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BUILDING THE FUTURE

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OSU BUILDING THE FUTURE
ONE NIGHT IN THE EARLY 1990s, I exited Adena Hall after a pickup game of basketball with some students and staff members. I looked across the campus at LeFevre Hall—then brand new—and wondered about the campus’s potential growth. I, too, was relatively new to the campus, and could not dream of what was to come. Several years later, I greeted a busload of new or recently promoted faculty members who were visiting the campus as part of the university’s “Roads Scholars Tour.” I pointed to what was then a soccer field and told them that our next building, the John Gilbert Reese Center, would soon be constructed on that spot. As the building went up, one could easily see how just one more building would close the circle of structures around the interior of the campus and enhance the serenity of the campus’s most popular outdoor gathering spaces. The John L. and Christine Warner Library and Student Center made that potential enhancement a reality. The campus’s growth was not complete, but closing the circle of buildings around its center marked an important stage in its evolution. Our facilities had matured in their ability to nurture student life within their rooms and corridors, and had created a clearly defined, attractive space for student life to thrive outside their walls.

These days, I still think a lot about the campus’s potential growth, and thanks to our new Framework Plan, I have far more tools for envisioning it than I did when I was watching the construction of LeFevre Hall. I also think a lot about how we contribute to each student’s development. Thanks to the success of the Next Generation Challenge, we can help more students than ever before obtain a college degree and find a fulfilling career. This issue of the Progress Report reveals some of our Framework Plan, highlights some of our faculty members’ efforts to provide rich learning opportunities not only for students but also for community members, and tells the story of two graduates using their Ohio State degrees to pursue new dreams.

On the morning we took photographs for this issue of the Progress Report, the sky was overcast and our buildings were wrapped in fog. As the fog burned off and the sky changed from bright white to bright blue, faint images of people and outlines of large physical structures turned into groups of students and wonderful academic buildings. Witnessing this transformation reminded me of our transformative purpose and made me ponder the potential of the people you will read about in the pages that follow.

Here’s to dreaming big about what lies ahead!

William L. MacDonald
Dean and Director
Scholarship campaign raises nearly 21 million:
Final donor pushes campaign over goal.

The Next Generation Challenge Scholarship Campaign at The Ohio State University at Newark and Central Ohio Technical College (COTC) surpassed its $20 million goal making it the most successful fund-raising effort in the history of the two institutions. The campaign began in April 2010 and culminated on June 30, 2012, with a final donation that propelled the grand total past the $20 million goal to a final total of $20,950,410.32.

Unique about this scholarship campaign was the matching opportunity, a rare chance to double the impact of every donation. Granville philanthropists J. Gilbert Reese and Louella H. Reese challenged the community by personally matching all gifts, multi-year pledges and planned gifts dollar-for-dollar up to $10 million to support the growth of endowed scholarships at both schools. It was through a tremendous outpouring of community generosity that the Next Generation Challenge achieved its profound success.

Culminating the campaign was the final gift, a combined $2 million from Ariel Corporation and Ariel Foundation, headquartered in Mount Vernon, Ohio. Karen Buchwald Wright, President and CEO of Ariel, has a longstanding relationship with COTC and was instrumental in establishing a permanent home for the COTC Knox Campus in downtown Mount Vernon. She is a dedicated philanthropist with a passion for improving the quality of life and opportunity in her hometown. The $2 million gift will benefit Knox County students attending either COTC or Ohio State Newark.

The Newark Campus Development Fund, a permanent locally controlled endowment that provides funding for innovative projects and scholarships at COTC and Ohio State Newark, served as the primary recipient of scholarship gifts for the campaign. Donors were able to designate their gift to benefit students at either COTC or Ohio State Newark or they could make an unrestricted, cost-shared gift to benefit students of both institutions. The first Next Generation Challenge scholarship awards have been allocated for autumn semester 2012.

“The vision of Gib and Lou Reese with their scholarship match and the community call to action truly represented a once-in-a-lifetime opportunity for our communities,” said Next Generation Challenge Campaign Chair William T. McConnell. “I am completely overwhelmed by the outpouring of generosity from so many across our community. Words cannot adequately express my pride at this moment, and my heartfelt appreciation to you all.”
THE MISSION OF THE REGIONAL CAMPUS CLUSTER is to provide The Ohio State University experience on intimate, community-oriented campuses.

