

# With Honors

OTTERBEIN COLLEGE HONORS NEWSLETTER

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## Big Changes for Otterbein!!

Otterbein faculty, staff, and students will begin to see many positive changes set in motion through the college's new Strategic Plan. Many people have spent countless hours to prepare and set goals for Otterbein's future, working on a plan that will guide how the college evolves over the next several decades. Among the leaders in the planning process is Academic Dean Abiōdūn Gökè-Parīolā. Describing the aims of the Strategic Plan, Dean Gökè-Parīolā explains, "We ask ourselves what kind of institution we would like to be in the 21<sup>st</sup> Century. The plan envisions us becoming a nationally recognized comprehensive liberal arts college. This recognition will come because of what we do and how we do it: how we change and transform students' lives." The Strategic Plan emphasizes nine initiatives: enhance academic quality; enrich the student experience; focus on global citizenship and integrative learning; focus on public engagement and experiential learning; strengthen and expand opportunity for life-long learning; invest in an institutional culture of accountability; commit to economic, social, and environmental sustainability; invest in facilities and the environment; and strengthen the college community. Those initiatives guide the thirteen subcommittees on which faculty, staff, and students are working to help us develop the strategies for implementing the various goals in the Strategic Plan. Dean Gökè-Parīolā stated, "They take it in bits and add new things to work on for the next five years."

When asked about plans and goals for the Honors Program, Dean Gökè-Parīolā said, "Students will see an enhancement of the Honors Program. It will become more distinctive and challenging so that it stands out. There will be more support for faculty and students to do new things." Dean Gökè-

Parīolā also discussed the possibility of Otterbein College becoming Otterbein University: "The changes will depend on how the college grows. For the Honors Program, if we become a university, we might establish an Honors College, or a "University College" that would house several campus-wide programs, including the Honors Program, and headed by a dean. This would significantly enhance the program and improve upon the structures in place."

The work of the Honors Program helps to fulfill some of the goals outlined in the Five Cardinal Experiences at Otterbein. Those five experiences are: public engagement; undergraduate research; internships and related work experience; citizenship and leadership; and international study. Many students in the Honors program have already begun to meet the goals of a number of those Cardinal Experiences. The Honors Program also promotes the aims of the subcommittee for Advancing Learning and Global Engagement. One of its purposes is "to improve and solidify the college's efforts to promote challenging academics experiences for high achieving students." The changes made through the Strategic Plan will be very important to the Honors Program and the path that it will be following in the future.



Dean Gökè-Parīolā speaks about Honors

## Reflections on the Honors Program: Past and Future

*Dr. Lou Rose teaches modern European history and ancient history in the Department of History and Political Science. He has authored the books, *The Survival of Images* (2001) and *The Freudian Calling* (1998). The latter received the 1999 Austrian Cultural Institute Prize for Best Book in Austrian Studies. Recently, he completed his book manuscript, *Psychology, Art, and Antifascism: Ernst Kris, E. H. Gombrich, and the Caricature Project* and has been invited to Berlin, Germany to deliver a talk on the subject of the book.*

When I first joined the Honors Committee some years ago, the college Honors Program consisted of a loose and variable collection of readings and assignments that a few professors added to their syllabi as honors work. All members of the Honors Committee—including the Dean and Associate Dean of Academic Affairs—agreed that the time had come to create a sequence of courses that would consistently encourage intellectual and creative curiosity, autonomy, and risk taking: in other words, a unified and challenging Honors curriculum worthy of its name. Then Honors Director, Dr. Nancy Woodson and I authored the proposal that established a four-year Honors curriculum. That

curriculum—which builds progressively from Freshman and Sophomore intensive writing seminars to an interdisciplinary Junior seminar in research methods and culminates in an independent Senior thesis—has brought students from diverse majors into a common program and given them the opportunity to pursue advanced scholarly and professional work. It has been gratifying to see how, with the participation of an ever growing number of students and faculty advisors, the Honors Program has expanded from that curricular innovation into a program that includes not only a variety of academic and creative pursuits but also a residence hall, opportunities for service, and travel abroad for study in Oxford, England. Such advances would not have been possible without the active assistance of Admissions, Student Affairs, the Center for Community Engagement, and the Alumni office in

drawing students to the program and getting out the word about its accomplishments. Currently, Otterbein Honors graduates study and pursue careers in locations from Stanford, California to Liverpool, England.

