The National Collegiate Council (NCHC) is a professional organization composed of administrators, faculty, and students dedicated to undergraduate honors learning. The nation-wide institutional membership in the NCHC includes both public and private, large and small, two-year and four-year colleges and universities.

The NCHC provides professional and institutional members with information about the latest developments in honors education, encourages the institutional use of learning resources, fosters curricular experimentation, and supplies expertise and support for institutions establishing or seeking to maintain, rework, or evaluate honors programs. It also institutes educational programs of its own.

Radford University serves as headquarters for the NCHC office of Executive Secretary/Treasurer Earl B. Brown, Jr. All communications regarding subscription, membership, address changes, and other matters of business should be sent to him at the NCHC office, Radford University, P.O. Box 7017, Radford, VA 24142; phone (540) 831-6100; email <nchc@radford.edu>; fax 540-831-5004. To learn more about the NCHC, visit the home page at <http://www.radford.edu/~NCHC>.

The National Honors Report seeks material concerning any aspect of honors development, assessment, curriculum, teaching, or learning. Send electronic submissions via email or disk (IBM compatible). No faxes. Deadlines are Feb. 10, May 10, July 10, and Nov. 10. Material can be sent to Margaret Brown; email <mcbrown@radford.edu>; or 606 Third Avenue, Radford, VA 24141; or phone (540) 639-3414.

Editor: Margaret Brown
Staff: Liz Cassell, Business Manager
       Gayle Barksdale, Layout

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"Come and show me another city with lifted head singing so proud to be alive and coarse and strong and cunning." Carl Sandburg, "Chicago"

Cover Story

"Highlights" by Rosalie Otero.............................................................................................................1

From Conference Planner, Rosalie Otero, about the upcoming conference, "Fields of Discovery." Otero says, "[o]ur conference offers fields of discovery to participants in the conference. Honors Programs are sites where we discover new academic fields, explore links between them, and stimulate field-based learning....Chicago's diverse ethnic neighborhoods, museums, public art, education and research facilities, and business enterprises invite many fields of exploration that have bearing on honors education."

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About the cover...

Jinnel Robinson is the winner of the logo contest for the 36th annual NCHC conference in Chicago, “Fields of Discovery,” October 31-November 4, 2001. Her winning entry graces our cover as well as the cover of the registration booklet. Jinnel comes from the College of DuPage in Glen Ellyn, Illinois (Alice Snelgrove, Co-coordinator of the Honors Program). The second place winner is Ryan Taylor from Columbus State University in Columbus, Georgia (Barbara Hunt, Honors Director).

Information about the next logo contest will be mailed to all institutional members in Fall, 2001. Entries will be sent to the 2002 Conference Planning Committee which will review all submissions and select the logo for the 37th annual NCHC conference in Salt Lake City, “Peaks and Valleys,” October 30-November 3, 2002. The Conference Planning Committee looks forward to next year’s submissions. Free conference registration for the winner.
Note to Contributors

Send your articles or announcements over e-mail or on disk (Word preferred) to Margaret Brown, email: <mcbrown@radford.edu> or 606 Third Avenue, Radford, VA 24141. Use j-peg for art. No faxes, unless hard copy for an article or announcement already sent; fax 540-831-5004 in that situation only.

Articles can be 1000-5000 words, informal. For new-to-experienced honors deans, directors, faculty, and students. The practical aspect of honors: recruiting, advising & retention; curriculum, teaching & learning, including service learning, experiential learning & study abroad; preparation for internships, major scholarships, and post-graduate education; also honors space, budgets, staffing, honors student housing & associations. Announcements: three to four months’ lead-time; no paid or commercial announcements.

(No poetry. Articles on “Best Course I Ever Taught/Took” discouraged. Formal, researched papers should be sent to Journal of the NCHC, c/o Ada Long, University of Alabama, Birmingham; email: <adalong@uab.edu> for information.)

• To join the honors listserv at George Washington University, email <listserv@hermes.circ.gwu.edu> with the following command: <sub honors (put your name here)>. The listserv will automatically pick up your email address.

• To post to the list after subscribing, mail your message to <honors@hermes.circ.gwu.edu>.

• If you have problems with the listserv itself, contact the webmaster at <uhpom@gwu.edu>.

• To remove your name from the listserv, send the command <unsub honors your name> in the first line of the message box to <listserv@hermes.circ.gwu.edu>.
Fields of Discovery

by Rosalie Otero
NCHC President-Elect, The University of New Mexico
<otero@unm.edu> (505) 277-4211

On behalf of the 2001 NCHC Conference Program Planning Committee, I would like to invite you to join us for the 36th annual conference of the National Collegiate Honors Council at the Palmer House Hilton in Chicago on October 31-November 4. This year’s conference will provide a wide array of opportunities for college and university administrators, faculty, and honors students.

There are five different workshops/institutes scheduled. On Wednesday, October 31, 3:00-7:00 there are three workshops scheduled: Beginning in Honors®, for first-year honors administrators and faculty followed by a reception; A Celebration of Honors Teaching under the auspices of the NCHC Teaching and Learning Committee; and “One Nation Divided,” under the auspices of the NCHC Gender and Ethnicities Committee. This workshop will feature three sections: “Strategies for Honors Diversity,” “Retention, Retention, Retention,” and “Developing Multicultural Awareness Inside and Outside of the Classroom.”

The formal opening of the conference will take place in the Grand Ballroom on Thursday, 8:45-9:15 a.m. Following the convocation there are two other workshops and a mini-institute scheduled, 9:30-12:30. Developing in Honors will offer a number of interesting and important sessions; Students in Honors will offer sessions specifically for students. Designing Structured Explorations, a mini-institute under the auspices of Bernice Braid and the Honors Semesters Committee is an all-day institute patterned after the teaching institutes offered by the HSC which usually run two or three days.

Thursday afternoon will feature City as Text® with its walkabouts around selected Chicago areas that provide miniature laboratories for faculty and students. Also scheduled for Thursday afternoon is an exploration of the historic Palmer House itself under the able leadership of Ira Cohen and the hotel staff. A Thursday evening plenary session, “Smokestacks and Skyscrapers,” with David Starkey and Richard Guzman, a multimedia presentation about Chicago, should prove to be a great culmination to the day’s explorations and discoveries.

The Posters Session will take place on Friday between 9:00 and 4:00 in the lower exhibit hall. We hope this will allow all conference participants time to visit the exhibits. The Consultants Lounge will be held in the Crystal Room and will provide the opportunity for one-on-one interaction with experienced honors directors throughout the conference on a broad range of honors topics. Also on Friday, 10:00-11:00 we have scheduled Pat Mora as another plenary speaker. Pat is a Chicana poet whose most recent book is Aunt Carmen’s Book of Practical Saints.

“An Encounter with Sue” at the Field Museum on Friday evening will begin at 5:30 with a plenary session featuring Robert Zubrin, author of Entering Space. Following Dr. Zubrin’s futuristic talk we will depart for the gala at the Field Museum, which will give us all insights into the past.

The Idea Exchange will be coordinated with a continental breakfast on Saturday, 7:30-9:30. A special symposium, “As Old As the Ages: Creation and Evolution” is scheduled 9:00-11:00. This symposium will feature a series of presentations which will explore aspects of the ongoing conflict between creation and evolution. The presentations, “When Origin is Public Policy,” Contemplating the Entangled Bank, “Homo sapiens: The ONLY Species Capable of Conceptual Thought?” “Intelligent Design,” and “On the 6th Day God Created Man from Ape?” will each be followed by a question and discussion period. At noon we hope everyone participates in the Presidential Luncheon featuring our NCHC President, Hew Joiner. The luncheon will be followed by the annual NCHC Business Meeting.

A new feature of this year’s conference is the Master Classes in the Arts. Students, administrators, and faculty will share insights and performance in poetry, video/film, music, dance and drama. The denouement will come during the Fiesta scheduled for Saturday evening when participants in the classes will perform their work for the rest of the conference attendees.

On Sunday morning, 10:45-11:45 we will have the closing plenary with Paul Loeb. He is the author of Soul of a Citizen: Living with Conviction in a Cynical Time. We think Dr. Loeb’s talk would be an appropriate ending to the conference. His talk will send us home with a new vision for personal engagement regarding societal issues.

In addition to the special items listed above, the conference will provide more than 300 breakout sessions which will allow college and university administrators, faculty, staff and honors students to meet together to discuss models for successful honors programs; examine administration, courses, pedagogy, advising, budgeting, recruiting, evaluation, and many other topics. Following last year’s model, the conference will again feature special stands including Large Universities, Mid-Size Institutions, Small Institutions, Two-
Year Colleges, Students in Honors, Honors Teaching & Learning, Gender & Ethnicities, Undergraduate Forum, Book Talks, and Conversations. The strands are scheduled in the same location during each of the breakout session periods.

For updated information about our 2001 NCHC conference, please check our home page on the World Wide Web at <www.radford.edu/~nchc> or <http://honors.tamu.edu/nchc>. The web site has the specific sessions that will be in the conference program booklet. If you need additional registration forms or other information, please contact me by e-mail at <otero@unm.edu> or call at 505.277.4211.

I hope to see you in October.

---

**2001 CONFERENCE AT A GLANCE**

**Fields of Discovery**

With the Field Museum, Wrigley Field, Soldier Field, and Marshall Field’s near the Palmer House Hotel, our conference site, Chicago offers diverse fields of discovery to participants in the conference. Honors Programs are sites where we discover new academic fields, explore links between them, and stimulate field-based learning. The 2001 conference invites us to use Chicago and the historic Palmer House Hotel as laboratories in which to explore texts and contexts, teaching and learning, communities and social action.

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**Wednesday, October 31**

<table>
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<tr>
<th>Time</th>
<th>Session</th>
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<tr>
<td>10:30 a.m.-2:30 p.m.</td>
<td>Undergraduate Summit&lt;br&gt;Executive Committee Meeting&lt;br&gt;Registration</td>
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<td>12:30-4:00 p.m.</td>
<td>Registration&lt;br&gt;Beginning in Honors© Opening Session</td>
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<td>3:00-3:30 p.m.</td>
<td>Beginning in Honors© Workshop I&lt;br&gt;Beginning in Honors© Workshop II&lt;br&gt;A Celebration of Honors Teaching&lt;br&gt;“One Nation Divisible: Class, Race, Ethnicity and Gender”&lt;br&gt;Welcome Reception&lt;br&gt;2002 Conference Planning&lt;br&gt;Constitution &amp; Bylaws&lt;br&gt;Honors Evaluation&lt;br&gt;Nominating&lt;br&gt;Teaching &amp; Learning&lt;br&gt;Technology &amp; Learning&lt;br&gt;Gender &amp; Ethnicities&lt;br&gt;Publications Board&lt;br&gt;Student Concerns&lt;br&gt;Ad Hoc Committee on Service Learning&lt;br&gt;Ad Hoc Task Force on Honors Colleges</td>
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**Thursday, November 1**

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<td>7:00 a.m.-8:00 p.m.</td>
<td>Registration&lt;br&gt;Honors Semesters&lt;br&gt;External Relations&lt;br&gt;Finance&lt;br&gt;International Education&lt;br&gt;Large University Programs&lt;br&gt;Ad Hoc Committee on Awards for Contributions to Honors&lt;br&gt;Conference Convocation and Welcome&lt;br&gt;Developing in Honors Opening&lt;br&gt;Developing in Honors Workshops I&lt;br&gt;Developing in Honors Workshops II&lt;br&gt;Students in Honors&lt;br&gt;Designing Structured Explorations Mini-Institute&lt;br&gt;City as Text© Opening Session&lt;br&gt;City as Text© Explorations&lt;br&gt;Palmer House Exploration&lt;br&gt;Breakout Program Session A&lt;br&gt;Breakout Program Session B&lt;br&gt;DePaul University Reception&lt;br&gt;City as Text© Wrap-Up&lt;br&gt;Designing Structured Explorations Wrap-Up&lt;br&gt;Palmer House Review&lt;br&gt;Plenary Session - Starkey &amp; Guzman&lt;br&gt;Poetry Master Class&lt;br&gt;Video/Film Master Class&lt;br&gt;Music Master Class&lt;br&gt;Dance Master Class&lt;br&gt;Drama Master Class&lt;br&gt;DlH Wrap-Up Session (large institutions)&lt;br&gt;DlH Wrap-Up Session (small institutions)&lt;br&gt;DlH Wrap-Up Session (mid-size institutions)&lt;br&gt;DlH Wrap-Up Session (two-year institutions)&lt;br&gt;Long Range Planning</td>
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<td>8:10-10:30 p.m.</td>
<td>Registration&lt;br&gt;Honors Semesters&lt;br&gt;External Relations&lt;br&gt;Finance&lt;br&gt;International Education&lt;br&gt;Large University Programs&lt;br&gt;Ad Hoc Committee on Awards for Contributions to Honors&lt;br&gt;Conference Convocation and Welcome&lt;br&gt;Developing in Honors Opening&lt;br&gt;Developing in Honors Workshops I&lt;br&gt;Developing in Honors Workshops II&lt;br&gt;Students in Honors&lt;br&gt;Designing Structured Explorations Mini-Institute&lt;br&gt;City as Text© Opening Session&lt;br&gt;City as Text© Explorations&lt;br&gt;Palmer House Exploration&lt;br&gt;Breakout Program Session A&lt;br&gt;Breakout Program Session B&lt;br&gt;DePaul University Reception&lt;br&gt;City as Text© Wrap-Up&lt;br&gt;Designing Structured Explorations Wrap-Up&lt;br&gt;Palmer House Review&lt;br&gt;Plenary Session - Starkey &amp; Guzman&lt;br&gt;Poetry Master Class&lt;br&gt;Video/Film Master Class&lt;br&gt;Music Master Class&lt;br&gt;Dance Master Class&lt;br&gt;Drama Master Class&lt;br&gt;DlH Wrap-Up Session (large institutions)&lt;br&gt;DlH Wrap-Up Session (small institutions)&lt;br&gt;DlH Wrap-Up Session (mid-size institutions)&lt;br&gt;DlH Wrap-Up Session (two-year institutions)&lt;br&gt;Long Range Planning</td>
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**Conference Convocation and Welcome**

**Developing in Honors Opening**

**Developing in Honors Workshops I**

**Developing in Honors Workshops II**

**Students in Honors**

**Designing Structured Explorations Wrap-Up**

**Palmer House Review**

**Plenary Session - Starkey & Guzman**

**Poetry Master Class**

**Video/Film Master Class**

**Music Master Class**

**Dance Master Class**

**Drama Master Class**

**DlH Wrap-Up Session (large institutions)**

**DlH Wrap-Up Session (small institutions)**

**DlH Wrap-Up Session (mid-size institutions)**

**DlH Wrap-Up Session (two-year institutions)**

**Long Range Planning**
7:30-9:00 a.m.  Ad Hoc Committee on Honors
Advising & Major Scholarships

8:30-9:50 a.m.  Breakout Program Session C

9:00 am.-4:00 p.m.  Poster Session

10:00-11:00 a.m.  Keynote Speaker - Pat Mora

11:15 a.m.-4:00 p.m.  Consultants Lounge

11:15 a.m.-12:15 p.m.  Breakout Program Session D

12:30-1:30 p.m.  Breakout Program Session E

1:40-2:40 p.m.  Breakout Program Session F

3:00-4:00 p.m.  Breakout Program Session G

4:15-5:15 p.m.  Regional Business Meetings

5:30-6:30 p.m.  Plenary Session - Robert Zubrin

6:45 p.m.  Departures for gala begin

7:00-10:00 p.m.  Gala at the Field Museum

Saturday, November 3

7:00 a.m.-12:00 p.m.  Registration

7:30-9:00 a.m.  Continental Breakfast

7:30-9:00 a.m.  Idea Exchange

9:00-11:30 a.m.  "As Old as the Ages: Creation and Evolution" Symposium

9:00-11:30 a.m.  Consultants Lounge

9:00-11:30 a.m.  2001 Portz Scholars Research Presentations

9:00-11:30 a.m.  Breakout Program Session H

12:00-3:00 p.m.  Presidential Luncheon Banquet
Welcome and Announcements
NCHC Presidential Leadership Award
2001 Portz Scholars Recognition
Acknowledgements
Presidential Address
Annual NCHC Business Meeting

3:15-5:00 p.m.  Consultants Lounge

3:15-5:15 p.m.  Breakout Program Session I

5:15-6:15 p.m.  Joint Meeting of Committee Chairs

6:30-7:45 p.m.  President’s Reception
Meet the Vice Presidential Candidates
Newsletter Competition Winners

8:00-11:00 p.m.  Master Classes Fiesta
Poetry, Video/Film, Music, Drama, and Dance Presentations & Awards

Sunday, November 4

7:30-8:30 a.m.  Rolls and Coffee
2002 Conference Planning

8:00-10:30 a.m.  Two-Year College

8:00-9:20 a.m.  Breakout Program Session J

8:30-10:00 a.m.  Closing Plenary - Paul Loeb

10:45-11:45 a.m.  Executive Committee Meeting
Several members of the NCHC Ad Hoc Committee on Honors Advising and Major Scholarship Preparation will present a double-length session entitled “Harvesting the Honors Fields: The Role of Honors Advising” at the 2001 NCHC Conference in Chicago that will explore models, methods, and assessment of honors advising in a variety of institutions. A unique aspect of this session will be the scheduled time for individual consulting on honors advising issues.

HARVESTING THE HONORS FIELDS: THE ROLE OF HONORS ADVISING
FRIDAY, NOVEMBER 2, 1:30 - 4 P.M.
PDR 18, PALMER HOUSE HILTON

1:40-2:40 -- Initial Presentations and General Discussion
Welcome & Explanation of Session Format -
Bob Spurrier, Oklahoma State University
Summer Orientation to Honors for New Freshmen -
Victoria O'Donnell, Montana State University
General Freshman Advising and One-on-One Advising -
Stuart Palonsky, University of Missouri-Columbia
Honors Advising as Supplemental Advising -
Tom Broadhead, University of Tennessee-Knoxville
Honors Advising and General Education Requirements -
Margaret Franson, Valparaiso University
Honors Advising and Retention in Honors -
Tom Helm, Western Illinois University
Selection of Honors Advisors -
Bob Spurrier, Oklahoma State University
Evaluation of Honors Advising -
Becky Gares, Kent State University

General Discussion follows until 2:40

2:40-2:50 -- Break

2:50-3:30 -- Individual “Consulting” Time
Honors Advising as Supplemental Advising - Broadhead
Honors Advising and General Education Requirements -
Franson
Evaluation of Honors Advising - Gares
Honors Advising and Retention - Helm
Summer Freshman Orientation, Honors Research Advising -
O’Donnell
Advantages and Costs of One-on-One Honors Advising and
Advising Health Care Students - Palonsky
Setting Up a Parallel Honors Advising System - Spurrier

3:30-4:00 -- Concluding General Discussion

From the Student Concerns Committee

“First Time at a Conference? Here’re Some Things to Try”

by Morgan Anne Goot
SUNY-Potsdam
Co-Chair, Student Concerns Committee and
Student Member, NCHC Executive Committee

There’s more to an NCHC conference than the fancy hotels, a few days away from college, and good food (although these are all good reasons to come). Here are some things you might want to check out while you’re in Chicago at Conference 2001.

Meeting people is a huge part of these conferences, so take advantage of the opportunities you are given. If you’ve never been to a conference, you may not know what these are. First, attend the Students in Honors Session. We know it’s early in the morning, but there are good reasons to come. First, you get to meet people from all over the country. You will also be given the chance to exchange ideas with many other honors students just like yourself. It’s a great way to start off your conference experience.

Next, be sure to attend any social events for students. These events have been planned just for you. In the past, there have been idea exchanges, games, contests, dances, and other interesting things to do with your evenings (hey, why just sit in your hotel room all night?). Check this year’s registration materials for the times and places for these events.

Also, if you are feeling adventurous, go on a “City as Text.” Here you will be able to explore the city of Chicago and maybe just learn a little something about yourself, your colleagues, and the culture. These trips are always exciting.

Another thing to look out for is the Student Caucus. Here you will be able to get some snacks (more free food!), talk with others, and most importantly meet the student candidates who are running for the Executive Committee (hey, why not run yourself?). If you are planning to vote in the upcoming election, I urge you to attend this meeting and ask questions of the candidates. This may be the only time you will ever get to see them.

Other things of interest include: poster sessions where students and faculty present their research, general sessions throughout the day, and committee meetings. Looking for a committee to join? Try Student Concerns. We are here to represent you, the student and are always looking for members.

No matter what you plan to do during this year’s conference, you must remember this...

HAVE FUN!
Honors conferences, especially the NCHC conference, present students with many opportunities not found elsewhere in an undergraduate education. We have a place in which to share our knowledge and experience, develop presentation and public speaking skills, discover ways to improve our universities and honors programs, attend presentations on a variety of other interesting topics, and explore a major American city (all in only four or five days!). The theme of this year’s NCHC conference is “Fields of Discovery,” an apt description of what can occur at these gatherings. At Tennessee Technological University, we’ve had a good deal of experience with attending the NCHC conference, routinely sending groups of 20 to 25 (or more) students, as well as some of our faculty members. Here, then, are a few suggestions for getting the most out of your conference experience.

Careful planning before the conference is the key to a successful trip. If your school is sending a large group to the conference, it can be very helpful to have a couple of people in charge of scouting out your destination beforehand on the Internet, looking for cheap hotel rates, interesting restaurants, public transportation routes, and local points of interest. This is a strategy that has worked well for us at Tennessee Tech; with one or two organized, creative people in charge of these things, we’ve prevented a lot of headaches in recent years. Whether you’re sending 25 people or two, however, pre-planning is essential. Knowing what you want to do and when you want to do it will save you time when you get to the conference.

Sit down at a computer with an NCHC conference schedule (either on paper or the Internet: http://www.radford.edu/~nchc/) and find an online guide to the conference city. For example, a quick Internet search at http://www.google.com for “Chicago city guide” turned up several useful links, most notably the City of Chicago’s “About Town” page at http://www.cityofchicago.org/AboutTown.html. A good city guide should provide you with information about upcoming happenings as well as city maps, local galleries, restaurants, architectural attractions, and other points of interest. Then, create a rough schedule for yourself, including sessions, speakers, and conference events you wish to attend; local points of interest you would like to visit; and events you would like to attend. Of course, this doesn’t need to be written in stone, but it should serve you well as a guideline for how you would like to spend your time.

