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A PUBLICATION OF THE NATIONAL COLLEGIATE HONORS COUNCIL

VOL. XXIII, NO. 3 • FALL 2002

THE NATIONAL HONORS REPORT

in the honors experience • nchc 2002

37th Annual
National Collegiate Honors Council Conference
Salt Lake City, Utah
October 30-November 3, 2002
Grand America Hotel
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.

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PEAKS & VALLEYS

Those Pesky Parents

1. “Parent to Parent” by P.K. Weston .................................................................1

   Let those parents know what they need to know: inevitable changes in their sons and daughters; practical issues; the program’s responsibilities in their children’s education. Includes letter to parents & copy of the program outline with notes. Weston says to borrow freely.

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   This letter has been reprinted several times to remind us what honors is all about. Fred’s mother says “teach my son.” Introduction by Freddye Davy, Hampton University. As always, thanks for sharing this letter, Freddye.

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An introduction to our yearly national conference, Salt Lake City, November 5-9, 2002. From Donzell Lee, Program Planner. With a list of speakers and special conference features.

9. Conference at a Glance

Plan, plan & plan your days from this outline of events. (Conference booklets will be available at the registration table at conference time.)

10. “Conference Roadmap”

From Adam D’Antonio on the behalf of Student Concerns, an NCHC Committee. A guide for first-time student attendees at a national conference. Directors: please photocopy for your students.

11. “The Melting Pot or Salad Bowl?” by Virginia McCombs

Announcement of a workshop on diversity (October 30 at the conference). Panelists to discuss student & faculty recruitment and cultural diversity in many types of institutions. Choose between two panel presentations for each of three time slots. Presented by the nominee for Vice President.

12. “Developing in Honors” by Bob Spurrier

An announcement of DIH workshops for Conference ’02. DIH panelists are from a variety of institutions and address issues such as keeping up with honors alums, honors in non-liberal arts areas, getting honors to count in university rewards structure, honors program to honors college & more.

13. “City As Text©” from Janet Burke

An announcement of ten explorations of the Salt Lake City community. Sign up on line at www.asu.edu/honors/nchc.

AND CONFERENCE ’03


The beginning of Conference ’03. The theme and the planning begins with conference goals, identifying the “must-have” events as well as the events that are less than successful. Read the details in the report by Norm Weiner, Program Planning Chair. Struggles over the framework might surprise you.

VOTING ’02

15. Candidates for Office & Executive Committee

Candidates for office beginning January, 2003. Other candidates (except for the position of Executive Secretary/Treasurer) can be nominated from the floor at the business meeting at the conference. Voting is held by mail in early November. About 25% of our members voted in the last election. What will you do with your ballot this year?
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   Submitted by the Executive Secretary-Treasurer, Earl Brown, Jr. A draft of minutes taken at Santa Fe, June 22-23, 2002, at the Spring Executive Meeting.

*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>.
What is the NCHC?

The National Collegiate Honors Council (NCHC) was established in 1966 as an organization of American colleges and universities, students, faculty, administrators, and those interested in supporting honors education.

Historically, the honors movement has been a catalyst for positive change in American higher education. Many of its innovations (undergraduate research, study abroad, experiential learning) have become standard features of mainstream post-secondary curriculum.

NCHC members, both individually and together, continue to respond to the special needs of exceptionally talented and motivated students through a wide variety of programs and activities.

*NCHC encourages the creation of and renewal of honors programs by offering popular annual workshops: Beginning in Honors, Developing in Honors, and Students in Honors.

*NCHC supports existing honors programs with a full slate of national, regional, and statewide conferences, forums, and workshops.

*NCHC promotes a better understanding of current issues and developments in honors education through its two publications, Journal of the NCHC, a scholarly journal, and The National Honors Report, a professional quarterly.

*NCHC creates new learning opportunities for students: theme-based Honors Semesters, in places like Appalachia, the Grand Canyon, and Greece; and Sleeping Bag Seminars when students from several institutions get together for a weekend of theme-based learning and socializing.

*NCHC sponsors a wide range of committees and programs that support specific constituencies, such as Large Universities, Small Colleges, Science & Math, Two-Year Schools, as well as committees and programs that address specific concerns of honors education, such as Teaching & Learning, Evaluation, and Research.

*NCHC provides grants through its endowed Portz funds to support undergraduate research and to support innovations in honors programs.

The winner of the 2002 logo contest is Grace Ring from the University of Cincinnati.
Most of us who teach in commuter, two-year colleges have little interaction with our students’ parents. A few moms or dads, of course, will come in with their students for registration or orientation, and there’s the occasional irate parent phone call, but, as a rule, we don’t think in terms of interacting with parents. Therefore I was a bit taken aback, as we began our new honors program a few years ago, by the number of parental interactions I was suddenly encountering. Parents showed up for their students’ interviews, for registration, and, occasionally, just to talk with me.

And then the phone calls began. “Is my daughter applying herself?” “Is she attending class?” “What are my son’s grades?” “Do you think he’s doing drugs?” “We’ve told her she can’t see XXXX. Do you think they’re still involved?” “What can we do about his grades?” “What do we do about (fill-in-the-blank with some financial aid question)” “She won’t talk to us; what do we do?” “He didn’t come home last night; do you know where he was?” —and so on. Fortunately, in a prior administrative life, I’d had responsibility for counseling and advising, AND I’ve raised four children of my own, so I had some notion about how to answer some of the questions. When I found myself saying the same thing over and over (and one day after spending yet another hour with a concerned parent), I had an idea to solve this problem: talk to parents in advance of orientation. Thus was born the “Parent to Parent” orientation!

As we begin each fall, we have a mandatory new honors student orientation, attended by veteran students and faculty as well. A few days before this event we hold the parent orientation. This timing is intentional. By holding the parent orientation ahead of time, I can sometimes prevent parents from attending the student orientation, a situation never comfortable for the students.

My goals with this parent orientation are simple.

• I want them to know our roles and our responsibilities (legal and otherwise) to their students.
• And finally, and perhaps most important of all, I want them to know our program philosophy and vision for their students.

Each parent orientation begins with refreshments and introductions. My administrative assistant and I are both present; I ask her to attend since she is often the first person with whom a parent will talk. That she has seen two children through college is helpful as well. I give parents an outline of topics that we will cover and suggest they make notes of questions to ask at the end. Once we have finished the program topics, I take them to the honors offices and show them around. The discussions that have occurred during these mini-tours have convinced me of the value of this endeavor. Inevitably, parents express gratitude for the opportunity to deal with concerns, to meet us, and to see some of the places where their student will be.

What follows here is a copy of the letter we send to parents, a copy of the program outline, and lastly, comments about each of the topics in the outline. If you decide to undertake such a workshop, feel free to borrow whatever is of use.

Dear Parents,

When a student begins college, the entire circle of family and friends is affected. In the Honors Program at Greenville Tech, we know that our students’ parents may have questions about what to expect as their student begins this adventure called “[college].” To provide an opportunity to talk about your role in your student’s successful college career, we invite you to attend a special workshop, just for
parents. Please let us know if you can attend and how many are coming from your family.

“Parent to Parent” 6:30-8:00 p.m. August 16th in UT 137-A

This workshop is for parents of brand new college freshmen. College is a very different experience from high school, for students and for parents. We’ll discuss issues of control, grades, typical problems and how to deal with them. Roles and responsibilities shift when someone in the family begins school. We’ll address some of the common changes that occur and how to deal with them. We’ll end with a question and answer period.

We appreciate the opportunity to work with your student and we’re looking forward to meeting with you. Please respond to me or Barbara Wells at 250-8165.

Sincerely,

WELCOME!
“PARENT TO PARENT” PROGRAM

I. WELCOME AND INTRODUCTIONS

II. KEYS TO SUCCESS
A. DETERMINATION
B. TIME
C. BALANCE

III. THE FUN
A. EXCITEMENT
B. OPPORTUNITIES

IV. THE SURPRISES
A. WORKLOAD
B. SOCIAL CHANGES
C. RESPONSIBILITY CHANGES

V. THE FEARS
A. UNCERTAINTY - INDECISION
B. TRANSITIONS
C. FAILURE

VI. COMMON GRINDING POINTS
A. GRADES
B. CONTROL — MONEY, SOCIAL
C. SCHOOL FRUSTRATIONS AND/ OR CONFLICTS
D. TRANSFER — COURSES — DESTINATIONS

VII. WAYS TO HELP
A. LISTEN
B. LISTEN
C. LISTEN
D. REASSURE

Each section of the program varies a bit, of course, depending on what is going on in a given year, but in general, I try to cover the following areas.

KEYS TO SUCCESS

In this section I share what I’ve learned from experience and what I know, from the literature, makes a student likely to succeed. Issues of time are important because many students in a community college, and honors students are no different, will try to work too many hours. I emphasize the need early on for students to NOT work as much as they may have in the past, at the very least until they understand what load they are facing. That many honors students were able to make good grades in high school without investing a lot of out-of-class time is something that all honors directors have seen. Parents need to know that this pattern of student behavior will not work in college. And in the same vein, although attendance in college courses tends to be less stringent, attendance itself is critical. Therefore, if Aunt Sally needs a ride to the doctor, better to find someone other than the student who would have to miss one class. Likewise, family vacations are important, but when they require a student’s missing class, they may not be the best choice.

Issues of course load are important to address as well. I explain that four college courses for a brand new freshman may be plenty for that first semester. I also talk about the importance of students’ allowing time to participate in the extracurricular activities of the honors program, that this is an expectation of their involvement in the program and important to their overall academic growth.

Another point of discussion is about the tendency of some new freshmen to believe, when they encounter something difficult, that they can’t do it. Part of the growth experience in college is gained through confronting that which seems unconquerable, and prevailing. Digging deeper, trying harder or longer are often behaviors learned in college. And the parental tendency to rescue Susie from that mean old Biology course may not be in Susie’s best interest.

THE FUN

In this section of the presentation, I engage in a bit of bragging. I let parents know about the grand and wonderful things our honors students have accomplished. Of course, I include information about the scholarships they’ve earned. I also talk about the various out-of-class opportunities that will be available as the year progresses, including potential travel and cost. Sometimes, if they find out about a trip their student could take in October (say to the NCHC’s annual conference), they’ll plan on funding.
THE SURPRISES

I begin this section with a reiteration of the require­ments of college courses relative to high school courses. I also point out the difference between a course that will end in fifteen weeks as opposed to one that might go all year before the reckoning takes place. This discussion then leads nicely to another discussion about pace. Freshmen often appear to underestimate how quickly assignments and tests will appear.

Other surprises happen in the classroom as well. For the first time in their lives, and especially in a community college, these students may be in courses with adults the age of their parents. Even more unusual, they will be considered peers. It can be a bit unnerving to parents as well when Johnny’s study group comes over and two of Johnny’s classmates are over forty. Also, and very important for parents to know, colleges see freshmen as adults, and, on average, will treat them that way, with the (perhaps flawed) assumption that they will act that way. Odds are that no one will nudge the students to get assignments in on time, no one will nag them to go by the financial aid office and only occasionally will an instructor follow up on absences. (This last may happen more in an honors community; I find my faculty and students both tell me if someone has been missing class.) The experience of freshmen, insofar as personal responsibility is concerned, is radically different from high school, and parents need to know that.

THE FEARS

Parents need to be reminded, I think, that their apparently self-sufficient freshmen will still need the support and backup of adults. They also need to be reminded that no matter how “together” their students are, college is a time of tremendous transition for students. New college students have often just left an environment in high school that dictated every move to make, literally. In college, frequently and suddenly, there is no one in that role. Worse yet, people in the college environment assume that students will be adults, with full responsibility for their actions.

This shift from high schools’ all control to colleges’ no control leaves many students confused. Further complicating is the inevitable question, “So, what are you majoring in/ going to be/ do?” Family, college officials, friends all ask this question as if students should know the answer. Students know that the decision about one’s life’s work is extremely important but many really haven’t the experience or knowledge to make a decision, and it’s unnerving to suddenly be expected to have already made it. And just to complicate the mix of life decisions, many students are beginning to think about long-term relationships. All of this is bound to create a pretty intense emotional experience for students under considerable pressure to perform well. College students will need adult support as they learn how to cope with the changes and as they make major decisions. Those of us who work with college students regularly and have the opportunity to talk with them know these concerns well. College students don’t need us, or parents, to make those decisions for them.

What they desperately need is time to talk about them with caring adults.

COMMON GRINDING POINTS

I wish I had royalties on the line, “I have a right to know my child’s grades; I’m paying the tuition!” I have finally learned to say, “I agree. Ask your child.” It’s an answer, but it’s rarely a satisfactory answer. At our institution, we are directed to say nothing about a student’s grades, assuming the student is over eighteen, to anyone other than the student, short of having received a court order, and even then, we are supposed to verify the court order. The collegiate relationship with parents is very different from the high school’s relationship with parents. I find it helps immensely to clarify that before students become fully involved in college life. I recommend parents make decisions with their student before college begins about how they will deal with some specific areas.

“Conflicts are inevitable when a student is treated like an adult at school and like a child at home.”

Grades, not surprisingly, are high on that list. In addition, I recommend that parents deal with issues of curfews etc. Sometimes, parents want their student to attend the local community college and live at home so that they can maintain a measure of control over their students’ behavior. I think it helps to point out to parents that their students will be in courses and in the company of students who will have no limits, other than the ones they’ve imposed on themselves, for bedtime, study time or play time. Conflicts are inevitable when a student is treated like an adult at school and like a child at home.