How can such growth continue and in which directions? Participation of Admissions, Student Affairs, the Center for Community Engagement, and the Alumni office has been crucial to constructing a program that has already begun to acquire the qualities of fully-fledged Honors programs at larger universities. We look forward to new mutual endeavors in reaching out to prospective students and their parents, expanding the Honors residence hall into an Honors Center, and building contacts between Honors alumni and current students. As we at Otterbein move forward in our support for student research, the Honors Program will continue to provide models of inspiring and successful projects. Thus, during the past several years, Honors students have co-authored articles in scientific journals and in one case, a student received her own art exhibition in an Ohio museum. Through Oxford Study Abroad, the program now has the opportunity to create its own summer course in Oxford for Otterbein Honors

students. At home, new two-hour Honors courses are being offered and more are in the works, further diversifying the Honors curriculum. In the coming year, the Junior Honors course will become two seminars: an advanced writing seminar and a seminar devoted to constructing research and creative proposals across disciplines. Importantly, such growth and diversification has escaped the fragmentation that existed before the creation of the four-year curriculum. A coherent, identifiable Honors curriculum from the Freshman through Senior years—identifiable to students, faculty, parents, and graduate and professional schools—remains the essential core of a unified and expanding program.



**Dr. Lou Rose at the Freud Museum during a research trip to London.**

## From Oxford to Liverpool

Both the desire to be challenged academically and an appreciation of cultural diversity have played major roles in 2006 graduate Michele Yost's education abroad. Michele started her studies abroad in Oxford as a part of Otterbein's Oxford Study Abroad Program and finding the experience so transformative, she returned to England this past autumn in order to pursue a Master's degree in Science Fiction Studies at the University of Liverpool.

While at Oxford, Michele was able to get a fresh academic perspective on her Honors thesis and to find out what she was truly passionate about. After taking a year off after graduation in order to evaluate the things that most enthused her academically, Michele returned to England in order to dig deeper into the world of Science Fiction that she fell in love with during her undergraduate studies. Of her year off, she said, "When pursuing advanced degree work, it absolutely has to be something you're passionate about, or you're going to lose interest and get fed up with the work. For me, I was just lucky that everything turned out so perfectly."

As for her actual Honors Project—on the way science fiction novels like Mary Shelley's *Frankenstein* or Michael Crichton's *Prey* get invoked in Congressional legislative discourse—she was able to use her thesis as a supplemental writing sample in lieu of an interview at Liverpool, which was essential to her acceptance. Of their reaction, she said, "They found it a fascinating topic. It proved that I had what it took to do the kind of work they would be asking of me here, and I'm glad I had the experience of such a large research project to prepare me for my dissertation."

Now at Liverpool, Michele describes her program as fascinating and unique. She said, "My course modules are interdisciplinary in nature, from a philosophical focus on time and consciousness to varying definition of the genre and a comparison of utopian and dystopian literature, while multiple lecturers bring in new ideas from their own specialties."

It is apparent how large a role studying abroad

played in Michele's education, and the value that it has held for her. In addition to preparing her for the rigors of graduate level study, the experience of studying with the sort of culturally diverse student body at Oxford has clearly informed the direction her future is taking. She says of her experience, "Living with international students has been the best part. I'm getting a very global education. In my flat, there are girls from America, China, England, and India. We like to cook for each other and just sit around in the kitchen talking about



global issues and playing games." One piece of advice that she gives to students who are thinking about studying abroad is to take time and enjoy the cross-cultural encounters, since the discussion and exchange of outlooks among classmates and friends is such an educational experience in of itself. As Michele's case makes clear, studying abroad is a great way to discover intellectual or artistic questions significant to you, to sharpen your expertise in and commitment to such questions, to explore a new country by living in it, and to experience a cross-cultural vibrancy that only institutions like Oxford can provide. In short, it can be the transformative opportunity of a lifetime to find out exactly what you are passionate about and change or impact the direction of your future.

Thinking about studying abroad? As members of the Honors Program, you have the unique opportunity to pursue your studies in Oxford, England through the Oxford Study Abroad Program (OSAP). Please visit the Honors Bulletin Board on Blackboard to learn more. The deadlines for submitting applications for OSAP are: April 15 for summer; May 1 for fall; and February 1 for spring.