Choosing the conference sessions you will attend can be a dizzying task. The NCHC conference presents an incredible variety of session topics—in the spirit of this year’s NCHC theme, “Fields of Discovery,” this year’s topics include gender development, student-led honors programs, impressionist painting, and community service in honors. You can roughly divide honors conference presentations into two groups:

Those about honors issues.
Those about everything else.

Not an incredibly useful system of classification, unfortunately. But dig through that conference program anyway and find some presentations that look interesting to you. Honors conferences are an excellent place to pick up ideas on improving your own honors program. That shouldn’t come as much of a surprise, but many students don’t take advantage of this aspect of conferences. If you notice a presentation on something that looks similar to what your program already does, then see if you can learn a way to do it better (or share information about your own program). Similarly, keep an eye out for presentations that discuss something you might like to import to your home school. The “Developing in Honors” and “Students in Honors” sessions are particularly useful for this. At Tennessee Tech, we’ve successfully implemented many good ideas found at honors conferences, primarily because of students who have gone to conference sessions with the goal of finding ways to improve our program.

And as for those “everything else” presentations, keep an eye out for ones that look appealing. Use this opportunity to learn something about unfamiliar territory: go to presentations on topics outside of your field. More “Fields of Discovery,” right?

Meeting new people is another opportunity for discovery at the NCHC conference. After all, it is a NATIONAL honors conference! There are interesting, creative, and motivated students from all across the country in attendance. A conference-goer can meet people with many different perspectives and form connections that will last long after the conference is over. There will be social events planned, such as galas and pool parties. Go to them and talk to people from different schools. If you are with a group of people, try not to stay isolated with your own school. Invite other people along with you to eat, sightsee, attend conference sessions, etc.

Remember the schedule that we suggested you make a few paragraphs earlier? While it will be useful, don’t let it rule your conference trip. Unless the NCHC conference happens to be held in your backyard this year, you will probably discover many things you’d like to do after you arrive. Your schedule should be flexible enough to allow this.
For most students, the opportunity to explore a large city for a few days doesn’t come very often. Honors conferences can provide outstanding cultural experiences for students who haven’t traveled much. Be sure that you allow adequate time to hit some high points of the city and take advantage of what it offers! For instance, no visit to Chicago is complete without seeing the Art Institute of Chicago (http://www.artic.edu/aic/index.html) and the Field Museum (http://www.fmnh.org/).

You should also take advantage of the gustatory offerings that a large city such as Chicago presents; enjoy a night out at an ethnic restaurant and experience the cuisine of another country (no, Pizza Hut doesn’t count!).

While we’re on the subject of exploring the city, keep this in mind: be sure to take adequate safety precautions while at the conference. Traveling in groups of three or more is much safer than going out alone, whether late at night or in broad daylight; one thing that shouldn’t be found in your “Fields of Discovery” this fall is what it’s like to be mugged. Bringing a large amount of cash should be avoided, if possible; a credit card or traveler’s cheques are generally safer. If you must bring cash, don’t keep it all in one place, like your wallet or purse. And as for wallets and purses, always keep them with you. Handbag-style purses, with open tops, are a bad idea for the city, as it’s quite easy to reach into them on the street. If you have a wallet, you should keep it in one of your front pockets, because it’s easier to keep track of (and, therefore, harder to steal) in there. Don’t let these safety precautions scare you out of an enjoyable conference experience, though. They’re only some “just-in-case” measures that can easily prevent a potentially unpleasant trip.

As students, we are fortunate to have such a forum presented by the NCHC conference. Besides the ancillary benefits of providing invaluable professional experience and expanding cultural horizons, the NCHC conference gives us the opportunity to come together in open dialogue with other students and faculty from around the country to explore what an honors education really means. And, we get to have some fun while we’re doing it. Not a bad deal, eh?

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**From the Two-Year College Committee**

**Schedule & Abstracts for Chicago 2001**

**Reported by Sandy Deabler**  
North Harris Community College,  
Co-Chair, Two-Year College Committee

**Session A:** Thursday, 1:00-2:30 p.m.  
"Voyages of Discovery: The Gulf Coast Intercollegiate Honors Council’s Spring Retreats"  
John Brit, Lee College, Chair; Cathy Kemper, Tomball College; Eddie Weller, San Jacinto College, South; Dominic Bongiorni, Kingwood College

Each spring, the Gulf Coast Intercollegiate Honors Council, representing nine community college districts in Texas, sponsors a two-day retreat to encourage collegiality among honors students by focusing on a specific theme or concept. This session examines this unique program and its history.

**Session B:** Thursday, 2:40-4:00 p.m.  
"Mentoring in Honors"  
Ron Brandolini, Valencia Community College; John Zubizarreta, Columbia College; P.K. Weston, Greenville Technical College; Mark Butland, Austin Community College

Beginning in Honors©, with the benefit of years of experience, is what you’ll get with a mentor/consultant. This panel discusses how a new honors program employs three experts as mentors in building a new program. Learn how to save yourself from countless headaches and hassles by selecting and using mentors.

**Session C:** Friday, 8:30-9:50 a.m.  
"Building Community on a Commuter Campus: The Fall Retreat and Community Colleges"  
Greg Smith and Eddie Weller, San Jacinto College, South

The panel will discuss how to plan and conduct a retreat to maximize student involvement in and enjoyment of honors. Important aspects include choosing a theme, selecting a planning committee, choosing a location, and recruiting students to attend.

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**HOW NOT TO RECEIVE A SCHOLARSHIP**

1. Don't take the time to apply.  
2. Assume that you can have only one scholarship.  
3. Provide incorrect information on your application.  
4. Miss the application deadline.  
5. Fail to inform your honors office of your new major.  
6. Write illegibly and don’t proofread.  
7. Fail to inform your honors office of your new phone number.  
8. Provide false information on the application.  
9. Fail to provide your honors office of your new address.  
10. Assume that requested information is not important.

—Adapted from the newsletter at Texas Tech, April
Session D: Friday, 11:15 a.m.-12:15 p.m.
“Creating Community in a New Honors Program”
Gayle LoPiccolo and Sunny Cooke, Montgomery College
An early goal of the Montgomery College Honors Program was to create a sense of community among the Honors students. The students participated in “ice-breaker” activities, navigated a “ropes course,” and did other team building activities. This session will show the activities in which the students participated while getting to know each other and working together as a team.

Session E: Friday, 12:30-1:30 p.m.
“The Two-Year Honors Center: What We Have Learned In The First Six Months”
Rae Rosenthal, The Community College of Baltimore County, Essex Campus
After years of planning, hoping, and cajoling, the Essex Honors Program has finally gotten an Honors Center with offices, a seminar room, a student study/work lounge, and a computer lab. This session will describe the process of getting space, the space design, and what we’ve learned after six months of occupancy.

Session F: Friday, 1:40-2:40 p.m.
“Seeking Solutions”
James David Stickler, Allegheny College of Maryland
This session examines strategies for integrating honors with Phi Theta Kappa. More fundamentally, this session will focus on the methods for integrating portfolios, honors-by-contract, and community service into a viable and challenging honors experience for the students in a community college setting. This session will encourage an exchange of ideas among the participants.

Session G: Friday, 3:00-4:00 p.m.
“Assessment of General Education in Honors”
Henry Rinne, Westark College
The honors faculty at Westark College has identified seven general abilities that have been identified in each honors course and integrated with the regular course content. This presentation will discuss the development of the abilities as well as classroom and external assessments.

Session J: Saturday, 8:30-10:30 a.m.
“Honors Student Recognition at the Two-Year College”
Sandy Deabler, North Harris College; Cathy Kemper, Tomball College; Dominic Bongiorni, Kingwood College; Gayle LoPiccolo, Montgomery College; Sunny Cooke, Montgomery College
How can we let our honors students know that their extra effort and dedication are meaningful not only to themselves, but also to the college community at large? The colleges of the North Harris Montgomery Community College District will share what they do to answer this question on their campuses including, academic recognition, scholarships, special events, retreats and orientations, publication opportunities, Web CT, Honors Space, and WebPages.

“Valued-Added?”
Reported by
Henry Rinne
Westark College
Honors programs proclaim that they offer students more value-added in their education.
But how do we define this “value-added” and how do we know the students have gained more from Honors than from their non-honors courses? Can students’ achievements be measured?
A comprehensive assessment program provides proof that participation in Honors results in increased learning for our students. The evening session of the Two-Year College Committee meeting (Thursday, at the Chicago conference will feature an interactive workshop on assessment in Honors.
Workshop facilitators: Henry Rinne & Jo Alice Blondin, from Westark College, Fort Smith AR.

MISSION OF THE TWO-YEAR COLLEGE COMMITTEE
• Encourage and assist two-year colleges in the development of honors programs
• Develop a network of lower division honors programs
• Identify other organizations of similar concern working within the context of two-year colleges
• Develop a set of sessions for the annual conference
• Contribute to NCHC periodicals and occasional publications material upon two-year college honors programs
• Report regularly in writing to the Executive Committee

Two-Year College Committee Web Page
http://2yr-nchc.nhceed.edu/index.html
We are pleased to announce the winners of the seventh annual Honors Newsletter Contest, sponsored by the NCHC Publications Board. The following award-winning newsletters were recognized at the NCHC 2000 National Conference in Washington, D.C. in October 2000.

**Category A**

**Student-Produced Newsletters**

- **First Place**, Miami-Dade Community College, *THE ODYSSEY*
- **Second Place**, University of West Florida, *INFINITE WISDOM*

**Category B**

**Student & Faculty/Staff-Produced Newsletters**

- **First Place**, University of California, Santa Barbara, *HONORS*
- **Second Place**, Texas A&M University, *CUM LAUDE*

The competition categories allow our judges to look at newsletters in the terms of the people who create them. Newsletters produced entirely by student editors have ranged from fanciful to professional-quality efforts; all of them reflect the work of students working independently, setting their own goals and defining what they value in their honors programs. Newsletters produced with the help of faculty or staff may offer a more sophisticated image, projecting the official face of the program.

Occasionally, however, a newsletter would merit attention in either category. Such is the case with this year’s first-place winner in Category A, Miami-Dade Community College’s *THE ODYSSEY*. Chock full of information about students, faculty, program basics and special activities, this newsletter tells us who MDCC’s students are and what they care most about: how their lives as students and members of the off-campus Dade County community intersect. For this Honors Program, being an honors student concerns the honor of working to better the world beyond the campus—and of sharing one’s gifts with that world. Some of the key features that communicated loud and clear included, above all, the emphasis on student perspectives. *THE ODYSSEY* is aptly named, because it presents the honors student experience as a journey. Each issue contains in-depth articles that focus on challenging experiences, such as a recent first-person account of a “life-changing” (the author’s assessment) stint at the Model UN. Coverage of many and varied student paths characterizes this newsletter, which seems committed to recognizing all its students. Technically, MDCC’s editors demonstrated careful production work, with crisp blue rules on columns and borders against a light gray stock, good proofreading, and consistent font and layout choices.

The University of West Florida won second place in the student-produced category for *INFINITE WISDOM*. This newsletter was a real pleasure to see, not only because of its fine production quality, but also because it has demonstrated real improvement since last year’s competition. Its reader-friendly content speaks to a primarily student audience, but certainly serves the UWF well as an ambassador for recruiting new honors students. Editor Heather Cothran notes that a local print shop donated time and staff to conduct a PageMaker workshop for her staff this year. The fine layout composition and new masthead design, combined with substantial news articles, brought *INFINITE WISDOM* well-earned recognition this year. It should perhaps be noted that this publication’s name is gently self-mocking, a reflection of the sense of humor that helps make an honors newsletter—and an honors program—effective. (Another entry in this category with a sense of humor: University of Northern Colorado’s *HONOR THIS!*)

A discussion of entries in the student category this year would not be complete without mentioning *THE BEAT*, the University of Cincinnati’s innovative, ever-changing journal, whose masthead boldly proclaims its devotion to “a new way of thinking.” Articles range from “The Cheat Sheet” to “College Without a Car” to student poetry and more conventional information about Honors Scholars Program requirements. Most striking is *THE BEAT’s* experimental graphics, which, if sometimes a bit too font-happy, set the tone for students who strive to push the envelope and yet remain, as Tennessee Tech student judge Aaron Bibb points out, lighthearted. *BEAT* editors gave an effective session on
their history at the Washington conference, tracing its evolution from "a small two-page yellow publication" to its current (and still thrifty) twenty full pages in less than a year.

While the enthusiasm of students is a signature of outstanding newsletters in the first category, those with faculty and staff support (Category B) present some highly polished public-relations office materials, as well as many cooperative ventures by honors program administrators working with students. Standouts in this category demonstrate more than high production values; here, articles that bridge connections between alumni, faculty, and current students are marks of responsive and attentive reporting.

The University of California-Santa Barbara placed first this year in Category B with HONORS. Among its most memorable articles: an alum's chronicle of the past nine years of her life since commencement, tracing her personal and professional changes through graduate school and her first job. Another article detailed students' experiences in a Senate internship program in Washington, along with instructions on the application process for prospective interns. HONORS is printed on a heavy, creamy stock with brown lettering—details worth noting because this newsletter is both easy on the eyes, and because it was distinctive and cost-efficient in its category. Overall, UCSB provided a feeling of completeness, especially through its in-depth coverage of the enriching opportunities its honors students enjoy. For recruitment, fundraising, and on-campus support of all kinds, HONORS reflects an appealing and involved program.

Texas A&M's CUM LAUDE won second place in Category B by doing what a good student does so well: by paying conscientious attention to balance. Judges repeatedly praised its lively graphics, its stories on individual student achievements, its generous coverage of fellowships and other opportunities for honor program members, its alumni reporting, and its superior copyediting. CUM LAUDE exemplified the well roundedness readers hope to find in an honors newsletter; this one is a user-friendly model that can show other programs how to do it right.

In addition to the standard production practices to which our judges attend (perfect proofreading and neat, well-composed layout chief among them), here are a few added touches that made honors newsletters work so well this year: including useful forms needed by many honors programs members (Illinois State University), asking each honors senior to write a few personal lines about their plans after graduation (University of Illinois-Chicago), using candid rather than posed photos (Lewis University), and running a column aimed at honors students’ curricular concerns (Western Michigan University).

Many thanks to the newsletter staffs of Valparaiso University, the University of Houston, Ferris State University, and to Aaron Bibb, our student judge and publication assistant at Tennessee Tech.

Special recognition is due to Connie Hood, Director of the Honors Program at Tennessee Tech, who originated the competition for the Publications Board and has served as its coordinator since its inception. Hallie Savage of Clarion University of Pennsylvania’s Honors Program, to whom we owe our gratitude for taking on this worthy effort, will coordinate the 2001 contest.

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Million Dollar Ideas For A Fifty-cent Budget

Share them with The National Honors Report. One hundred words or so? More if you wish. Ideas can be crucial.

Or crazy.
(Names withheld by request for the crazy)

Deadline November 10. Send to mcbrown@radford.edu
The Opener to Honors

by Brian Adler
Valdosta State University

If you are like me, you spend most of your summer engaged in recruitment activity for new, incoming freshmen, giving speeches, offering tours of the Honors Program and facilities, and generally encouraging freshmen and their parents that the Honors Program is a great place for these new students. For many of the students who have long ago accepted our invitation to apply, this is an easy proposition. But for quite a few students whose grades and SAT scores at least open the door to their being considered for the program, persuasion gets more difficult. Over the years I have been able to get more and more time during the general day-and-a-half orientation and registration session to speak to these students and their parents, culminating in now having the first registration and orientation session of the summer devoted to Honors-eligible students only. During the regular sessions, however, I still get only about five minutes to address the entire audience of new students and their parents (usually after the pitch for the Air Force ROTC).

Over the years that I have been making that particular speech for the most general of audiences, I have used and then discarded various metaphors and tag-lines. My balancing act is to make the program attractive to all while maintaining a sense of exclusivity without being elitist. Not hard to do, right?

Well, for what it is worth, here is a list of some of my metaphors and openers from my past talks, along with explanatory notes. If you find them useful in either a positive or negative sense, responding to them might be helpful in furthering the dialogue of our understanding of what Honors is all about.

1. "The University--a place of light and learning."

A quote from Benjamin Disraeli. In speaking this way, I would talk about liberal education and about the mechanisms embedded in Honors courses that lead to an increase in light and learning. The problem in this general kind of speech is to be sure not to speak about what is missing from the non-Honors courses, but to speak about what Honors courses add to a student’s educational experience. I certainly don’t want to imply that light and learning can’t be found in non-Honors courses, but that the highest ideals upon which a university is founded can always be found in Honors courses, and in charming, useful, and challenging guises.

2. “Nothing great was ever accomplished without enthusiasm.”

From Ralph Waldo Emerson. I speak about the etymological root of “enthusiasm” (which works probably a little better in the Bible belt than elsewhere) and segue into the concept that grades and test scores are not the most important indicators of success by any means. The Honors Program is ultimately looking for students who demonstrate intellectual curiosity and have a zest for learning, test scores be damned (not good language to use in the Bible belt, by the way). I want students who are excited to be at college, and who are turned on by exposure to a new idea–these are the ideal students to be admitted into the Honors Program. I have at this point then gone into my own personal history of having been a lackluster student in high school, but coming to college was a different story. I share my excitement that I still recall upon first hearing about Hegel’s theory of dialectic. Years after having given this talk, I have had students come up to me and tell me that they remember it, so I know the personal disclosure story works well.

3. “Sprezzatura!”

I recall this word from a seminar I took in English literature of the Renaissance. I love the sound of this word, and when I use it, I trill the “r” and really become excessive with the sibilants. I tell the audience the word is synonymous with excitement, power, energy, and delight, all the qualities they will find in the Honors Program. It’s a point similar to # 2, but I like to make connections with art objects, and so I speak on occasion about the energy in Michelangelo’s Moses, or in a Calder mobile, and I link those qualities again to what can be found in the Honors Program.

4. “Imagine you’re a gifted hitter in baseball.”

For a while I used this metaphor, but I was never comfortable with it. I asked the audience to imagine stepping up to bat and with a minimal effort, always hitting the ball out of the ballpark. I said that surely at a certain point, if this always happened, the batter would long for a larger ballpark, so there would be a challenge of some sort. My point was that Honors courses set the mark a little higher, so that for the student that always did well without trying very hard, some challenge would now be back in the educational endeavor and that this would be fun for the student, as well as lead to richer and deeper
learning. This metaphor treads awfully closely to the concept of innate differences in people, an area I’d rather not get into. Besides, I find too much emphasis on athleticism in general in our culture, so I abandoned this metaphor fairly quickly.

5. “Honors courses are like the deep end of the swimming pool.”

I came up with this metaphor to answer the cavil that Honors courses are harder than non-Honors courses. Having toured many high school honors programs, I know where students (and frequently, parents) are coming from in raising the issue. How does one define what’s hard? It’s very easy to do in the high school arena, in most cases. Hardness can simply be defined quantitatively, with honors courses in but if their time is being spent in the depths, I am not so concerned that they haven’t swum the entire length. Some Joker on occasion will raise the possibility of getting lost in the depths, but I respond by saying a person can drown in an inch of water just as easily as in a mile. Plumbing the depths builds endurance, capacity, and strength.

6. “How many of you have ever read something about Stonehenge? Raise your hands. How many of you know something about Troy? How many of you have ever noticed that things far away appear smaller than things close up?”

Usually by my time in the talking-heads line-up, students and parents have been talked to and at for quite some time, so I like to engage my audience in some direct questions, asking them to raise their hands after each question. By the time I ask the third question, I have all the audience engaged. I then talk about how no mention of Stonehenge occurs in writing for millennia after its construction, how it was not until the mid-nineteenth century that someone decided to follow Homer and actually dig for Troy, and how it took until the early Renaissance before the rules of perspective were worked out. I say, rather dramatically, at certain times in human history, the light bulb goes on! The Honors Program is about keeping that light burning and setting up conditions for the light bulb to go on over our students’ heads frequently.

“We don’t ask our honors students to swim three lengths of a swimming pool instead of the one that might be required in the non-honors course.”

high school usually multiplying the workload quite drastically. Hence my metaphor. I tell students that honors courses on the college level do not multiply work assignments; instead, the work is done differently. We don’t ask our honors students to swim three lengths of a swimming pool instead of the one that might be required in the non-honors course. The length is the same, but far more time will be spent in the deep end of the pool, with opportunity and encouragement to go down into the depths. There’s more to see further down. This leads into a quick mention (again remember, I am packing all this into only five to seven minutes) about how honors courses are qualitatively different, rather than quantitatively different from non-honors, and that enrichment, the invitation to plumb the depths of a subject, is at the core of the Honors experience. This metaphor also speaks to how in some Honors courses, students seem not to cover as much material as in the non-Honors course,
Honors Colloquia at Eastern Connecticut State University

by Jim Lacey
<Lacey@EasternCT.edu>

Honors courses, ideally, are different from regular courses. One way to suggest the difference to faculty, students, and administrators is to call the course something else, such as a “colloquium.” At Eastern, honors students are required to take three colloquia. Just how are they different?

1. **They are limited to 15 students.**
2. **They are interdisciplinary and often team-taught.**
3. **They are specially designed and usually offered only once.**
4. **They avoid the lecture/exam/paper syndrome.**
5. **They feature off-campus experiences.**
6. **They are interactive and involve student presentations, poster sessions, and the like.**
7. **They often ask students to work in teams.**

Some examples? This semester “Science Fiction and the Stars” is being offered in our Planetarium by a biologist, an English professor, and the Director of the Planetarium. The semester project will be planetarium shows devised by a teams of three students to illustrate a premise, theme, or plot in the literature of science fiction. Last semester an anthropologist and an American studies colleague offered “Poverty in Canada and the United States,” which featured an extended field trip to Montreal with visits to several private and public agencies. A while back the Curator of our art gallery and a colleague in English offered “The Museum and Society,” which included visits to 12 museums and a project making use of A/V materials to describe an additional museum. One of my favorites was “New England and the Sea,” with trips to Mystic Seaport, the University of Rhode Island School of Oceanography, and voyages on three water craft, including a research vessel, a schooner, and a classic New England catboat.

Of course, if you adopt the term “colloquia,” students (and others!) will interpret it as singular and form a new plural, “colloquias.” Not to worry! The Latin neuter plural seems to be on the verge of extinction. “Colloquia” perhaps is the way to go.