The final area has to do with the nuts and bolts of transfer to four-year institutions. I try to reassure parents that if we know transfer destination and major, which of course we often do not, we can pretty clearly identify the proper course sequence. When a student, however, changes either of those two elements, there is the possibility that a given course won’t fit the new program. Parents are reminded here that this problem occurs whenever students change majors at any institution, two- or four-year. Almost all parents have heard something about some student’s transfer that didn’t go well. At this point in the presentation, I try to deal with these concerns and questions.
CONCLUSION

We end the presentation with questions and answers, and with a reiteration of our role in students’ lives. We also offer some practical advice. Parents need to let students solve their own problems. Listening sympathetically is most often the best response. Parental intervention is rarely appropriate. We talk about the changing roles of parents and how to negotiate that transition. We also want parents to encourage their students to talk to us about concerns, something freshmen need to learn how to do. Once we’ve answered all the questions and dealt, as much as we can, with all the concerns, we tour the facilities.

Has the “Parent to Parent” orientation been an effective investment of time? Absolutely. Has it completely eliminated difficult parental encounters? No. I am reminded of the parent orientation of a couple of years ago when a parent followed my administrative assistant back to the office and asked her for the number of our grade hotline. When told that she’d need the student’s password, she informed my assistant that she thought she could figure it out. Nonetheless, and in spite of events like that one, most parents are grateful for the opportunity to consider the roles that we each have to play and to know what to deal with in advance. In the end, we all want the same thing, a successful college experience for our students. As an honors director, I want successful students, a well-integrated, successful program, and days that make me glad of my choice of profession. If a couple of hours investment in an orientation for parents eliminates one distraught parent (or student) on the phone or in my office, I have spent my time well.

Corrections

In the Spring 2002 issue of NHR, p. 36, we listed Leslie Heaphy, coordinator of one of Kent State University’s regional campus programs and also a member of NCHC, as the source of enrollment data. The source instead was Larry Andrews, Dean, Kent State University. He assures us that the data provided is correct. We apologize for our mistake.

In the Winter 2002 issue of NHR, p. 9, we mistakenly identified David Frydrychowski as a participant in the New York Honors Semester at the time of 9/11. According to Joyce Wszalek, Assistant Director of the Honors Program at James Madison University, Frydrychowski, a JMU graduate, was never a participant in Honors Semesters. Joyce Wszalek says, “I’m reasonably certain the NY Semester students were under somewhat more supervision on 9/11 than the freely wandering David, already at home and at ease in the Big Apple.” Wszalek’s assumption of NY Semester’s handling of the 9/11 attack is certainly correct. The NHR regrets the misidentification about Frydrychowski. Len Albright, a current JMU student, was a participant in the New York Honors Semesters.

I stated in Summer 2002 issue of NHR, p. 6, that my dear friend, Ira Cohen, is retired from Southern Illinois, which is not the case. Ira is a professor emeritus from Illinois State. As a former chair of the Publications Board, Ira smiles, I’m sure, and says, “Maggie, you know Illinois State is in Normal.”
“Honors: Another Perspective”  
by Freddye Davy  
Hampton University

Introduction

It's not good writing, but it is certainly is an easy way to begin to get a point across, that is by resorting to clichés. The older we get and the longer we work, the faster time seems to pass. Once you get in the tub, the water is not so hot. Now, what's the point.

For those of us who have the privilege and the pleasure of working with wonderful students in honors programs, the seasons, the semesters, the years seem to pass so quickly. Seven, fourteen, twenty years go by almost unnoticed and so easily that we may become less sensitive to our responsibility. But the water's not so hot. We become so accustomed to the performance of bright, motivated students that we are apt to forget that they too have needs.

Among those needs is the need to be “taught.”

A letter from a parent serves as a reminder of our mission and our challenge. Let me share it with you.

Dear Professor,

I am sending my child to you. I just want you to know that this child is precious; he's the best I have to offer. I'm trusting you with his life.

Raising a child is not easy, but I've done my best, and now I really need your help. You are there to promote learning, build character, and prepare promising students for leadership and service. You are there to serve students in an environment that will promote their academic growth. I understand that, and that's what I want for my child's growth.

While I like those words to serve students, Fred is excited about the promise you have made to provide a variety of experiences. From time to time, he has complained about getting just the same old boring stuff that didn't make any sense and didn't seem to matter in his world.

You say you are committed to accepting students at the reality level of their strengths and weaknesses. That's important to us, too. God knows my child has weaknesses, but he has strengths, too. Teacher, that's why I'm sending him to you. I want you to help him grow academically, socially, and emotionally.

Take care of his academic needs. Teacher, teach my child. Prepare him so that some day he will be able to take care of himself economically, but better still so that he will be of some use to others. Give him a good foundation. All along, others have been working with him, but occasionally because he wasn't assertive or because of his attitude, some ignored him, some let him slide. I don't want that. I want you to challenge my child. But in teaching him, if he doesn't know something, help him to learn it; if he can't figure it out one way, show him another; if he doesn't get it the first time you tell him, please repeat it. If he can't get it by your telling him, show him what you mean. He's got a good brain; I want you to develop that brain.

Teach him about the contributions of many cultures, but be sure you give him a good intellectual foundation about his heritage and the contributions of his people in politics, philosophy, art, music, literature, math and science. We both understand that this is a time when technology is so very important. He's good with his computer and other fancy gadgets. But that computer doesn't teach him. It's not a person; it doesn't have soul. It's just a tool. Indeed, teach him how to use this tool. Most of all, teach him to think.

Whatever you do, don't crush his spirit. Don't threaten him; let him build his self esteem by doing something worthwhile. Help him to do work that he can truly be proud of. Don't fool him. Don't just teach him the book learning. Help him to learn how to make it with people like him and how to talk with people. We have given him what it takes; he knows how to make it in our community; he knows what's required and expected in our home. We want you, now, to show him what's required and expected in the wider community. We don't want our child limited. Isn't that what you mean when you say in your mission statement that you plan to narrow the gap between achievement and potential?

Now professor, I think you all are awfully smart there, and I wouldn't presume to tell you how to do your job, but if I may be so bold, let me suggest that you not only tell the students but would you please show them. Sometimes they just don't listen, but they always see. Show them how to be polite and kind, respectful to all people. Show them how to walk proudly, let them hear how to speak correctly so that they will be accepted in any society. That's what we consider to be honorable, and that's why we want our child in your honors program.

Yours truly,

Fred's mother
Many colleges and universities seek to offer their outstanding students an enriched and supportive learning environment through honors programs or honors colleges. Students take small honors sections of courses and work independently with faculty on honors projects and theses. A faculty member acts as director (or dean or coordinator) of the honors effort and, in addition to administrative duties, usually teaches honors courses, advises honors students, and directs independent study for honors students. This article examines the three major activities of faculty—teaching, research, and service—within the honors director position. Is the faculty member who is responsible for honors able to continue all three activities, or do the responsibilities of honors work produce a dormant period in some areas of faculty productivity? Does the honors director stay active in his or her discipline? Can honors work itself serve as an outlet for teaching, research, and service? Do honors directors perceive honors work as teaching, research, or service?

To help determine the perception of honors work by honors directors, I sent a survey by e-mail to the National Collegiate Honors Council electronic mailing list. Nineteen honors directors responded to the survey. This article utilizes the responses to one of the survey questions: "Regarding the honors director, is honors work considered to be teaching, research, and/or service?"

Honors administrators define themselves at least in part and most often primarily as faculty members. "The academic component (i.e., teaching, research and service in honors) of honors administrators singles them out from other administrators on campus. Only department chairs are as faculty-defined as honors directors are..." (Long, 1995, p. 10). For an honors director, the connection to his or her discipline and department remain strong, but the vast amount of time devoted to honors often prevents productivity in the "home" discipline. All three categories of teaching, research, and service can and do exist within the field of honors, even though honors is not yet widely recognized as an academic discipline.

Honors Work as Teaching
The most obvious placement of honors work is in the teaching category. Most honors directors were drawn to and selected for their honors positions because of their success in the classroom. Fourteen of the nineteen respondents to my survey included teaching in their answers to the question of whether their work as honors directors is considered to be teaching, research, or service. A few of the respondents indicated that their teaching roles include advising honors students, supervising honors theses, and developing curriculum for honors courses. To other respondents, these activities belong in the research and service areas. Judging from their comments in the rest of the survey, the respondents that did not mention teaching were focusing only on the administrative parts of their positions when answering this question.

Honors programs are fertile ground for the scholarship of teaching that Boyer presents in Scholarship Reconsidered. What better setting than the small group of motivated students in an honors class for stimulating active learning and encouraging students to be "critical, creative thinkers, with the capacity to go on learning after their college days are over" (Boyer, 1990, p. 24). Honors programs can serve as a kind of laboratory within which faculty can try out innovative pedagogical and curricular ideas. In this sense the honors program can contribute to the larger system by serving as a prototype for educational practices that can work campus-wide (Basic Characteristics, 2000).

Honors Work as Research
Opinions vary widely as to the feasibility of a faculty member doing research or scholarly activity within the honors director position. The diversity of survey responses...
that regard honors work as research is indicative of the varied definitions of and attitudes toward research on campuses. Five of the nineteen respondents included research in their categorization of honors work. Donald Wagner, dean of the honors college at State University of West Georgia, considers his honors work as research when he assists students with their research, such as supervising an honors thesis. Although some directors count their National Collegiate Honors Council (NCHC) conference presentations as research, others do not. For example, Malcolm Russell, honors director at Andrews University, says that such presentations are not considered research because “they’re not really a contribution to an academic discipline” (survey response).

The publication of honors-related articles in the peer-reviewed Journal of the National Collegiate Honors Council is clearly considered research, but the journal has struggled to survive, and relatively few honors directors submit articles to it for publication. Maggie Brown, editor of The National Honors Report, contends that the honors community is not particularly successful in creating a body of knowledge and in conducting research (Brown, 2001). Ira Cohen, honors director emeritus at Illinois State University, questions the tenure value of research in honors: “Virtue may be its own reward, but it doesn’t earn tenure. Honors scholarship currently can be compared to virtue when it comes to earning tenure.” (Cohen, 1997, p. 20).

On the other hand, honors work fits quite well in Boyer’s description of the scholarship of discovery, integration, application, and teaching. For example, he defines integration, in part, as making connections across disciplines. “Those who help shape a core curriculum or prepare a cross-disciplinary seminar surely are engaged in the scholarship of integration...” (Boyer, 1990, p. 36). A vital and distinct function of most honors programs is their development and delivery of special seminars and interdisciplinary courses.

Many honors directors believe that it is important to continue scholarship within their disciplines, but some (particularly those who have a full-time appointment in honors) find that honors work requires too much of their time and energy to also pursue disciplinary scholarship. Faculty such as Rosalie Otero, honors director at the University of New Mexico, and Ada Long, honors director at the University of Alabama at Birmingham, have made it a priority to conduct research in honors-related areas.

Honors Work as Service

Most of the survey respondents (14 out of 19) consider the administrative aspects of the honors director’s job as service to the university. Other activities that are viewed as service are mentoring thesis projects, participating in panel presentations at NCHC conferences, and advising students. Work with honors councils or honors advisory committees is also perceived as service.

Conclusion

In conclusion, work with honors students and as an honors administrator can manifest itself in all three areas of teaching, research, and service. It is up to the faculty member in the honors director role and the institution that is his or her home to determine the value and position of this important work—and it is up to the larger national honors community to provide the professional support and opportunity for faculty to share and validate this scholarship in all three areas.

References


The advantages and disadvantages of honors courses often are debated among students and faculty. While some believe that a smaller, more intimate environment is beneficial to students, others believe that more difficult material hurts students’ chances of maintaining a stellar grade point average.

One mechanism often put to use while assessing individual honors courses is some form of honors course evaluation. These forms, filled out by the students at the end of every semester, enable students to have their opinions heard without any fear of their grades being affected.

During the last class period in the honors courses I have taken at Oklahoma State University, the professor has handed out an evaluation form to all of the students. That professor then leaves the room while we anonymously fill out the forms, evaluate the content and level of difficulty, and freely express our opinions of the course. We then hand our forms to one student who delivers all of the forms to the honors college office. Knowing that our professor is not going to see the evaluations until after grades are submitted comforts us and enables us to evaluate the instructor, the material covered, and the workload honestly.

After grades are submitted, “the summary sheets, along with the individual questionnaires, are available in the honors college study lounge for review by anyone interested in reading them,” commented OSU’s honors college director, Robert Spurrier. I personally take full advantage of these files by referring to them when deciding future course schedules. The evaluations help me to assess whether or not I will be able to devote the amount of time students say is necessary to succeed in the course, and they also give good insight into each individual professor’s personality and teaching style. These evaluations are often the main deciding factor for me when I am choosing my schedule. Spurrier also notes, “The honors course evaluation information is used extensively in honors advising. The information available to students also is very helpful in encouraging prospective honors students to participate in the honors college because they can see the overwhelmingly positive response of other students to honors courses.”