## Mary Corbett Logan '02 English/Public Relations

It has been an exciting journey for Mary Corbett Logan since leaving Otterbein in 2002. While at Otterbein, she majored in both English and Public Relations. Her majors provided her with a powerful blend of skills that have served her well in the workforce.

Following graduation, Mary first worked as a Freelance Publication Designer preparing brochures, newsletters and websites. After clients conveyed what they wanted, "it was about driving yourself to meet their goals outside of a traditional office." Mary states that her Honors experience was extremely helpful with her work in design. "As a freelance publication designer, all of my work was extremely independent."

Currently, Mary serves as the Director of Safety at the Builders Exchange of Central Ohio. Her work provides her with a wide range of experiences, many of them sobering. "On any given day, I could be completing a fatality investigation, interviewing employees regarding occupational accidents, teaching construction employees about safety". In dealing with safety issues, Mary must be ready to respond immediately to where there is need. "What makes me good at my job is my ability to switch gears fast and often. I could be in the middle of a training session, but if OSHA shows up at one of my members' jobs, I need to switch gears and gather data, assist in compliance, or simply give advice on how to handle the inspection." Mary explains that skills she developed through the Honors Program have helped her in a job that demands such flexibility and concentration. "Based on local accidents and incidents, I need to be able to toss months of work out the window and start over in a new direction if that's what the industry wants or needs. Part of my Honors experience taught me about not being 'married' to my work, that I needed to be flexible enough to start over if I was moving in a direction that wasn't going to achieve the overall objective. My Honors experience taught me about deadlines. In my line of work, you make that deadline or someone can be seriously hurt. You follow through on your job or someone dies. It's just that simple".

Mary's work in the "real world" might seem lightyears from her Honors thesis work which was a fictional piece concerned with pre- and post- Vatican II Catholicism. The piece was written from the perspective of a Roman Catholic priest whose life journey was filled with situations that tested his faith. Mary's experiences,

however, highlight the benefits gained from the process of conducting research. "Turning in weekly deadlines with my Honors advisor helped teach me about structure and independence and prioritizing my own work. I still use it today in the professional world. It helps me look at the big picture and mount smaller deadlines, even if they are only self-created, to accomplish that objective."

In 2006, Mary launched and became the manager of the Safety Council of Greater Columbus, the third largest state-approved safety council. "In Spring 2007, I led the aforementioned council to be recognized with the Grand Award from the State of Ohio. I was hired as the youngest director in the history of the Builders Exchange (age 23). I've received multiple promotions in five years, and in the time I've been in safety at the Builders Exchange, I have increased participation by 490%, more than doubled the number of training hours offered, and tripled net revenue."

Mary's job requires continual contact and communication with people concerning workplace needs. Reflecting on how the Honors Program prepared her for the work world, Mary stated that the program gave her the opportunity to refine her writing and speaking skills and she credits part of her success in such a position to the Honors Program. "In my experience, there are two invaluable skills all people must have: communication and communication." She states that she writes and speaks everyday: for the newspaper, for press releases, for governmental agencies, for large training groups, and for committee meetings. "I can teach you to do the company-specific items; I can train you to teach and coordinate classes, but I cannot teach you to communicate. As a working professional, I rely on people having more than proficient oral and written communication skills, and I expect them."



## Honors Phone-a-Thon!

This quarter Honors students participated in a Phone-a-Thon at the Admissions Office. Each student phoned 20 to 25 prospective Honors students, answering questions about the Honors Program as well as general questions about the college. Participants enjoyed the camaraderie with other Honors students and felt gratified that they could assist high school seniors in their college decision! We plan to make this an annual event.



## Registration Reminders and Requirements

### Rising Sophomores

*INST 270-H (5 hours)*

Honors students are required to register for an Honors section of INST 270. If you have received AP credit for this course, the requirement is waived.

*HNRS 191 (2 hours)*

Two experimental courses will be offered under this designation. These courses are electives. The Honors Bulletin Board provides details about both courses.

### Rising Juniors

*INST 300-H (5 hours)*

Honors students are now required to register for one of the new Honors sections of INST 300. Do not enroll for a substitution for this course.

*HNRS 305 (5 hours)*

This course runs throughout the year. You must include it on your schedule in all 3 quarters. The Honors Program encourages study abroad and will accommodate your absence. Please contact Dr. Laurie-Rose prior to studying abroad to ensure that you will receive the full five credit hours for HNRS 305.