Many students choose to start at a smaller campus of Ohio State because while they've dreamed of being a Buckeye, the intimate setting of a smaller campus is appealing. Those campuses, which include Lima, Marion, Mansfield, and Newark, have recently joined together to form the Regional Campus Cluster with a renewed focus on delivering that unique campus experience.

One of the unique aspects of the smaller campuses is the opportunity for interaction with faculty members. Smaller class sizes provide an atmosphere of engaging conversation and personal interaction. "Ohio State Newark was great for transitioning from high school to college," stated Curtis Dumond, microbiology major.

Another benefit of the smaller campus is that even undergraduate students participate in academic research alongside their professors. At Ohio State Newark, the Student Research Forum is an annual event for students of all disciplines conducting work under the direction of a faculty member or lecturer. The forum increases collaborative student-faculty research endeavors, encourages participation in honors research, and advances the goals of the OSU Denman Undergraduate Research Forum. This kind of active learning through research enriches the college experience beyond the classroom, and sets the stage for lifelong learning.

It's commonly known that athletics can be an integral part of the college experience, as well. But, many students at Ohio State’s smaller campuses are surprised by what's available to them in terms of sports and recreation. Intercollegiate sports include baseball, softball, golf, and volleyball; as well as a wide variety of intramural sports. Approximately 750 students participate in intramural sports at Ohio State Newark each year.

In 2011, the smaller campus deans approved a proposal for each campus to select its own Homecoming Court, following the criteria set forth by the Office of Student Life at the Columbus campus. Benefits include participation in all of the festivities of the traditional crowning and activities in Columbus, including the homecoming parade and pep rally, consistent with tradition. The selection and recognition of the Homecoming Court has become an annual event on the smaller campuses; it encourages student involvement in campus life.

"We realized we're building a unique experience that's an Ohio State experience, genuinely Ohio State, but has the special touch you can only get at a small campus," said Bill MacDonald, executive dean of the regional campuses and dean/director of Ohio State Newark.
Newark campus framework plan:

FOR MORE THAN FORTY YEARS, The Ohio State University at Newark and Central Ohio Technical College have shared the Newark regional campus through land, buildings, and people, in a partnership of fiscal efficiency and collaborative campus planning. This partnership is at the forefront of daily operations and long-term planning, and is a recognized model of shared services and resources. However, the physical environment of the Newark campus is nearing fifty years old. The first building, Founders Hall, was built in 1968.

Today’s campus leadership is creating a “One Campus” vision for the next fifty years to respond to the changing world and the higher education needs of our community and state. The vision of “One Campus” is rooted in collaboration, integration, communication, and partnership.

The Framework will guide change over time, outlining physical solutions to the big issues as well as a holistic approach to decisions. Nine issues and opportunities face the Newark campus. They encompass significant issues that impact the physical environment and ongoing operations, as well as important opportunities that should be leveraged in the future. These issues are: growing enrollment, defining who we are, financial viability, leveraging the Ohio State/ Newark/COTC partnership, impact of semester conversion, community relationships, state goal to increase 2- and 4-year degree programs, and competition with other higher education institutions.

FRAMEWORK OBJECTIVES:
Plan for Campus Growth
> Clarify campus entries and create gateways
> Create visual connections through campus
> Enhance pedestrian circulation and wayfinding
> Improve road system and vehicular wayfinding
> Identify parking zones
> Identify building zones
> Identify residential zones
> Enhance green space and landscaping
> Unlock land bank
> Incorporate stream and drainage corridors
> Expand bike path
> Address deferred maintenance
> Provide flexible phasing

Several long-term scenarios were developed to illustrate how the campus may change over time to meet this vision. The first strategic phase, addressing immediate needs to the year 2020, include the addition of new academic building in the core, the renovation of Adena Hall for wellness and fitness, and additional housing. The second phase, from 2020 to 2030/35 will advance the campus transformation and continue to meet growth needs. This phase includes the addition of a second academic building in the core and the full renovation of Founders Hall. The full campus build out beyond 2035 includes the completion of a residential neighborhood, and the complete renovation or replacement of Adena Hall.