In addition to the continuous availability of the evaluations in the honors study lounge, Oklahoma State also includes “the rank-order information without faculty names or course identification in the annual report of the honors college which is available on-line from the honors college web page to give a general overview of student assessment of honors classes” (Spurrier).

Because I have experienced many benefits by having access to evaluations, I began to wonder if all colleges and universities used honors course evaluations and, if so, were these evaluations as useful and available as the ones at OSU?

After submitting an inquiry on the NCHC listserv, I received responses from 25 honors programs and honors colleges. Most responses were positive in regard to evaluations’ effectiveness in improving courses.

Like OSU, many other universities distribute evaluations at the end of every semester; however, in addition to this, some universities conduct evaluations at midterm. Director of Honors at Columbia College, John Zubizarreta, explains, “Midterm assessments are very valuable in improving teaching and courses. We engage in such reviews formally and regularly by training select students to facilitate the discussions.”

Honors Director at Saint Leo University, Hudson Reynolds, conducts evaluations by a much different method. “The midterm evaluations are distributed by e-mail. We have in-course evaluations for new honors instructors, conducted with an Honors Council student-teacher evaluation team.” On-line evaluations could add convenience to the process by saving class time and paper; on the other hand, if not all honors students are responsive, each class’ evaluation might not be truly representative of the actual overall
opinion. Luckily in Saint Leo University's case, "the voluntary return rate appears to hover around 80\%." This is possibly because, at midterm, "students are more interested in affecting the operation of the course that they are currently attending than in offering parting shots at an experience that for all effects and purposes is over and done with."

The person assigned to conduct these midterm and semester evaluations varies from campus to campus. Sticking with the e-mail idea, Honors Director Rebecca A. Pyles from East Tennessee State University distributes the evaluations "via e-mail and explains to them either how to ensure an anonymous submission, or how she will strip ID from their replies." Like OSU, many campuses conduct evaluations in class. Eric Shows, Vice Chair of Administration at Mississippi State University, writes, "Most instructors are happy to...distribute the evaluations to the students, but they are not present in the room while the students fill out the forms. The instructor usually places one student in charge of collecting the evaluations forms and getting them routed back to the Honors Program through campus mail. Any and all members of the University Honors Program have access to these evaluations at any time during the semester."

Spurrier also informed me that honors course evaluation summaries at Oklahoma State University also are sent to faculty, and, "upon request by a faculty member, a copy of the summary sheet will be sent to the department head."

On many campuses, evaluations are performed voluntarily by the honors faculty; however, at Western Carolina University, "if a faculty member does not obtain evaluations for two terms in a row, we ask the department head to assign another faculty member to teach the honors courses from that department," explained Honors College Dean Jill Dix Ghnassia. When faculty members do participate in the evaluation process, "if that professor receives more than two semesters of poor evaluations, he/she will not be reassigned to teach honors courses for a year or two." WCU also uses evaluations as a positive incentive. "These evaluations also may be used for promotion and tenure and for merit raises."

Executive Secretary/Treasurer of NCHC Earl B. Brown, Jr., from Radford University, uses the evaluations "to determine if faculty understand the success/failure of their course. Students/faculty have the same form. If their answers are the same, we believe that the faculty understands how well the course went...if different, the director discusses the differences with the faculty member."

I also received e-mail concerning evaluations from Morgan Goot, NCHC Executive Committee member and honors student at SUNY Potsdam. "They help to determine which courses students enjoyed and whether or not the professor was good. Actually, in one case the students in my course did not think that the professor did as good a job as he could. We really didn't like the course, so we expressed our concerns via the evaluation and also in a personal meeting with the Director. The course was never offered again, and the professor has not taught any more honors courses." She added, "The evaluations are only useful if the administration takes them into consideration. Whether or not student evaluations are taken seriously can affect the morale of the students and the credibility of the Honors Program. After all, if students do not want to take honors courses, there will be no Honors Program."

Rebecca A. Pyles also noted in her e-mail that she uses the evaluations "first to assist faculty (especially new honors faculty) in finding the right balance of teaching styles appropriate to honors. Second, I also use them to maintain or eliminate faculty from our teaching roster." Robert Susa, Director of Honors at Gannon University, also commented on the purpose of evaluations. "I meet with the teachers and go over the results with them in the hopes of continually improving teaching and learning."

I believe teaching and learning improvement is exactly what evaluations achieve. Many universities choose to have faculty assess the evaluations with honors program directors, and this could inspire faculty to improve their teaching styles and relate to students in hopes of receiving positive comments from students on their evaluations. Dean of the State University of West Georgia's Honors College, Donald R. Wagner, even uses evaluations "for selection of Honors Professor of the Year, and if and when the Dean of the Honors College is called upon to write a letter for
promotion and/or tenure for a faculty member, they play a part in what the Dean would write.”

In addition to honors course evaluations conducted every semester, Honors Program Director from the University of New Mexico, Rosalie Otero, commented, “We also have a survey for graduating seniors that asks about honors courses and faculty as well as questions during their interview. We also do an alumni survey every five years.” University of Wisconsin-Eau Claire Honors Program Director Ronald E. Mikel also implements “a thorough evaluation of the program every seven years by an internal review team and external consultants.” These extra measures taken add to the continuing success of those honors programs and colleges.

Of the responses I received via e-mail, only one college claimed not to conduct systematic honors course evaluations. Donna Fournier, Interim Associate Vice Provost and Interim Director of the Honors Program at the University of Connecticut, wrote, “As we proceed with the self-study, I think the need for Honors course evaluations will become self-evident. I personally believe that they are very useful if the questionnaire is well developed. It is important to decide and have in place a plan on how the evaluations will be used and who will have access to them. Both faculty and students particularly need to know if the evaluations will be used only to improve courses or if they will also be used in PTR decisions. Students quickly become disenchanted if information is gathered from them, but nothing is done with the information.”

Spurrer agrees with Fournier on the importance of evaluations. “Having this information widely available is extremely important to honors advising and recruiting eligible students into the honors college. The high rate of faculty participation indicates that it is not threatening to honors faculty to have the information available to students.”

I encourage all honors programs and colleges to adopt the use of course evaluations if they have not already done so. As a student, I can attest that honors course evaluations have helped me determine my schedule every semester. I am extremely grateful that I am able to read about course workloads and professor teaching styles before I enroll each semester, and I hope that honors students at all universities will have the opportunity to enjoy this aspect of honors.

Appendix
By way of example, three course evaluation forms from three colleges and universities are provided below without the spaces for student responses that appear on the actual forms.

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### From La Salle University
**Honors Program Course Survey**

**Course:**

**Teacher:**

**Expected Grade:**

Please respond to the following questions in as much detail as possible. Reasons for a specific response to a question will make for a more valuable assessment than simple “yes” or “no” answers. Summaries of these evaluations will be made available to the members of the Honors Program Student Board in an attempt to determine how effectively courses are meeting the goal of offering Honors Program courses that provide an educational experience that is of the highest quality. These responses will also be a major factor in planning for future course offerings.

- **Was the course interesting? In what ways?**
- **In what ways was or was not the course workload indicative of an Honors course? (If not, tell why.)**
- **What aspects of the course were excellent and should not be changed? Explain.**
- **Any suggested improvements to the course? Be as specific as possible.**
- **How would you describe the style of the teacher in class? (Lectures too much, promotes discussion well, etc…)**
- **How accessible was the teacher? (Both in class and outside of class.)**
- **Did the teacher have an organized plan for the course and make an attempt to follow that plan? (If not, in what way. Why did the teacher deviate from the original plan?)**
- **In what ways did the teacher test your knowledge of the subject matter? Was it effective?**
- **Were papers, exams, etc. returned in a timely fashion?**
- **Would you take this teacher for another Honors course? Essentially, why?**
- **Any other comments you wish to offer about this course or this teacher?**

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from Oklahoma State University
Honors Student Questionnaire

Course Prefix _______ Number _______
Section _______ Professor _______

1. What is your classification?
2. How many honors courses have you completed before this semester?
3. What is your college and major (if declared)?
4. Please circle your level of interest in the type of material studied in this course
   A B C D F
5. Please comment on the workload in this course, the applicability of the text materials and assignments, the
   number of hours per week needed to prepare properly for this course, and whether the knowledge
   gained was comparable to the workload.
6. Were the professor’s expectations in this course and the grading procedures adequately conveyed by the
   course syllabus, and were they applied fairly during the semester? Please explain briefly, and if your
   answer is “no” please include suggested changes.
7. Were your expectations for this course met? What did you expect, and how did the course compare to your
   expectations? Please explain briefly.
8. Were student interactions and participation encouraged in this course? If your answer is “no,” what
   recommendations would you make to the professor for this particular course?
9. What did you like most about this course? Why? Was there anything that you did not like? If so, please
   explain.
10. Would you recommend that another honors student take this course with this professor? Why or why not?
11. What suggestions or advice would you give to assist honors students considering this course or professor
    in the future to give them the best opportunity for success?

On questions 12-14, “A” is the most positive response, and “F” is the most negative.

12. On the whole, and in comparison with other OSU courses, was this a valuable course worthy of honors
    credit?
    A B C D F
13. In your opinion, was the PROFESSOR dedicated to teaching and honors learning in this course? Please
    circle:
    A B C D F
14. Did you LEARN from this course?
    A B C D F
15. Please use this space for additional comments not covered in the other questions.
from Mississippi State University

Instructor _______ Course _______ Section _______ Time _______

Please answer the following questions by marking Strongly Agree, Agree, Disagree, Strongly Disagree, or Comment. If you mark Comment, please comment on the second page in the space provided.

1. I believe the Honors section offered advantages over regular sections of the same course.
   SA A D SD Comment

2. I believe the instructor’s personal opinions enhanced the teaching of this course.
   SA A D SD Comment

3. I think the structure of this course allowed for creative teaching by the instructor.
   SA A D SD Comment

4. I think the instructor’s explanations were clear and understandable.
   SA A D SD Comment

5. I believe this course was challenging.
   SA A D SD Comment

6. I believe the advanced material introduced in class stimulated more interest in this course than in a non-honors section.
   SA A D SD Comment

7. I believe that the instructor handled students’ questions well.
   SA A D SD Comment

8. I believe I had sufficient background coming into this course.
   SA A D SD Comment

9. I believe that the instructor could be approached if there were personal problems interfering with my studies.
   SA A D SD Comment

10. I believe the qualifications to get into this course need to be upgraded.
    SA A D SD Comment

11. I believe the instructor would have been easily approachable/accessible if academic problems had arisen.
    SA A D SD Comment

12. If this instructor weren’t already teaching an honors course, I would recommend him/her for one.
    SA A D SD Comment

Please answer the following comment questions. Your comments will be read only by students, so please answer freely.

1. What is your academic major?
2. Why did you take this particular course?
3. Do you have any compliments/complaints about the course or instructor?
4. What changes in the course would you recommend?
5. What other Honors course would you take if they were offered?
6. Is there any teacher you have or have had that you would recommend for an Honors course? (Please list teacher and course.)

Additional Comments:
I went to two different undergraduate research conferences last year. The contrasting experiences there illustrated beautifully for me something I'd been pondering of late. Let me back up.

A few years ago a freshman turned in the most elegant, insightful, tightly focused bit of rhetorical analysis of Martin Luther King's "I Have a Dream" I've had the pleasure to read. She did a close reading of the text and made some observations about how two schemes and two tropes work in concert to make the speech excellent. It was so traditional, and yet so meticulously reasoned and fully supported by examples from the text, I encouraged her to submit it for a local undergraduate research conference. It was turned down two years in a row.

I suspect it was turned down because it was too traditional, or perceived as being passé. After all, what new thing could possibly be said about "I Have a Dream"? This suspicion was based on the types of things that generally showed up on the program at that conference: analyses of pop culture (song lyrics, movies, MTV's "Real World," anything that reflects an orientation congruent with "sexy" lines of research (feminist criticism, critical, queer, environmental or multicultural) or what have you. It got under my skin that someone's (probably worthy) stock application of a popular communication model to another in the endless parade of pop fare had won out over my student's fine paper.

The following year I had an entire group of honors students come to me for assistance in preparing to submit for that conference, but they said they weren't sure what sorts of things might be well received. I told them, somewhat cynically, that anything of the sort described above would likely get accepted. They put together a proposal for a multi-media analysis of the Tom Hanks' movie, "Cast Away." Each participant proposed using a communication model, selected on the basis of how well it was suited to discussion of the particular communicative aspect of the movie they chose to analyze.

You guessed it. Those students did an excellent job on their presentation, but, in all honesty, it was somewhat inane, and they knew it. They did the equivalent of what my mentor would call "drive-by criticism." They latched onto whatever model was at hand, and applied it (oftentimes by means of some excruciating contortions) in a way that was certainly entertaining, but not very illuminating. They went through the motions, but they couldn't escape the nagging feeling that they had, with my help, concocted a scholarly sideshow piece. But they had been accepted. They were happy for the experience, but I don't get the impression they think too highly of communication research. I think, in the final analysis, they felt sullied.

At the other conference, a conference that celebrates "excellence across campus," I attended a panel by a team of engineering students. These students sent aloft a balloon with a cluster of instruments they'd built, along with a camera for taking crop photos. It was relatively obvious these students were doing nothing new. What they'd accomplished had no doubt been done thousands of times. But that wasn’t the point. Their enthusiasm was the hallmark of their presentation. The process of collaborating on a fundamental project of the nature they’d attacked was highly educational, satisfying, and rewarding. They had learned a great deal by going through the process of designing, creating, troubleshooting and implementing a project that was substantive, but by no means "cutting edge."