### Rising Seniors

*HNRS 405 (5 hours)*

You are required to register for 5 hours. You may distribute those hours across 3 quarters. English majors have an allowable substitution.

## Important Dates for Seniors!

<b>Wednesday April 2 4:30 - 6:00 PM - Towers 114</b>	Informational Session
<b>Friday April 25, 2008</b>	Students must deliver their completed Senior Theses to all Thesis Committee Members by this date.
<b>April 28-May 9</b>	Students defend their theses to their committee.
<b>Monday May 12</b>	Delivery of Theses to Dr. Laurie-Rose
<b>Thursday May 15 9:00 AM- Towers 112</b>	Senior Reporting- Students will present their theses to the college-wide community.
<b>May 15 6:00 PM</b>	Honors Banquet
<b>May 20 4:00 PM</b>	Senior Wrap-Up

## Sophomores Save The Date!!

A Sophomore Honors Reception will be held Tuesday, April 8, from 4:30-6:00 pm in the east lounge of the Campus Center. All sophomore honors students are strongly encouraged to attend. Instructors for the Junior Honors Seminar will be available to answer your questions as will other members of the Honors Committee. This is an opportunity to get to know faculty members involved in the program and to meet other students. Refreshments will be provided.

## Living, Learning & Serving

It happens everywhere: it happens in major cities. It happens in the quiet little suburbs and out in the rolling hills of the country. Bullying knows no boundaries.

Every day, students around the world are subjected to bullying for a variety of reasons: race, weight, socioeconomic status, sexual orientation, even intelligence. And every day, students around the world are forced to deal with it in private. Two teachers from California realized this and set out to make a change.

Challenge Day was founded by Rich Dutra St. John and his wife Yvonne. The program is centered around day long events hosted all over the country. During one of these Challenge Days, students break down all the barriers, confronting their enemies, and embracing their victims. The event proves to be a heartfelt one.

Four Honors students were given the chance to sit through a Challenge Day hosted at Westerville Central over the Christmas break. The day began early for the students, as they arrived to set up for the event with teachers from the Westerville City School District, hanging signs emblazoned with "BE THE CHANGE" around the gym, and arranging chairs as instructed by the traveling Challenge Day facilitators. Then, the high school students arrived. It was a typical cross-section of students: jocks, nerds, preps, goths... each clique was represented. At 9 AM, Challenge Day began.

By lunch at noon, there were already tears. Students had begun to break down walls by revealing to small groups what made them tick. The activity called, "If You Really Knew Me..." encouraged students to freely share their secrets. One student heard everything from alcoholic fathers to handicapped siblings and abuse. The

small groups sat intently, listened and hugged as group members shared their stories.

After lunch, the most moving part of the day began. "Cross the Line" forced those who were part of a minority group to separate themselves. And by minority, the Challenge Day facilitators are not speaking directly to race or sexual orientation. Minority as in "You have lost a friend or loved one to violence." "You have been made fun of because of your weight." "You know someone who is suffering or has died from a sexually transmitted disease."

Indeed, the day was not only captivating but also moving. There were few dry eyes in the gymnasium as teachers crossed the line with their students and fellow employees.

And then, at the end of the day, everyone made a vow. They had seen, finally, what hate and discrimination and bullying does to someone. They all vowed to stop the hate. They all vowed to BE THE CHANGE.

The Honors students feel fortunate to have been asked to participate in such an event. Through programs like Challenge Day, the Honors program has set out to make a mark on those at Otterbein College and around the world. What better way to serve the community than to learn and promote acceptance?



**Otterbein Students left to right; Ashley Butler, Aristi Ennis, Erik Essig and Dustin Sherman attended Challenge Day in December. Students in Mayne Hall are working together to promote service and acceptance.**

## Jessica Miesel '01 Life Science



*Jessica Miesel '01 has spent an adventure-filled few years since graduation working across the United States and traveling in Guatemala and Mexico. Jessica's adventures started*

*here at Otterbein College. For her Honors thesis she collected data at Mount St. Helens National Volcanic Monument in Washington. Her thesis was a study of natural conifer seedling establishment on the surface of a mudflow caused by the 1980 volcanic eruption. She is currently a PhD student at The Ohio State University in the Department of Evolution, Ecology, and Organismal Biology. She shared with us some of her experiences.*

### *In her own words*

#### *On her experiences after graduation from Otterbein:*

In 2001, I worked as a Fire Effects Monitor for Rocky Mountain National Park, where I was part of a crew that was responsible for monitoring long-term vegetation research plots in order to evaluate the effects of prescribed fire. I spent part of the summer fighting wildfires after obtaining Wildland Firefighter training from the Park Service, and got "bitten by the fire bug," as wildland firefighters say, carrying my interest in fire ecology into my subsequent jobs and now into my PhD research.