Major Scholarship Competition Preparation at NCHC Institutions

by Bob Spurrier
Oklahoma State University
Co-Chair, NCHC Ad Hoc Committee on Honors Advising & Major Scholarship Preparation
<spurbob@okstate.edu>

This article is a sequel to “Honors Advising at NCHC Institutions” that appeared in the Summer 2001 issue of *The National Honors Report* and relates to a different aspect of the charge of the Ad Hoc Committee on Honors Advising and Major Scholarship Preparation, namely to “[g]ather and disseminate information on models and methods for preparing honors students for the Rhodes, Marshall, Truman, Fulbright, Goldwater, Udall, and other major scholarship competitions.” As a group, NCHC institutions must be doing something right. *The National Honors Report* XXI No. 1 (Spring, 1999): 23-26 included an impressive list of NCHC-member institutions with their major national and international scholarship winners for 1997 and 1998.

In August 2000, a questionnaire was mailed to institutional members of NCHC in an effort to obtain information on preparation of their students for major scholarship competitions. Responses were received from 130 institutions, and these responses provide the data for this article.

The first question dealt with the question of who is responsible for major scholarship preparation (N = 130):

- **Honors Office = 50 (38%)**
- **Separate Scholarship Office = 23 (18%)**
- **Honors + Other = 13 (10%)**
- **Honors + Scholarship Office = 6 (5%)**
- **Honors, Scholarship Office, & Other = 1 (1%)**
- **Other = 37 (28%)**

The next question asked if one person in the Honors Office is responsible for major scholarship preparation (N = 109):

- **Yes = 64 (59%)**
- **No = 45 (41%)**

For those institutions responding that one person in the Honors Office is responsible for major scholarship preparation, we asked what percentage of that person’s time is used for this purpose (N = 40):

- **Average = 26.4%**
- **High = 100%**
- **Low = 1%**
Many institutions provide extensive preparation assistance for their students who wish to compete for major national and international scholarships. The next question involved what sort of preparation assistance was provided (N = 86):

49 (57%) reported providing materials on potential institutions, faculty mentors, essay critiques, and mock interviews

37 (43%) reported providing more than one of these items, but not all of them

These very preliminary data indicate that many NCHC institutions are actively involved with preparing their students to compete for major national and international scholarships. Although some may raise legitimate questions as to whether such “grooming” is appropriate for honors programs and honors colleges, there is little doubt that the trend is toward providing such assistance at many colleges and universities (through the honors office or elsewhere on campus). In fact, a new professional organization has just been formed to meet the needs of persons whose job responsibilities include major scholarship preparation. The National Association of Fellowship Advisors (NAFA) held its first national meeting in June 2001, with 220 persons in attendance, a significant number of who were from NCHC-member institutions. Clearly there is a perceived need for professional meetings in this area. The obvious question is whether this is a need that NCHC should attempt to address to some degree.

Just as there is no single model for successful honors programs and honors colleges, there may well be no single path to success in the area of assisting honors students who wish to compete for major national and international scholarships. Our model at Oklahoma State is to have an Office of Scholar Development and Recognition that is on paper totally separate from The Honors College and has a different administrative reporting line to the higher administration. The director of that office, Bob Graalman, is president of NAFA, and he and I could not have a closer working relationship. We regularly refer outstanding honors students to Bob’s office, and he teaches honors courses each semester (including a special spring honors seminar for students who think they may want to enter major scholarship competitions). I frequently participate in the mock interviews that he arranges for students, and I sometimes read preliminary drafts of their essays. Of course not all of the OSU students who compete for major scholarships are in The Honors College, but the institution as a whole benefits when any of our students are successful in these competitions, and many of the winners have earned Honors College Degrees. I hope that in the coming years, rather than being viewed as “competitors,” NCHC and NAFA can have a similarly-cooperative working relationship. Given the fact that 58% of the questionnaire respondents indicate that they had a separate Scholarship Office on campus, this would appear to be a mutually-beneficial line of pursuit.

The NCHC Ad Hoc Committee on Honors Advising and Major Scholarship Preparation wishes to encourage increased communication about how we can assist honors students as they prepare for major scholarship competitions. Sessions on the topic at regional and national honors conferences can play a significant role in this regard, and we hope that at least some of these sessions will result in articles in The National Honors Report and The Journal of the National Collegiate Honors Council. Future NCHC monographs also could include sections on this topic as more data become available. If we were to be a bit more active in this area, NCHC could sponsor an institute or workshop on major scholarship preparation on the Wednesday before the 2002 NCHC conference in Salt Lake City for our interested members. (NAFA’s next national meeting will be in 2003, so there would be no duplication of meetings.)

In response to another part of the charge of our Ad Hoc committee, namely to “[p]repare information about major scholarship competitions and facilitate links to their Web pages from the NCHC home page on the Web,” we have gathered some preliminary information about links to web sites of major scholarships. Thanks to Gayle Barksdale at the NCHC Office, links to nineteen such scholarships now are available on the NCHC home page at <http://www.runet.edu/~nchc/other-links.htm>. If you know of additional links, please let Gayle know about them.

As with most things in our organization, we all gain when we share our knowledge on various aspects of the honors endeavor. If you have information relating to major scholarship preparation that you can share with the NCHC membership, please consider posting it to the NCHC listserv in preliminary form and then writing an article for The National Honors Report to share the details.

WEB SITES FOR MAJOR SCHOLARSHIPS
British Marshall Scholarships
http://www.britishcouncil.org/usa/usabms
Churchill Scholarships
http://members.aol.com/churchill
Fulbright Scholarships
http://exchanges.state.gov/churchill
Goldwater Scholarships
http://www.act.org/goldwater/
Mellon Fellowships
http://www.woodrow.org/mellon/
Mitchell Scholarships
http://www.us-irelandalliance.org/mitchell/
Rhodes Scholarships
http://www.rhodescholar.org/
Thurgood Marshall Scholarships
http://www.thurgoodmarshallfund.org/
Truman Scholarships
Udall Scholarships
http://www.udall.gov/p_scholarship.htm
In the spring, I posted some questions to the honors listserv for honors directors at mid-sized universities. Nineteen directors replied, and I’d like to share their responses with you. Their names, addresses, and email are given at the end. I’m also interested in additional responses, which can be sent to me at <suzanne.bunkers@mnsu.edu>, not to the listserv. Would you please cut/paste so that only the questions and your responses are included?

Mark Anderson, honors director at SUNY-Brockport, and I are planning another session for directors, faculty, students, and administrators at mid-sized universities at the Chicago conference. We are also looking into formal recognition of our group within the NCHC. We hope you’ll be interested in being involved, and that we’ll see you in Chicago.

Respondents

Dr. Chuck Barnes, Northern Arizona University
Prof. Irene Buchman, Fashion Institute of Technology
Dr. Suzanne Bunkers, Minnesota State University
Dr. Maureen Connelly, Frostburg State University
Dr. Ronald K. Edgerton, University of Northern Colorado
Dr. Andy Eisenberg, University of Texas, San Antonio
Prof. Eltgen Flikkema, Drury University
Prof. Margaret Franson, Valparaiso University
Dr. Bonnie Gray, Eastern Kentucky University
Prof. Matt Kubik, Indiana Univ.-Purdue Univ., Fort Wayne
Dr. F. David Levenbach, Arkansas State University
Dr. Mark Malinauskas, Murray State University
Dr. Virginia McCombs, Oklahoma City University
Dr. Ronald E. Mickel, University of Wisconsin-Eau Claire
Dr. Rebecca A. Pyles, East Tennessee State University
Dr. Bob Spurrier, Oklahoma State University
Prof. Gavin Townsend, University of Tennessee, Chattanooga
Dr. Stephen Wainscott, Clemson University
Prof. Martha Woodward, Marshall University

Addresses, phone and fax numbers, email addresses and website addresses are at the end of this article.
Margaret Franson: Dean of Christ College, the Honors College. Full time administrator; by choice teaches one course per year.

Ann Eisenberg: The Honors Director is a faculty member who has 50% release time to direct the Honors Program. That 50% means that I teach one course per semester. I have also been paid 25% in summer for the last four years, but that is under negotiation (or renegotiation).

David Levenbach: Faculty appointment, re-assigned.

Gavin Townsend: The director is a regular faculty member with 50% release time to direct the honors program.

Martha Woodward: I am the full time non-faculty administrator of the Center for Academic Excellence. The Chair of the Honors Council is a three-hour faculty release time position.

Eltgen Flikkema: The director was re-assigned.

Maureen Connelly: Faculty member with 1/2 release time (Fall); Honors sections of ORIE 101 (Orientation 101) count as one course. I am increasingly dissatisfied with this arrangement; administrative offices handling fewer students and with a smaller range of responsibilities have full time positions.

Suzanne Bunkers: The Honors Director is a full-time faculty member who has 50% reassigned time to direct Honors and who has a 50% teaching assignment.

2. What percentage of his/her overall university appointment does the Honors Director devote to directing the program? What percentage is spent teaching Honors and/or other courses or fulfilling other duties?

Mickel: The Director has a .50 FTE assignment with the honors program. That includes teaching required one-credit honors seminars.

Gray: 1/2 time directing the program and 1/4 time teaching in HON.

Buchman: 3/4 honors administration; 1/4 regular teaching (in my case I do not teach honors courses)

Edgerton: Officially, I receive .20 FTE to direct Honors. Actually, I put in much more than this amount of time, as I’m sure you know.

Wainscott: 100%

Kubik: Approximately 80% is spent in administrative tasks while 20% is spent on social/academic event planning. The Director teaches a one-credit seminar as an overload (paid).

McCombs, Franson, Eisenberg, Woodward, Malinauskas: See above.

Barnes: About 80 - 20 here, including a lot of close work with our admissions/recruiting people and our financial aid/scholarship colleagues.

Levenbach: 3/4 to 82%; standard paper load is 12 hrs/per semester; I teach three fall and spring and 0 over the summer, though I am on a 12 month contract. (I do occasionally overload myself—teaching a one-credit first-year seminar in the fall (the Honors section) and this semester team-teaching an Honors seminar on top of my political science course.)

Townsend: 50% of my job is directing the program. Once every other year or so I teach an honors course (as an overload).

Flikkema: 50% directing program, 25% teaching Honors courses, 25% teaching in discipline.

Pyles: I team-teach one course in our Honors curriculum (three credit hours; meets three hours per week), together with one of our philosophy professors. Both of us are in class every meeting. On our scale, that would amount to 20% of my workload. However, here at ETSU that is just considered part of my job as Director. One peculiar aspect——I negotiated a 20% release from Director of Honors to support my own personal research.

Spurrier: I am a full-time Honors Director (but I teach each semester because I want to do so and I serve as Honors advisor to about 100 of our 650+ Honors students). We also have a full-time assistant director and two full-time Honors Academic counselors (all of which are professional staff positions). We require undergraduate Honors Program degrees for all of these positions with advanced degrees preferred.

Connelly: Fall 50% directing; 25% Honors teaching; spring 50% directing; 50% Discipline teaching.

Bunkers: 50% (each semester) for directing the Honors Program, advising students, developing curriculum, supervising senior projects; 50% (each semester) for teaching one course in the English Department plus Honors seminar and/or Honors special topics course.
3. How is the length of term for the Honors Director set up at your university (e.g., open-ended term, specific number of years per term)?

**Malinauskas:** The Honors Director has an initial appointment of three years and subsequently serves at the pleasure of the Vice President for Academic Affairs.

**Mickel:** Open-ended—a “limited” appointment by the Provost (after search and screening by the University Honors Council). I’ve been at it since 1983!

**Gray:** The Honors Director is in place here for an open-ended term.

**Buchman:** Open ended. I have run our program for over ten years (the new part is the expanded full program).

**Edgerton:** My term is three years.

**Kubik:** The Honors Director serves a three-year term— I am in my second term and right now am not sure whether I will continue on for another three years.

**Barnes:** Open-ended, though the constant battle between honors directors here who lead an under-funded and growing program and administrators who talk glowingly about it, while starving it, has led to relatively short tenures. There have been six honors directors here in the last 14 years [plus three-four interims]; at four years, I’m the longest lasting. However, I’ll be gone in six weeks. During these four years, program size has quadrupled and AVERAGE [composite] SAT scores have climbed by 200 points. Wonderful, wonderful times and students, but Sisyphus I am not. Our faculty and students are FANTASTIC; our resources are declining.

**Franson:** Our Dean has a five-year term, renewable.

**Eisenberg:** It’s an open-ended term.

**Woodward:** Executive Director is full-time staff position; Honors Chair selected by Honors Council for open-ended term.

**Pyles:** I took the job of Director two years ago, with the stipulation that during our next fifth -year review, I would determine whether I wanted to stay as Director and the admin would determine whether they wanted me to stay. Officially, I suppose, the term is considered “open-ended.”

**Spurrier:** Open-ended term at the pleasure of the Executive Vice President.

**Bunkers:** The Honors Director serves a two-year term, which is renewable.

4. Does your Honors Program have a newsletter? A website? If so, who is responsible for preparing, maintaining, publishing materials in the newsletter or on the web site?

**Malinauskas:** We had a newsletter but discontinued it because we were causing too many Minnesota trees to be harvested for papermaking. We now do news on-line as communication becomes necessary. The Administrative secretary maintains our Web site. URL: http://msumusik.mursuky.edu/honors/http/index.html

**Mickel:** We send out a two-page newsletter each month but rely much more on email (a “distribution list” going to all students in the program). The program assistant (with input from the student organization and from the Director) prepares the newsletter and maintains our web site.

URL: http://www.uwec.edu/Admin/Honors/honors.htm

**Gray:** We no longer have a newsletter as we use an e-mail listserv daily to publicize our events and so on. Anyone on the list serve may post a message that is relevant to the folks on the list. We do have a web site that is maintained by a faculty member in the Dept. of English who teaches in the Honors Program. I give him the stuff and he puts it on the web page. URL: www.honors.eku.edu

**Buchman:** None of the above yet. I’m also an acting dean so I just can’t get to all that.

**Edgerton:** Yes, we have a web site. We publish a newsletter five times a year. In both cases, students do the great majority of the work, but I review everything and have my own columns. URL: website: http://www.unco.edu/honors

**Kubik:** The Honors Program sends out both a course description “newsletter,” and an activities newsletter each semester. The Director has sole responsibility for preparing these documents. The Honors secretary has maintained the Web site.

**Barnes:** We have both; our newsletter is published each semester, more-or-less, by our Honors student organization, with editorial support, page makeup, publishing, and distribution largely done by staff within the Honors Program office. The website http://www.nau.edu/~honors was created and is maintained by one of our two full-time academic advisors. It’s a great piece of work, with hundreds and hundreds of hits each month.

**Franson:** We have an honors college newsletter produced annually for honors alumni and current students and faculty. We also have a web site. The Assistant Dean (moi) is responsible for writing, editing, and producing both. I have some technical assistance with the web site from the faculty secretary. URL: http://www.valpo.edu/christc/
Eisenberg: We have a newsletter and are developing a web site. Our graduate assistant is working on the web site. The Director outlines the contents of the newsletter. In the past, the Administrative Assistant put it all together in newsletter format, filling in the details. Now the Graduate Assistant does that.

Woodward: Yes to newsletter and web site. Two co-editors produce the newsletter supervised by the Honors Chair; a student maintains the web site under supervision of the HC. 

http://www.marshall.edu/honors

Pyles: We started a newsletter last year... and are just getting ready to send out second one. I’d like to do two a year, but haven’t the funding for that, yet. The Associate Director of Honors is responsible for pulling the materials together; both the Executive Aide and myself “funnel” things in his direction as they arise. We maintain a web site at www.etsu.edu/honors at the moment; one of our talented student workers helps us maintain the site. The Associate Director and myself also contribute.

Spurrier: We have an alumni newsletter (once a year) and a web site: http://www.okstate.edu/honors/ Celeste Campbell, our Assistant Director, is responsible for the alumni newsletter and the web site.

Bunkers: Our Honors Program has a web site, on which program news is also posted. An Honors student maintains the web site, with assistance from the Director.

URL: http://www.intech.mnsu.edu/honors/

5. How are faculty members selected to teach in the Honors Program at your institution? Do they teach in Honors as part of their regular teaching duties, or is their teaching in Honors in addition to their regular teaching duties (e.g., on an overload basis)? Do part-time (adjunct) faculty teach in your Honors Program?

Faculty members apply to the Honors Committee to teach in the Program. They provide a syllabus and respond to questions regarding it. They look for innovative pedagogical approaches rather than lecture since we emphasize active rather than passive learning. Assignment to teach in Honors is “in load” except that a three-hour honors course is thought of as six hours since for all intents and purposes they have five class contact hours with the students. How does that work? They meet for one hour in a lecture session and then the class splits in half for their next two meetings.

-- Mark Malinauskas, Murray State University

Mickel: Faculty to teach Colloquia (special interdisciplinary honors courses) are selected by the Director with the approval of the University Honors Council. Faculty to teach honors sections of departmental courses are selected by negotiation between the Director and department chairs.

Gray: Almost always faculty teach in the HP as part of their regular load. We have lots of team taught courses and both faculty receive full load credit. Occasionally someone prefers to teach for overload pay, but it does not happen very often. And we never use part-time faculty. Initially faculty self-selected by getting involved in curriculum developments workshops in the summer. Many are still involved in the Program. Sometimes I recruit new faculty and sometimes they recruit us.

Buchman: Faculty volunteers develop an honors course that must then go through the regular review process. They teach it as part of their regular program, although I have started running some courses at night and some faculty like to teach it as an overload at night, and some do not and I schedule accordingly. Yes, part-time faculty have also come up with honors courses.

Edgerton: I select the faculty to teach Honors Seminars. Two faculty co-teach these seminars. They each receive release time from one three-hour course to do so. I have occasionally had adjunct faculty teach these as well. They are paid about $2,500 plus benefits.

Wainscott: Faculty who teach honors courses are assigned by department chairs, with my input. Honors courses are part of the normal course load. No part-timers.

Kubik: Officially each honors course should have a proposal submitted by the faculty, which is then approved by the Honors Program Council. In practice this is not how I am administering the program. Each NEW course has a proposal - with support letters from both the department chair and dean-, which is then reviewed and approved by the Council. In other cases I approach a department chair and request a previously offered course -typically a General Education 100 or 200 level course - be scheduled. The department chair will then choose a faculty member to teach the course.

McCombs: All faculty who wish to teach in the Honors Program must submit a course proposal to the Honors Committee who then accepts, rejects, or asks for more information. Whether the course is part of their regular load or an overload depends on the particular faculty member/department. Only one adjunct has taught an Honors course, and I don’t think we’ll ever repeat that.
Franson: Honors faculty teach in the honors college only. They are recruited as such. Three or four additional faculty from the College of Arts and Sciences may be asked to teach a specific topics course or a section of the honors freshman core course each year. This usually just replaces a course they normally teach for load.

Eisenberg: Faculty teach in Honors as part of their regular teaching load. I don’t see how they could do it as an overload. I suspect none would. Initially, I selected all Honors faculty. I would like to continue doing that, but as we have grown, that has become increasingly difficult. Now I “negotiate” Honors faculty with Division Directors or the discipline coordinators responsible for scheduling. Giving up a little control has been necessary at times for practical reasons, although it is sometimes problematic. But I can no longer know all faculty, either. Initially, non-tenure-track faculty never taught in the program, except in the Freshman Composition sequence since Freshman Comp is never taught by tenure-track faculty. That has changed some in the past couple of years, primarily for practical reasons (no tenure-track faculty available), but also because some non-tenure-track faculty are excellent teachers of Core curriculum courses.

Levenbach: Part of their regular loads; reassigned by their department. I negotiate with chairs on assignments, sometimes not getting the people I want but most of the time getting very good people.

Townsend: Only full-time faculty teach in the program. Most are released from one or two of their regular non-honors courses to teach for us.

Woodward: Departments select, and faculty volunteer, faculty to teach departmental Honors courses. These are part of their regular load and covered by regular salary. The CAE solicits course proposals for inter/multi-disciplinary courses and pays replacement costs to the department. For various reasons faculty may choose to teach the course beyond the regular load; then we pay the person directly. Adjunct or part-time faculty may teach Honors courses if approved.

Flikkema: Honors courses are part of load. The first time an Honors course is taught, the instructor receives a one-course reduction in his or her load. Adjunct faculty do not teach in the program.

Spurri: Faculty members are selected by their departments to teach Honors sections of disciplinary courses taught in the departmental budget. The Honors Program selected faculty to teach in our interdisciplinary Honors courses, Honors seminars, and “overflow” Honors sections of disciplinary courses taught on our budget. These courses are part of the faculty’s regular teaching load. Only rarely do we use non-regular faculty, but sometimes we have done so using an emeritus professor or someone granted adjunct assistant professor status. Our policy requires faculty rank of assistant professor or higher.

Connelly: Self-selection with an Honors veto. Courses are part of the regular load. Sometimes departments get reimbursed for the services.

Bunkers: Some faculty volunteer to teach in Honors; the Honors Director recruits additional faculty. Most teach on an overload basis (regular load is 12 credits per semester). On occasion, an adjunct faculty member is hired to teach specialty courses in the Honors Program. The Honors Director regularly teaches in the program as well.

6. What is the role of the Honors Director in recruiting new students for the program? What role, if any, does the Honors Director play in admissions, summer orientation, etc.?

Malinauskas: The Honors Director works closely with the Admissions Staff in recruiting. We hold an Academic Excellence Weekend for all students who qualify academically for scholarships ACT 28 and above and rank in class top 5%. We make a big push for Honors at this event. Of the 150 or so students invited, 50 will probably enroll in Honors. Which is all we really can handle. I am involved with all summer "O."s and meet with students and parents.
Mickel: The Director determines the selection of students to be admitted to the program according to established criteria. He works in cooperation with the Office of Admissions in recruitment (e.g., in hosting an “Honors Preview Day” for potential new first-year students). He meets with new students who are invited to join the program during each summer orientation session.

Gray: The director has the responsibility for recruiting students, although admissions provides support—including the clerical help with sending out mass mailings to all students reporting ACT scores who match our requirements for admission. We play no role in summer orientation but we do our own orientation in August after the students arrive.

Buchman: I am totally involved/direct recruitment —with help from Admissions. (They send to all those they are accepting and feel are at the top of the heap a letter inviting them to apply to the honors program. At that point, I take over.) With the help of the other faculty on the honors committee, I interview applicants and then lead the admissions meeting where we decide whom to accept.

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We work closely with admissions. We get the lists of eligible students from admissions and we send them a brochure and cover letter. We also co-sponsor “Scholars Day” with admissions, inviting eligible high school seniors who have applied to UNC to come to campus for a day with their parents. Honors students host them for the day. I do not go out recruiting. I have proposed to the administration that Honors become a much more visible part of the recruitment effort, but dollars to make that happen (I’d like to send Honors student teams to front range high schools, for example) have not yet been offered.

