficiency credits. And so a student would come into this university with proficiency credits, so they could bypass freshmen English and freshmen chemistry. And we would identify them and then write a letter back to the high school commending that physics teacher to that school for preparing students who were exceptional and achieved academic credit and bypassed freshmen courses. So all of those activities, that came prior to what we have now, Honors courses, and we, in fact, did have in 1977, as I recall, '78, more than 100 National Merit Scholars in our freshmen class and we ranked fifth in the country in terms of National Merit Scholars. We haven't achieved that rank in the country

yet as we look down and come back. So there was great thrust by University College and really, alumni supporting that and supporting us in getting outstanding students from out of state. That was the thrust that we developed in University College.

Q. John, before we turned the tape over you had talked about the early success of University College in recruiting National Merit Scholars. Do you have a sense of why we didn't maintain that record of success? What were the pressures that were in play here?

A. Rai, as we look at the facts as they existed back at that time, this University had a minimum program for raising dollars through our development fund, raising dollars for scholars. I spoke earlier that we were moving in that direction. When we moved into recruiting National Merit Scholars, and we put the first \$500- and then \$750-a-year scholarship for them based upon their academic credentials and not need. If they had need, of course. They could get more dollars with the Federal Student Loan Program developing, we were able to compete with a \$750 grant to come to Ohio State. With our fees being – if we looked at it when Ed Jennings became president back in Enarson's time, our fees were \$620, tuition and \$1,640 to live in a dorm. So for \$2,200 or 2,300 you could come to this University and \$750 was a significant portion of that. And we were able to compete with other institutions. Michigan State moved in that way. But all of those dollars came from contributions through the Development Fund. No student fees and public funds came out of the Ohio State budget for those scholarships at that time. Then we moved into, with Ed Jennings' leadership, we moved into

raising dollars for scholars. The article here, “Dollars for Scholars.” And the whole Development Fund, we moved in getting dollars for scholars who were identified as holders of chairs and professorships, but also for students. But we did not put dollars on the freshmen coming in from the budget really until ... And so other institutions did. Bowling Green, for example, and Toledo and the private schools, Case Western. They were putting many more dollars relative to the cost on top scholars based upon academics. And we did. The emphasis until moving through the latter part of the Jennings program, when we were raising, again dollars for scholars, through the Development Fund or the Foundation as it was created. And then when Gordon Gee came, that made a big shift from our not having dollars and a decline in National Merit Scholars to actually paying the full tuition of National Merit Scholars, as is the case today, right out of the budget of the University. And of course the development program, we now have presidential scholars – academic scholars on full-ride scholarships. Again, following a trend we started doing that for athletes much earlier. We went from a job program for athletes to having what we call grant-in-aid. And some of us in academic circles said, “We’re doing this for athletes. Why not do it for the top scholars?” And I actually called upon many supporting alumni and friends who were giving dollars for grant-in-aid to athletes and challenged them to match that grant-in-aid for scholarships for scholars. And the record shows that that developed. I’ll give you an illustration of a person who gave a million dollars for an athletic facility and sitting at the table with his wife and said, “That’s wonderful, but if we do that, let us give a million dollars for students who are

going into education.” And that, of course, is the Schoenbaum Scholarship. And we have again shifted from being competitive with giving dollars to support scholars based on academic credentials to not having competitive dollars, to now being very competitive again.

Q. I wanted to pursue this a little more because I know you have very strong feelings about the importance of Honors Programs and recruiting Honors students. And I want to ask you the question; The reluctance of OSU to use public money for Honors scholarships, whether that had to do with a sentiment on campus that Honors or Scholars we were supporting or were elitist in nature. I know you’ve got strong feelings on that and I ask you to go on the record with those.