To learn more about the Campus Framework Plan, visit www.newark.osu.edu/NewarkCampusFrameworkPlan.
Ohio State Newark’s new play contest:
Bringing plays from around the world.

DAVE WILLIAMS, Ph.D., IS A THEATRE GUY.
He teaches acting and theatre classes, he directs plays that run in the campuses’ Black Box Theater, he builds sets, and now he reads plays. Lots of plays.

Williams began the play contest in 2011, thinking he would receive some plays to read, review, and judge. He received 276 plays from 35 U.S. states and four from Canada. This year, 267 plays came from 35 states, Australia, Canada, France, Israel, and the United Kingdom.

“My reasons for starting and running the Ohio State Newark New Play Contest are three-fold,” explained Williams. “I am in a position to nurture playwrights, who, after all, are really the only truly creative artists in theater.”

“Nothing would make me happier than to discover a wonderful play that went on to achieve national recognition,” Williams added, “except to be the first person to stage a work by a playwright who then went on to a long and stellar career.”

Playwrights clearly appreciate the opportunity — often accompanying their play submissions are letters of thanks and gratitude to Williams.

“My second motivation is far more practical. Now that OSU has made the transition to semesters, I am able to do a four-play season,” said Williams. “Running the contest gives me access to scripts that I would never otherwise have, and as a result of the contest, the last slot in every season is automatically filled.”

“Even plays that have not won the contest may end up being staged, for example, this autumn’s Goat Song Revel, by Dan Borengasser,” said Williams.

“Finally, I started the contest because I simply enjoy learning plays,” concluded Williams.

A full list of play winners, as well as honorable mentions, can be seen on the theatre department’s web page (from Newark.osu.edu, select outreach and engagement, then theatre).
The many forms of diversity:

OVER THE WINTER 2012, some third graders at Newark’s Legend Elementary School willingly gave up their recess. Multiple times. For art.

That’s right. The 56 students were part of a pilot program using art to celebrate diversity. A collaboration between The Ohio State University at Newark, Central Ohio Technical College (COTC), and Legend, the program came to life under the direction of Vorley Taylor, campus program manager for multicultural affairs.

“The elementary school embraced this idea from the beginning,” said Taylor. “I wanted to do campus outreach focused on diversity with a local school, and I couldn’t be more pleased with the result of this initial program. The engagement level of the third graders was tremendous.”

Taylor, with the assistance of campus volunteers, spent seven weeks visiting art classes at the school, beginning in January 2012. The first five weeks focused on elements of world-wide and local diversity, including discussions of race, culture, differing family units, religion, and physical appearance. During the final two weeks of the program, students transformed into artists, expressing what they had learned about diversity through art. Working in small groups or alone, the third graders created an array of colorful paintings, mobiles, and sculptures. To finish their projects, the children were asked to provide a written description of their artwork explaining how diversity was represented in the piece.

Ellen Cooper, Legend Elementary principal, was thrilled to see the students become so excited by the project. During a standing-room only reception and art show held at the campus’s John L. and Christine Warner Library and Student Center, Cooper congratulated the students and recognized them for their creativity and dedication to the project.
Retiring from Ohio State Newark:

THOMAS E. HAYS, Ph.D., retired this year as associate professor of mathematics. Dr. Hays began his career at Ohio State Newark in 1972, and in addition to teaching, served in many service roles, including various elected and appointed Faculty Assembly offices and committees, Dean’s committees, and campus and departmental committees. He served as the Acting Associate Dean of Ohio State Newark during academic year 1986–1987. He has been the recipient of The Ohio State University at Newark Faculty Service Award for outstanding and dedicated service to Ohio State Newark and also the Julius S. and Joette Greenstein Award.

“It has been truly an enjoyable and fulfilling career,” Hays said. “Through various faculty assembly offices and committee assignments, I have had the opportunity to work across several disciplines with creative, energetic, bright, and professional OSU and COTC colleagues.”

“The best and most enjoyable part was working over the years with the students who came to our campus, particularly the students enrolled in the teacher preparation courses.”