--Ron Edgerton, University of Northern Colorado

Wainscott: A lot! I am frequently on the road for such things as guidance counselor meetings, Board of Visitors receptions, etc. I also conduct summer orientation sessions for incoming honors students.

Kubik: The Director is totally responsible for recruiting students - both incoming freshmen as well as those who achieve eligibility due to earned GPA. The Admissions Office supplies names of those applicants who are eligible due to high school rank or SAT score. The Director also participates in the summer orientation days providing a special breakout session specifically for Honors students. Usually by the third orientation date the honors courses for freshmen are filled so I usually don’t come after that. This is changing this summer as the orientation program is being given by Honors “peer counselors.”

McCombs: I send out letters and, of course, review applications, along with the Honors Committee. We have just switched to high school recruitment, so my role may increase soon.

Barnes: A very large role here, including tons of letters, brochures, phone contacts, and summer orientation. High school recruiting is done by our current students who go back to their “home” high schools to the A.P./IB classes and talk about their experiences. We pay their basic expenses ... this is a POWERFUL way to recruit at low cost, assuming that students find the program worthwhile.

Franson: The honors college dean and an administrative assistant invite students already accepted to the University to enroll as freshmen. The assistant dean (me) handles almost all of the summer orientation.

Eisenberg: We do all recruiting out of the Honors Program. We’d like to share more responsibility with Admissions, but we don’t think they could do a good job right now. We do all our own advising, including at Freshman Orientation sessions, so we’re involved in all Orientations. This summer, we’re adding our own Introduction to Honors session when other students go to their College for a registration/advising session.

Levenbach: Part of a team effort. Recently, I have managed to work myself into heavy responsibilities for special recruitment efforts directed at Honors prospects; all to the good, but demanding. Also, I do a lot of one-on-one recruiting of students visiting the campus.

Townsend: My staff and I are responsible for recruiting all students in the program; everything from writing our promotional literature and designing our web site to going out to local schools and college fairs. We do all of our own advising, orientating, curricular planning — you name it.

Woodward: CAE Executive Director is responsible for recruiting in a variety of ways. Honors Chair helps out from time to time, but on a limited basis. HC assists ED at Orientation throughout the summer.

Flikkema: The Honors director is a former Dean of Admissions at the institution and has very close ties with the Admission office. We work together very closely in selecting those whom we will invite to be in the program.
Spurrier: The Honors Program office contacts prospects directly by mail several times before they actually come to campus to enroll. We obtain names from the admissions office, looking for students with the requisite ACT score who have listed OSU among their top three choices when they took the ACT. During the summer enrollment clinics, Honors does a morning session, and an Honors advisor meets with each Honors student during the actual enrollment process in the afternoon.

Pyles: We recruit mostly by mail, but I also participate in workshops with high school counselors and will visit local high schools when asked. I do not solicit such visits, however, since I simply don’t have the time. I spend considerable time meeting with prospective honors students and their parents when they visit campus. I oversee the evaluation process of applicants, and am basically the last “say” in who gets an offer from ETSU. We do not have a special honors orientation, but instead interweave honors activities in our regular orientation sessions. We also are responsible for informing financial aid, admissions, housing & food services about honors scholarships for each student.

Connelly: All recruiting done by the Director. We go to all Admissions functions and Director is one of 15 advisors for Summer Orientation.

Bunkers: The Honors Director does the recruiting, working with the Office of Admissions to identify potential candidates for the Honors Program and sending a mass mailing to these students in the spring. Then, during summer orientation, the Honors Director meets with interested students and enrolls them in the program. Most recruitment is done by mail and via our web site.

7. What kinds/types of clerical and office support are available for your Honors Program? Does your Honors Program have its own office? If so, where is it located on your campus?

Malinauskas: We have a suite of offices on the seventh floor of the Fine Arts Building. I have a full time secretary and two student staff. The Fine Arts building is located in the center of the campus. I’ve got a great view but it is inconvenient for the students to visit since the elevators sometimes don’t work!

Mickel: Full-time program assistant. Our own office—reception/secretary area, Director’s office, conference room, study lounge, and classroom.

Gray: We have our own office and we have a secretary who is in this office all of the working day. She is assigned to the HP for half of her time and to Women’s Studies for half of her time. In reality she works most of the time for us as we keep her very busy. We are located in a building which houses mostly offices of faculty in English, foreign languages and philosophy. It is very centrally located.

Buchman: I have been so far “borrowing” secretarial support—from a budget point of view, because for the last two years I have been Acting Dean. However, a 20-hour per week secretary—ten mos. a year line has been approved for next year’s budget for when I return to the classroom. The honors office travels with me. As Dean, I have a big office. Next year I return to my tiny office. But we’ll manage for a while.

Edgerton: I have a 3/4-time secretary and two work-study students. We have a lovely office and lounge with workroom and kitchen. We are located in a Central campus residence hall.

Wainscott: One assistant director and two clerical/administrative assistant types. Our offices are located in an academic building in the center of campus.

Kubik: The IPFW Honors Program has a 1/4-time secretary and a 1/4-time student assistant. Most of the administration occurs out of my faculty office—although the Honors Program files are in another office used by the student assistant—an office that is buried at the end of a long hallway of a faculty office suite and virtually inaccessible to students.

McCombs: The Honors Program has no space on campus. I have a faculty office and I share a secretary with five or more other faculty. We do have work-studies.

Barnes: Last question first: we asked to be IN a dorm, and we are. We have our own set of offices, including a reception area and offices for two full-time academic advisors plus work area plus office for the staff program coordinator plus office for associate director [half-time] plus office for program director. We also have four to six part-time student workers, all of who are honors students, and are fabulous!

Franson: Dean, Assistant Dean, Administrative Assistant, Faculty Secretary, and some student aide help. We have a dedicated building for all faculty and administrative offices, instructional spaces, and common areas (lounge, multipurpose room).
Eisenberg: I have a full-time administrative assistant, a half-time senior secretary, and a work-study. This year, I’ve had a graduate assistant for 19 hours per week, but I don’t know yet if that will become permanent. We do have our own offices, located on the top floor of a classroom/office building. It’s not quite as visible as would be ideal, but the space is good for now. We have a Director’s office, an Administrative Assistant’s office, a clerical pool office, a tiny computer “lab,” & an office that we hope will become an Advisor’s office.

Levenbach: Full-time secretary (also handles Lecture Concert Series which I end up running as Honors director), half-time assistant director responsible for student development efforts (national academic competitions, undergraduate research, a new mentoring program), graduate assistant to coordinate student activities and work with the Honors Association; also a work-study assistant. Honors suite—four offices, seminar room (need a second), lounge, galley, and restrooms—in a basement of the library.

Townsend: We have our own office. I have one full-time assistant director (non-faculty), one full-time administrative secretary (non-faculty), and one half-time assistant director (faculty).

Woodward: CAE is located in a large ten-room suite in the administration building. Two program assistants and four work-study students make up staff.

Flikkema: I have a full-time secretary. Our suite of offices is located in the administration building.

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Instead of clerical support, we opted for top-of-the-line computers for each of us in the Honors office. We also have a student assistant and several student employees who monitor the Honors Program study lounge and computer lab in the evenings. The Honors offices and Honors lounge/computer lab are located in the library (at the center of campus).

—Bob Spurrier, Oklahoma State University

Connelly: Half-time secretary and two student assistants. Office, a too-small seminar room, reception area, student assistant space, lounge and kitchen. Location is not good — it’s on the edge of campus.

Bunkers: The Honors Program has a half-time administrative specialist and half-time graduate assistant. These two staff members share one small (9 x 9) office, one computer, one desk, etc., with the Honors Director.

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8. Do your Honors Program’s students have a specified study space and/or lounge where they can meet?

Malinauskas: Honors does not have a study space or lounge.

Mickel: Yes.

Gray: We have a study room/lounge right near our main office which students use a lot. We also have a small computer lab.

Buchman: No. In the middle of Manhattan, as you might imagine, space is at an incredible premium and I haven’t yet even asked for that.

Edgerton: Yes, the lounge (where we hold the Honors seminars as well) and we have two Honors dorms with study space and computer commons.

Wainscott: Sort of. The honors residence hall has study lounges and meeting rooms.

Kubik: After 19 years we have just received dedicated space for the Honors program. I am opening the Honors Center next fall — it is a relatively small room — 700 Sq Ft. and I am going to have to make some space for the Honors secretary. We also have a reserved study table in the Library.

McCombs: No.

Barnes: No, though most of them live right in the res hall where all of our program offices are located, and that hall [priority admission to honors students] has its own set of classrooms that we schedule and its own 24/7 computer lab.

Franson: Yes—a large Commons (living room with fireplace, art gallery space, study tables, small great books library)

Eisenberg: Not really. We have the computer lab, but it’s not really a good meeting place.

Levenbach: See #7.

Townsend: Yes, a 2200 square foot lounge with adjacent seven-station computer lab.

Woodward: The CAE offers two seminar/class rooms, a large lounge, a small computer lab and a small reading or quiet study lounge.

Flikkema: Yes.

Spurrier: Yes, the Honors Program study lounge.
Pyles: We have a small house on campus, which includes my office, and offices of the Associate Director (half-time release of a regular faculty) and of a full-time Executive Aide. The house also includes three computer rooms (four computers each, with printers), a lounge area with soda and snack machines, microwave, TV+video, couches & chairs, and our “attic” is quiet study area (tables and chairs only). The house also has a living room (student/parent interviews) and a small conference room.

Connelly: Yes, but it doesn’t get much use because of location.

At present, our Honors Program students have no designated study space, no computer lab, and no lounge. We are hopeful that a campus-wide master plan (in development) will help Honors identify possible spaces.
--Suzanne Bunkers, Minnesota State University

9. Do your Honors Program students have an Honors Club? If so, what kinds of activities does the club do? Does your university have a Golden Key Chapter? If so, does the GK chapter coordinate activities with your Honors Program and/or Club?

Malinauskas: We have an Honors Student Council and they arrange social gatherings. They sponsor an all-night orientation for incoming first year students at which time we talk about the courses and activities. We generally sponsor one “arts” event each semester. This involves either theatre (Nashville, TN) or museums (St. Louis or Louisville). I also advise Phi Eta Sigma (Freshman Honorary) and Alpha Chi (senior honorary) but activities are not coordinated with honors.

Mickel: Yes—the Honors Program Organization (HPO) that meets twice a month with occasional special speakers, hosts trips to concerts and museums, etc., participates in volunteer service activities, hold various social occasions, and works with the Director in keeping him informed of student concerns and interests. Yes, we have a Golden Key Chapter, started a couple of years ago, but although the Director was instrumental in its establishment, Golden Key is entirely separate from and independent of the honors program and HPO.

Gray: Students have an Advisory Council which meets bi-weekly and which plans activities like dances, picnic, charity work, community service activities, freshman orientation days and more. About 20 students are members and there are the standard officers. The council gives me advice on lots of things as I call on them often. We do have a Golden Key chapter and there is not any particular relationship of any formal nature.

Buchman: No. We just started a Phi Theta Kappa chapter which functions more like a club. The advisor to that is on our honors committee and so far coordination—or rather—communication has been fine.

Edgerton: Yes, we have a VERY active Honors club called the Student Honors Council, with a president and many vice presidents. They organize many activities, most notably the International Film Series for the campus, an After-school Enrichment Program for local elementary school children, Academic Excellence Week, a Retreat, the spring banquet, and many campus activities and socials. We work with Golden Key and other honoraries on Academic Excellence Week. Probably our biggest single event of the year is the UNC Research Conference, which we organize.

Wainscott: Calhoun Society organizes special events, service projects. Membership is voluntary. No direct relationship with Golden Key.

Kubik & Flikkema: No.

McCombs: We’re trying—again. So far they have tried to have both social and community service activities. I have sent out one of their newsletters. We do not have Golden Key. The Honoraries on campus are completely separate from the Honors Program.

Barnes: We have an Honors Club, which depending on each year’s leadership, is mildly to moderately active in sponsoring social events. We have an active Golden Key chapter, though it has no particular relation with the honors program.

Franson: No club, but some co-curricular activities, such as student honors symposium, coffee houses. No Golden Key.

Eisenberg: The University Honors Student Association is pretty much in a fledgling stage, but they’re trying. They do service activities, sponsor talks, and help out with Honors recruiting events and Honors Orientation. We have an active GK chapter and a lot of the same kids belong, but their activities are independent.

Levenbach: Honors Association. Mixture of intellectual, social, community service activities. (No Golden Key.)

Townsend: We have an honors council, consisting of 12 elected representatives, that organizes social and community service activities. We also have a chapter of Golden Key, but the two organizations are quite separate.
Woodward: We have an Honors Club that is moderately active. No Golden Key. Our group discusses issues important to Honors students, has voting reps on the Honors Council, lobbied and won the right for some Honors students to register early, provides people to appear on panels and meet with visiting students, etc.

Spurrier: No. We do have a university student Honors council that meets with the faculty university Honors council to establish policy for the Honors Program.

Pyles: We have an Honors Student Council as an officially recognized student organization on campus (elections, etc.) that is trying its best to get started. My hope is that they will become active in putting on an invited lecture for the entire campus, and an in-house creative writing publication. Who knows what else may occur...if I can get them going. Most of our students are extremely active in other campus organizations–Alpha Phi Omega service organization and Volunteer ETSU, to name a few. We just “admitted” Golden Key on campus. At this point, I’m not impressed and neither are many faculty. Phi Kappa Phi is much more active and respected here.

Connelly: Yes–activities vary–paint ball, white water, etcetera.

Bunkers: Yes, we have an Honors Club that meets regularly; all activities are planned by the club’s officers, who are elected each fall. We also have a fairly new Golden Key chapter on campus.

10. What would you identify as the top three priorities that you would set (or have set) for strengthening your university’s Honors Program during the next several years?

Malinauskas: Top four priorities: (1) Maintain academic quality of instruction. (2) Strengthen student participation in Honors Council Activity. (3) Increase funding. (4) Limit growth in a reasonable and selective manner.

Mickel: Always the same: more resources, more resources, more resources (but also more science honors courses).

Gray: Three priorities for the future are: (1) developing a selected admissions process instead of taking everyone who meets our criteria; (2) More scholarship support to include a dorm room for all students in the HP; (3) getting our secretarial support to full-time and/or hiring an assistant director.

Buchman: Strengthening the colloquium component. Adding more honors courses. Fund-raising for special benefits—e.g. travel/study abroad.

Edgerton: (1) “Graduate” to Honors College; (2) Create a Living/Learning Center in a residential college environment; (3) Raise outside funding; (4) Persuade the administration to give us scholarship dollars with which to recruit.

Wainscott: (1) managing admissions better (probably by raising admission standards). (2) Developing an honors center — have my eyes on an old building that I would renovate and turn into a center of student activity. (3) Becoming more competitive for fellowships.

There is only one priority - the development and strengthening of an honors community of students and faculty. This is SOOOOOO hard on a commuter campus. I have great hope that the Honors Center will move us closer in that direction.
--Matt Kubik, Indiana Univ.-Purdue Univ., Fort Wayne

McCombs: An Honors space, a return to full-ride scholarships for a limited number of students, a strong Honors Student Council.

Barnes: (1) Add more full-time staff. (2) Add more full-time staff. (3) Add more operations and student wage monies to state budget for basic office supplies and student help. Our program has grown from 150 students four years ago to 550 now, with 700+ expected in the fall, and staffing and basic budgets have NOT kept up.

Franson: (1) Strengthen development/fund-raising among alumni. (2) Maintain high academic achievement profile of entering class. (3) Better position strongest students for major competitive awards.

Eisenberg: I think these are in priority order, but I’m not sure: (1) Getting permission to sit in on Dean’s (or undergraduate Associate Deans) meetings. (2) Hiring & training an Honors Advisor. (3) Developing an Honors student handbook. (4) Developing an Honors Thesis preparation course & better ways of connecting students with thesis advisors. (5) Coming up with a better plan for recruiting faculty into Honors as the institution grows.

Levenbach: Moving to an Honors college without a comprehensive facility (integrating residences with the rest of program). Increasing sense of student/faculty integration w/ Honors, fostering a real sense of association in a vibrant Honors community. Success with mentoring program to better prepare students to be more available and competitive for national competitions, top-flight graduate schools, etc.

Townsend: Get more scholarships for our students. Secure a special honors dorm.
Woodward: Our chief priority is to get another three hours release time for the Honors Chair. Second would be increasing the number of courses.

Flikkema: (1) Increased funding for undergraduate research projects. (2) Increased funding for bringing visiting scholars to participate in Honors courses. (3) Creation of international study opportunities for program participants.

Spurrier: (1) Making the transition from Honors Program to Honors College. (2) Continuing to expand the number of Honors sections available since we will have approximately 60 next fall. (3) Getting some sort of student organization organized.


Bunkers: (1) Secure adequate space to meet the needs of Honors students, staff, and director. (2) Increase the number of students in the Honors Program. (3) Increase number of faculty from many disciplinary fields who are teaching in our program.

11. How is the programmatic component of your Honors Program assessed by your university? How is the administrative component assessed?

Malinauskas: The Honors Program Committee, which is composed of a faculty member from each college and from the library, engages in a yearly assessment which normally happens in the beginning of the year after they have had a chance to read the Annual Report which I author. The Vice President for Academic Affairs assesses the administrative component again after having read the Annual Report.

Gray: EKU has a four-year planning cycle with assessment done every two years. Our programmatic component is assessed through this process. We have no administrative assessment that is formalized.

Buchman: We have students do an assessment of each honors course. Additionally, I have students do a program assessment (a form I give them) each semester—so far (note: we are a brand new program).

Edgerton: We go through an exhaustive program review every five years. It includes a visit in Feb-March by an outside reviewer (in March, 1998 Ada Long did this for us and she was fabulous), followed by a lengthy report (we gathered data from alumni, current students and current faculty), assessment by a program review committee, and finally review by the provost.

Kubik: The programmatic component of the HONORS PROGRAM is assessed by instructors end of course report and by a three-year review of the Honors Projects. The Director is reviewed yearly based on the directors’ annual report.

Barnes: Every seven years we have an external program review, though I’m really not sure what you mean by “programmatic component.” I’m even further in the dark as to what “administrative component” means, so I don’t know how to respond. I genuinely feel sorry for you. My experience with assessment, limited though it is, is that it leads to a rather mechanical view of both learning and administration, as something has to be quite repetitively quantifiable in order to “count.” Further, your workload is dramatically increased, filling out all the @&*$%#! forms, etc. The honors director here, currently me, receives an annual evaluation from my dean, based on a written “letter of expectation” that sets out measurable goals (there we go, again), like increases in student population, measures of student quality, numbers of regional/national scholarship winners, measures of retention, etc. It seems to me quite reasonable that the institution should be concerned about the quality and quantity of students being attracted into—and staying in—your program as an external measure of your success. Internally, it seems reasonable to gain colleague feedback on management of resources, interpersonal skills, leadership, etc.

But ... and this is the crucial but ... administrators have to realize that they have a HUGE impact on the institutional perception of your honors program. Honors programs — as I’m sure you are well aware — live and die based on CENTRAL administrative support, since they commonly lack all of the departmental and/or college structures and people that make natural stakeholders. If your central administration withholds support, then your program will decline, and it is abysmally unfair to blame you. If your central administration adds value, then they should see added value in the program — this seems fair. But you should seize every opportunity to

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Every seven years, the program—like all others on a rotating basis—undergoes a formal review with an internal team appointed by the Academic Policies Committee of the University Senate. Outside consultants are employed at that time to evaluate the program independently. The Academic Policies Committee, on the basis of those reviews, makes recommendations to the Provost concerning the program. Meanwhile, each year, the Director and the University Honors Council examine student evaluations of courses, questionnaires to alumni and current students, etc. As Director, my performance is evaluated each year by the Provost/Vice Chancellor for Academic Affairs using procedures and an instrument he has developed.

--Ronald Mickel, University of Wisconsin, Eau Claire
remind central administration types that they have BY FAR the biggest impact on the success/failure of any institution’s honors program. Above you is where the buck stops.

My evaluations have been at the highest level for four years, but as I mentioned, I’m leaving to go back to full-time teaching in Honors. My central admin loves it when I work sixty-hour weeks to make up for lack of resources, so they can take credit for the good stuff without having to put some more money in the pot. Enough, already. Somebody else can keep rolling the stone up the hill....

My dean actually has the word “Assessment” somewhere in his long title, but nothing really is being done, because when the formal assessment idea was pushed here (by the legislature!) several years ago (institution-wide), faculty made it more than clear that they wouldn’t have anything to do with such feckless stupidity.

**Franson:** As we are a college, we have self-assessment and were evaluated by our university’s accrediting agency as the university had its ten-year renewal process. The Dean writes an annual report to faculty and our alumni advisory board in addition. The Dean has a peer evaluation and a subordinates’ evaluation annually.

**Eisenberg:** In all honesty, my university seems largely unconcerned with evaluation of the Honors Program. Recently, for accreditation, they asked us for an evaluation, but our Committee set its own objectives and provided the data. No standards were set. If by administrative component, you mean how is the administrator’s efforts assessed then I have no good answer to that either. It depends on whom the Director reports to in any given year. This is clearly an issue for us.

**Woodward:** Report to Assessment Committee for program. Evaluation of Executive Director by Assistant Academic VP.

**Pyles:** The only programmatic component of our program at ETSU that really is assessed is the honors general education curriculum. I compose and distribute a special evaluation for all honors courses every semester. I then read all, and summarize the results for each professor. If these evaluations reveal substantial problems, I get together with the professors and discuss the problems and options, etc. In cases of glowing reviews, I ask professors whether I may send their results to their Chairs. Administratively, reviews are provided for personnel. I do reviews of both my Executive Aide and Associate Director, and then submit my own “self” evaluation. I am then evaluated by my direct supervisor, the Vice-Provost. Spurrier: Once a year I receive a formal performance appraisal by my direct supervisor (the Associate Vice President for Academic Affairs). I compile data in advance of this appraisal, and we regularly prepare an annual report on all aspects of the honors program that is distributed widely on campus. I do an annual performance appraisal of our Assistant Director, and she does an annual appraisal of our Honors Academic Counselors. We have regular evaluations of honors courses that are undertaken by our University Student Honors Council, and we also have student questionnaires to evaluate our work in honors advising.

**Bunkers:** Informal and formal classroom assessment instruments are available to instructors. Our program is in the process of developing its instructional assessment plan. Informal administrative assessment is currently used.