A. Well, [there is] the matter of having an elitist attitude and going out into markets and buying the best and most able students versus having an open door so everybody comes in with equal opportunity, no matter what resources. That is a philosophical and social science, the whole element of socialized country. And in my own case, my belief is that I believe we can do both. And I personally am so indebted to being able to come here based upon need. I come here from a family that never had anybody attend college, my father being a sharecropper literally, and by working in a steel mill before I came. A scholarship based upon need opened the door for me. And so I have a very emotional feeling toward supporting [need]. I’d like to say that any young man or woman who has the interest and ability will find a way to finance their education. I’ve said that many a time and I would hope that it could be said today, that on the other hand, in the world in which we live today, we must and I believe cherish excellence and set standards

that others may follow. That's based upon recognizing achievement, academically and athletically, as we talk about it in higher education. And in the arts. We used to say we have a great shortage of oboe players and so let's get some dollars to get an oboe player. Well, let's get dollars to help scholars in any field. And so I feel very strongly that the future of this country of ours is to attract the very most talented and able and willing students with recognition by dollars. And we have done that here at Ohio State. But let me say this too. Back in the '70s and as we moved into the '80s, we talked then about the drastic under-funding of higher education, and particularly at this University. When Ed Jennings was President, the under-funding of higher education, in my view, was just as severe then as it is today. Or under Enarson, or even in Fawcett's time, we have been under-funded in this state down through many years. And we talk about it today. But under-funding today is based upon the fact we are now putting, and I can't tell you how many million dollars, out of the budget of Ohio State into scholarships. Ed Jennings had the problem of having dollars for faculty, which were lower in rank and salary than they are today. And Ed Jennings did move in getting dollars into the scholars who teach. And we needed to have the program for these top students. It's a paradoxical situation when I recruit outstanding students and we do not have the programs and the faculty and the Honors Programs to teach them. And Ed Jennings, recognizing that you had to have the foundation of quality teachers and research opportunities, did support the policy that we not fund student scholarships out of the budget. But let's go out and raise the dollars. And we did. And we are still raising them. So the precedent has been set and we follow

through, following, again, excellence in achieving one of the goals that we set forth.

Q. No administrator runs a successful program without being able to recruit and evaluate and retain good people. What were you looking for when you recruited and evaluated administrators at University College?

A. Well, as I respond to that question, I'm mindful that you ask me that question when we were looking for administrators for the regional campuses. The same criteria in many ways were there when I looked for people who would be on the central campus and University College and as I've said earlier, we had an Associate Dean Bill Halverson, a very fine scholar, a person who had received the Council on Education Fellowship and a person who was responsible really for our academic advisement. And I had nothing to do with employing him. I just hoped I created an environment where he could follow up to his fullest aspirations. One of the early decisions, after I moved into University College, was the opportunity, and with the help again of the Office of Provost, [to have] Dr. Ted Robinson become my Assistant Vice President. Ted was a person who I knew from his earlier days of working in the Admissions Office as Director of Admissions. I employed him with my early role, to come from Iowa State and we were on the same wave length of working together and then we had a person by the name of Dave Marsh in Engineering. So we had a liberal arts person in Bill Halverson. We had Ted Robinson, a person who represented education. David Marsh who represented the engineering philosophy a bit. And our work ethics, very sharp with figures. And then we had Dr. Jim Tootle, a Ph.D. in history, working as a

Secretary of the College and Deputy Registrar, something with handling students who were having academic difficulty and on probation. And really helping identify students and their background, again looking for diversity. I think I spoke earlier that one of the very early things was to bring in Dr. Bill Watson [to focus on the] whole area of American minorities. I don't know how we could have found a more qualified person in this country. And with him as his assistant and on the staff was Dr. Mac Stewart, who currently is the Vice Provost for Minority Affairs, who came with an excellent undergraduate background to do graduate work here. Worked in financial aid with Rodney Harrison and was obviously a young person who had great talent and moved forward as he is today in a very key role in this University. Another person I want to lift up is a person by the name of Betty Jo Hudson, who was an excellent person in student personnel. She had been in student personnel at Indiana State University, came here to complete her doctorate, and I employed her once she was working on her doctorate to be kind of the right hand person at orientation and learning programs with the Honor Society, Phi, Sigma, Alpha, and the Delta, which we inherited in University College. Working with the mothers' clubs and parents' clubs. And then in the whole area of development of education, you asked about the area of remedial. And, of course, we were on the west campus and had Pressey Hall as we talked about, with all of the learning technology. We had an excellent staff who would help us in study habits and remedial work. And then, of course, one of the great concerns we found that students coming to this University didn't know how to use a library. They hadn't learned to use a library in high school and there wasn't an