G. BRUCE MAINLAND, Ph.D., joined Ohio State Newark in 1975, and retired this year as a professor of physics. During his tenure, Dr. Mainland received many awards for his teaching and scholarly accomplishments. Those include The Robert A. Barnes Award for Exemplary Teaching, Ohio State Newark (2007, 1993); Scholarly Accomplishment Award, Ohio State Newark (2006); Alumni Award for Distinguished Teaching, The Ohio State University Alumni Association, The Ohio State University (2005); Thomas J. Evans Teaching Excellence Award, Ohio State Newark (1998, 1980); Faculty Service Award, Ohio State Newark (1994); and Provost’s Award for Faculty Scholarship Excellence, Ohio State Newark (1994, 1986).

Dr. Mainland, who said he has most enjoyed working with students said, “I like to think that I helped students to go on and live good lives, and have good careers.”

Dr. Mainland has been working on the same problem since 1979 and in fact gave a lecture on the subject in 2009, “How to Build a Universe: Leptons, Quarks and Dark Matter.” His retirement plan is to finish up his research.

JAMES WOOLARD, Ph.D., joined Ohio State Newark and COTC in 1981 and retired in December 2011 as Director of Facilities Planning and Operations.

“I was privileged to play a role in the physical growth of the Newark Campus for thirty years. I cherish the memories of my colleagues, for first and foremost the Newark Campus is a people oriented institution. Because of our success, I was able to retire and realize my lifelong dream to be a full-time writer.”

His novel “Thunder in the Valley” received the Western Writers of America (WWA) Medicine Pipe Award for best first novel and WWA Spur Award for the best original paperback novel.
IN 2006, WILLIAM L. MACDONALD,
Dean/Director of The Ohio State University
at Newark, came up with a way to share the
university community’s academic bounty with
the surrounding community: The Faculty Lecture
Series (FLS).

He began with three lectures a year, select-
ing tenure-track and tenured faculty members
who had maintained (and often surpassed) the
research and publication requirements that the
university places upon faculty.

With topics ranging from the Newark Earthworks
to “empowering teachers and learners,” and from
the status of bees and pollination to Williams
Syndrome, myriad subjects have been covered.
Free and open to the public, the series is a forum
in which faculty share their areas of expertise.
Students learn outside the classroom and the
community can participate in a lively discussion
and exchange of ideas.

“I wanted our faculty research to be more
accessible to the community,” said Dr.
MacDonald. “In keeping with our mission [in
part “to provide access to the university by
extending Ohio State courses, programs,
research, and service to a wide range of Ohio
communities”] the Faculty Lecture Series seemed
to be one positive avenue towards that end.”

In the past there have been three lectures a year;
since the change from quarters to semesters in
academic year 2012-13, the campus will host
two—one per semester. The lectures take place
in the John Gilbert Reese Center at 7 p.m., with
the lecturer discussing his or her topic for about
an hour; the floor is then open for questions and
discussion.

“Ohio State Newark has such a rich offering and
I am glad to share it with the community,” said
MacDonald. “The Faculty Lecture Series offers a
chance for our faculty to share their research, as
well as their teaching and service work.”

This year’s lecturers will be Julie Hupp, Ph.D.,
associate professor of psychology, and Adrian
Rodgers, Ph.D., associate professor in the school
of teaching and learning. To view a full list of
lecturers and their topics, visit the Ohio State
Newark website (click on faculty, then faculty
lecture series).
A Seamless Transition from Quarters to Semesters:

THE OHIO STATE UNIVERSITY officially welcomed its new semester calendar during summer 2012, and all the behind-the-scenes work paid off. It was a smooth transition. “This was a true team effort, and I’m pleased with the work that we did in Newark,” said William L. MacDonald, dean/director of The Ohio State University at Newark.

MacDonald asked Paul Sanders, associate dean, to lead the campus through the transition process, with a team of dedicated people working to make it all happen. Sanders worked closely with Kyle Morgan, director of advising, and countless others, including a faculty committee.

The faculty committee worked together to create a scheduling grid, while others worked directly with their departments in Columbus to fine-tune the changes necessary to create as seamless a transition for students as possible. Classes had to be redesigned in order to go from 10 weeks of instruction to 14 weeks of instruction and a final examination week.

“There are some classes designed and taught in Newark,” said Morgan, and the responsibility for adjusting those courses fell on the Newark team. One such class is the survey course, which all incoming freshmen are required to take.

“We revamped the survey course,” Morgan said. “With a longer term, we are able to focus on different aspects of the course longer than we could previously.”