**12. What are one or two student outcomes that are assessed in your Honors Program? How is each outcome assessed?**

**Malinauskas:** Student outcomes are gauged by thesis faculty after an oral defense of the senior honors thesis. An evaluation is made of oral skills, writing ability in the discipline being examined, and interdisciplinary linkages.

**Mickel:** I continue to believe that isolating the impact of the honors program from the total impact of all of the undergraduate experience at UWEC is impossible. However, we do keep and compare papers written in sections of the required first-year seminar and of the senior seminar, looking for development of communication and critical thinking skills and growth in contextual thinking, etc.

**Gray:** The Honors Program expects that 90% of the students who register for HON 420 (Senior Thesis and Seminar) each fall semester will make a successful oral presentation of their thesis project during April of the following spring semester. In addition, it is expected that 90% of these same students will turn in a written thesis project that is judged to be satisfactory by the student’s mentor. These are determined by the student’s faculty mentor. The Honors Program expects that at least 50% of any group of seniors will have been on the conference program at either a regional or national honors conference. This is determined by an accounting by the honors director.

**Buchman:** The only student outcome we assess is GPA.

**Edgerton:** For student outcomes, we have a written exit interview together with the thesis, and that’s pretty much our assessment. We don’t, at this point, have specific outcomes beyond research and writing skills.
Barnes: I think you’re talking “administrativease” here, so I really don’t, again, know for sure what you mean. This university, thank the stars, has no effective/formal assessment program, so methinks you’re asking questions about some kind of elaborate structure at Mankato that I’m DEEPLY GRATEFUL I don’t know anything about. The same probably applies to question #11.

I would argue that the ONLY “outcome” that really counts is what happens to our graduates, so every year we proudly trumpet what grad school/law school/med school or paying positions our honors graduates have been accepted to. If your institution sees your grads going on to do truly great things, then you’ve been successful. If honors grads — in terms of post-graduation opportunities — are indistinguishable from non-honors grads, then one’s program has not been a value-added. All else seems secondary. Cheers!

Franson: Student outcomes are not really measured in a formal procedure.

Eisenberg: What the university is concerned about is retention & graduation rates, so we assess that for Honors students. We tried a comparison with comparable, non-Honors students, but weren’t provided very good data on the other students. We also assess number of students graduating with Honors (a count) & student satisfaction (with an instrument we developed and send to graduates every few years).

Woodward: Writing and speaking for one component assessed via portfolio. “Value added” via entry and exit questions.

Pyles: We’re a relatively young program, so haven’t accumulated much data on alumni. At the moment, I simply keep track of # graduates, # going to graduate and professional schools, # receiving postgraduate scholarships and support, # going directly to jobs. Next year, I’m hoping to develop an Alumni questionnaire. Semester by semester, I keep track of student GPA.

Spurrier: We really don’t have formal assessment of student outcomes, although we do keep track each year of the graduate and professional schools our Honors Program Degree recipients will be attending—as well as the jobs being taken by those who do not plan to enter graduate and professional school following graduation.

Bunkers: The Honors Director assesses each Honors senior project, based on input from the student and the faculty advisor. As part of the development of the Honors assessment plan, the program has also conducted informal surveys of students, faculty, and staff. An exit survey for graduating seniors has also been developed.

13. For data-gathering purposes, would you list the total number of undergraduate (and graduate) students at your institution, then the total number of students who are members of the Honors Program?

Malinauskas: Enrollment: Undergraduate, 7300; Graduate, 1620; Honors students, 165.

Mickel: 10,500 university enrollment; 375 members of the University Honors Program.

Gray: Our enrollments for fall of 1999 were undergraduate, 13076; graduate, 1921; honors program, 280.

Buchman: total students = College is 5,800 full time, and about 6,200 continuing ed/part time. (Note: So far, continuing ed students are not invited into the honors program). Currently 92 in honors. That will be increasing.

Edgerton: 9,000 undergrads; 2,000 grads; 250 Honors students.

Wainscott: 12,500; 1,100 honors

Kubik: 11,500, 200 honors. Note: Indiana University Purdue University Fort Wayne is a regional campus combining programs from Indiana’s TWO premiere universities. Our enrollment is 11500 undergrad and grad students. We are currently a non-residential commuter campus with our first dorms scheduled to open fall 2001.

McCombs: 2000 undergrad; 2000 grad; 120 Honors students.

Barnes: We have 12,000 undergrads, with about 550 in the program — i.e., not quite five percent of undergrads are in the honors program, which has quite high admission and retention standards. The net result is a substantial increase campus-wide in the academic climate, a good thing. Honors students tend to be more commonly in the less-technical (i.e., other than engineering and sciences/math) parts of the university and tend more commonly to be female; both of those characteristics are slowly changing toward a gender and major field balance more typical of the whole university.

Franson: 3,000 undergrads with about 300 in the honors college; 600 grad students

Eisenberg: My institution, the University of Texas at San Antonio, has about 14,500 undergraduates, about 3,500 graduate students, and 328 undergraduates enrolled in our Honors Program. We are a comprehensive metropolitan institution.

David Levenbach: 9,500; about 400 in honors.
Townsend: There are about 7500 undergrads at UTC, 133 of them currently in the honors program.

Woodward: Numbers depend: Over 16,000 on multiple campuses but around 9000 on the main campus. We mail to around 600 students but have some 220 active in any single term.

Flikkema: Total Number of students: 4,500; Number in Honors program: 450.

Spurrier: Undergraduate: 15,508 last year. Graduate: around 4,000 is my best guess. 650+ “active” Honors students (defined as freshmen and sophomores taking at least six Honors credit hours in the current semester & 12 each two consecutive semesters and juniors and seniors taking at least three Honors hours in the current semester).

Bunkers: Undergraduate students: 12,500; Graduate students: 2,000; Honors students: 200.

Possible Issues to Discuss:

   Questions: What is the ideal size for an honors program at a mid-sized public university? Two percent of the total undergraduate population? Ten percent? If we wish to keep the program small and manageable, how do we resist administrative pressure to increase enrollment? What is the cost and feasibility of having an honors “college” instead of a “program” at a mid-sized university?

2. Institutional Support: nature, kinds, and degree.
   Questions: What sort of staff size and office budget is required to operate a fully developed honors program at a mid-sized university? How do you persuade administrators to release faculty to teach small courses of honors students instead of the usual cash-cow non-honors courses?

3. Characteristics (unique features of) Honors Programs at mid-sized institutions.

4. Relationships and alliances with other programs (e.g., study abroad, service learning).

5. Basic steps to resuscitate, even resurrect, programs that have been allowed to decline.
   Including effective outreach to faculty, students, and administration, but especially the adjustments that can/should be made to improve ongoing programs.

6. Adjustments to serve a specific characteristic of a college’s student body in several areas.
   Including entering freshmen/transfers; professional/liberal arts/performance arts; traditional age/adult students).

7. Program development to highlight and integrate/differentiate Honors in the context of other college programs.
   Including other general education, special interest, residential and scholarship programs, and program and curricular development to solve problems and fill gaps, (e.g., Junior level thesis prep courses, one-credit courses, experiential education, etc.). Question: What are some practical ideas for securing faculty to teach in the honors program?

8. Extracurricular programming in Honors.

Respondents

1. Dr. Chuck Barnes
   <chuck.barnes@nau.edu>
   Northern Arizona University
   P.O. Box 5689
   Riordan Knoses Drive
   Flagstaff, AZ 86011-5689
   Phone: (520) 523-8822
   FAX: 520-523-6558

2. Prof. Irene Buchman
   <buchmani@fitsuny.edu >
   Honors Coordinator
   Fashion Inst. of Technology
   227 W.27 Street
   New York, NY 10001

3. Dr. Suzanne Bunkers
   <suzanne.bunkers@mnsu.edu>
   Director of Honors Program
   203 Morris Hall
   Minnesota State University
   Mankato MN 56001
   Phone: (507) 389-5056
   FAX: 507-389-5362
   Web site: http://www.intech.mnsu.edu/honors/

4. Dr. Maureen Connolly
   <mconnelly@mail.frostburg.edu>
   Honors Program
   Frostburg State University
   Frostburg MD 21532
   Phone: (301) 687-4998
   FAX: 301-687-3057

5. Dr. Ronald K. Edgerton
   <rkedger@bentley.unco.edu>
   Director, UNC Honors Program
   Univ. of Northern Colorado
   Greeley, CO 80639
   Phone: (970) 351-2940
   FAX: 970-351-2947
6. Dr. Ann Eisenberg
<eisenber@lonestar.utsa.edu>
University of Texas, San Antonio
6900 North Loop 1604 West
San Antonio, TX 78249
Phone: (210) 458-4106
FAX: 210-458-5730

7. Dr. Eltgen Flikkema
<eflikkm@lib.drury.edu>
Drury University
900 N. Benton Ave.
Springfield, MO 65802
Phone: (417) 873-7397
FAX: 417-873-7435

8. Prof. Margaret Franson
Valparaiso University
Christ College, Mueller Hall 101
Valparaiso, IN 46383
Phone: (219) 464-5022
FAX: 219-464-5159

9. Dr. Bonnie Gray
<hongray@ACS.EKU.EDU>
Director of Honors
Eastern Kentucky University
168 Case Annex, EKU, 521 Lancaster Ave.
Richmond, KY 40475
Phone: (859) 622-1403
FAX: 859-622-2976
Web site: www.honors.uky.edu

10. Prof. Matt Kubik
Indiana University-Purdue U. Fort Wayne
2101 Coliseum Blvd. East
Fort Wayne, IN 46805
Phone: (219) 481-6581
FAX: 219-481-6880

11. Dr. F. David Levenbach
<fidel@toltec.astate>
Arkansas State University
P.O. Box 2889
State University, AR 72467-2889
Phone: (870) 972-2308
FAX: 870-972-3884

12. Dr. Mark Malinauskas
<mark.malinauskas@murraystate.edu>
Director of The Honors Program
708 Fine Arts
Murray State University
Murray, KY 42071
Phone: (270) 762-3167
FAX: 270-762-3405

13. Dr. Virginia McCombs
<vmccombs@okcu.edu>
Oklahoma City University
University Honors Program
2501 N. Blackwelder
Oklahoma City, OK 73106
Phone: (405) 521-5457
FAX: 405-521-5447

14. Dr. Ronald E. Michel
<mickelre@uwec.edu>
Director, University Honors Program
Schneider Social Science Hall 209
University of Wisconsin-Eau Claire
Eau Claire, WI 54702-4004
Phone: (715) 836-362
FAX: 715-836-3269

15. Dr. Rebecca A. Pyles
<honors@ACCESS.ETSU.EDU>
Director, University Honors Programs
P.O. Box 70294
East Tennessee State University
Johnson City, TN 37614-0294
Phone: (423) 439-4312 or 439-6456
FAX: 423-439-6191
Web site: www.etsu.edu/honors

16. Dr. Robert Spurrier
Director, University Honors Program
Oklahoma State University
509 Edmon Low Library
Stillwater, OK 74078-1073
Phone: (405) 744-6796
FAX: (405) 744-6839
Web site: http://www.okstate.edu/honors/

17. Prof. Gavin Townsend
<gavin-townsend@utc.edu>
University of Tennessee, Chattanooga
University Honors Program
Dept. 1101, 615 McCallie Avenue
Chattanooga, TN 37403-9988
Phone: (423) 755-4128
FAX: (423) 785-2128
Web site: http://www.utc.edu/univhon

18. Dr. Stephen Wainscott
<shwns@CLEMSON.EDU>
Clemson University
Director, Calhoun Honors College
320 Brackett Hall Box 345106
Clemson, SC 29634-5106
Phone: (864) 656-4762
FAX: (864) 656-1472
Web site: http://virtual.clemson.edu/groups/cuhonors/

19. Prof. Martha Woodward
<woodward@marshall.edu>
Honors Program
Marshall University
400 Hal Greer Blvd.
Huntington, WV 25755
Phone: (304) 696-2475
FAX: 304-696-3197

20. Prof. G. F. Thomas
<gtownsend@utsa.edu>
University of Texas, San Antonio
6900 North Loop 1604 West
San Antonio, TX 78249
Phone: (210) 458-4106
FAX: 210-458-5730

21. Prof. Joel R. Taylor
<jtaylor@lib.drury.edu>
Drury University
900 N. Benton Ave.
Springfield, MO 65802
Phone: (417) 873-7397
FAX: 417-873-7435

22. Prof. John W. Young
<john.young@newbury.edu>
Newbury College
9250 Foothill Blvd.
Los Angeles, CA 90045
Phone: (310) 825-5700
FAX: 310-825-5708

23. Prof. Robert C. Zimny
<rczimny@grinnell.edu>
Grinnell College
2108 Grinnell Ave.
Grinnell, IA 50112
Phone: (641) 269-3481
FAX: 641-269-3484

24. Prof. Ann E. Zorn
<ezorn@wesleyan.edu>
Wesleyan University
P.O. Box 802
Middletown, CT 06457
Phone: (860) 327-2197
FAX: 860-327-2131

25. Prof. J. Lee Zipp
<zlipp@nd.edu>
University of Notre Dame
2505 LeVeque Hall
Notre Dame, IN 46556
Phone: (574) 631-3082
FAX: 574-631-6522
Web site: http://www.nd.edu

26. Prof. George A. P. Zorn
<gpzorn@nd.edu>
University of Notre Dame
2505 LeVeque Hall
Notre Dame, IN 46556
Phone: (574) 631-3082
FAX: 574-631-6522
Web site: http://www.nd.edu
CANDIDATES FOR 2002 OFFICERS AND EXECUTIVE COMMITTEE NOMINEES

The 2001 Nominating Committee, Joan Digby (Chair, Long Island University-C.W. Post), Celeste Campbell (Oklahoma State University), Morgan Anne Goot (SUNY Potsdam), Herald Kane (San Diego City College) & Jack White (Mississippi State University) presented its report to the Executive Committee in June. The following slate of candidates was approved.

Please note that additional nominations for offices may be made at the annual business meeting at the Chicago '01 Conference. All candidates nominated at this business meeting, whether for a professional or student position, must be current individual members OR in the case of a professional member, the designated member representing the home institutional membership. All candidates must provide a resume at that time. Students nominated at the business meeting must also turn in a letter of institutional support from their respective institutions before the last day of the conference to the Executive Secretary/Treasurer, Earl B. Brown, Jr.

To join the NCHC, contact Gayle Barksdale at the national office: nchc@radford.edu. The NCHC presents here the slate of candidates approved by the Executive Committee for 2002 with thanks to them for their commitment to honors education by standing for office. Without them and their institutions' financial support, the NCHC's Executive Committee could not exist.

Elections are held by mail. Ballots and statements from all candidates will be sent to members in November 2001. Ballots will be returned to Darryl Gillespie, CPA, the NCHC’s auditor, who will report the winners to the NCHC president as required by the constitution. At that time, Rosalie Otero (University of New Mexico), program planner for Chicago '01, will have assumed the office of president.

FOR VICE-PRESIDENT
TWO NOMINEES, ONE VACANCY

Virginia McCombs, Oklahoma City University & Norm Weiner, SUNY, Oswego

The office of Vice-President is a four-year commitment: Vice-President in 2002, President-Elect in 2003, President in 2004, and Immediate Past President in 2005.

Current officers: Immediate Past President, Joan Digby (Long Island University, C.W. Post); President, Hew Joiner (Georgia Southern University); President-Elect, Rosalie Otero (University of New Mexico); Vice-President, Donzell Lee (Alcorn State University).

FOR PROFESSIONAL MEMBER, EXECUTIVE COMMITTEE
SIX NOMINEES, FOUR VACANCIES

Katherine Bruce, University of North Carolina, Wilmington
Larry Clark, Southeast Missouri State University
Richard D. Murphy, University of Missouri, Kansas City
Jack Rhodes, The Citadel (SC)
Peter Sederberg, University of South Carolina & Ricki Shine, Iowa State University

Four vacancies. Term begins January 2002. Minimal obligations for this three-year term include attendance and participation at Executive Committee meetings at the fall conference and the spring retreat. Candidates nominated at the business meeting must provide a resume. Executive members whose terms expire at the end of 2001 are Herald Kane (San Diego State College), Ann Raia (The College of New Rochelle), Stephen Wainscott (Clemson University) & Norm Weiner (SUNY, Oswego).

FOR STUDENT MEMBER, EXECUTIVE COMMITTEE
SIX NOMINEES, THREE VACANCIES

Joanna Alegra, Long Island University, Brooklyn
Ashley Carlson, Chapman University (CA)
Adam D’Antonio, LIU-C.W.Post
Cassandra Harvey, Fairmont State College (WV)
Tolulope Olowomeye, Ball State University & Chris Rees, Brigham Young University (UT)

Three vacancies, for two-year terms. Term begins January 2002. Nominees must be NCHC members (student membership is $35), have a resume, and institutional support (a letter from the nominee’s honors director will suffice). Student members must attend Executive Committee meetings at the fall conference and the spring retreat. For your information, the student members of the Executive Committee whose terms expire in December 2001 are Kathy Rogers (University of Alabama-Tuscaloosa), Blake Standish (University of New Mexico) & Casey Tippens (Oklahoma State University).
basking in their glow. Consequently, I have realized that Honors as a discipline is unique in academic life, as it is one of the few disciplines that we cannot pursue without students. Students are at the heart of everything we do, and NCHC should reflect that centeredness.

Beginning with the students themselves, Honors is about exceptional opportunities in the academic community. One of the challenges facing any Honors Program or Honors College is to push students to reach beyond their comfort zone through demanding academic work, participation in conferences or Honors semesters, or experiential learning in internships or service learning. Another challenge is convincing faculty members that they, too, would benefit from the exceptional opportunity of teaching an Honors course, and likewise convincing department chairs and deans that the allocation of their resources to Honors will result in exceptional rewards and recognition. For many of us, particularly those in smaller colleges and universities, the ultimate challenge is to convince our administrations and trustees that Honors is an exceptional opportunity for the institution at large. NCHC has played and should continue to play an important role in helping individual programs develop, flourish, and promote these opportunities.

NCHC’s record speaks to the valuable resource it has been to the Honors community. NCHC conferences, “Basic Characteristics of a Fully Developed Honors Program,” our faculty consultants, Portz grants, Honors Semesters—the evidence is clear NCHC’s mission of promoting Honors education is alive and well and that this should and will continue into the future. However, there are additional initiatives that NCHC should consider. Honors education and NCHC should promote ever-growing inclusiveness. The issue of diversity in Honors has long been a topic at NCHC conferences, highlighted this year with our first Gender and Ethnicities workshop, “One Nation Divisible.” Yet there are additional issues of inclusiveness to address. How do we attract the participation of large, research institutions, many of which are not members of NCHC? How do we convince administrators of many small and mid-size campuses that NCHC merits their school’s membership or that faculty and students should be funded to attend NCHC conferences, when there are so many competing demands for the institution’s academic dollars?

These are different constituencies united by a mutual concern for exceptional opportunities for students. Two proposals could address these concerns, one a more national solution and the other very hands-on. NCHC and the Honors Programs and Honors Colleges it represents would benefit from national recognition that NCHC speaks for Honors in higher education. Such a voice could attract foundations to support NCHC’s efforts to promote Honors, particularly on individual campuses that are creating exciting innovations, both in the classroom and in “town and gown” connections. NCHC clearly should work in the direction of creating this voice, both in seeking connections to important higher education entities and honor societies at the secondary level. As for the hands-on proposal, as funds permit the NCHC should look to establish a special fund for Honors in higher education. Such a voice could attract foundations to support NCHC’s efforts to promote Honors, particularly on individual campuses that are creating exciting innovations, both in the classroom and in “town and gown” connections.
Norm Weiner is Distinguished Service Professor of Sociology and Director of the Honors Program at the State University of New York, College at Oswego. He has served as President of the Northeast Region of the NCHC; has served on the NCHC’s Conference Planning Committee, Research Committee, and Nominating Committee; and currently serves on the Executive Committee, the Long Range Planning Committee, and the Publications Board (which he co-chairs with Jeff Portnoy). As Pub Board co-chair, he has been instrumental in reviving the Journal of the NCHC (thanks to Ada Long), in the publication of at least one new monograph each year (thanks to their authors and editors), and in the development of NCHC’s website (thanks to Gayle Barksdale). The Pub Board also oversees publication of The National Honors Report (thanks to Maggie Brown) and the Peterson’s Guide to Honors Programs (thanks to Joan Digby). By our publications shall you know us.

The National Collegiate Honors Council is moving into a new phase in its growth and development. As a recent report from the Long Range Planning Committee points out, NCHC has accomplished a great deal in its 35 years. “We have encouraged the growth and acceptance of Honors education within the national higher education community; we have trained generations of Honors leaders and helped stimulate generations of Honors students. We have grown to a position of consequence and respect as an advocate of excellence in undergraduate teaching and learning.” Now, members of NCHC have begun to discuss its future—the goals we should be aiming towards, the direction we should take to best achieve these goals, and the most effective means to get there.

I believe that, at this time in our history, NCHC must have two fundamental goals. First, we must maintain our commitment to meeting the needs of our members, both individual and institutional; specifically, to help them develop, maintain, and enhance their programs as models of excellence in undergraduate education. We can do this through more active, more frequent contact with our members, reminding them of the many resources NCHC offers—and, in the case of new directors, letting them know in the first place. (We forget that, even in institutions with ongoing NCHC membership, new honors directors are appointed almost every day—even dropped into this position with little or no honors background or training. We need to address our resources to the people as well as to the programs.) By continuing to provide our members with ideas and information—by continuing to be their first and best source of support—we strengthen our claim as, in Sam Schuman’s words, “the only national organization that has excellence in undergraduate education as its primary focus.”

Which leads to what I believe should be NCHC’s second fundamental goal. Building on the excellent work of Bob Spurrier in professionalizing the organization, and that of Joan Digby and Hew Joiner in moving us to the national stage, we must become a stronger voice for excellence in undergraduate education. As the Long Range Planning report puts it, “We need to affirm our place in the rather small pantheon of organizations that participate in the national conversation about post-secondary education, to be a visible and respected voice within the higher education community and for that community.”

Why should NCHC be part of this discussion? Because NCHC represents and supports honors programs, which strive to be models of excellence in higher education and are often at the forefront of educational innovation. We do not merely reward student excellence; we help them achieve it. What will give NCHC the necessary visibility and respect?

Continuing to strengthen and expand the services we provide for our members, thereby extending our membership base and the quality of individual honors programs.