In 2002, I worked for the Colorado Natural Heritage Network on two vegetation mapping projects, one of which was again in Rocky Mountain National Park. I was part of an 8-person team of botanists. We worked in pairs in the backcountry (often off-trail) for up to 10 days at a time. On one trip, my work partner and I didn't see any other human being for 6 days; instead, we passed through herds of elk, quietly tiptoed past browsing bull moose, and watched bighorn sheep grazing in alpine meadows. By the end of the summer, we knew almost every plant species on both sides of the



Rockies by sight! Although this position remains my favorite, the work was physically and mentally exhausting, and I was ready to move on at the end of the season, moving half-way across the country to work in the Green Mountain National Forest in Vermont.

I finished the autumn season on the Green Mountain National Forest fish crew and was hired in the spring by the Forest's fire program to conduct an inventory of forest fuels at Fort Drum in New York, to help with the prescribed fire program, and to create the first ever plant species inventory of non-forested areas in the national forest. I was sent to a training for a new fire effects monitoring protocol at the Forest Service Fire Science Lab in Missoula, MT. The training proved to be incredibly valuable - not only was the data from the inventory I managed able to be used to represent eastern ecosystems in a national fire modeling program - I also

met some people that helped guide my search for a graduate program.

Finally, I spent the 2004 field season with The Nature Conservancy in Michigan. This position again involved conducting prescribed fire, as a tool for restoring or managing natural areas throughout the state. Although I began simply as a prescribed fire crew member, I was hired shortly thereafter as the Assistant Land Steward for the southwestern region of the state, and held this position until I left for graduate school at Ohio State in the autumn - to study fire ecology, of course! The project I am working on for my PhD evaluates the effects of three different forest restoration treatments (prescribed fire, thinning, and the combination of prescribed fire and thinning) on soil chemistry and microbial activity in the Klamath National Forest in northern California. Information from this study will be helpful in developing effective strategies for managing western mixed-conifer forests for long-term health and sustainability.

**Story Continued on Page 8...**

## Jessica Miesel Story Continued

*On waiting to attend graduate school:*

I often hear people tell students to go to graduate school right after college, warning them that they will never go if they don't go immediately. I personally questioned the wisdom of this warning, and still do. Often, getting through school in as short a time as possible and making a lot of money is not what will be most satisfying in the long run. Each of my seasonal positions provided me with personal, hands-on experience with ecological patterns and processes, and the skills I learned have been a tremendous asset to me in my graduate program. I feel that working in so many different places and with so many different people has helped give me a much larger picture of ecology than I would have otherwise, and helps me put my own research into a broader context based on places I have been and things I have personally observed.



Although the day-to-day details of graduate school are often far from "fun," and although I don't think the point of the admonition was that we should focus our career on entertaining ourselves, I think that asking ourselves that question is important for keeping our big-picture dreams and goals in mind. Is the research I am doing "fun" in the sense that it fits into the big-picture idea of how I want to use my life? Am I excited about what I am learning and what it means?

I think that the personal investment of Otterbein faculty in the education and

success of their students is outstanding, and I am really grateful to the professors who spent their time and energy guiding me through the project, and the entire time I was at Otterbein. The project felt like a lot of work for me at the time, but the purpose and value of that experience became very clear to me when I started graduate school. Jeff Lehman in particular spent a tremendous amount of time working with me on data analysis, helping revise the manuscript, and in general being a great mentor. The faculty involved with the program always seemed genuinely excited about our research, and that support was very encouraging throughout the thesis process.

*On her experiences in the Honors Program at Otterbein:*

The thesis experience was a tremendous advantage to me when I started graduate school because I was already familiar with the scientific research process, including making ecological observations and collecting data in the field, managing large spreadsheets of data, analyzing data and writing a research manuscript. The guidance my advisor, Jeff Lehman, and the other faculty on my committee provided throughout the process, including many rounds of edits, was extremely valuable in preparing me for writing and defending my research proposal in graduate school, even though I didn't realize how valuable it would be at the time.