In addition to courses being reworked to fit the longer timeframe, course numbers were changed, which means that a class that was once “101” might now be “1101.” That seems a small enough change, yet advisors will be even more vigilant when working with students to ensure that the proper classes are taken to meet the students’ academic requirements and goals.

To that end, advisors were involved in a conference to help them with the transition. In Newark, a large brunt of the work comes in the form of learning this new system and then sharing that information with students.

“Other changes that students will experience include credits earned,” said Sanders. “Rather than three five-hour classes, students will take five three-hour classes.”

“In the quarter system, where students generally earned five credits for a course, in the semester system, they now earn three credits,” said Sanders. “Students graduate with fewer credit hours in semesters, but the credits are proportionally the same as in quarters.”
Education opening the doors:

NORITA AND MARCUS YODER hail from Holmes County, Ohio, where they grew up in traditional Amish and Mennonite families. Traditionally, Amish children go to school until about the eighth grade; they then go to work with the family business, which was Marcus’ path. Norita went further in her education, attending high school; however, she too began to help her family’s business when she was 12 years old. Teenage sweethearts, they married at the age of twenty.

“The Amish and many Mennonites consider college education a dangerous form of acculturation,” said Norita. “I’ve always had a thirst for learning, and as an adult, continued my education in a college-prep level institution within the conservative wing of the Mennonite movement.”

Before beginning her studies at OSU, Norita asked her mother what she thought of her daughter breaking norms and attending university. Her mother replied, “If you want to go, I think you should go. I always wished I could have gone.” Thus began Norita’s academic journey.

“My academic focus is women’s issues among the Mennonite and Amish subcultures,” Norita said. “It has been a rather complex path. By attending University, I am very much going against my subculture norms.”

Marcus, too, dreamed of pushing forward academically; by age 10, he’d read through the complete set of “World Book Encyclopedia.” “This was pivotal for me,” he said. “I discovered I could educate myself through reading and research.”

He earned a General Education Development (GED) certificate at age 18, but didn’t pursue college until 2005. Then he began to attend The Ohio State University at Newark studying history, and a world opened up to him: he was in his element and he loved it.

As undergraduates, they received numerous honors, including the 2012 Outstanding Senior Award from the department of history, the Dean’s Scholarship, and the O’Neill Scholarship. Marcus also excelled as an honor student, winning awards for scholarship, and being asked to serve as the student representative to Ohio State Newark’s board. Norita and Marcus both graduated with “Research Distinction in History.”

“Ohio State Newark history faculty present two awards each year: the best paper written in a history class and the Outstanding Graduating Student. Marcus and Norita graduated nearly two years apart, but both of them won both of those awards,” said Richard Shiels, Ph.D., associate professor, history, Ohio State University.

The Yoders applied to graduate programs, and were accepted first to St. Andrews University in Scotland, and then Yale University’s Berkeley Divinity School, in New Haven, Connecticut, where they were offered nearly full fellowships. They begin at Yale in fall 2013, each pursuing a Master of Arts in Religious History, with the option to continue towards a Ph.D.

“My graduate work will identify significant factors that influenced Mennonite and Amish women’s role changes, and trace them from the Reformation to the present,” Norita said.

Marcus will study Early Modern European History and the Reformation.

In 2009, the Yoders opened Ashery Farms, a store in Heath, Ohio that sells fresh, locally grown and produced foods and bulk goods. Family members will run the store while they are at Yale.

“We never dreamed our path would have us both graduate summa cum laude and with research distinction, and then take us to Yale,” said the Yoders. “We are humbled and blessed!”
FOR THE FIRST TIME EVER, students hopeful to attend The Ohio State University at Newark were allowed to apply to the honors program as part of their college application process, the program more than doubled its numbers. The Ohio State Newark honors program now boasts over 70 students; approximately 30 of the students are returning and the rest are new students.

“The best achieving students took advantage of the new application process,” said Virginia Cope, Ph.D., Honors Director and Laurel Collegiate Society Advisor.

The honors program gives high achieving students the opportunity to participate in the Laurel Collegiate society, an honors club; to take classes designated for honors students; and to participate in the Service Scholarship program. Being an honor student can help students in their future endeavors, both academic and professional.