I fear some conference organizers are either ideologically predisposed to reject, or easily bored by foundational/traditional things, and they assume that what is best for building a "high power" conference program is what best serves student scholars. Who are we to assume that what is blase to senior scholars isn’t earth shattering for undergraduates? Liberal arts education involves laying a theoretical foundation and then systematically building upon that foundation. Foundational experiences must never be compromised in the name of so-called currency. Today's trends often end up in tomorrow’s ash heap. Enduring ideas are foundational, and if such fundamentals are not celebrated at the undergraduate research conference, even the honors conference, we will simply condition our charges to become the most vacuous sorts of faddists imaginable. Or turn off to research altogether. Who would wish to sully
"In Honors Too Long"
By Margaret Brown
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Recent issues of The National Honors Report have detailed some of the problems that lie ahead for the National Collegiate Honors Council. Its Executive Committee has struggled for over a year to work with a PR firm who needed to know who we were. We somehow couldn’t tell them, not because it was a big secret, but because we didn’t know—or if we did know, we couldn’t verbalize it. The Executive Committee has spent days and days from Savannah to Chicago on its mission statement and struggled for more than a year with a new organizational structure centered on the creation of a permanent paid Executive Director.

Enough already.

Let’s look at ourselves from a different direction. What do we do well? Let that tell us who we are. Let that guide us in our financial planning, in our decisions about a structure for the organization that best supports what we do well, in discussions about our mission. Let the practical show us the way. This sounds backwards, but going the other way—philosophy first—has tied us in knots.

Beginning in Honors© is probably the NCHC’s most successful product.

Old-timers in honors still go to BIH. Old-timers make certain that incoming directors go to BIH. Regional and state honors council conferences have embraced Beginning in Honors© and made it a regular component in their conference programs. BIH spawned Developing in Honors (DH) and Students in Honors (SIH), and these two are also finding their way into the regional and state conferences.

What can we do to share this product?

(1) Take it on the road. A program leader could put together a panel from nearby colleges and universities active in honors to a central location and invite all schools to attend. Why wait for a yearly conference that some programs can’t afford? Target one: BIH, DH, or SIH. (Years ago, Radford University’s Honors Program sent students to a nearby college to run a SIH panel.)

Sharing our BIH and its offshoots has many benefits. If honors programs in Virginia are representative, there is little or no contact among them unless they meet at the semi-annual Virginia Collegiate Honors Council Conference. A BIH panel held in Roanoke, for example, has these regional NCHC-member schools to draw from: Virginia Tech, Radford University, Roanoke College, Longwood, James Madison University, VMI, Sweet Briar, Elon, Concord College (WV), Lynchburg College, UNC Greensboro, Averett University, NC A&T University, and others. A BIH need not wait until the Virginia Collegiate Honors Council Conference.

An officer from the NCHC or a designated program co-leader recommended by the national office would attend. This NCHC representative could connect with NCHC area schools who have not been especially active in the NCHC, could connect with non-NCHC members, with obvious advantages. Directors, faculty, and students would see the NCHC in action. Why does this matter? We might attract newcomers to volunteer to work on one of our committees, even stand for office. (This year, the NCHC has not been able to encourage enough NCHC members to run for office. Right now, before additional candidates can be nominated at the business meeting, we barely have enough candidates to fill the four places open on the Executive Committee reserved for professional members.) And if college and university administrators meet representatives from a national organization, if they attend one of our best programs? What better way to support honors, to make a case for a college or university to explore the possibilities for an honors program or to re-evaluate an existing program.

What does this take: coordination, publicity, and logistical arrangements. College facilities are free: conference rooms, small lecture halls, and classrooms. So is the honors listserv. Each regional Executive Secretary-Treasurer has a list of regional members, so program co-coordinators have ready-made contacts. Each regional member could be responsible for recruiting two area schools. A one-day, one-afternoon, or one evening event means no overnight lodging. If it’s an SIH program requiring lodging, students can stay in honors dorms, or with honors students. Maybe the NCHC could kick in $200 ($400, $800) for soft drinks, lunch, and cookies, maybe $50 ($250, $500) for a local co-coordinator.

Suddenly the NCHC is visible. We have a face, a voice, and a name.
(2) Make these programs available through a Satellite Seminar. Two major benefits: Phi Theta Kappa, now in charge of SatSems, does most of the recruiting and all of the set ups, so costs to the NCHC are minimal; also, the NCHC would have a permanent record of a BIH, DIH, or SIH session.

What else? Loan these videotapes after a conference to those who were faced with too many sessions and too little time. Make tapes available to colleges and universities thinking about adding an honors curriculum. Publicize what we offer. Sell tapes the way we do our monographs. Give them away.

(3) Offer this permanent record in Starter Packs; better yet, include it in Starter Packs. Our Starter Packs attract more than 60% of those schools requesting them.

City as Text®, another winner.

Many regional and state honors council conferences now offer the CAT© experience each year. CAT© is interactive, so hearing about the experience (except for basic information about the itinerary or choices available) without the experience simply won’t work. But look at several possibilities.

“Use a CAT© approach to address the Town/Gown Gap. Let each group learn first-hand about the other through planned interactions.”

Use a CAT© approach to address the Town/Gown Gap. Let each group learn first-hand about the other through planned interactions. Years ago, Honors Semesters held a Faculty Institute to explore Charleston and to teach faculty how to incorporate CAT© into their honors courses. The group viewed a short film about Charleston produced for the city. The group then explored the town to determine how what it discovered matched (or didn’t) the PR film. What was left out of the short film was often more instructive, the group discovered, than what was included.

So offer a University as Text. Local civic groups could be invited to participate; a local government official; homeowners near the school who might wonder at the odd hours of college students; business owners. These groups often have a limited view, sometimes a negative view, of its college or university. What is the goal of that nearby college or university? What are the objectives needed to reach that goal? How would outsiders recognize those goals? What sort of CAT© experience could be worked out that would allow outsiders to look for evidence of those objectives? If the evidence isn’t obvious, then what work does that college or university have to do?

An admissions office or a college foundation or alumni association might be willing to foot the bill for snacks, a bag lunch (or better), a van for transportation if needed. These offices are always interested in recruiting. Also, honors programs often have contacts with the surrounding community through community service projects, internships with local businesses, mentor programs with business and local government leaders; what a way to strengthen these links.

What about a Community as Text? Representatives from a university or college (From Admissions? Student Services? Upper Administration? Athletics Department? From Honors?) could meet to explore the surrounding community. Learning about local history and meeting local leaders builds those bridges between town and gown. Honors programs would probably join its surrounding community to support environmental issues, for example, but only if programs know what’s happening. Some programs require community service of their students; what better way to find out the options available to their students than meeting community leaders?

And of course, NCHC as Text—for use in public relations, grant proposals, publicity, and possible sponsors. Your Honors Program as text—to invite potential students, parents, local guidance counselors, high school teachers (particularly those who work with Gifted and Talented programs); be sure to include your pre-college program officials. What about Honors Courses as Text— to introduce honors students to your academic program? To allow incoming honors students to investigate the possibilities of an honors program outside the confines of a planned meeting.

Other successes:
Honors Semesters, Public Deliberation Forums (from NCHC’s work with the Kettering Foundation), and Faculty Institutes.

Our successes are collaborative and experiential. We learn from each other as much as we teach each other. We are innovators in teaching and learning. Honors is our home, but we’ve stayed in it too long.

We have much to learn from others, much to teach others. We need to share our vision of teaching and learning. Ideas we tend to keep in honors have wider appeal: learning communities, mentoring incoming students and faculty, goals and objectives of honors courses (and contracts, seminars, and theses), collaborative teaching and learning, experiential learning, service learning, internships. Plus grading, course objectives, honors students versus non-honors students (majors versus non-majors). The NCHC monograph, “Teaching and Learning,” is a bestseller; it needs to be reprinted and made available to other higher ed organizations, to any department in any institution. Workshops by Earl Brown (“Teaching Teachers”) and Laird Erdman (“Critical Thinking Skills”) are well attended each year at the national conference. Put these
programs on videotape? Send through Satellite Seminars? We need to share.

So who are we?

Innovators in teaching and learning. Honors is our home, but we’ve stayed in it too long.

We need to identify and recruit innovators no matter where they are. We need to go forward with what we do well with as many educators and students as we can find. Joan Digby’s Peterson’s Guide for the NCHC members is a good starting point to reach out to those schools that are NCHC in name only. We cannot be content with a yearly conference that allows us to pat each other on the back and/or commiserate with each other over the lack of this or that. We create innovative programs but don’t sell them. And why? We have all the trappings of a business: a national office, officers, accountants, an Executive Board, committees, etc...etc...etc.

What organizational structure do we need to do well?
Certainly a national office, but in that office (1) a director—Executive Director, Executive Secretary/Treasurer or Secretary/Treasurer—to represent the NCHC, run meetings, collect and share financial and other information; sign contracts, negotiate with contract services; raise funds; (2) an assistant director/office manager with the special charge to co-ordinate for NCHC special events—our traveling BIH, etc; programs such City-as-Text®, Honors Semesters, for example, along with the responsibility of maintaining the database, of updating the annual membership list, of creating the conference booklet, as well as overseeing the work of a national office; (3) a financial wizard; and (4) sufficient staff to assist the other three officers. These officers for the NCHC would be hired, not loaned to the NCHC by a college or university.

There would be two overseeing boards: Financial and Executive, with a combination of elected and appointed members from other higher ed organizations. (Also, dare I say it—Corporate sponsors?) Constituency groups (Small College, Large University, for example) would remain with the same structure and same type of leadership—all volunteer, reporting yearly to the Executive Committee.

Long Range Planning when asked to investigate the possibility of a paid Executive Director discovered that the NCHC’s conference budget is ten times the budget for a yearly conference sponsored by many more well known higher ed organizations with millions of dollars of endowed funds. The NCHC conference is supposed to be self-supporting, but it’s been bailed out a number of times recently.

Right now, our main source of revenue is dues. Our budgets have been presented in every issue of The National Honors Report (except for the Classics issues), so all the financial information is public.

Financial decisions must be made based on our current monies, not projected income. We must make sure we’re spending our money where it best serves us. To support innovation, we need to put serious money into Portz Grants for innovative projects in a specific honors program or college; into Portz Scholars; into the Presidential Leadership Award; into financial support for students enrolled in Honors Semesters; into an honors conference about teaching and learning because that’s what we do best and that’s how we can attract other higher ed organizations. Experiential Education. Collaborative Learning. Undergraduate Student Research (poster boards for the research; presentations on the actual process from both faculty and student perspectives). Curriculum Reform. What could we accomplish if we could support innovation in other higher ed organizations?

The NCHC must continue—and increase—its financial support to our peer-reviewed The Journal of the National Collegiate Honors Council although its name needs to suggest the JNCHC is for a wider audience. In its former life, it was called Forum for Honors. Better. But we need to attract more than “honors”; again, we’ve stayed too long in “honors.” Maybe a change in name could encourage others committed to the best teaching and learning would contribute, honors or non-honors. It’s something worth thinking about. (The Journal of the NCHC can be a sub-title.) The National Honors Report is a valuable publication for the nuts and bolts, the narratives, and our business (records, budgets, and reports, for example). Both publications, however, need additional funds for editors; the NHR needs a staff (just one person?) to assist the editor. The NHR has the money for a two-color cover; black and white inside; four issues only, with the “Classics” issue every two years taking the place of one of the quarterly issues.

For the past five years, the NCHC has had no tri-fold brochure to distribute; the previous one, much out of date even five years ago, was one color, no art, in dull maroon. Admissions Offices from many small schools send out more attractive material than thisfold-multi-color, art, up-to-date pictures—should be tucked into every mailing sent from the office, sent to as many higher ed organizations that we can find, sent in multiples to our members, to high school guidance counselors, to education departments of any newspaper, magazine, and journal. We need thousands and thousands of these tri-folds.

What to do? What to do?
Ask any honors director what is most needed by his or her program and, almost invariably, one of the top answers will be money. With increasing operating costs and frequently decreasing funding, the luxury of a large budget is becoming a distant memory (if even that) of many honors programs. However, you can supplement your budget, whether large or small, by soliciting donations from local businesses. While it does take some work and commitment, this can be a very rewarding process for any honors program.

This became clear to the members of the C.W. Post/LIU Honors Program last spring while attempting to renovate our student lounge. Although we had a moderate budget and held several fund-raising events, we simply did not have the money needed to refurnish our lounge and adjoining computer room. However, after much effort and persistence, our decorating dreams came true—our honors lounge is now home to almost $4,000 of brand new furniture courtesy of Ikea. How did we do it? Well, suffice to say that by using the following steps as a guide, your honors program should be well on your way to getting a helping hand from your friends in corporate America.

**Step One: Identify Your Needs.** You won’t get very far unless you start out by clearly identifying what you are looking for. Whether it is new furniture, music equipment, or even just a microwave, you must begin with a list of specific items you will ask your local retailers to donate.