Finally, I believe that the best way to meet these two symbiotic goals is to hear from NCHC’s membership. I propose a series of round-table discussions on the future of NCHC, to be held at our annual fall conference, similar to those suggested by the Long Range Planning Committee in its March, 1999 report. There is a perception among some of our members that NCHC is not as relevant as it once was. We must regain the trust and support of our members, and bring NCHC’s ideas and experience to the national discussion of excellence in higher education.
I am honored that the Nominating Committee has considered me for a position on the NCHC Executive Committee. I am relatively new to honors administration and, while experience is a key resource, I hope I could offer some fresh questions and insights from other experiences.

I have completed two years as director of the Honors Scholars Program at the University of North Carolina at Wilmington. While the four-year program has just completed its seventh year, there have been honors senior theses since the 60’s. As an experimental psychology professor, it was through these projects that I first participated in honors teaching by mentoring psychology seniors. This tremendous experience, coupled with teaching an animal behavior seminar in the four-year program, led me to apply for the director position. I also have had related administrative experience as psychology graduate program coordinator (three years), and as associate dean of the Graduate School (two years) before applying for the Honors director position.

As new honors director, I immediately became involved in our state Honors Association by inheriting responsibility for organizing the state meeting in 1999 at UNC-Wilmington. I was elected President of the North Carolina Honors Association that year, and currently serve as Treasurer. I have attended the national and regional honors conferences, and have both made presentations and supervised student presentations.

My research/teaching interests center on animal behavior, human sexuality, and statistics, and I am an active research mentor for undergraduate students interested in independent study or honors thesis work. I think I have benefited as much as the students from these collaborations! In addition, these experiences help me advise current honors students about the benefits of the senior honors thesis and independent study. While my undergraduate college (now Rhodes College) did not have a formal four-year honors program when I attended in the 70’s, I did take a unique freshman seminar and several independent studies there, similar to the experiences we hope for honors students. Thus, I am an avid spokesperson for the ways that honors can provide teaching and mentoring opportunities for faculty and life-shaping experiences for the students—crucial ingredients for a successful honors program.

As part of our institutional accreditation this year, we undertook a major program self-study that facilitated our program evaluation and goal setting. I can see how the data we gathered will be useful to show the strengths of having an honors program. Related to this, I see program evaluation/accrual as an important concern for the NCHC. While no two honors programs should necessarily be alike, I think the NCHC may want to consider recognizing and formally evaluating the strengths of different programs.

Another related concern is how honors programs are defined; as honors and advanced curricula become more and more expected in secondary education, how do we define what makes collegiate honors programs unique? I look forward to being an active participant in honors programming and evaluation at the national level, and would welcome the opportunity to serve on the Executive Committee.

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As a teacher, the primary focus of my work has always been to help students develop holistically as broadly educated people who are able to use their individual talents effectively. My fourteen years teaching in honors have presented me with special challenges and opportunities to develop as a teacher and mentor. As Director of the Honors Program at Southeast Missouri State University for the past 11 years, I have come to appreciate the special relationships that exist between honors programs and their host institutions.

My own development as an honors teacher and director has been helped tremendously by the camaraderie of NCHC and regional honors groups. As a result I have always felt grateful for opportunities to contribute some of my own experiences, insights and abilities to the ongoing discussion about how we can continue to improve honors education. To date these have included the following activities:

- Serving as President of the Great Plains Honors Council in 1994.
- Co-editing the Teaching and Learning in Honors monograph, and authoring one chapter and co-authoring another.
- Serving as a member of the Teaching and Learning committee for the past 10 years.
- Helping to organize a series of sessions for the national meeting for the past two years as Co-Chair of the Teaching and Learning committee.
- Producing three teleconferences for the “Satellites Seminar” series.
- Serving as a member of the Conference Planning Committee for the 2002 meeting.

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- Producing three teleconferences for the “Satellites Seminar” series.
- Serving as a member of the Conference Planning Committee for the 2002 meeting.
- Participating on the program of most of the annual meetings of the NCHC, the Great Plains Honors Council, and the Honors Council of the Illinois Region over the past 11 years.

From these experiences I have developed great respect for NCHC as an organization that is open to a variety of perspectives and is devoted to enhancing the total education of all of our students. Now NCHC is at a point in its development as an organization where we are reflecting on our common mission and identity, and on our relationship to other organizations. It is an exciting and challenging time to be involved in soliciting input from the membership as a whole and helping to mold those ideas into a plan for the future of NCHC that can be a source of pride for all of us. I am asking for an opportunity to help with this process. I feel that my varied experiences in honors, my openness to different viewpoints, and my commitment to NCHC and the general goals of honors education qualify me for the task. With your support I would like to continue to serve NCHC in a new role as a member of the Executive Committee.

(3) RICHARD D. MURPHY
University of Missouri, Kansas City

I am honored to be a candidate for the NCHC Executive Committee and grateful for this opportunity to discuss my qualifications for and interest in serving on the Committee. My present position is Director of the Honors Program and Professor of Physics at the University of Missouri – Kansas City.

My education (B. A., University of Colorado, Boulder; M. A. and Ph.D., University of Minnesota, Twin Cities) is in theoretical physics. Upon completion of my Ph.D., I served as a postdoc in the Large-Scale Scientific Computation Division of IBM Research Laboratory, San Jose, California. I have more than thirty years’ professorial experience in two countries and have held positions in industry and in government laboratories. My research program is wide-ranging with unifying themes of statistical physics and scientific computation; the latter theme has led me into extensive involvement with computers.

My education and teaching have not, however, been confined to science. I have studied the classics (Greek and Latin), modern foreign languages and literature and history. I serve on the advisory boards of UMKC’s Medical Humanities and Master of Arts in Liberal Studies programs and have developed and taught courses in both of these programs.

Other institutional service activities include terms on most of UMKC’s major committees, including the Council on Planning and Evaluation, Ph.D. Executive Committee and twenty years as a member of the Reactor Advisory Committee (an intercampus committee charged with oversight of the Research Reactor). Community service activities include the vice-presidency of the Kansas City Symphony Chorus and the presidency of a homeowners association.

In sum, my strengths as I see them are the breadth of my experience and my willingness to work very hard. I pledge to do so if I am elected.

(4) JACK RHODES
The Citadel

After I’ve benefited so richly from NCHC over the years, the time seems appropriate for me to repay the debt by offering to take on some of its responsibilities. Paramount among the qualities that may recommend me is this: I have a deep and sincere respect for the Honors community—both students and teachers—and I love Honors education. As a board member, I will listen to what you have to say because I respect your opinions, and I will work for NCHC because I believe in it.

Beyond that, I have some experience which may help make me an effective servant: I’ve been involved in Honors for fifteen years, attended fifteen NCHC and fourteen SRHC conferences, and had plenty of breakfasts, conference sessions, dinners, and conversations with Honors Directors, Deans, faculty members, and students from Honors Programs and Colleges large and small, single-gender and coed, public and private, traditional and experimental, from two-year colleges to research universities. I’ve become familiar with the ins and outs of Honors education in a variety of institutions. I’ve served on NCHC committees and worked as President of the Southern Regional, which office has involved along the way the variety of associated positions of Vice President, conference Program Chair, etc. (including the dubiously honorific and increasingly historical “Past Past President”). In a variety of ways, I have accumulated some idea of what’s going on in the world of Honors, what works and what’s not likely to.

On my own campus, I wrote the proposal for our Honors Program and then worked to make those plans a reality. In the process, I have taken on Honors versions of the responsibilities of a bewildering number of college offices, including Recruiting and Admissions, Scholarships, the Registrar’s Office, Alumni Relations, Student Activities, Public Relations, the Development Office, Career Services, International Studies, Pre-Med Committee, Pre-Law Committee, the Writing Center, the Dean of Students, the Dean of Undergraduate Studies, and all the academic departments rolled into one. In the process, I’ve learned my way around an institution of higher learning in a way that might benefit the NCHC as it explores new ways to provide an appropriate education for our nation’s most exciting, demanding, and blessedly difficult students.
I would like to see NCHC continue the steps it has recently taken to achieve a more central position in American higher education. Perhaps a good starting place for that is to involve outside agencies more systematically in our conferences, agencies such as the American Association for Higher Education, College Board, and others, in addition to continued and more regular contact with organizations we have frequently had on our conference programs such as the Truman Foundation, Rhodes Scholarship Trust, Marshall Foundation, et al.

Perhaps NCHC should consider taking more formal steps to study ways in which honors education can respond to the needs of non-traditional students, who comprise as many as 31 percent of the total higher education student population according to a 1992 study, with many of them enrolled at two-year institutions. We need to be thinking of more and better ways to meet the needs of this group of people as the concept of honors education continues to evolve.

(5) PETER C. SEDERBERG
University of South Carolina

After thirty-two years in higher education, one can, I hope, be forgiven periods of reflection. Not long ago, I looked back over my career and, in something of an epiphany, I recognized the extent to which the development of honors education at the University of South Carolina had played a major part. At the time, of course, I was merely seizing interesting opportunities as they came along; only in retrospect, perhaps, do these incremental activities take on the coherence of an intentional program. Why, I remember when . . .

I believe I was asked in 1974 to teach my first honors course, though I would have to dig out my old grade books to be sure. In any case, the next year I served on the five-person faculty committee chaired by Bill Mould, the then director of the Honors Program, charged with developing a proposal to create an honors college out of the existing program, whatever that meant.

We decided not to merely rename the rose. Rather our goal was to expect more from while offering more to honors students. Certainly we want to use the increased visibility of a college to recruit these students, but we also wanted to ensure they had increased opportunities once they enrolled at USC. We envisioned doubling the size of the enrollment from around 350 to 700, providing honors residential communities, and we even proposed a challenging Honors College interdisciplinary degree. After completing the proposal, Bill and I guided it through all the levels of University approval. Once the Board of Trustees endorsed the proposal, it was promptly shelved.

I followed Bill as director of the Honors program in 1976. In 1977, the new USC president authorized the implementation of our proposal. In my final year as director, I also served as "interim master" (think "dean;" one of our less successful ideas). I did my best to organize the college and recruit its first class. As the gods would have it, Bill and I competed to become the first Master of South Carolina College. He was chosen.

The next fourteen years were good ones for the Honors College and for me professionally. I published four books and numerous articles and chapters. I served two terms as graduate director and participated extensively in faculty governance. I taught honors seminars on occasion and served as the honors major advisor for political science. Bill retired in 1994 and I succeeded him . . . again. In short, Bill and I have been passing this jewel back and forth between us since 1973.

I have, then, a great deal of relevant experience. I have run a small program with only a secretary and a large college of over 1000 students and ten staff members. I have helped conceive and build one of the most highly developed Honors Colleges in the country. I have created and taught honors seminars and advised in the trenches. I have cleaned up after receptions and negotiated with trustees. I know what it takes to build a large, successful program: presidential support, a lot of friends around the university, a creative faculty, a dedicated and talented staff, and, yes, money.

I wish to use my quarter century of experience to represent and advise large university honors programs. Moreover, in twenty-five years, I have encountered most of the challenges and forms of opposition faced by all programs, large and small. I think the original argument for the establishment of honors programs—to provide challenging academic opportunities for talented students who could not afford elite private schools—has been widely accepted. Consequently, I would also aim to contribute to the expansion and recognition of the associated role of honors as a venue for educational innovations that can be replicated across institutions and revitalize educational opportunities for all undergraduates.

(6) RICKI SHINE
Iowa State University

Starting with my participation in "Beginning in Honors©," I have been impressed by the knowledge and generosity of everyone associated with NCHC. I have enjoyed and learned from my participation in NCHC which has included serving on the Teaching and Learning and Publications Board committees, the ad hoc Committee on Conference Management, several Conference Planning Committees, and the Editorial Board of The Journal of
the National Collegiate Honors Council. I also serve as chair of the Constitution and Bylaws Committee, co-chair of the Developing in Honors workshop at the annual conference, and as Parliamentarian for the Executive Committee.

One thing I’ve learned from my experience with NCHC is that no two honors programs are the same. Honors education serves myriad students in myriad ways. This is the strength of NCHC. As we all bring our varying experiences to the table, we have much to share with each other. NCHC encourages us to borrow and adapt what we learn to our own programs.

NCHC faces several challenges. Some relate to issues of diversity. We need to encourage greater participation by minority students, faculty, and institutions. This will enhance everyone’s experience. In addition, the diversity of the kinds of institutions within NCHC’s membership — 2-year, 4-year, residential, commuter, small, mid-size, large, urban, and rural — creates a challenge. How do we adequately support all members?

Other challenges relate to growth. This is a particular problem for the annual conference. As attendance grows, the available venues shrink and generally become more costly. An increasing number of members are being priced out of the conference. For some members, the larger size affects satisfaction with conference. In addition to the annual conference, are there alternative ways to provide the benefits of the conference that will be more affordable and satisfying to some members?

My participation in NCHC has introduced me to a wide-range of honors students, faculty, and administrators who have become an invaluable source of knowledge and support. I welcome the opportunity to work with NCHC and its members to shape a strong future for the organization.

FOR STUDENT MEMBER, EXECUTIVE COMMITTEE
SIX NOMINEES, THREE VACANCIES

(1) JOANNE ALEGRE
Long Island University, Brooklyn

My name is Joanne Alegre and I am running for a position as a student member of the Executive Committee of the National Collegiate Honors Council. I am a student from the Brooklyn Campus of Long Island University and I have recently completed my first year of college. I feel I am an excellent candidate to serve on the Executive Committee for three reasons: last October, I attended the National Collegiate Honors Council’s national conference in Washington D.C.; I am a very active member of the Honors Program at LIU; and the Honors courses at LIU have enriched my college experience.

In Washington D.C. at the National Conference, one of the most memorable experiences I had was the City as Text exercise. This exercise illustrated an important quality that I have which is that I have the ability to work on a team. As a group of six strangers, we were required to plan the best way to arrive to our destination as well as a way to return to our starting point at the conference within two hours. The majority of the group was from different schools; however, I managed to work together with strangers. This is relevant to becoming a member of the Executive Committee because as a member of the committee I will be able to work with a team in order to complete a certain goal. In November, I will be attending the National Conference in Chicago.

Throughout my first year of college, I have been a very active member of the University Honors Program. I have attended the honors orientation camping trip in the fall where I was able to interact with other students as well as teachers. I have also helped organize honors program activities including setting up for events and fund-raising. Last spring, I helped welcome a group of visiting high school students. Lastly, I am always willing to greet and talk with prospective honors students who visit from out of town.

The Honors courses at Long Island University have enriched my college experience. They are interdisciplinary and each course is limited to approximately sixteen students. I found the honors courses to be more enriching than non-honors courses because it was easier to interact with the teacher and other students in the course. Class participation was significant to me because it helped me develop and expand my thoughts to another level thereby teaching me how to be a better critical and independent thinker.

As member of the Honors Program at Long Island University, I believe that a position on the Executive Committee will further develop my knowledge and skills. I also believe that I am qualified for the position because of my dedication and willingness to provide my service wherever it is necessary. Finally, I believe that I can contribute my experiences from the NCHC National Conference and the Honors Program at LIU to help achieve the goals and expectations of the executive committee.

(2) ASHLEY CARLSON
Chapman University (CA)

I am currently a junior at Chapman University, where I am majoring in English Literature and French, with a minor in Honors. The last two years I have not only taken honors courses, but I have also been involved in a number of Chapman Honors events,
from retreats, to conferences, to trips to the theater. I am also a mentor for other Honors students. My introduction to Honors came in the form of a retreat in the mountains at a YMCA campground. There, students bonded, doing teamwork exercises, meditating, and most importantly just talking. I knew right away that Honors students were a great group of people. It comes as no surprise, therefore, that Honors has proven to be one of the best parts of my college career. It is for this reason that I would like to be a representative to the NCHC Executive Committee.

One extracurricular activity that I am highly involved in is animal rescue. I work with an organization called Cat Crossing, and we rescue cats and occasionally other animals from LA city shelters. We also have fought to improve the conditions of local shelters. In my two years with Cat Crossing I have learned a lot about organization, both by organizing events and by keeping the immense amount of paperwork necessary for non-profit organizations straight. I have also gained much teamwork experience.

Last fall I studied abroad in Paris at the Sorbonne. This was one of the greatest experiences of my life. One of my favorite parts of Paris is the art. If elected, I am interested in developing more cultural activities for Honors students. At Chapman I have participated in a number of theater outings through both Honors and other programs. I have also taken dance and theater courses. In many ways I find that the goals of fine arts courses and Honors courses are the same. They engender creativity. Unfortunately, the fine arts are all too easily forgotten in the quest for academic excellence. I would like to promote the incorporation of the arts into honors programs and also to help professors integrate art into their courses.

At Chapman this has already been done with some success, in the form of "projects" that can replace papers. Aside from the usual academic papers, I have also turned in paintings, collages, and short stories to my Honors professors. I find that this is one of the most exciting parts of Chapman's Honors Program, and I would like to see it extended to more schools.

Another area of the Honors program that I would like to develop is student and post-graduate job placement. By increasing public awareness of the National Collegiate Honors Council and by allowing easier access between students and job recruiters, we can help exceptional students get exceptional jobs.

Perhaps most importantly, I want to know what other Honors students want out of their programs. My greatest interest is in hearing from fellow students, and making their ideas heard. I hope that, if elected, I will help make students and faculty alike more satisfied with their programs.

(3) ADAM D'ANTONIO
Long Island University, C.W. Post

Although I am just finishing my first year as a college student, I feel that I am gaining a solid and meaningful education by being a member of the Long Island University C.W. Post Honors Program. I feel that Honors Programs are an important aspect of a college education not only because of the stimulating and challenging course content, but also because such programs allow students to explore and expand upon both their education and themselves.

One of the important distinctions that makes the Honors Program at C.W. Post special is the inclusion of many social activities that encourage Honors students to come together for both educational and recreational projects. Involvement in social gatherings is important because it allows students to express themselves in a creative and productive manner. For instance, when I first came to Post, the Honors Program did not have a banner to represent itself like many of the other campus organizations. Because of the encouragement and support that I received not only from my fellow students but from the administration as well, I was able to design and assemble a banner for the program. After much thought and effort, we now have a banner that represents the true spirit and dedication of the Honors Program and its students.

One of our most successful and ongoing projects is the publication of Athena, the official Honors Program newsletter. As the assistant editor, I help to coordinate and produce this newsletter, which is written and published by the Honors students on our campus. Each issue of Athena includes important news and events concerning the Honors Program, while showcasing students' poems, artwork, and written commentaries. I am proud to be part of Athena because I believe that it is important to provide students with a venue that allows them to communicate and express themselves to their fellow students and the faculty. Aside from holding the position of assistant editor, I am also the treasurer of the Student Honors Advisory Board. In this position, I am constantly encouraging students to involve themselves in our many fund-raising activities that are held throughout the year. One of our most successful fundraisers was this past December, in which we were able to raise over seven hundred dollars in monetary and toy donations to benefit cancer-stricken children.

I enjoy being a part of the Honors Program at C.W. Post because it allows me to take part in many social and meaningful activities, while at the same time, affording me with a superior education. It is important to me that everyone in the Honors Program feels comfortable and accepted. As an officer, I encourage students to express their feelings, concern, and positive feedback in order to further and build upon the wonderful program that we have. As a national representative, I hope to do all of this and more. It is important that Honors Programs have the respectful and enthusiastic representation that they deserve and I feel that as representative, I will be able to bring all of this and more to the position.
(4) CASSANDRA HARVEY  
Fairmont State College (WV)

My name is Cassandra Harvey. I am a junior majoring in Finance and Accounting at Fairmont State College where I will serve as the Vice President for our Honors Association for the next school year.

The Honors Association is the organization made up of the students that are part of the Honors Program at FSC. Until two years ago, the Honors Association was only a group on paper. Dr. Robert Baker became the new Honors Program Director at that time. He has worked with us (the officers and students) to make the Association what it is and we are still working to improve it. We have monthly meetings where we discuss concerns, upcoming honors courses and activities, and community service. As an officer, I have been very involved with the planning of these meetings and events. While serving as the secretary, my duties included helping to plan any upcoming Honors activity along with attending and taking minutes of each meeting. I took the initiative and typed those minutes of each meeting and distributed them via the Honors list serve so that any student missing the meeting would be aware of the latest news.

As the Vice President for the upcoming year, I am already working with the Director of the Honors Program and the President of the Association to plan meetings, events, workshops, honors courses, and other activities for the year. We are also implementing a new mentoring program this year, which the other officers and I gave input for and helped to develop. I have volunteered to participate and it will be my responsibility to help a new Honors student feel welcome by showing them around campus and attending sponsored events with them.

Being involved with FSC’s Honors Association isn’t my first position as a leader. Throughout my years in High School I was a member and held the various offices of President, Vice President, and Recorder in our local FCCLA (Family, Career, and Community Leaders of America) chapter. I was extremely active in this organization. I attended meetings and competed at both the state and national level for three consecutive years. From the age of fifteen, I have been actively involved in the local volunteer fire department, Newburg Volunteer Fire Department. I work with them on fire and accident scenes, for meetings, dinners, banquets, and other auxiliary activities.

I have also been a member of Mountaineer Ambulance Service, Inc. for eighteen months now; in addition, in December I was elected to serve as the Treasurer for their organization. I devote much of my spare time, including the majority of my summer, to running on the ambulance or working in their office because it is so vital to our community. (Only volunteer EMS and FD organizations exist in our county.) As you may be able to tell, I am a person who enjoys multiculturalism tasking and being involved in many different activities and organizations. I feel that my initiative and experience would let me serve the Executive Committee well.

(5) TOLULOPE OLOWOMYE  
Ball State University

My name is Tolulope Olowomeye and I am a proud junior attending Ball State University in Muncie, Indiana. I am currently majoring in Preliminary Medicine while minoring in Political Science and Communications. It is my aspiration to pursue my graduate studies at a prestigious law school, after graduating in 2003.

I am very pleased to be enrolled in the Honors College at Ball State University (BSU) because it has given me the opportunity to explore different modes of learning while encompassing all academic studies. I am constantly challenged and encouraged to think "outside the box" and I definitely appreciate the quality of my Honors education at Ball State University.

It has been my privilege to be a part of the Honors Council since my admittance into the college in 1999. My freshman year, I was elected to the Mid-East Honors Association (MEHA) to serve as an At-Large member. While planning the regional MEHA conference with the executive board during my sophomore year, I was also appointed the Director of Inter-conference Affairs, by the BSU Honors Council, to coordinate the logistics of MEHA as they pertained to BSU. This position gave me the opportunity to work with fellow Honors students, across the Mid-East region, to organize a conference where creativity was coupled with learning and exploration, in order to allow students to elevate their minds, both culturally and intellectually. It was a great experience and it is my intention to bring the same fervor, dedication and insight that I brought to MEHA with me to NCHC.