environment on this campus that I felt did not recognize the significant role of a library. Having had a responsibility for the library in earlier times. So again, going to the administrator of our library system and gaining an open door to have a staff person who was very effective in helping us to teach an orientation. How to use the library resources here. So staff did the work and I hoped as an administrator to create an environment as I related to directly to the President and the Vice President, reported to the Provost as a Dean, and I never felt the channels were important. I just felt that I had an open door to use all of the resources of this institution, in the interest of those students who were enrolled in University College.

Q. In a previous meeting we recorded, you talked about the importance of encouraging your administrators to move toward the completion of the Ph.D. Do you want to comment on that?

A. Many of our academic advisors came in as graduate students. And here you have persons who had their aspirations to be doctorates, but they had the abilities to work well with students. And they would find themselves spending time working with students and resolving their problems and not spending time on their own academic discipline. And that's where the relationship with the department chair or the advisor to that graduate student would come to play. And we always said to any graduate student to keep that goal of getting a Ph.D. We did not want ABD, All But Dissertations. And the record shows that many did receive their doctorate and moved on to be members of the faculty here. And more so faculty around the country, as we know them where they are today. They remind me of when they

were importance. But we did have of course supervisors: Dr. Fred Kauffman. They had earned doctorates but became full-time supervisors of academic advisement. And that's where we had been _____ literature. I'm thinking of a Dr. Virginia Gordon, as we call her that now. She earned her degree in dental hygiene. And became a graduate student and got her doctorate in counseling psychology and has done research and has traveled across this nation talking about academic advisements. So we encouraged growth professionally as they worked in University College. Of course, they increased the quality of our efforts.

Q. So you encouraging them to finish their Ph.D.'s brought to them, of course, personal and professional fulfillment, but for University College, also enhanced the credibility.

A. That's right. Let me make another illustration that I left out. I've spoken and you know Dr. Tom Minnick. Dr. Tom Minnick, when he joined my staff, was teaching freshmen English teachers at Ohio State. He was responsible for preparing them to teach freshmen English. That would be a natural and I was looking for an applicant to come to University College. And then as he was in University College, so that he would be challenged professionally, I highly recommended him to Alex Haley who came to me looking for a person to help him in editing his book "Roots." And gave Tom leave of absence to have that experience. Ohio Board of Regents, putting out a master plan in editing, and again Tom had leave there. And Tom has grown to me, I think, to be one of the very top people in this community in terms of his editorial ability. And again, I hope we enhanced his

career by opening opportunities for him. So that's a bit of philosophy that we tried to work with at University College.

Q. You had mentioned a few moments ago about students being unfamiliar with the library, the scale of the library systems at a major university. And I do know that Ohio State was a pioneer in library user education, when it hired Virginia Tiefel to direct that program. Would you talk about the origins and the impact of that library user education program on University College?

A. Well, again with appropriate humility as we say, that was a great need we identified. And we'd go to the Faculty Club and have lunch with the Director of Libraries and identifying the need. And again, getting a qualified person to do the job, a qualified person needs resources. So I joined with [then-Director of Libraries] Bill Studer in going to the Provost and saying, "We need dollars to hire a Virginia Tiefel," not knowing her by name, but that's the way excellence is developed, I think, in a university. And that's the way a university gets a national reputation, by getting a good person and having the support of the surrounding colleagues to do just what Virginia did. And again, I believe that it is still a great need for students coming to this University. That's really one of the pride and joys I have if I see Virginia Tiefel. If I see her our eyes meet one another with a pride I hope in her heart as well as in mine because of her achievements in that field.