**Step Two: Explore Your Options.** Retailers, recognizing the potential for an inexpensive advertisement, are often more than happy to donate small-scale goods or services to campus groups. In our situation, the prospect of a free suite of furniture required us to solicit large chain companies such as Ethan Allen and Ikea. This also required us to identify which companies would best suit our needs, as well as which companies would also benefit through their donations to our honors program. This leads us to **Step Three: Do Your Homework!** Before making any type of formal request, it is essential that you know the donation policies of the business.

"Citing the trendy and youthful appearance of their products, we made it clear that all furniture donated would be placed in our honors lounge, a high-traffic area used by both students and faculty."

For instance, through a casual conversation with one of the managers at Ikea, we were able to learn that the company works with many nonprofit organizations. Additionally, this familiarity and personal contact with the company ahead of time will give you an added advantage in negotiations and requests.

If you have made it this far, it’s time to make your move. **Step Four: Market Your Request.** Throughout this process, it is important to remember that while you may not be paying for the requested product, you must present your request to the business owner in a way that conveys a sense of reciprocity. When approaching Ikea, one of the first reasons we gave for our interest in working with them was the fact that many of our students purchase the company’s products for their dorms and apartments. Citing the trendy and youthful appearance of their products, we made it clear that all furniture donated would be placed in our honors lounge, a high-traffic area used by both students and faculty. This point proved to be an important one because the manager and designer assured us that we would have a coordinated room suitable for program functions (and company advertising). Also, be sure to offer some public recognition of the donor company. In our case, we agreed to display a plaque stating that our lounge furniture had been donated by Ikea.

When soliciting from local businesses, it is usually helpful and appropriate to present the proprietor with a letter from your honors program director explaining the purpose and goals of the honors program, as well as how this specific donation would benefit the program. Furthermore, business owners frequently enjoy dealing with mature, enthusiastic college students (their potential customers). Sending student representatives to ask for donations can sometimes be more effective than a request coming from an older adult.

**Step Five: Persistence!** Particularly with larger corpora-
tions, don’t become frustrated if you don’t receive immediate feedback from the company. It is often necessary to send several faxes and follow up correspondences to show the retailer that you are committed to your cause. Businesses are frequently faced with a barrage of requests and often only reply to those who persevere. However, be sure not to cross the line between persistent and obnoxious—allow sufficient time for a response before sending another request, and always maintain a polite tone in your communication.

Once you have successfully obtained a donation from a business, go to Step Six: Thank You. Letters of thanks sent in a timely manner are appropriate; however, larger donations often require larger displays of gratitude. In addition to the plaque we placed thanking Ikea for their donation, we held a reception in the newly decorated lounge in which students, administrators, Ikea staff, and our campus public relations department were invited. You may also wish to include a short article about the donation and company in your college newspaper or honors newsletter.

While the prospect of asking a business owner for a donation may seem intimidating at first, following a defined procedure such as this one will make the process much easier. If you’re still having doubts, start small by asking local retailers for donations and move on from there. After your first business success, you’ll be well on your way to conquering the world of corporate sponsorship. Your honors program will thank you for it! 

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**Considering the Honors College**

(1) Is an honors college that has its own faculty lines, awards its own degrees, necessarily more “developed” than an honors college that does not?

(2) What should the crème de la crème honors college be like? What might it do, offer and have that honors programs and basic honors colleges don’t have or don’t do?

—Questions from Dr. Donald Wagner, State University of West Georgia

“A fully developed honors college has a dean who participates on a par with the other college deans in the governance of the institution,” says Grey Austin, former NCHC president, former editor of *The National Honors Report*, and former director of the honors program at Ohio State University. “If the titular head of the Honors College has any less status or power than the other deans, then ‘Honors College’ is simply window dressing designed to be an advantage in the competition for the best and the brightest.”

*Taken from the Honors Listserv HONORS@hermes.gwu.edu*

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**A Retrospective on a New Honors Program**

1. What is one measure of progress in your program?
2. How well does your current program resemble its original vision of it?
3. In three years, will your program look very much the same or different?
4. What kind of cooperation, by whom, has caused your program to evolve?
5. How well does your program reflect what is true of your institution at large?

—from William L. Knox, Northern Michigan University
Conference ‘02

37th Annual Conference
PEAKS AND VALLEYS IN THE
HONORS EXPERIENCE

by Donzell Lee
Alcorn State University

Theme

The theme of the 2002 NCHC Conference is “Peaks and Valleys in the Honors Experience.” The terrain of Utah’s Wasatch Front, a series of basins and mountain ranges created by plate tectonics, allows a multiplicity of diverse habitats— from alpine meadow to salt flats— to exist side by side. Likewise, from the first pioneering efforts to find refuge and establish community in the valleys, the Western frontier has ignited newcomers’ hopes even as it has presented unforeseen challenges. The 2002 conference invites us to consider the diverse range of experiences that make up the topography of Honors, as well as explore the hopes and challenges that come with pioneering and sustaining an Honors Program or Honors College.

Two ideas permeate this explanation of the theme. First, the idea of co-existing in the diverse milieu of the academy. Such co-existence, with the concomitant challenge of sustaining ourselves, can generate much conversation. The second idea is tied to the concept of pioneering— exploring new frontiers and being creative and innovative. I hope that during course of the conference, we will give serious consideration to both ideas.

Conference Highlights

The familiar components of the conference are scheduled, including the numerous general session and special interest session presentations by faculty and students. The variety of topics will provide a wide selection for attendees. “A Celebration of Honors Teaching,” “Beginning in Honors©,” “Developing in Honors,” “Students in Honors,” “City As Text©,” “Consultants Lounge,” “The Idea Exchange,” “Poster Session,” are other perennial components in this year’s program. Master Classes, introduced by Rosalie Otero at the 2001 conference in Chicago, will provide a refreshing opportunity for participants. At the conference in Salt Lake City, Master Classes in music, drama, and poetry are scheduled. The Master Class Showcase on Saturday evening will serve as a culminating activity. Everyone is invited, so please take advantage of this talent showcase.

This year, Phi Theta Kappa will present a mock satellite seminar on Thursday afternoon at the General Session. This is an example of one of innovative teaching and learning approaches that make up the diverse range of experiences found in the topography of Honors. This pioneering approach to reaching a wide audience will be quite informative.

Early Thursday evening our cultural appetites will be whetted at the rehearsal of the Mormon Tabernacle Choir. Even in rehearsal, the euphonious sounds of the choir will leave you with lasting memories.

The Gala will take place Friday evening in the ballroom of the Grand America Hotel. Esther Radinger, from the University of Utah, has arranged for an exciting evening of music and dance.

There will be an opportunity to participate in a service project. Habitat for Humanity has invited us to participate in a home construction project beginning on Saturday morning. Volunteers may choose to work up to six hours on Saturday. You may find additional details about the project on the NCHC web site.

Flat-landers might have interest in a visit to the mountains. A trip to historic Park City in the Wasatch Mountains is scheduled for Friday afternoon. See the conference web site for additional information.
Plenary Speakers

Mike Rayburn is an award-winning speaker and entertainer who encourages, challenges and inspires his audiences to step beyond their perceived limitations. Mike draws from a wealth of life experiences as an adventurer, comedian, published songwriter, author, philanthropist, and father to make the point that one person can make a difference. Always challenging himself to take a step beyond, Mike completed a 4010 mile cross-country concert tour... on bicycle. As a philanthropist, Mike Rayburn has been awarded the prestigious Harry Chapin Award for Contributions to Humanity.

Preston Williams has been the Houghton Professor of Theology and Contemporary Change at Harvard Divinity School since 1971. He moved to Harvard Divinity School after having been a professor of social ethics at Boston University for five years. Before that, as a Presbyterian minister, he was the Protestant chaplain at Brandeis University. In his years at Harvard, he has served in various capacities beyond his professional role: He was Acting Dean of the Divinity School in 1974-75, and acting director of Harvard’s W.E.B. DuBois Institute from 1975 to 1977. Since 1998 he has been director of the Summer Leadership Institute, a program of the Center for the Study of Values in Public Life that brings religious leaders from urban settings to Harvard for two weeks of intensive classes on community development. His teaching has centered on Christian ethics and the black American experience, especially as reflected in the life of Martin Luther King, Jr. He is the author of many articles and books, and is an editor-at-large for the Christian Century. He has been a guest professor and speaker at institutions around the world, including Nagoya University in Japan in 1996.

Jewell Parker Rhodes is a American novelist, short story writer, essay writer, and teacher of creative writing. Her novel, Voodoo Dreams, (St. Martin’s Press/Picador USA) was selected for the Barnes & Noble “Discover Series” and received a rare diamond from Kirkus Reviews and a star from Booklist (American Library Association). Rhodes’ second novel, Magic City, was published in hardcover and paperback by HarperCollins Publishers. The Chicago Tribune selected Magic City as one of its favorite books in 1997; its reviewer said the novel “gleams with clarity and with vivid-yet succinct metaphors.” Her latest novel, Douglass’s Women, is about the influence of women in the life of Frederick Douglass. Her short fiction has been anthologized in Children of the Night: Best Short Stories By Black Writers, in Ancestral House: The Black Short Story in the Americas and Europe, and in African Americans in the West: A Century of Short Stories. Her most recent essay, “Mixed Blood Stew,” appears in Creative Nonfiction (2002). She was commissioned to write the narrative story line and two songs (“Rain, Rain, Come Again” and “Water”) with the composer Ken LaFave for the production, “Water Rhythms,” which premiered November 15, 2001 at the Orpheum Theater in Phoenix, Arizona. Rhodes is currently a Professor of Creative Writing and American Literature at Arizona State University.

Hard Choices

In addition to the hard choices about which proposal to accept, there were other equally tough decisions to make in the planning process. The Conference Planning Committee and NCHC Executive Committee are well aware of costs involved in attending the conference, and equally cognizant the challenges that confront many institutions regarding these costs. Because of our size, we are forced to utilize hotel properties which can accommodate our number and provide the meeting room space that we need. Typically, this means no economy hotels. Many of the larger hotels have contract and union labor. Negotiations for the best prices for services rely heavily on these considerations.

Audio visual costs for our conference have skyrocketed in the last four years. AV costs increased from $6,369 in 1997 to $29,144 in 2001. The use of PowerPoint© is perhaps the main reason for the increase in AV costs. In Salt Lake City, thanks to Mary Bradford, our conference manager, the cost for a PowerPoint was negotiated down to $725.00 per day for each unit used. Even at this significantly lower cost, the conference registration fee cannot absorb this cost for those wanting this technology. For this reason, we had to make the decision to have users share this cost. Food costs during the period of 1997 - 2001 increased from $76,258 to $181,666. While there are some factors regarding food which we can control (e.g. menu), food costs must also be negotiated. The current registration fee of $210 has made our task of trying to stay within budget a very interesting one.

Optimism!

The Local Arrangements Committee has done a tremendous job in helping to overcome challenges for this conference. They have volunteered their resources and services, from means of transportation to equipment, to help keep the cost of the conference reasonable. We’ll have a great time in Salt Lake City. Ya’ll come! ☺
And gladly wolde he lerne and gladly teche.
- Geoffrey Chaucer, Canterbury Tales

The challenge in teaching bright students is helping to make them want to do the hard work of learning. Hear some of the topics and techniques that Honors faculty have used to catch the minds of Honors students in the Teaching and Learning sessions at the national conference in Salt Lake City.

A horrific scourge once thought vanquished threatens to return, this time with a terrorist twist. Tami Carmichael and students Seth Christman and Katie Rau will discuss "The Coming Plague: Utilizing Interdisciplinary Skills in an Honors Course" including the experiential project of role playing the outbreak of an infectious catastrophe.

How can distance learning technology be made most effective when it is aimed at Honors students? What is the current state of e-teaching in the NCHC? Ed Kemery will lead a panel discussion with Nelson Kofie, Melinda Frederick, Jon Schlenker, and Larry Crockett. Their session is titled "Teaching Honors on the Web".

Are we witnessing "The End of Science" as John Horgan claims in his book of that title? Is our view of the universe, built on Newtonian physics, Relativity, quantum theory, and Darwinian natural selection, pretty much complete? John Maddox says "no" in "What Remains to Be Discovered". Dail Mullin will lead a discussion ("The 'End of Science' Controversy") of both books and describe how he uses them as the basis of an Honors seminar which includes commentary by eminent scientists, the literate media, and "working scientists" from diverse disciplines. (Check out http://www.edge.org/3rd_culture/horgan/horgan--.pl.html). (A collaborative session by the Teaching & Learning and the Science & Mathematics Committees.)

What do Honors students think are the best ways to learn and teach? Let's ask them.

Again this year we will have a "Student 'Fishbowl' on Honors Teaching and Learning" in which students from a variety of Honors programs share their views on what constitutes good and not-so-good approaches to teaching in the Honors environment. This session always generates lively discussion. (Students are being solicited for this session. Contact Larry Clark at lclark@semo.edu or (573) 651-2513)

And while we are listening to the students, Martin Brock challenges them to do some of the teaching. In a session titled "How to Learn Science at an Honors Conference" he will demonstrate a peer-led team-learning approach to learning scientific concepts.

Participants in the session will engage in active scientific problem solving (e.g., constructing a scale model of the solar system) led by a student who has been trained via distance-learning approaches to utilize key components of the peer led learning technique. (A collaborative session by the Teaching & Learning and the Science & Mathematics Committees.)