It is my primary goal for NCHC to instill ownership into all Honors students, nationally. I feel that every Honors student should be proud to wear the title “Honors student,” whether on a nametag or T-shirt. The title is not something to hide or shun in public. We have a lot to be proud of and each and every one of us are valuable assets to our respective universities. Therefore, it is my desire to help instill this pride, which I hope will foster into more creativity and publicity in showcasing these talents and abilities for every Honors students. I want to reshape the way Honors students view themselves and their perceptions by others. In fewer words, I desire to give the Honors student a makeover!
I believe I am a very strong candidate and I possess all the credentials to fulfill the position effectively. I am very organized, articulate and professional, while being very understanding, artistic, athletic and simply comedic. I would be privileged and honored to serve as a member of NCHC. Thank you.

(6) CHRIS REES
Brigham Young University
(UT)

Some of my earliest memories are of going to the library as a child. My mother would take my siblings and me each week, and we would spend hours looking for great books from our favorite authors. My early favorite was Dr. Seuss, but my tastes grew eventually to include C.S. Lewis, and later Charles Dickens and other great authors. My mother challenged us to read these books each week so we could return to seek more at the week’s end. I view these childhood excursions as the beginning of my honors experiences, and the essence of the honors program.

From these books I gained knowledge, and my capacity to learn expanded. The intellectual encouragement from my mother pushed me toward future academic excellence, and the opportunity to participate in honors programs at every level of my academic career. The knowledge gained from reading and classroom learning is the core of honors education, but the BYU Honors Program has helped me expand beyond mere intellectualism, emphasizing spiritual, cultural, and social enlightenment as well. The honors experience should teach us to be complete individuals who embody the ideals of honors and show others the virtue of honors education.

I believe that this understanding of a complete honors education will be my most useful contribution to the Executive Committee. I can share my observations and experiences about BYU and other intermountain honors programs, a few of which I will share.

In recent months I have had the privilege to work as a research assistant for a professor of political science at BYU. During my work with him, I have learned much about political issues such as campaign finance and direct democracy. Direct research opportunities like mine greatly enhance the undergraduate experience.

As a member of BYU’s Honors Student Advisory Council, I have served in the special projects committee, and this year I will serve as the committee chairman. Some of the new projects that we are starting this year include an intramural college bowl program and a new organization to help students meet the honors requirements involving great works of art, literature, music, and theatre.

I have also enjoyed many service opportunities as a BYU honors student. One of my most fulfilling experiences has been as an assistant coach for a local high school’s Science Olympiad Program. I organized a group of students that helped train a team of bright high school students in many fields of science. The highlight of our service with these kids was to watch their excitement as they finished fourth at the state competition.

Through the BYU Honors Program and my personal experience, I have gained a great appreciation for honors education, and a desire to help others receive and benefit from such an education. From a wealth of honors experience beginning with my childhood library excursions, I feel that I can aptly serve the Executive Committee.

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From the Home Front
Fall, 2001
by Earl B. Brown, Jr.
Executive Secretary/Treasurer

In this job, it is the little things that count. Every year, this office has made it a practice to send all committee chairs a memo advising them of the action of the Finance Committee concerning their budget request for the next calendar year. The memo also suggests that they discuss this recommended allocation with the Executive Committee if they feel the recommendation will not meet their needs. For it is the Executive Committee that makes the final budget determination. This year, for the first time, that practice paid dividends for the Honors Evaluation and the Portz Fund and NCHC Grants Committee. I misunderstood John Grady’s request for the Honors Evaluation Committee and then Victoria O’Donnell told me that the recommended allocation for the Portz Fund and NCHC Grants Committee would create difficulties in sharing proposals. I was able to take funds allocated to the national office for 2002 and use some of those funds to insure that the Honors Evaluation Committee had funding for their 2002 faculty institute and the Portz Committee could share proposals. I have included a copy of the 2002 budget in this issue for your information.

On another note, I would like in this issue to tackle a very difficult and complex problem: accreditation. I shall not advocate a position, because I do not have an answer. And, I know that many would wish that I had never broached the subject. With that caveat, here goes:

Increasing the Prestige and National Reputation of the NCHC

For many of us, the status of NCHC has been a concern for a number of years, long before Ron Dotterer and Ted Humphrey ran for Executive Secretary/Treasurer on the platform of providing a transition to a national headquarters in DuPont Circle. Recently through the efforts of Bill Gwin, Bill Mech, Susanna Finnell, Joan Digby, Hew Joiner, Sam Schuman and others, this is becoming more of a reality. Let me remind you of some of their accomplishments.

Bill Gwin, Bill Mech, and Susanna Finnell provided the impetus for our work with the Kettering Foundation. This association led to an NCHC/National Issues Forums booklet entitled, Preparing for a Good Future: What Kind of Education Do We Need after High School? Our association with Kettering led to a meeting in Washington, D.C., with many of the higher education organizations, and to a press conference and meeting with a House subcommittee investigating the spiraling costs of higher education. Our research for the booklet proved that the public’s concern was not the cost but the quality of the education their children were receiving.

Bill Mech, and later, Jim Knauer, continued to work closely with the Kettering Foundation, offering opportunities to participate in public deliberation at the national conference.

Joan Digby continued the impetus through her work with Peterson’s publishing firm. She edited the first and second editions of Peterson’s Guide to Honors Programs. The third edition is in the works. This guide to NCHC-affiliated colleges and universities brought national attention not only to individual college and university honors programs and honors colleges but also to the National Collegiate Honors Council itself. Many news magazines devoted space in their yearly college guide issues to the emergence of honors programs as a way for a student to get an Ivy League education at state institution costs. Honors education became for a couple of years the hot-topic in higher education.

During her year as President of the NCHC, Joan continued to explore ways to improve our image and garner greater prestige for the NCHC. She invited several public relations firms to make presentations to the Executive Committee at the NCHC Conference in Washington, DC. From these presentations, the Executive Committee hired Edward Howard & Co. for one year. Nora Jacobs of Edward Howard & Co. reported on work that the firm has done or will do on priorities that NCHC has established:

A. Market Research—why institutions have not joined the NCHC or why they have joined and then allowed their membership to lapse. Nora developed a phone questionnaire to find out what would get them to join or rejoin. The national office provided her with a list of 30 schools and tell them to expect a phone call. She will also try to talk with current members who are thinking of allowing their membership to lapse. Nora’s firm will have results by the fall conference.

B. Media Relations—to create greater recognition for/of NCHC. She will distribute “How-To” kits to NCHC to distribute to members so that they know how to improve recognition of their honors program/college locally.

C. Develop New Materials—Nora hasn’t yet decided whether the NCHC will need one brochure for marketing and one for media relations or if one brochure can cover both audiences. But she will begin working on that before the year’s end.

D. Identity—Nora’s firm has already developed several slogans, which the Executive Committee responded to and discussed, offering several additional suggestions. Nora will take those suggestions back with her to continue to work on a slogan. She will also work on possible designs for a new logo.
Nora has asked the Executive Committee to seek the views of the membership on the following questions:

(1) What do you perceive as the uniqueness of NCHC?

(2) How do you want NCHC to be perceived in the public arena?

[Those questions have already been sent out on the listserv. If you have not responded to them, please do so.]

Joan has also written letters to The Chronicle of Higher Education and to The New York Times, commenting on the NCHC and its efforts to improve undergraduate education. She has chaired an ad hoc committee established to award annually a university or college president who has done the most to improve honors education on campus. The first award will be presented at the fall conference. The idea behind this award, a brainchild of Hew Joiner, our current president, was to encourage university and college presidents to improve and thereby strengthen their individual honors programs. Joan also asked Sam Schuman and Anne Ponder to host an undergraduate summit before the conference in Chicago. This will be done. Sam has stated that all the right organizations will be represented. Joan continues to work closely with the External Relations Committee to increase the prestige of NCHC.

Hew Joiner has taken a slightly different tack. He has advanced NCHC prestige through personal contacts. He has attended several national meetings of higher education organizations; he will sit on the Phi Theta Kappa Honors Program Board to determine future PTK yearly topics; and he will be our representative at a meeting to be hosted by Susan Howard of Phi Beta Kappa on pushing a national agenda to encourage undergraduate research experiences, provided by the National Council for Undergraduate Research (NCUR) and others. This meeting will be a continuation of such a meeting held in El Paso, attended by Lillian Mayberry, representing NCHC. At the meeting in D.C., the group will continue the dialogue and plan. Lillian thinks that NCHC should continue to be represented (since NCHC supported financially the founding of NCUR and as evidenced by requirements for senior thesis work for honors we obviously believe in the undergraduate research experience). The tentative name for the group/movement is now Alliance for the Advancement of Undergraduate Research Activities (AURA). (Much of the above paragraph is taken from an e-mail from Lillian Mayberry to Rosalie Otero, sent on March 21, 2001. Some of it may inadvertently have been quoted without acknowledgment. If such is the case, I apologize.)

Hew Joiner invited many of these organizations to speak with the NCHC’s Executive Committee at its spring meeting to discuss ways to collaborate more effectively to improve undergraduate education. During this meeting, Phi Theta Kappa and Phi Beta Kappa asked the NCHC to become the fourth member of the Alliance for Educational Excellence—the third member is the National High School Honors Society (NHS). Phi Theta Kappa and Phi Beta Kappa recently held a press conference to announce the formation of the Alliance for Educational Excellence. This Alliance has received a grant from NEH to hold seminars for high school and two-year college faculty. The Executive Committee has accepted the invitation to join the group and appointed Hew Joiner as its representative.

Hew Joiner also asked the Long Range Planning Committee to explore the feasibility of creating a national office on DuPont Circle under an Executive Director. After its meeting in Savannah, the committee has determined that this is both feasible and desirable and will make this recommendation to the Executive Committee this fall. (It is my hope that the LRP will publish their recommendation in the winter issue of the NHR.)

So much for bringing us all up-to-date. Any inaccuracies or any failure to acknowledge others who have worked to increase the prestige and the national reputation of the NCHCru is the fault of several senior moments, as Ada Long calls lapses in thinking.

Now, I hesitate to begin. One sure way to increase the prestige and the national reputation of the NCHC has to do with standards. Phi Beta Kappa has a rigorous screening procedure before allowing an institution to form a chapter. So do other higher education organizations, whether it be individual or institutional. What will increase the prestige of the NCHC and enhance its national reputation is a similar regard for standards—the national reputation. If you will.

I agree most assuredly with the majority of the memberships who speak out vociferously against such standards or who say that the NCHC is not, nor should it be, in the accrediting business. But, I want to look at this issue from another perspective—from the perspective of increasing our national standing. Think a minute. What if institutions could enhance the standing of their honors program or honors college through membership in the National Collegiate Honors Council? Then, every administrator would do whatever it took to insure admission for its honors program/college. The “Basic Characteristics of a Fully-Developed Honors Program” (also in this issue) would now become guidelines (not the test) for improving honors programs to the point that a site visitor would recommend acceptance for that institutions’ program. Of course, there would be yearly, biyearly checks and, in addition, an honors director could request a site visitor to insure that the institution had maintained the support necessary to keep the program in good
standing with the NCHC. (Those institutions that sought admission but did not meet minimum criteria could be granted provisional status.)

Keep in mind that I am not writing about what would be good for individual honors programs but what would enhance the currency and status of the NCHC. Many have told me that this approach would lead to a wholesale reduction in memberships. But even that would not be so terrible for the NCHC, for is it not the quality of members rather than the quantity of members that determines a national reputation? If NCHC could boast that its members include schools such as those in the Big Ten (now Eleven), Duke, North Carolina, Stanford, UCLA, Texas A&M, and the University of Texas (Austin) wouldn’t that enhance our prestige? The good news is that nine of the eleven Big Ten schools and all the other schools listed above are members of the NCHC.

I don’t believe, however, that a litmus test for members will, in fact, enhance NCHC’s prestige. So what can the NCHC do to continue to increase its prestige and national reputation? It can continue to serve the needs of its individual members, for our strength lies not in what we represent but in whom we serve. Our commitment must be to improve and strengthen every honors program, for the failure or loss of one honors program to budget cuts is a loss to honors nationally.

To backup my point that our reputation is best enhanced through serving our membership, let me share the piece I recently came across in Stamats (Vol IV, no.13 July 27, 20001): “The Brand: The Distinction Between Personality And A Promise Fulfilled” by Lorna Whalen, Principal Consultant, Stamats.

“The ultimate test of a brand is whether it’s in the lexicon of the culture.” Sharon Patrick, President and CEO of Martha Stewart Living Omnimedia.

A recent trip to K-Mart’s hardware and garden department drove home Patrick’s point. I recently emigrated from Baltimore City to live on a small farm in northeastern CT. I needed to buy tools that I can trust because I often don’t know what I’m doing. There before me stretched walls of pruning, planting, shearing, and cutting implements of two varieties—Martha’s trusted sage/celery root green label (each for $2 to $4 more on average) or K-Mart’s cheaper tools. The choice was clear—the promise (of being Martha’d) or the threat (of being cheap).

I remembered what I had been reading a few days before...in the July 2001 issue of Harvard Management Update, and I’ll share it with you because it cleared up a lot of “fuzzy thinking” about branding for me. Sharon Patrick writes in HMU, “You can like Martha or not like Martha, be inspired by Martha or annoyed by her. But it’s no longer just Martha. It’s trusted product coming from a trusted brand. That’s the distinction between a personality and a brand.”

AH-HA!

Moving from Martha Stewart to higher education is less difficult than you might expect. I wondered if I had been spending too much time doing research to build personalities in higher education (our obsession with taglines and logos, etc.) and not enough time studying the brand from the perspective of collective experiences. As a researcher, this means asking questions to help discover an institution’s “collective experience” and then helping that institution build the brand experience first and awareness and image second. In other words, we must focus more on experience with all aspects of the promise of higher education—including faculty, courses, curricula, careers, delivery, services, resources, facilities, etc. “In a world where attention spans are short and information runs amok, image and awareness definitely help, but if you want to build a strong brand, then you must start elsewhere...”

In a recent Harvard Management Update (July 2001), Kirsten Sandberg builds a roadmap for industry, citing five landmark mileposts that distinguish successful brands:

1. A central, “impeccable” value
2. A brand is a promise that ALREADY has been delivered
3. The experience comes before the brand—“wait on awareness, work on the promise” (Mary Modal, vice president of marketing, Forrester Research, MA)
4. Employees come before customers-loyalty starts in the organization
5. A recognition that loyalty counts more and costs less than awareness

Like it or not, weak or strong, your institution carries a brand, in the workplace and in the marketplace. Your branding strategy begins with the experiences of your employees, consumers and stakeholders and ends with a plan for raising awareness and refining image.
Basic Characteristics of a Fully-Developed Honors Program

No one model of an honors program can be superimposed on all types of institutions. However, there are characteristics which are common to successful, fully-developed honors programs. Listed below are those characteristics, although not all characteristics are necessary for an honors program to be considered a successful and/or fully-developed honors program.

• A fully-developed honors program should be carefully set up to accommodate the special needs and abilities of the undergraduate students it is designed to serve. This entails identifying the targeted student population by some clearly articulated set of criteria (e.g., GPA, SAT score, a written essay). A program with open admission needs to spell out expectations for retention in the program and for satisfactory completion of program requirements.

• The program should have a clear mandate from the institutional administration ideally in the form of a mission statement clearly stating the objectives and responsibilities of the program and defining its place in both the administrative and academic structure of the institution. This mandate or mission statement should be such as to assure the permanence and stability of the program by guaranteeing an adequate budget and by avoiding any tendency to force the program to depend on temporary or spasmodic dedication of particular faculty members or administrators. In other words, the program should be fully institutionalized so as to build thereby a genuine tradition of excellence.

• The honors director should report to the chief academic officer of the institution.

• There should be an honors curriculum featuring special courses, seminars, colloquia and independent study established in harmony with the mission statement and in response to the needs of the program.

• The program requirements themselves should include a substantial portion of the participants’ undergraduate work, usually in the vicinity of 20% or 25% of their total course work and certainly no less than 15%. Students who successfully complete Honors Programs requirements should receive suitable institutional recognition. This can be accomplished by such measures as an appropriate notation on the student’s academic transcript, separate listing of Honors Graduates in commencement programs, and the granting of an Honors degree.

• The program should be so formulated that it relates effectively both to all the college work for the degree (e.g., by satisfying general education requirements) and to the area of concentration, departmental specialization, pre-professional or professional training.

• The program should be both visible and highly reputed throughout the institution so that it is perceived as providing standards and models of excellence for students and faculty across the campus.

• Faculty participating in the program should be fully identified with the aims of the program. They should be carefully selected on the basis of exceptional teaching skills and the ability to provide intellectual leadership to able students.

• The program should occupy suitable quarters constituting an honors center with such facilities as an honors library, lounge, reading rooms, personal computers and other appropriate decor.

• The director or other administrative officer charged with administering the program should work in close collaboration with a committee or council of faculty members representing the colleges and/or departments served by the program.

• The program should have in place a committee of honors students to serve as liaison with the honors faculty committee or council who must keep the student group fully informed on the program and elicit their cooperation in evaluation and development. This student group should enjoy as much autonomy as possible conducting the business of the committee in representing the needs and concerns of all honors students to the administration, and it should also be included in governance, serving on the advisory/policy committee as well as constituting the group that governs the student association.

• There should be provisions for special academic counseling of honors students by uniquely qualified faculty and/or staff personnel.

• The honors program, in distinguishing itself from the rest of the institution, serves as a kind of laboratory within which faculty can try things they have always wanted to try but for which they could find no suitable outlet. When such efforts are demonstrated to be successful, they may well become institutionalized, thereby raising the general
level of education within the college or university for all students. In this connection, the honors curriculum should serve as a prototype for educational practices that can work campus-wide in the future.

- The fully-developed honors program must be open to continuous and critical review and be prepared to change in order to maintain its distinctive position of offering distinguished education to the best students in the institution.

- A fully-developed program will emphasize the participatory nature of the honors educational process by adopting such measures as offering opportunities for students to participate in regional and national conferences, honors semesters, international programs, community service, and other forms of experiential education.

- Fully-developed two-year and four-year honors programs will have articulation agreements by which honors graduates from two-year colleges are accepted into four-year honors programs when they meet previously agreed-upon requirements.

**NCHC Publications**


*Evaluating Honors Programs: An Outcomes Approach* by Jacqueline Reihman, Sara Varhus, and William R. Whipple (1990, 52pp.) How to evaluate an existing honors program.

*Honors Programs at Smaller Colleges* by Samuel Schuman (1999, 53pp.) How to implement an honors program, with particular emphasis on colleges with fewer than 3000 students (Second Edition)

*Place as Text: Approaches to Active Learning* edited by Bernice Braid and Ada Long (2000, 101pp.) Information and practical advice on the experiential pedagogies developed within the NCHC during the past 25 years, using the Honors Semesters and City as Text© as models, along with suggestions for how to adapt these models to a variety of educational contexts.

*Teaching and Learning in Honors* edited by Cheryl L. Fuiks and Larry Clark (2000, 128 pp.) Presents a variety of perspectives on teaching and learning useful to anyone developing new or renovating established honor curricula.
MINUTES OF THE 
EXECUTIVE 
COMMITTEE MEETING 
(DRAFT) 
Friday, June 15 and Saturday, June 16, 2001 Savannah 


Guests: Gayle Barksdale, Kali Boatright (Golden Key), Bernice Braid, Maggie Brown, Larry Clark, Doug Foard (PBK), John Grady, Susan Howard (PBK), Nora Jacobs (Edward Howard and Co.), Ada Long, Ricki Shine (Parliamentarian), Perry Snyder (Phi Kappa Phi), John Warren (ACHS), Mike Watson (PTK), Billy Wilson (PTK) 

I. Meeting called to order 

II. Revisions to Agenda: 
1. Finance Committee Report, Friday 
2. Phi Theta Kappa Report on Satellite Seminar, Friday 
3. Reports from Golden Key, Phi Kappa Phi, Association of College Honors Societies, Phi Beta Kappa, Saturday morning 
4. Report from Edward Howard and Co., PR firm, Saturday morning 
5. Discussion of committee reports heard during retreat 
6. Discussion of NCHC Handbook distribution 
7. Discussion of mission statement 

→ Motion to approve agenda as revised. Approved. 

III. → Motion to approve minutes of October 2000 Executive Committee meeting as amended to include the name of Leslie Millensen’s public relations firm: Leslie Joan Millensen Collaborative, LTD. Approved. 

Revised agenda items for Saturday: 
Saturday morning was devoted to listening to colleagues from the following organizations. All discussed their history and their desire to work more closely with the NCHC: 

A. Kali Boatright, Golden Key International Honors Society. 
Golden Key asked to be placed on the agenda to respond to NCHC’s returning of their contribution to the 2000 NCHC Conference. See Minutes fall 2000 Executive Committee meeting. 

B. Perry Snyder, Phi Kappa Phi 
C. John Warren, Association of College Honors Societies (ACHS) 
D. Doug Foard and “our” Susan Howard, Phi Beta Kappa 
PBK will be partnering with The Kettering Foundation on a Forum for Liberal Education. NCHC has been invited to join with them. Jim Knauer will be contacted as he serves as NCHC contact to Kettering. PBK will not accept an application for a chapter from an institution (especially a large university), which does not have an honors program/college. 

IV. President’s Report—No report 

V. Executive Secretary Treasurer’s Report (see Summer 2001 issue of the NHR) 
EST discussed the recent difficulties with CMS. 

VI. New Business 
1. → Motion to approve budget for 2002. 

→ Friendly Amendment to take funds from headquarters’ budget to provide $3000 for topical conference—honors evaluation site consultant workshop, and $300 to the operating budget for Portz Fund and Grants Committee. Approved. 

→ Motion approved as amended. 
(See budget spreadsheet in this issue of the NHR.) 

2. → Motion to amend Standing Order to require minimum of $1,000,000 in Endowment Fund before interest may be used for special projects. 

→ Friendly Amendment to change minimum to $500,000. Tabled; later Approved. 

→ Motion approved as amended. 

3. → Motion to require password protection on some portion of website. 

→ Motion to forward to Publications Board. Failed. 

→ Motion to require password protection. Failed. 

4. → Motion to change term of Executive Secretary to five years. [This would require a change in the Constitution and would therefore need to be voted on by the entire membership.] 

→ Substitute motion to change term to four years. Both motions, Tabled. 