To participate in the honors program, students must apply when they complete their application to attend Ohio State. If they don't do it at that time, they can still apply once they are students — but they should do it as soon as possible. Students with a grade point average (GPA) of 3.4 or higher are welcome to apply.

Some of the benefits of being in the honors program include small class sizes. Most honors classes have 15 students in them — small even by Ohio State Newark class sizes.

“The class topics tend to be interesting,” said Cope. “They’re smaller and tend to be more interactive, seminar-style classes.”

A sampling of courses available this autumn for honors students includes “Hispanic Gastronomy,” which introduces students to Hispanic culture through food. Taught by Dionisio Visscarri, Ph.D., associate professor in the department of Spanish and Portuguese, the course will present historical, geographical and cultural components of Hispanic cuisine, and its varying ingredients and methods, through lectures and in a “food tour” of Hispanic restaurants in Columbus. Other courses in autumn 2012 include “Classical Mythology,” and “Comparative Studies: Intro to Humanities, Cross-Cultural Perspectives,” among others.

Students may apply to the Newark Service Scholars (formerly the LeFevre Fellows program), a prestigious award for students who have demonstrated academic achievement and are interested in providing service to a specific community. Students selected for the award receive a $1,500 scholarship which is applied to tuition, enroll in 3 credits of service-learning coursework during the academic year, and perform 60 hours of service work. Students work on a variety of projects with community organizations, learning about the organization and putting their skills to work.

There are service learning trips to places like New Orleans and Washington, D.C. Students begin to prepare before the trip, selecting a study focus (blues music, for a trip to New Orleans, for example), and then conduct research and interviews in the actual location. Students in the past have created blogs and online photo journals to share their findings.

The Laurel Collegiate Society is a student organization open to all honors and honors-eligible students. Members will participate in many activities, including reading circles, cultural outings, fireside chats with professors, and a spring trip.

Ohio State Newark honors students must complete an honors contract with their honors advisor; this will ensure that they’ve met the requirements to continue on their honors track if they transition to the OSU campus in Columbus.

“Honors students at Ohio State Newark have to meet the same high standards as their Columbus cohorts,” said Cope. “When they graduate from OSU, their diplomas will not only hold the prestigious OSU seal, but an honors designation as well.”
NILES JOHNSON, Ph.D., joins the faculty as an assistant professor of mathematics. Niles comes to Ohio State Newark from the University of Georgia, where he was VIGRE Postdoctoral associate. He earned a Ph.D. and M.S. in Mathematics from the University of Chicago, and an M.A. and B.A in Mathematics from the University of Rochester. His research interests range from categorical algebra to computational topology, with a main focus in categorical and topological connections having to do with Morita theory, Brauer groups, Galois theory, Norm/Power operations, and homotopic descent.

JOHN LOW, Ph.D., assistant professor of comparative studies, comes to Ohio State Newark from Northwestern University, where he was a Visiting Professor in the Department of History and Programs in American and Legal Studies. Prior to that, Low was a Scholar-In-Residence at Chicago's Newbury Library. He earned a Ph.D. from the Program in American Culture at the University of Michigan, an M.A in Social Sciences from the University of Chicago, and a B.A in American Indian Studies from the University of Minnesota. In addition, Low holds a Juris Doctorate from the University of Michigan and a B.A. from Michigan State University.

MICHAEL STAMATIKOS, Ph.D., visiting assistant professor of physics, was most recently a Center for Cosmology and AstroParticle Physics Fellow at The Ohio State University. He was previously a NASA Fellow at the Goddard Space Flight Center in Greenbelt, Maryland. Stamatikos holds a Ph.D., M.S., and B.A. in Physics from the University of Buffalo. His research interests include observational astrophysics, high-energy astroparticle physics, and multi-messenger astronomy, among other areas. He was a member of the teams awarded the Bruno Rossi Prize in 2007 and 2011, respectively, from the High Energy Astrophysics Division (HEAD) of the American Astronomical Society for major advances in the scientific understanding of gamma-ray bursts. He serves as an invited peer reviewer for NASA science proposals and The Astrophysical Journal.
Ohio State Newark enrollment statistics:

When the University opened in 1957, there were 80 students and 8 faculty members.

Other areas of diversity:
Students represent 68 of Ohio’s 88 counties, and 66 students have origins in 28 foreign countries.

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