The transition to college is a life change that can trigger a lot of self-reflection in students about who they are and where they are headed in their lives. In "Using Freshman Seminars to Help Honors Students Gain Self-Awareness and Understanding" Chris Willerton and Larry Clark will discuss Honors freshman seminars they have developed to foster self-reflection in their students while meeting institutional curricular requirements.

Gary Guinn, Lisa Brandon, and Patricia Kirk will describe how they challenge Honors students to be integrative and self-reflective in their writing by using ethnographic field research to analyze a culture different from their own. Look for "Writing as Culture, Culture as Writing: An Ethnographic Approach to Honors Composition".

Teaching the concepts and methods of science and engineering to non-majors is the challenge addressed by Jim Landry and Gerald Jakubowski. In their session titled "On Motion and Mechanics: Science and Engineering for Non-Majors in Honors" they will discuss the success of their team-taught course from the perspective of both faculty and students.
Conference At A Glance

Wednesday, October 30, 2002
12:30 p.m.- 4:00 p.m. Executive Committee Meeting
2:00 p.m.- 8:00 p.m. Registration
3:00 p.m.- 7:00 p.m. Beginning In Honors©
A Celebration of Honors Teaching
“The Melting Pot or Salad Bowl? The United States in 2002” Diversity Forum
Mini-Institute of Major Scholarship Preparation
7:15 p.m.- 8:15 p.m. Welcome Reception
8:30 p.m.- 9:30 p.m. Committee Meetings I
9:45 p.m.- 10:45 p.m. Committee Meetings II

Thursday, October 31, 2002
7:00 a.m. - 7:00 p.m. Registration
7:30 a.m. - 8:30 a.m. Committee Meetings III
8:45 a.m.- 9:15 a.m. Convocation and Welcome
9:30 a.m. - 12:30 p.m. Developing in Honors
Students in Honors
12:30 p.m. - 1:00 p.m. City as Text© Opening Meeting
1:00 p.m. - 4:30 p.m. City as Text© Exploration
1:00 p.m. - 2:00 p.m. Presentations Session A
2:00 p.m. - 3:00 p.m. Plenary I
3:15 p.m. - 4:15 p.m. Presentations Session B
4:30 p.m. - 5:00 p.m. City as Text© Wrap-Up
4:30 p.m. - 5:45 p.m. General Session
6:30 p.m. Tabernacle Choir Rehearsal
10:00 p.m. - 11:00 p.m. Master Class Organizational Meeting

Friday, November 1, 2002
7:00 a.m. - 3:00 p.m. Registration
7:00 a.m. - 9:00 a.m. Continental Breakfast
7:30 a.m. - 9:00 a.m. Past President’s Breakfast
8:00 a.m. - 9:00 a.m. Committee Meetings IV
9:00 a.m. - 4:00 p.m. Poster Session
9:30 - 10:30 Consultants Lounge
10:45 a.m. - 11:45 a.m. Presentations Session C
1:00 p.m. - 5:00 p.m. Plenary II
1:30 p.m. - 4:00 p.m. Community service project
1:30 p.m. - 2:30 p.m. Portz Scholars Presentations
3:00 p.m. - 4:00 p.m. Presentations Session D
4:15 p.m. - 5:15 p.m. Presentations Session E
5:30 p.m. - 7:00 p.m. Regional Meetings
7:30 p.m. - 10:00 p.m. Master Classes
Gala
Conference at a Glance, continued

Saturday, November 2, 2002
7:00 a.m. - 12:00 noon  Registration  
7:30 a.m. - 9:00 a.m.  Continental Breakfast  
    Idea Exchange  
8:00 a.m. - 9:00 a.m.  Committee Meetings V  
9:30 a.m. - 11:30 a.m.  Consultants Lounge  
9:30 a.m. - 10:30 a.m.  Presentations Sessions F  
11:00 a.m. - 12:15 p.m.  Plenary III  
12:30 p.m. - 3:00 p.m.  Presidential Luncheon  
    Business Meeting  
3:30 p.m. - 5:00 p.m.  Consultants Lounge  
3:30 p.m. - 4:30 p.m.  Presentations Session G  
4:40 p.m. - 5:40 p.m.  Presentations Session H  
6:00 p.m. - 7:00 p.m.  President and Officers Reception  
7:00 p.m. - 8:00 p.m.  Dinner on your own  
8:00 p.m. - 11:00 p.m.  Master Class Showcase  

Sunday, November 3, 2002
7:30 a.m. - 8:30 a.m.  Rolls and Coffee  
8:00 a.m. - 11:00 a.m.  Executive Committee Meeting  
8:00 a.m. - 10:00 a.m.  Committee Meetings VI  
9:00 a.m. - 10:00 a.m.  Presentations Session I  

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 540-831-504 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.)
"Conference Roadmap"

by Adam D’Antonio
Student Representative, Executive Committee

When the student members of the Executive Committee were asked to write an article concerning ways in which to enhance the NCHC experience, several ideas came to mind. Upon reading past NHR articles, however, it seemed that many of these ideas have already been written about. Instead of attempting to reinvent the wheel, we came to a realization: Go with what works! It stands to reason that if the same suggestions keep appearing over and over, there must be some validity to them. In the following paragraphs, you will find a roadmap of suggestions by students, for students.

First and foremost, plan ahead! National conferences consist of many seminars, workshops and events. Without the foresight of planning your daily schedule in advance, you run the risk of getting lost in a sea of missed opportunities. As soon as you receive a copy of the conference itinerary, select two or three seminars for each day that interests you. If there is a time conflict between two sessions that you want to attend, keep looking! There are often several sessions that are similar in content scheduled at different times. No one can be in two places at once, and the conference planners keep this in mind when scheduling sessions. While it may be fun and supportive to attend sessions presented by your friends, the whole idea of the conference is to meet new people and learn new things! Attend sessions of interest and while you’re there, talk to people!

This brings us to the next point. According to Morgan Anne Goot, “Meeting people is a huge part of these conferences, so take advantage of the opportunities you are given.” National conferences afford attendees the opportunity to meet people from parts of the U.S. that they otherwise might not have the chance to become acquainted with. Attending sessions such as “Students in Honors” is an excellent way to make new friends early on in the conference. This is especially beneficial to first-time attendees; making friends with students who have attended past conferences is a great way to meet people and if you’re still unsure as to what sessions to attend, you can tag along with them. Morgan also suggests attending “any social events for students. These sessions 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.”

Although the daily routine of a national conference can be long and tiring, the evenings provide you with the chance to go out to dinner with new friends and see the city before it gets too dark. It’s a great idea to get a travel guide to the city where the conference is. These books can provide you with a plethora of dining and sightseeing opportunities, often at the budget of a college student! If you prefer a guided tour, hop on a “City as Text” session. These interactive sessions allow participants to venture out into the city while learning about the cultural and historical foundations of the locale.

Another great idea is to keep a notebook with you so you can write down contact information from other people. Most presenters will provide handouts with additional information concerning their presentation as well as email addresses or phone numbers where they can be reached. Keeping track of names, numbers and email addresses is especially important if you plan on using the information you learned back at your own college or university. Having a way to reach presenters afterwards provides you with an excellent support system for additional information and ideas.

Finally, ask your Honors director to tell you as much as she can about the conference, its activities and those who will be in attendance. Having an idea of what to expect beforehand can be valuable in making sense of the larger picture once you arrive. Most directors can even provide you with email addresses of other Honors directors. From there, you can email students from other Honors programs to establish friendships even before you get to the conference. Although national conferences such as the NCHC involve hundreds of sessions and thousands of people, planning ahead and networking with other students can help you navigate your way through a successful conference experience. After all, you’re an Honors student. You can do it! rdc
"The Melting Pot or Salad Bowl? The United States in 2002"
October 30, 2002 - 3:00-7:00 PM
by Virginia McCombs
Oklahoma City University

"The Melting Pot or Salad Bowl" explores the various challenges of facilitating a truly diverse Honors program in terms of students, faculty, and curriculum. Designed for participants from all types of institutions, both those with diverse programs and those who are struggling to achieve diversity and multiculturalism, the workshop will feature multiple panels. Panelists will share their expertise, raise important questions, and facilitate discussion among the participants. This year's workshop includes such topics as student recruitment, Honors faculty recruitment, and supporting cultural diversity through the curriculum and Honors program structure.

3:00-4:15 p.m. Session One: Strategies for Honors Diversity

Recruiting International Students - Larry Andrews, Kent State University
The Honors College at Kent State has a tradition of international student enrollment but is increasing its efforts now as the university has made recruiting such students a strategic priority. Critical to this initiative are traditional honors scholarships leveraged with other financial aid, a refugee scholarship, and a work partnership fund comparable to work-study, as well as an assessment of most-likely target countries and high-school exchange programs.

Community College Honors Programs Attract Non-Traditional Diversity - Heather S. Sisto, Mott Community College
Mott Community College has an "Honors Transfer Alliance" with the University of Michigan - Flint campus. As students transfer from a very diverse community college, the transfer institution is seeing the need to revisit and perhaps reform their recruitment policies. UM - Flint uses the traditional recruitment model of college freshmen from high schools. Although they actively recruit for ethnic and racial diversity, they do not address recruitment of non-traditional, older students, who are a tremendous asset to any Honors program. The feedback from UM - Flint reveals that the non-traditional students who transfer from Mott Community College have set new standards for their Honors students.

4:30 - 5:45 p.m. Session 2: Creating a Diverse Honors Faculty

Recruiting Female Science Faculty for Honors - Glenn Sanford, Sam Houston State University
Although two-thirds of the Honors students at Sam Houston State University are female, few female faculty teach Honors sections. Apart from the fact that the Honors director cannot select the professor for many of the courses, there is no single reason for the lack of women teaching in Honors. This discussion will focus on the reasons given for the lack of women faculty, the director's suspicions about those reasons, and the progress made in recruiting female faculty from the sciences.

Academic Catch-22: Hiring and Retention of Faculty of Diverse Ethnicities/Cultures and its influence on Honors Programs in Recruiting Ethnically and Culturally Diverse College Students - Mary Alice Trent-Williams, Oral Roberts University
Not only are Honors programs and admissions offices of colleges and universities challenged with recruiting qualified students of color, but also American colleges and universities are faced with attracting and hiring a diverse faculty that reflects the American salad bowl that we are as a nation. Once hired, these diverse faculty members, if given visibility, can help to market an Honors program that is as diverse as America is. All too often, however, faculty of color are not given leadership roles in the academy or are not afforded an opportunity to work directly with the Honors program committees to effect policy that promotes/celebrates diversity among academically-gifted students, thus creating an academic catch-22.
6:00 – 7:00 p.m. Session Three: Supporting Cultural Diversity in Honors

Maintaining Campus Cultural Diversity in Your Honors Program - Carolyn Thompson, University of North Carolina, Pembroke

The University of North Carolina – Pembroke is a very diverse campus of 4000 students with 50% Caucasian, 23% Native American, 21% African American, and 2% Hispanic and Asian students. Honors recruitment is quite the challenge, particularly paying attention to keeping the various constituency groups comfortable with their representation in a rather small and new program.

Literature of Women of Color - Jennifer M. Kons, Mercyhurst College

While white liberals continue to assist the oppressed in underdeveloped nations, people of color, especially women, are declaring what philanthropists need to understand and how they can best serve people of color. Through the literature of women of color, whites can further establish how to appropriately assist without disrupting culture.

An Honors Edge for Medical School?

"The latest note I received about the medical school application process raises probably the single most important item in that process: the interview. Although not all students called for the interview are accepted, students not interviewed are never selected. "

"It is precisely with reference to that piece of the whole that I find honors achievements—participation in a full and demanding program, distinction in honors, research and/or publication accomplishments—most important. In conversation, all of the aspects of honors work come up, most often because of interviewers' questions but also because the students we coach know how to put onto the table for discussion the most compelling aspects of their preparation."

"I have lots of post-interview notes from my own students—all of whom have been accepted into medical schools the year of their application (in two cases, the subsequent year after being waitlisted). This program started in 1965, and more than half of its students are in the sciences; lots apply to medical school, including exceptionally successful candidates whose majors are outside the sciences altogether. These notes tell me that the most frequent subjects of extended conversation during interviews are those derived from statements students have made about their honors curriculum (or derived from transcripts listing those courses, all of which are coded for recognition)."

"My assumption is that the committees feel they more or less know what the scientific background/MCAT scores mean, and really want to find out if (a) the candidate really can think on his/her feet and (b) would they really want to associate professionally with this kind of person—a rather hidden agenda that could well be more important than most of the rest of the records."

"If my suspicions are even roughly accurate, we need to pay attention to what kinds of curriculum we provide, and what kinds of exposure to speaking/presentations, research/presentations, and explanations we build into our honors processes."

-from Bernice Braid, Long Island University-Brooklyn

An Honors Edge for Medical School?

"I seem to recall many years ago an article in an NCHC publication [Note: See "The Honor's Edge" by Francis Gillen in Forum for Honors. Vol. XVI, Number 2, Winter 1986] that addressed the issue of the supposed honors advantage in grad/law/med school applications. The gist was that by itself membership in and graduation from an honors program played little discernible role, and did not offset the edge of applicants with better credentials; HOWEVER (and again I am recalling somewhat dimly), there was an honors advantage in admission if the honor experience entailed significant involvement in research or a similar investigative enterprise."