5. → Motion to amend Standing Order governing conference surplus that conference surplus be used to fund special projects at the discretion of the Executive Committee. Approved. 

6. → Motion to raise dues from $250 to $300 for an institutional member and from $125 to $175 for individual members from a non-member institution. [This would require a Constitutional change and therefore would need to be voted on by the entire membership.] 

Tabled until Executive Committee gets information on increase in real dollars. Ron Brandolini and Steve Wainscott volunteered to provide the information. 

B. Report of the Nominating Committee. 

Report accepted. For a list of candidates and their statements see this issue of the NHR.

1. Washington 2000—Hew Joiner suggests that future conferences in DC avoid Washington Hilton. All books are closed. Surplus approximately $32,000. See spreadsheet in summer 2001 NR.


3. Salt Lake City 2002—Donzell Lee stated that meeting would occur on July 13-16. Gayle Barksdale has created a listserv for conference. Donzell will inquire about cost of hotel rooms for meeting in July and request that CMS acknowledge reservations.

4. Other conference issues

A. NCHC Presidential Leadership Award

The ad hoc committee recommended the individual to be approved to receive the first annual award. (To preserve the surprise, no name will be mentioned.) Committee discussed possible criteria for award, discussed type of award to be presented, discussed who should make decision in the future. One recommendation was that criteria should include the following—which has changed honors most (for the better) on individual campus. One recommendation for an award is that it be similar each year and that a plaque be given to the honors program/college to be displayed in their office.

→Motion: approve committee’s recommendation and create a new committee to redesign criteria.

Approved.

B. Distinguished honors student of the year award was forwarded to the Student Concerns Committee. It is asked to come up with criteria and determine eligibility for such an award.

C. Amendments to Constitution, Bylaws, and Standing Order

→Motion: To revise first sentence of Standing Order I.D. 2. To read, “Members of NCHC committees shall be either members of NCHC in good standing or from institutions holding current membership in NCHC.” Approved. [This means that any individual from a member institution will not need to join the NCHC in order to serve on an NCHC committee.]

D. Other Committee reports

1. Ad Hoc Conference Management Specifications

→Motion: Executive Secretary/Treasurer will create an RFP for a conference manager for the 2004 conference and place ads in appropriate journals, etc. Approved.

2. Ad Hoc Site Consideration Committee

Committee reported on interest from New Orleans who would like to pair NCHC with another convention that would not need meeting space. Earl reported that 975 attended the last conference in New Orleans (1989). At that time we had 535 institutional members and 1116 members.

→Motion: Approve New Orleans as site for 2004 conference.

Approved.

Hew Joiner has appointed the following individuals to serve on an ad hoc committee to visit New Orleans before the Chicago conference to explore site availability and dates. Jack White (chair), Gayle Barksdale, Joan Digby, Donzell Lee, and Earl Brown. Hew will create a charge for that committee.

3. External Relations Committee—Report from Nora Jacobs of Edward Howard and Co. Nora reported on work that the firm has done or will do on priorities that NCHC has established.

A. Market Research as to why institutions have not joined or why joined and allowed membership to lapse. Then to develop phone questionnaire to find out what would get them to join or rejoin. Earl’s office will find 30 schools and tell them to expect phone call. They will also talk with current members thinking of allowing their membership to lapse. They will have results by fall conference.

B. Media Relations—to create greater recognition for of NCHC. She will distribute how-to kits to NCHC to distribute to members so that they know how to improve recognition of their honors program/college locally.

C. Develop New Materials—Nora hasn’t yet decided whether the NCHC will need one brochure for marketing and one for media relations or one brochure that can cover both audiences.

D. Identity—Nora’s firm has already developed several slogans that the Executive Committee responded to and discussed, offering several additional suggestions. Nora will take those suggestions back with her to continue to work on a slogan. She will also work on a logo.

Nora asked the Executive Committee to seek the views of the membership on the following questions:

1) What do you perceive as the uniqueness of NCHC?

2) How do you want NCHC to be perceived in the public arena?

[Those questions have already been sent out on the listserv. If you have not responded to them, please do so.]

4. Honors Evaluation Committee

John Grady announced that those who were voted in as site visitors will need to attend the Faculty Workshop in 2002 in order to retain their NCHC site-visitor accreditation. He asked the Executive Committee if anything could be done to encourage those seeking a site visitor to use an NCHC accredited site visitor. The Executive Committee felt that nothing could be done.

5. Honors Semesters

Bernice Braid reviewed the history of the committee’s work: 1974 ad hoc; first semester in 1976 Washington, DC; 1981 first City as Text© laboratory; 1984 first City as...
6. Technology and Distance Learning

→Motion: to offer complimentary memberships for 2002 to NEH, PTK, PBK, ACHS, NSF, PKP, and Kettering Foundation. Approved. They will be notified of this action.

1. Reciprocal Complimentary memberships

→Motion: to send membership list to all members and to inform that other information found in the handbook can be found on the website. Approved.

The matter was referred to the Publications Board to pursue less costly means of producing the handbook.

4. Discussion of Golden Key. The Executive Committee decided to accept their apology but not to accept their check as a contributor to the 2000 conference—see minutes fall 2000. The committee also decided to rescind their prohibition from participating in the Idea Exchange. Hew Joiner appointed Liz Beck and Steve Wainscott to serve as an ad hoc committee to review Golden Key to determine what sort of affiliation NCHC should maintain with that organization. Hew Joiner will send them a specific charge.

Meeting adjourned.
Summary of Executive Committee and Committee Chairs Retreat
Savannah, Georgia, June 14 and 15, 2001


The purpose of this retreat was for the Executive Committee to meet and talk with the chairs of the five committees (External Relations, Finance, LUHP, Long Range Planning and the ad hoc Committee on Conference Management Specifications) who had special charges assigned them by President Hew Joiner. The retreat then provided an opportunity for the Executive Committee to listen to other committee chairs who wished to discuss in greater depth the work and role of their committee.

1. Report from the Large University Honors Program Committee who was asked to look into the reasons behind the defection of research universities from the NCHC and ways to bring them back into the fold.

The committee reported that there has not been a defection of research universities from the NCHC—witness the fact that all but three of the Committee on Institutional Cooperation schools (CIC—Big Ten + UChicago) currently holds memberships in the NCHC. The three who currently do not hold memberships—Northwestern, University of Chicago and University of Iowa will be invited to attend the NCHC Conference. [Note: University of Iowa membership lapsed only in June 2000.]

Instead, the committee found that some of these research universities are not as active as are other member institutions. Suggestions for increasing their activity included individual contacts and create a project that would be of interest to them and invite them to participate.

This led to a discussion of membership in general and recruitment of new and lapsed members. Joan Digby has suggested that individuals who attended Ivy League schools or other prominent colleges and universities (e.g. Swarthmore—one of the first institutions to develop an honors program) make personal contact.

Another suggestion was to publicize benefits of being a member, including opportunity to publish in a refereed journal (JNCHC) and to be listed in the 2002 NCHC Peterson’s Guide to Honors Programs. Both opportunities could be announced in an ad in the Chronicle.

2. Report from the Finance Committee who had no special charges but whose work is central to the charges given to the other four committees.

The committee will recommend a balanced budget for 2002 to the Executive Committee during its meeting but find it increasingly more difficult to balance the budget. Revenues have flattened out and expenses continue to increase. For 2002, the committee had to reduce requests by $20,000 in order to create a balanced budget.

This committee discussed ways to increase revenues, including increasing dues beginning 2003. This and other proposals will come before the Executive Committee during its meeting (see minutes). Other suggested methods to increase revenues include finding more supportive ways to involve students and faculty—corporate donations in exchange for honors student interns/workers; and the sale of NCHC pins for $5.00 to students so that they could then add to their résumés that they are members of the NCHC. Some objected to the latter because it would dilute the résumés of those who are active; instead, the honors program could buy pins for all members of their program and give them a certificate to introduce them to the NCHC. This would also lay the foundation for better networking and the creation of a student listserv.

This idea and others concerning greater student participation and awareness of the NCHC will be forwarded to the Student Concerns Committee for their consideration.
Hew reminded the group that our major source of revenue is and should remain institutional dues. That other fund­raising ideas such as a $5.00 pin would not solve revenue problems.

3. Report from the External Relations Committee concerning the on-going activities of the public relations firm (Edward Howard and Co.) hired to create greater visibility.

The committee pointed to several initiatives:

a) The work of the PR firm—creating a slogan, greater visibility and marketing. Nora Jacobs, who has been assigned to work with us, will give a report to the Executive Committee on Saturday. (See minutes of Executive Committee meeting Spring 2001.)

b) The award to be given to a president of a college or university who has substantially encouraged honors at that institution

c) The pre-conference meeting in Chicago of other higher education organizations on undergraduate education facilitated by Sam Schuman and Anne Ponder.

The committee needs additional active members in order to pursue these and other projects.

4. Report from the ad hoc Conference Management Specifications Committee who has been charged with reviewing NCHC needs and criteria for a new conference manager. (For a report on their recommendations, see the minutes from the fall 2000 Executive Committee meeting.)

The committee has asked the NCHC headquarters to issue this summer an RFP (Request for Proposals) in trade magazines, etc. for a new conference manager to begin with the NCHC 2004 Conference. Requesting RFP’s now will give interested companies an opportunity to attend our conference this fall in Chicago.

The committee realizes that the recommendation of the Long Range Planning Committee may alter some of their recommendations.

5. Report from the Long Range Planning Committee who was charged with investigating the possibility of hiring an Executive Director whose office would be located in Washington, DC, near DuPont Circle.

The committee will give its report and recommendation to the Executive Committee during its meeting in Chicago this fall so what follows is a preliminary report. The committee will recommend hiring a salaried Executive Director with an office on DuPont Circle. The committee did research on what other organizations currently do. This allowed the committee to collateral trends nationally and to compare that information with information supplied by the NCHC office. The committee concluded that the hiring of an Executive Director was more feasible than it initially thought. This director would be accountable to the Executive Committee.

The benefits of such a move would be to insure greater visibility for what the NCHC does. The NCHC, the committee feels, does not have an image of ourselves as a strong, healthy organization; as successful honors directors, yes, as a strong organization, no. The committee also recognizes that most honors directors do not bring business expertise to their positions.

The duties would include writing grant proposals, increasing membership, increasing visibility through meeting with other higher education organizations and with the Department of Education in Washington, managing the national conference, and creating and facilitating innovative projects and opportunities for students and faculty.

To finance this office the NCHC would need to increase dues now so that the NCHC would have a reserve to fund this office. It would cost, the committee believes, an additional $50,000 to 60,000 a year. Part of the responsibility of this Director would be to increase funding for this office.

This office could not start full time before January 2004 (after the 2003 conference which is the final conference that the NCHC is contractually obligated to CMS.) The position may, however, be phased in. The current position of Executive Secretary/Treasurer would become Secretary/Treasurer and would be more in line with the positions of the other officers.

6. Report from other committees on matters other than the information provided in their mid-year reports:

A. Report from Honors Evaluation Committee

The committee provided a brief history as an overview to its current agenda—its creation as an ad hoc committee, its development of the Basic Characteristics document, and its accreditation of site visitors through election by the committee and faculty institutes in 1998 and 2000.

Its current agenda include:

1) The adaptation of the Basic Characteristics to honors colleges— it has asked the ad hoc Honors College committee to review that document and make suggestions;

2) The investigation of articulation agreements with two year college honors programs—Herald Kane and Bill Mech are working on that issue, but the committee feels that this work should be undertaken by an ad hoc committee;

3) The creation of an instrument to assess effectiveness of honors programs on campus. The fact that there is no one model for honors programs makes creating such an instrument more difficult. One way
is to assess ability of honors program to provide and have them use services/resources on campus—what you have and your resources;

4) The Carnegie Commission has assessed four or five kinds of education (legal, medical, etc.). Will they be willing to assess the state of honors education? The committee will pursue that issue if it meets with the approval of the Executive Committee;

5) Host/facilitate a faculty institute every two years to accredit site visitors. Would honoraria be available to those who lead such an institute? [Honoraria were provided for leaders of the 2000 workshop from 1999 conference surplus.]

The committee reported that it has not yet heard from Frank Shushock, a doctoral candidate who is writing a doctorate on honors education. He was given a scholarship of $1500 by the NCHC from 1999 Conference surplus to support his work. He discussed his work with the Honors Evaluation committee during a recent fall conference.

The committee reported on the State of Massachusetts certifying agency that has adopted NCHC Basic Characteristics as its assessment instrument even though the document carries with it a disclaimer. It might be useful to invite them to attend our conference.

B. Report from International Education Committee

The committee has heard recently from Michael Steinberg whose organization, Institute for the International Education of Students, would like to establish a scholarship for a student whose institution holds membership in the NCHC. Earl Brown will meet with him in Chicago before the Conference to discuss this further. The committee has extended an invitation to him to attend some parts of the conference.

The committee is working to identify study abroad opportunities that will earn honors credit.

C. Report from the Portz Fund and Grants Committee

Tom Broadhead is in charge of Portz Grants. Grant proposals are down this year although most proposals are received in September. Victoria O’Donnell has received 44 nominations for Portz Scholars from 29 states. The committee is looking for additional funding. The NY Times has expressed interest.

D. Report from the Small College Honors Program Committee

Committee asked the Executive Committee to consider an associate institutional membership for those small colleges who are unable to pay the current dues. Ann Raia reported that the College of New Rochelle’s president pays that institution’s NCHC dues out of discretionary funds. It was suggested that the co-chairs of the committee create a list of small colleges whose payment of dues poses a hardship. How Joiner will ask Anne Ponder to write a letter to the presidents of these institutions explaining why it is critical for these institutions to hold institutional memberships (including such benefits as listing in the NCHC Peterson’s Guide and the national conference). As part of this plan, gift subscriptions to NCHC publications would be sent to Presidents and/or chief academic officers as one means of encouraging their support.

The committee also requested that the conference lower its registration fees for students. Many directors have encouraged students to raise funds—the most successful of which occurred at Iowa State—see Liz Beck’s article in the Fall 1996 issue of the National Honors Report. Other suggestions included contacting alumni and parents who are often willing to help finance when they understand the nature of the trip.

E. Report from the Student Concerns Committee

The committee is concerned about student involvement on the committee. If it is to represent the students, it needs to have a better notion of student concerns. It would like to create a listserv and a website with a bulletin board for students, linked to the NCHC website. This website would be used to inform students about the work of this committee. It was suggested that the Student Concerns Committee provide information on the listserv and website to directors for distribution to the students.

F. Report from the Technology and Distance Learning Committee

The committee is interested in coordinating with other committees. The committee is facilitating a session at this fall’s conference with the Science and Mathematics Committee. It is also hosting a “fishbowl” session for students. It needs student volunteers (lclark@semo.m.edu). The committee is also looking for ways to follow up on great ideas, which come out of conference—one suggestion might be the use of the listserv or contact participants in advance of the conference and follow up during the conference.

1. Assess value of distance learning; compare with in-classroom learning. Find out who in honors is doing distance learning in order to compare.

2. Assess role of technology in honors [1 & 2 part of Long Range Planning Committee 1999 Report]
3. Work with Teaching and Learning and Research Committee to assess.

4. Develop NCHC position on distance learning. That will certainly also lead to a discussion on what is an honors course.

5. Find out what technological resources institutions have for their use.

G. Report from the Two-Year College Committee

The committee is interested in following up on what happens to two-year honors students who join four-year honors programs. How do two-year schools prepare students? What will four-year schools do with two-year students if the two-year institution sends them to your honors program?

H. Report from the ad hoc Advising Committee

The committee reported on one curious result from their questionnaire. To the question, how often do you evaluate honors advising, the answer was “never.” That in itself speaks volumes for the purpose of this committee. The committee hopes to create links to major scholarships through the NCHC website.

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**ODDS AND ENDS**

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**Honors Orientation**

Incoming honors students at the University of Georgia attended an orientation class, “Alcohol: Controlling the Toxic Spill.” About 400-410 honors freshmen enrolled in classes of 10-12 students each to participate in a National Issues Forums activity.

This fall, each of the approximately forty-two classes presented its own individual forum during the last week of August until the middle of October. The National Issue Forum activity was moderated by upper-level honors students trained by Dr. Margaret Holt. Each student received an issue book from the University of Georgia Honors Program.


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Long Island University Magazine in its Winter/Spring 2001 issue provides a brief summary of the NCHC monograph, Place as Text: Approaches to Active Learning, “Exploring the benefits and ideal structure on an Honors Semester, a nationally known leader of site-specific educational programs [our own Bernice Braid] offers step by step advice” (31).

All NCHC monographs are available from the national office. Gayle Barksdale from the national office can answer your questions about availability and cost. Contact nchc@nchc.radford.edu.

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NCHC provides a list of members who are experienced and willing to serve as consultants for any college or university starting an honors program or conducting a program evaluation. Consultants may be contacted at the annual meeting during Beginning in Honors or Developing in Honors workshops or in the Consultants Lounge, or by contacting the national office. Expenses and honoraria are negotiated between the institution and the consultant.

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Ohio State, Penn State, and the University of Wisconsin—Extension sponsor an annual conference on Outreach Scholarship. Penn State will host the 2001 conference to be held October 14-16. Josephine Carubia, Coordinator of Student Programs and Service Learning for the Penn State Schreyer Honors College, encourages anyone interested in service learning to contact her: Josephine 814-863-2635 or jmc30@psu.edu.
### Budget 2002 ***

#### SUMMARY SHEET

***NCHC Budget is based on the General Fund's operating income & expenses; excluded are non-operating income & expenses***

#### REVENUE

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#### EXCESS (DEFICIT)

|                | 526          | 37,182       | 73,276       | 79,571       | 23           | 52,673       | 11     |

#### Notes:

1. Finance Committee recommendation (based on previous dues payments, non-renewals, non-payments, & new membership) and basis for allocating funds in preparation of respective budgets.
2. Interest income is anticipated annualized interest income in the general fund's mutual funds accounts. For 1997-1999 this income funded Scholarships and Mandatory Transfer.
3. Executive Committee approved; estimated membership revenues are based on previous years' membership revenues to Reserve Fund. Beginning 2000 this income is to fund Scholarships only (see page 3).
4. Not tied to the number of current memberships. 
5. This dues rate was approved at 11/09/96 Business Meeting and is reflected in Estimated Revenue beginning 1998.
## Budget 2002 ***

### EXPENSES (Detail)

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**Notes:**

1. In 1997 Headquarters moved, telephone expenses for the first few months were less than normal.
4. Travel expenses are $600 each; beginning 1998 NHR, Editor's allowance is $600. Beginning 2001, NCHC Board elected officers are $1,000 each.
5. Beginning 2000, EC approved excluding travel from "Other Organizational Expenses" and increasing "Travel" so that each year each officer will attend 1 conference.
6. Includes expenses of EC, VP, and other organizational expenses; 1997 expense includes moving Headquarters Office to RU.
7. For 1997, $1,244 of Miscellaneous Expense was an immaterial prior year expense. For 1998, $1,344 of Miscellaneous Expense was an immaterial prior year expense.
8. For 1997, $1,344 of Miscellaneous Expense was an immaterial prior year expense.
9. Excludes in-kind contributions.

**Abbreviations used in notes:**

- EC = Executive Committee
- VP = Vice President
- IOR = Interim Operations Board, composed of elected officers who conduct essential NCHC business between EC meetings
- IPP = Immediate Past President
- P = President
- ECT = Executive Secretary/Treasurer
- PE = President-Elect
## Budget 2002 ***

### EXPENSES (Detail)

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<td>(4)</td>
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<td>(24)</td>
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### Notes:

1. For 2000 there was no Teleconference.
2. New budget policy (Oct. 1994, Standing Orders Governing Scholarships, Prizes & Grants) became effective beginning with the 1997 budget. This policy requires that one-half of the anticipated annualized interest income in the general funds mutual funds accounts fund Scholarships and one-half fund Mandatory Transfer to Reserve Fund. Beginning with 2000 budget, June 1999
3. For 1997, VP authorized the Topical Conference be conducted by the Evaluation Committee for the Summer Faculty institute. Income generated from the institute is reflected here, expense is reflected in the Evaluation Committee (see page 5).
## Budget 2002

### EXPENSES (Detail)

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**Notes:**

1. FFH was not published from 1997-1999, in 2000, it was revised & renamed Journal of the NCHC.
2. Does not include revenue generated from sales of JNCHC & NHR; revenue is included on page 1 in Revenue "Miscellaneous and Publications.
3. Expense for 2000 decreased due to Spring/Summer issue being one joint issue.
4. In 2000, EC approved printing both Teaching and Learning in Honors & Place as Ted.
5. 1997 expense was for 1996 awards; 1998 expense was for 1997 awards ($350) and 1998 awards ($350).
6. In 1997, no NCHC matching funds because Portz did not make a contribution, matching contribution in 1998 was $2,500, 1999 was $3,000, 2000 was $2,500.
## EXPENSES (Detail)

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### Notes:

1. **A blank indicates committee submitted no request; a zero indicates committee submitted a zero request.**
2. **Beginning 2001 budget, new line item.**
3. **Beginning 2002 budget, new line item.**
4. **All 1997 expense was for Topical Conference (see page 38, Conference & Projects); this $1500 expense is recorded for the Eval Cmte & not for Topical Conf for 1997. $603 of 1998 expense was for 1997 Eval Cmte meeting.**
5. **In 2000, all expenses are related to the Topical Conference and are recorded in Topical Conference.**
6. **Honors Semesters Committee is self-sustaining; neither revenues nor expenses are shown on this report.**
7. **1996 & 1999 incurred expenses and 2002 budgeted expenses are for site visits to EST candidates' campuses.**
Interested in joining the NCHC?

Please use the application below to apply for membership.
Mail your payment with the application to:

Earl B. Brown, Jr., Executive Secretary/Treasurer
National Collegiate Honors Council
Radford University
Box 7017
Radford, VA 24142-7017

Questions? Please call us at (540) 831-6100 or fax us at (540) 831-5004.
You can also email us at nchc@radford.edu

MEMBERSHIP APPLICATION

I wish to apply for the following membership (check one):

___ Student ($35)
___ Institutional ($250)
___ Faculty from member institution ($50)
___ Faculty from non-member institution ($125)
___ Affiliate Member ($50)

I enclose $__________________ in payment of a one-year membership.

Name (print or type)________________________________________________________
Title______________________________________________________________
Institution______________________________________________________________
Mailing Address________________________________________________________
City, State, Zip________________________________________________________
Telephone ___________________________ Fax ________________________________
Email ________________________________