In general, I think that the guidance I received throughout the Honors Program was profoundly valuable in that I felt really well-prepared when I started my graduate program. I remember Dr. Laurie-Rose telling us in the Junior Honors Seminar that "research should be fun", and every once in a while I think about that statement and ask myself if I am having fun!

## From the Desk of the Director

The coming 2008/09 academic year will see exciting curricular changes in the Honors Program. Inspired by last year's Academic Program review, these changes result from interviews with current students and faculty, recommendations from our outside program consultant, exit surveys with Seniors, and alumni surveys.

A significant change concerns the Junior Honors seminar, HNRS 305: The Nature of Inquiry. Since the inception of the Honors Program, the Junior seminar has played a pivotal role in guiding students toward independent scholarly and creative pursuits. In that seminar, Honors students both construct proposals for their Senior thesis projects and explore the process of inquiry across disciplines. Next year we will divide HNRS 305 into two, 5-credit seminars. One seminar will retain the HNRS 305 designation. In that course, Honors students will focus exclusively on designing and proposing their Senior independent projects. With the guidance and assistance of the seminar instructors, students will undertake extensive exploration in the literature and methodologies appropriate to their areas of thesis interest, work out alternative possibilities for research and creative designs, follow scheduled consultations with thesis advisors, present the progress of their proposals in both written and oral presentations, and prepare a conceptual framework and practical timeline for long-term thesis projects. Once proposals have been submitted to the Honors Committee, the course will help students move onto the next stage of their projects by helping them with the practical issues that confront all scholars and professionals while undertaking such projects, including responding to suggestions from the Honors Committee and thesis advisors, applying for research funds, and locating essential sources and materials. Like the current HNRS 305 course, the new thesis proposal seminar will extend throughout the academic year.

Because of the credit hour demands for certain majors, especially in the Professional Division, the second new Junior course will meet Integrative Studies requirements and will be designated in the coming year as INST-300-H. This second 5-credit seminar will adopt the theme of the Dilemma of Existence and will approach that theme as a subject for inquiry from across disciplines. Honors Committee members will staff the course and Honors students will enroll for the course in one of three, quarter-long sections. During the coming year, Dr. Margaret Kohler, Department of English, Dr. Lou Rose, Department of History and Political Science, and Dr. Nancy Woodson, Professor Emeritus of English and former director of the Honors Program, will teach the sections of this new offering.

These new Junior Honors courses meet the recommendations expressed to us in the Alumni surveys and Senior wrap-up sessions. In the past, Junior Honors students have felt torn between concentrating on the subject of interdisciplinary inquiry and writing their thesis proposals. By creating two courses, we believe that we can address that concern and continue to meet our pedagogical Honors objectives for the Junior year. We want to thank all students and alumni who contributed to our data gathering during the program review. You have provided us with invaluable information and have helped us implement a change that we believe will only strengthen our program.

Beyond the changes that Juniors will see next year, we will also be offering two, 2-credit Special Topics courses for Freshman and Sophomore students. The Honors Committee is very enthusiastic about these new offerings. We believe that these courses will give Honors students an opportunity to explore current social and cultural issues with their cohorts and to develop further their sense of community. Next autumn, Dr. John Tansey, Department of Chemistry and Biochemistry, will offer a course on the Chernobyl Incident. Next spring, Dr. Andrew Mills, Department of Religion and Philosophy, will offer a course titled, *The Meaning of Life*. Each course will meet once a week for two hours. Although a Special Topics course is now optional for Honors students, we hope in the future to formally adopt it as a requirement for our Freshman and Sophomore students. To learn more about these courses, please visit the Honors Bulletin Board.



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HONORS PROGRAM

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## Website reminder

The Honors Program, with the assistance of Freshman Nursing major Dustin Sherman, is updating the Honors Website. We want to share the accomplishments of our talented alumni with the Otterbein community. Honors Alumni: if you have not yet done so, please send us updates on your academic and professional accomplishments. Remember, we would appreciate a photo as well. Please send your updated information to claurie-rose@otterbein.edu or honors@otterbein.edu.

## Contributors and efforts for the Winter Newsletter

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