-from Steve Wainscott, Clemson University
A CELEBRATION OF HONORS TEACHING
At the NCHC Conference in Salt Lake City
Coordinated by the Teaching and Learning Committee

The “Celebration of Honors Teaching” session at the Salt Lake City conference, to be held from 3:00 to 7:00 PM, Wednesday, October 30, will adopt a new format this year. Three sets of discussants will present diverse perspectives on effective holistic and integrative teaching in Honors with plenty of time for discussion and reactions. The presenters and their topics are:

Chris Willerton and Jonathan Wade.
“The High School Hotshot and the Faith-Based Institution: Developing a Gifted Student”
They will “compare developmental features of first-year honors students with those of advanced students studying religious issues” and “discuss ways to draw students past a ‘church camp’ mentality and toward maturity as scholars and believers.”

John Britt, Kathleen Sydnor, and Eddie Weller.
“American Studies: An Interdisciplinary Approach to Honors”
The focus here is interdisciplinary courses in American Studies taught by faculty in history and English at two colleges. “This workshop suggests two different models for a successful American Studies program, providing participants with handouts featuring course requirements, descriptions and syllabi.”

Philip Way, Tammy Wszola, and Earl Brown.
“Honors Programs: What’s the Value Added”
The discussants will address the demands of perspective Honors students, university administrators and accrediting agencies to know what is the “value added” by participating in honors programming. “The intent is that you will leave better able to lead a discussion of appropriate goals on your own campus and with ideas from other programs that you can adapt. The result should be that you can market your program more successfully to potential students, show the value of it to your upper administration, and assess student outcomes to satisfy your accreditation body.”

Students and faculty are invited to come to the “Celebration of Honors Teaching” session to hear these insightful and thought-provoking presentations and to share your own experiences in teaching and learning in Honors.
2002 NCHC “DEVELOPING IN HONORS” WORKSHOP

by Bob Spurrier
Oklahoma State University

“Developing in Honors” is the traditional NCHC “nuts and bolts” workshop for honors administrators, faculty, and professional staff who will have at least one year’s experience in their current honors position by the time of the national conference.

Morning general and topical breakout sessions will involve a wide range of practical aspects of development and improvement of honors programs and honors colleges.

Because the Thursday evening dress rehearsal of the Mormon Tabernacle Choir is an integral part of the Salt Lake City conference, Developing in Honors will not have the traditional evening breakout sessions arranged by institution type this year. We anticipate that these evening sessions will be back on the schedule in 2003.

Bob Spurrier, Oklahoma State University
Ricki Shine, State University of New York at Buffalo
2002 Developing in Honors Workshop Co-Chairs

Thursday, October 31, 2002
9:30-10:20 — OPENING GENERAL SESSION

# = Panel Moderator

DIH 1-1. Instruments for Honors Assessment
Liz Beck, Iowa State University
John Grady, LaSalle University
Henry Rinne, University of Arkansas-Fort Smith
# Bob Spurrier, Oklahoma State University

DIH 2-1. Finding Additional Funds in Tough Economic Times
Gary Bell, Texas Tech University
Maureen Connelly, Frostburg State University
Scott Furtwengler, Southern Illinois University
Ted Humphrey, Arizona State University
# Peter Sederberg, University of South Carolina

DIH 2-2. Undergraduate Research in All Majors
Richard Badenhausen, Westminster College
Jerry Fetz, University of Montana
Suzanne McCray, University of Arkansas
# Margaret Messer, Eastern Illinois University
William Monroe, University of Houston
Wayne Narey, Arkansas State University

DIH 2-3. Working with Faculty to Improve Honors Teaching
# Bernice Braid, Long Island University-Brooklyn
Joan Digby, Long Island University-C. W. Post
Laird Edman, Iowa State University
Ivelaw L. Griffith, Florida International University
Paul Strom, University of Colorado-Boulder

DIH 2-4. Advising Honors Students
Walter Denk, University of Toledo
# Leslie Heaphy, Kent State University-Stark Campus
Carolyn Thompson, UNC Pembroke
P. K. Weston, Greenville Technical College

DIH 2-5. Keeping in Touch with Honors Alumni
Josie Capuana, SUNY-Buffalo
Sandy Deabler, North Harris College
# Margaret Franson, Valparaiso University
Ann Raia, College of New Rochelle

DIH 2-6. Honors in Non-liberal Arts Areas
Michael Mass, American University
Dwight Moore, Emporia State University
# Victoria O’Donnell, Montana State University
Mary Ann Raatz, Texas A&M University
Sandrea T. Williamson, North Carolina A&T State University
### DIH 2-7. Getting Honors to Count in the University Reward Structure
Kate Bruce, University of North Carolina-Wilmington
Celeste Campbell, Oklahoma State University
# William Knox, Northern Michigan University
Diana Pingatore, Lake Superior State University
Hallie Savage, Clarion University of Pennsylvania

### DIH 2-8. Nurturing and Integrating Critical Thinking and Faith Development in Faith-based Honors Programs
Gary Guinn, John Brown University
John Korstad, Oral Roberts University
Paul Prill, Lipscomb University
Aron Reppmann, Trinity Christian College
# Malcolm Russell, Andrews University
Jonathan Wade, Abilene Christian University

### DIH 3-1. Redesigning Your Honors Program
Candee Chambers, Mercyhurst College
Bob Keller, Colorado State University
Victoria Jaén, Marywood University
# Donna Menis, Saint Francis University
Nancy Nahra, Champlain College

### DIH 3-2. Taking Honors to the Next Level: From Program to College
Jill Ghnassia, Western Carolina University
# Patricia MacCorquodale, University of Arizona
Charlie Slavin, University of Maine
Steve Wainscott, Clemson University

### DIH 3-3. Increasing Diversity in Honors
# Larry Andrews, Kent State University
Ruth Fox, Johnson County Community College
Page Laws, Norfolk State University
Mary Kenton, Wright State University
Ada Long, University of Alabama at Birmingham

### DIH 3-4. Study Abroad Opportunities: How to Begin the Process
Marcia Godich, East Stroudsburg University
# Karen Lyons, University of Nebraska-Lincoln
Kristi Sather-Smith, Hinds Community College
De'Lara Khalili Stephens, Chattanooga State University
Catherine Hutchison Winnie, Rochester Institute of Technology

### DIH 3-5. The Freshman Year in Honors
Kent Anderson, Clarke College
Jim Lacey, Eastern Connecticut State University
Peter Meyers, North Carolina A&T State University
Geoffrey Orth, Longwood College
# Ricki Shine, SUNY-Buffalo
Chris Willerton, Abilene Christian University

### DIH 3-6. “Fringe Benefits” for Honors Students
Wilma Crawford, Kent State University
Joanne Edmonds, Ball State University
Edward Funkhouser, Texas A&M University
# Hew Joiner, Georgia Southern University
Mary Pritchard, University of Evansville
Rosalie Saltzman, University of Nebraska-Omaha

### DIH 3-7. Developing a Special Honors Curriculum
Lisa Hill Coleman, Southeastern Oklahoma State University
David Craig, Clarkson University
Duncan Harris, University of Wyoming
# Virginia McCombs, Oklahoma City University
Bruce Serlin, DePauw University

### DIH 3-8. Internal and External Honors Program Assessment
Brian Adler, Valdosta State University
Stephan Flores, University of Idaho
# Rosalie Otero, University of New Mexico
John Zubizarreta, Columbia College

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Honors programs are centers of consciousness where real issues, real problems, and real dilemmas are puzzles students think about—Bernice Braid (1994)
CITY AS TEXT®
Thursday, October 31, 2002
Salt Lake City, Utah

The City as Text® section of the NCHC conference once again welcomes conference participants to engage in a structured exploration of the conference city. These walkabouts, as we sometimes call them, are based on extended versions used in Honors Semesters laboratories for CAT®, the integrative seminar for each project. Participants have a wonderful opportunity to explore certain aspects of the city in a profound and personal manner and insituate themselves into the life below the surface.

Salt Lake City offers interesting neighborhoods that integrate the historical and contemporary life of the city, a mix of old and new architecture, fascinating museums, business and commercial sections, universities and, of course, the magnificent Temple of the Church of Jesus Christ of Latter Day Saints. The surrounding areas offer environmental explorations appropriate to the region.

Orientation begins promptly at 12:30 p.m. Groups should leave by 1:00, and return by 4:30. Please arrive at Orientation in walking shoes, with pads, paper, and some money to buy your lunch. NOTE: WRAP-UP DISCUSSIONS WILL TAKE PLACE BEGINNING AT 4:30 P.M.

Review the options below and SIGN UP ON-LINE AT www.asu.edu/honors/nchc. If you have questions or concerns, please contact Janet Burke, Associate Dean of the Barrett Honors College at Arizona State University (<janet.burke@asu.edu>)

CITY AS TEXT® EXPLORATIONS

1. Find Your Roots – The Family History Library
The LDS Church has been collecting and recording genealogical material since 1894. Today the collection in Salt Lake City extends to more than two million rolls of microfilm. Experts at the collection will help you get started (or move along efficiently) in your attempts to get to know your ancestors.

2. Walks Through History – Downtown
The downtown area, centered on Temple Square, is both a business district and the administrative center for the LDS Church. Church offices, the Family History Library, the Museum of Church History and Art, and other church buildings surround the Square. This is most likely where you’ll spend the bulk of your time. Within a few blocks south, west, and east are hotels, restaurants, stores and two major shopping centers. Not far away are the Salt Palace Convention Center; Maurice Abravanel Concert Hall, home of the Utah Symphony; and the Capitol Theatre, home to several performing arts companies.

3. Walks Through History – Capitol Hill
The Capitol Hill district lies north of the Temple Square and encompasses the 40 acres around the Utah State Capitol Building and Council Hall. Some lovely old homes are located in the blocks surrounding the Capitol.

The schedule for the 2002 “Developing in Honors” workshop at the NCHC Conference is now available on line at <http://www.radford.edu/~nchc/DIH_2002.htm> thanks to Gayle Barksdale at NCHC Headquarters.
4. Walks Through History – Marmalade District  
The blocks west of the Capitol to Quince Street are known as the Marmalade District. The streets in this small area were named for the nut and fruit trees brought in by early settlers. The houses represent a variety of the city’s early architectural styles; many of these old homes are now being renovated.

5. Walks Through History – Avenues District  
The Avenues District lies east of the Capitol and north of South Temple. Most of the larger homes here date from the silver boom in Little Cottonwood Canyon, when they were built by successful miners and merchants. Today, the tenants are mostly college students and young professionals.

6. Walks Through History – the City Cemetery  
The City cemetery is adjacent to the Avenues District and shows the diversity involved in the city’s history. A walk through the cemetery takes one to a point where one has a beautiful view of the city below. A cemetery mapping exercise will be part of this exploration.

7. Snowbird  
A visit to this ski resort outside Salt Lake City will bring explorers into the relatively unspoiled environment surrounding the city.

8. Park City  
In contrast to Snowbird, Park City is a much more commercial winter and summer sports center, complete with charming après-ski town, impressive views from the gondola lift, and remnants of the recent winter Olympic Games. There is an inactive silver mine nearby, a reminder of this important aspect of Utah’s commercial history.

9. Great Salt Lake and the old resort of Salt Air  
A visit to the Great Salt Lake brings the explorer in contact with a very different topography than the one experienced in the peaks. The Great Salt Lake, the largest inland sea in North America, is on a flat basin and explorers will see an unexpected side of this geographical landmark, a place where no one lives anymore, where a desolate valley dominates the landscape.

10. Red Butte Garden  
Understanding biodiversity’s role in supporting ecosystems is critical in Utah. In this fourth-fastest-growing state, the loss of biodiversity in the wake of population spread has become a critical issue. In this exploration, you will walk with a botanist through the botanical garden on beautiful trails through stands of native and nonnative plants. In the Red Butte Garden, you will see three different biotic communities, an Oak-Maple community, a Sage-Grassland community, and a Riparian community. You will come to understand the crisis in biodiversity faced by the people of the state.

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An Honors Edge for Medical School?  
“I don’t have a source to offer, and I seriously doubt that any med schools, or precious few, give ‘points’ for honors programs. But being in an honors program may well give an applicant a boost in the admissions process, especially if the nature of the honors program is communicated to the admissions committee. A letter of recommendation might be the best way to do that. Most students apply after their junior year, before they can have completed an honors program. See http://www.philosophy.eku.edu/Williams/PreMedWeb/Premed-main.htm.

“The things that many med schools say they look for in applicants do fit rather nicely with what honors programs emphasize. Also most students, and a good many science faculty, think that GPAs and MCAT scores are THE most important factors, which just isn’t so. They’re important, and if they’re not pretty good (GPA=3.6+, MCAT=8+ on the main sections), they can definitely rule applicants out, but they alone cannot get an applicant in!”

-from Frank Williams, Eastern Kentucky University
And Conference ‘03

"Finding Common Ground"
by Norm Weiner, Program Planner
SUNY, Oswego
Vice-President, NCHC

The Conference Planning Committee has chosen “Finding Common Ground” as the conference theme. We felt that this theme gives conference participants the opportunity to address what's going on in society and what's going on in NCHC. The committee decided that a statement enlarging the theme would be useful—for an early conference mailing, for a mailing for the logo contest, and for an insert in the Salt Lake City packets. Conference 2003 will be held November 5-8, 2003, at the Palmer House, Chicago.