Q. Virginia Tiefel's efforts in developing a user education program became early on, part of the UVC100 program, which was required of all freshmen. Would you care to comment on the development and challenges of that program?

A. Well, teaching an orientation course is a very challenging teaching responsibility for students and there is so much to orient them about. It's like teaching a course on the history of the University. And you have to prioritize, [because it's a] one-credit-hour course. It's almost, you could spend five credit hours of time in teaching use of the library, I do believe. You're better qualified to speak to that than I. So it was a challenge for Virginia Tiefel to put together a presentation that would teach the lesson so that the students learn during that one credit hour course that was offered to students once a quarter. And develop the teaching tools to get the job done. As I have said before, I retired in '83 and my observation is in talking with students today, that perhaps that part of the orientation course has not continued in the same way that had the emphasis on it back then. Maybe then we had students less qualified. Today as we get more qualified students, perhaps there's less need for them to understand the use of the library. They came to us better prepared. I'll not be making that judgment.

Q. There are mixed factors here; open admissions has had an impact. The challenges still nowadays is that students have difficulty going to the library simply because there are so many resources online, that they don't feel compelled to go. It's a struggle for the libraries to educate that library skills are even more important now and that not everything is online and that libraries still enhance web searching.

A. Exactly. And we sat in class last Thursday and we had the short time with the librarian, and it came back to me: "What are we doing to prepare students to use that online [resource] and use the resources of the library of today in comparison

to what it was 30 years ago or 20 years ago or 10 years ago?" It's so rapidly changing that is our teaching of using the resources keeping up with it? I observed them and as I asked them questions, I'm not sure that they are using the online resources in many ways, but I'm not sure it's taking them into the resources of the library and the printed material that's still there.

Q. In 1976, there was a program review of University College and that program review was very favorable about the quality and the impact of University College. It did also have some questions about the UVC 100 survey course as to whether it really was necessary and whether the content was sufficient for one credit hour. This course, however, has always been basic and required of all freshmen in University College. Can you talk about the challenges of developing that particular course and running it?

A. Of course, the survey course was taught by each of the undergraduate colleges before University College. As a junior dean, I taught the survey course at the College of Agriculture and Home Economics back in 1952 and 1953. And as did a junior dean at all the other four undergraduate colleges, and so University College came along and would teach that and our survey course to students for all of the disciplines of the University. And I've made the analogy in the life of this University [to the] requirement that every student had to go to chapel. And that was back in the 1870s and 1880s. And there was a rebellion about that. And presidents and Boards of Trustees and so in 1972 and 1973, we had University survey and it was mandatory that everybody take it. It's like having everybody go to chapel. And the content of University College is like a Chaplain speaking to the

congregation. With the breadth of subjects to be covered in a course, people and the faculty challenge, is it really an academic credit course? But if you've made it a non-academic credit course and expect everybody to take it, it would have been like a chapel. And so just the psychological elements of teaching a one-credit-hour course, some thought the content had to be worth five credit hours in terms of time and effort. For example, library usage. And for example, just planning courses that will meet career objectives. Having people learn about themselves as they make career choices. Each of those kinds of subjects to be taught then by graduate students who really had never been in the classroom setting before as a teacher. So we had the challenge of preparing persons to be effective teachers of any subject, let alone the difficult breadth of subjects including how to deal with substance abuse. And dealing with the issues of the day, be it problems with Vietnam, diversity. That's one of the subjects that they wanted taught in University College survey is how to understand people of other of international scope as well as ethnic and religions all coming together in one community.

- Q. So the content grew to make it even more challenging in a one-credit-hour course.
- A. And again, out of the kind of college I had and in the time I was there, we developed a course book which all students had to buy. And the income from that book came into the treasury of the Ohio State University and University College to help fund the institution. We of course established, as I said earlier, student council, council for each of the regional campuses and Columbus campus. A council for University College, so that students could help other students see the necessity of learning the lesson taught at University College.