FINDING COMMON GROUND

NCHC is an organization that reflects the diversity of its membership: from community colleges to graduate institutions, from small schools to large, public and private, urban and rural. Despite our differences, there has always been one question that brings us together. How can we provide the highest-quality undergraduate education for our students? While we may disagree on the best answer to this question, we seem to find common ground in the belief that NCHC can help us provide this excellent education. Thus, at the 2003 conference, we encourage discussion of our diversity and our common ground—in our beliefs and values, in our ethnicities, in our choices, in our experiences as citizens of the academic community and of the world, in our educations, and in our professional commitment to honors education and NCHC. We welcome you to join us as we explore and rethink both our diversity and our common ground in Chicago, a city of almost endlessly diverse neighborhoods, art, architecture, food, and music—a city that finds common ground in its civic pride and strong spirit.

An Honors Edge for Medical School?

“In my conversations with medical admissions directors and committees, etc. they do not give extra points for honors. It probably varies somewhat from medical school to medical school, but normally they review the entire transcript for breadth of courses and strength in the sciences. If a student chooses honors courses or graduates with the honors distinction it will be noted, but it does not necessarily carry more weight in the admissions process. Students who have completed research along with other experience are usually given more consideration. The medical school interview carries considerable weight as well. Hope this helps ease any concerns you might have!”

-from Pam Allen, Director of Career Development, Denison University
Getting to the Conference '03 Theme
Report from Conference Planning Committee For Conference ‘03
July 5-7, 2002
From Norm Weiner, Program Planner & Upcoming President-Elect, NCHC

Present: Mark Anderson, Mary Bradford, Bernice Braid, Earl Brown, Jr., Maggie Brown, Janet Burke, Larry Clark, Ruth Fox, Maggie Hill (student), Donzell Lee, Ron Link, Jennifer Marecki (student), Stephanie Pierucci (student), Rob Podfigurny (student), Tom Sawyer, Ricki Shine, Kenton Skarin (student), Bob Spurrier, Tryg Thoreson, Norm Weiner, Andrew Wilson.

A. After introductions, we discussed conference outcomes. What do we want attendees to get from the conference, to take away from the conference?

1. We would like attendees, especially first-time attendees, to feel welcome and feel part of NCHC. To this end, we should establish mentors for new attendees, if it is possible to get their names from the registration material. (First-time attendees can be determined by a checkbox on the registration form.) Mentors might call newcomers before the conference to welcome them, answer questions, give them a sense of the conference shape, point them towards relevant sessions. Also, a “must go-to” session very early in the conference for new attendees, to accomplish these same ends. Finally, a welcoming table, perhaps in the registration area, staffed by veteran honors and NCHC people, to address these questions and to ask, “What would you like to know about NCHC?”

2. We would like attendees to understand what services NCHC provides its members and to discuss what additional services they would like from NCHC.

3. We would like to let relevant populations know about NCHC and help attendees learn how to let local relevant populations know about NCHC. This means working with the External Relations Committee to inform the media, especially the educational media, about the conference. Additionally, organizations doing related work should be invited to participate in the conference, either in sessions or with displays, so they can learn what we do and we can learn what they do. For example:

   a. National Association of Gifted Children
   b. National Association for College Admissions Counseling
   c. National Council for Undergraduate Research
   d. National Society for Experiential Education
   e. Rhodes/Truman/Fulbright representatives
   f. Kettering Foundation
   g. Phi Beta Kappa/Phi Kappa Phi/Phi Theta Kappa
   h. Representatives from area graduate programs

4. We would like attendees to discuss the issues facing NCHC as it moves to a professional Executive Director and the consequent changes that go with this. While constituency groups need to discuss their own needs, it is important to bring these groups together to discuss common issues, common goals, common concerns.

B. After some discussion, we agreed on the theme “Finding Common Ground.” There was strong agreement we should encourage proposals that address the theme in some way, while still making room for other proposals, especially from students.

C. We discussed conference “must-haves,” things we should do or should provide that have proven successful at past conferences or that we feel would enhance this conference.

1. Preferential acceptance for proposals that involve people from several institutions.

2. Sessions involving honors alumni: (a) an Alumni Reunion; (b) a session for student attendees at which honors alumni discuss their honors undergraduate experiences, the importance of honors to them, the impact of NCHC on their educations, and the like.

3. A sheet for first-time attendees in the conference mailing saying in essence, “We have these things for you!” including a list of consultants, a list of committees and their meeting times, and information about the NCHC listserv. And a “roadmap” of relevant sessions for them at the registration area, given out at the welcoming table. (See A1 above.) Perhaps a similar “roadmap” at the front of the conference program. Perhaps something similar for students.

4. It is useful to get the program mailed and into people’s hands in advance of the conference, rather than giving it to them at registration. (Some organizations do this, then sell additional copies of the program on-site.) We need to discuss this with Earl Brown, Executive Secretary/Treasurer, and Mary Bradford, Conference Manager.
5. Constant exposure to NCHC publications and information about NCHC services, perhaps in the registration area, the Consultants? Lounge, the Idea Exchange, a vendor’s area. Everywhere!

6. A wrap-up session for first-time attendees, organized by experienced members and perhaps regional officers.

7. An introductory session for first-time attendees, very early in the conference, perhaps Wednesday evening. (See A1 above.)

8. Book sales prominently displayed in a high traffic area. (We make money from book sales.) Perhaps in front of the State Ballroom or in registration area.

9. A breakout session with the plenary speakers.

10. Clearly differentiated name badges to identify members of the Executive Committee, the Planning Committee, the committee chairs, and the like, if attendees have questions or concerns. (See A above.)

11. Photos of and statements by the nominees for Vice President in the printed program.

12. We must find ways to minimize costs and still provide attendees with an enjoyable and useful conference. We can do this by reducing food costs (which we can do since there are many inexpensive places to eat within walking distance of the hotel), by minimizing audio-visual costs (which we can do by informing attendees of the high cost of AV and by being very strict in our AV policy), and by being creative about the gala (see D9 below).

13. A follow-up letter, after an early conference mailing, to NCHC member institutions that have not attended the conference in two years, explaining the importance and benefits of the conference.

14. A letter to regional officers, sent early in 2003, asking them to begin discussing NCHC issues at their spring regional meetings.

15. Tables in a prominent area for regional honors associations to display materials, answer questions, etc.


17. Small-group discussion sessions, perhaps with members of the Executive Committee, on specific NCHC-related issues, perhaps to be reported back at the Open Forums. (Or perhaps Open Forums could begin with a large session, then break into these smaller, issue-specific groups.)

D. We discussed sessions usually included at our conferences.


2. Beginning in Honors (Ted Estess)


4. Breakfast Roundtables

5. Celebration of Honors Teaching (Larry Clark): We need to explore ways to increase attendance at this important session. Should be towards the beginning of the conference. Should have a more prominent role in the conference. Should address honors faculty, not just directors.

6. City as Text (Janet Burke): Should address Chicago themes, such as music, art, architecture, and the like. Should have parallel theme sessions.

7. Committee Meetings: There was strong feeling that, at previous conferences, committee meetings were often too short and scheduled too late in the day to do meaningful business. It was suggested that we send a letter to each committee chair asking if the committee needs to meet in Chicago; if so, when during the conference and for how long? Could some meet at a Breakfast Roundtable, perhaps on Sunday? Use this information to schedule committee meetings. (Perhaps we can gather this information in Salt Lake City.)

8. Consultants Lounge (Lydia Daniel): We should include an NCHC table in the Lounge during much of the conference, and let attendees know that they can always drop in if they have any questions. See A1, A2, A4, and C5 above. Also, regional and state honors associations should be invited to have a space in the Lounge.

9. Developing in Honors (Ricki Shine/Bob Spurrier): Should be held early in the conference, perhaps Thursday morning or afternoon. Use the Grand Ballroom for the plenary and the salons for breakout rooms.

10. Gala: Many suggestions for gala site, including Shedd Aquarium (a strong second favorite), Museum of Science and Industry, and the Terra Museum. Very strong support for going back to the Art Institute, with a dessert reception. Rationale: (a) this would save money on buses, since it is within walking distance of the hotel; (b) many of our attendees will not have been to our past gala at the Art Institute,
since we last were there five years ago; and (c) a dessert reception can be very elegant, a lot of fun, relatively inexpensive, and will allow attendees to eat on their own in the loop area. In addition, there was some interest in bringing a performance troupe to the hotel (as we did with the Capitol Steps in DC), such as Blue Man Group or Second City.

11. Idea Exchange (Ruth Fox): It is important that all of our committees be represented, including the Student Concerns Committee. Also, this might be a good place to have a Graduate School Fair/Job Fair for the students. We could charge grad schools and employers to set up a display. This might pay for a student buffet lunch.

12. Luncheon/Presidential Address/Business Meeting: It was felt that, at previous conferences, too much was crammed into the Presidential Luncheon/Address/Business meeting. There was strong feeling that the shape of this “session” needs to be carefully examined and planned as the conference plans develop.


14. Open Forums: Two sessions, attended by members of the Executive Committee, allowing attendees to voice whatever concerns they have about NCHC, to ask any questions, to make suggestions, and so on. This should be where attendees come together to discuss any NCHC-related issues they have. It is important that few other sessions run at the same time, so that everyone is able to attend at least one forum. (We know that some people will use this time to explore Chicago. Still, everyone will have had the opportunity to have their voice heard.) It is also important to send a mailing to NCHC members telling them of the importance of these Forums and giving them any necessary background information to prepare for the discussions. It is important too that regions be encouraged to discuss NCHC issues at their spring meetings (see C14 above) and at their meetings at this conference (see 17 below). Perhaps schedule the first forum in Developing in Honors, the second against student poster/roundtable sessions.

15. Plenary Speakers: Much discussion. Do we want a keynote speaker? Perhaps, if we could get one appropriate to our theme. Suggestion: Jesse Jackson. Other suggestions for plenary speakers include: Garry Wills, Ira Glass, John Johnson, Stanley Fish, Richard Roper, Paul Serano, Paul Simon (the former senator, not the singer). Perhaps one speaker who can discuss academic issues (e.g., Fish), one who can discuss national issues (e.g., Jackson), and one who can discuss international issues (e.g., Simon). Perhaps we can get Mayor Daley as a welcoming speaker (not a plenary). It was felt that, at either the keynote or at the opening plenary, the Conference Planning chair should make a few opening remarks and introduce the first speaker to kick off the conference.

16. Poster Sessions (Celeste Campbell/Joan Digby): Posters can be set up on Thursday evening, kept up through Friday, taken down Friday evening. Information on how to do a poster should be sent out with an early conference mailing and needs to be available on the conference website. Also, on the poster proposal form, posterers should list a block of time during which they will be at their poster to discuss it.

17. Presidential Reception: Strong feeling that this should be held on Thursday evening, should be relatively brief and inexpensive, with dry snacks and a cash bar. (It should be noted in the printed program that this is not dinner.) This is the appropriate place to introduce the Vice Presidential candidates.

18. Regional Meetings: There was general agreement that the time allotted to regional meetings in the past has been insufficient. We need to allot at least one-and-a-half hours. It was suggested that we could give the meetings more time, and attract more attendees, if we hold the meetings at Friday breakfast. That is, provide a continental breakfast buffet in one area, then have attendees take their breakfast to their regional meeting. Members of the national Executive Committee should attend their regional meeting and, if there is sufficient time, have a mini-Open-Forum. (Attendees might be more willing to speak in these smaller groups.)

19. Student Caucus (Student Concerns Committee): To be held Thursday evening.

20. Student Social: A welcoming affair, to be held Wednesday evening.

21. Students in Honors (Student Concerns Committee): To be held at the same time as Developing in Honors, early in the conference, perhaps Thursday morning or afternoon.

22. Vendors: At other professional conferences, they invite vendors to set up displays. Vendors pay for right to do this! (Another moneymaker for NCHC.) We should consider inviting paying vendors such as TIAA-CREF, computer manufacturers, LSAT-MCAT-GRE test prep companies, and others that would benefit from exposure to NCHC conference attendees (and from whose displays NCHC members would benefit.)
E. We discussed conference “must-avoids,” things that have been tried at previous conferences and have proven unsuccessful or unworkable.

1. Too many sessions at any one time, which leave attendees feeling overwhelmed. Just because we have the rooms doesn’t mean we have to be obsessive about filling them.

2. Not enough time between sessions, which leaves attendees rushing around, tired, and without time to think about or discuss what they’ve just heard.

3. Very late sessions or meetings. By late at night, attendees are tired and unfocused, which means that little of substance gets accomplished. Their time would be better (and more productively) spent talking with each other in a social setting.

4. Very early sessions for students, which leads to poor attendance.

5. Student presentation sessions with no faculty facilitator.

6. Too often attendees have avoided being part of any sessions or meetings beyond their own immediate constituent interests. We must find ways to attract them to other sessions and meetings. (See A4 above.)

F. Conference fees. It is our goal to provide a full and meaningful conference experience for all our attendees, and to do so while keeping costs, and therefore the conference fee, under control. (See C12 above.) Once we have some idea of the costs associated with food, the gala, speakers, and the like, we will be able to determine a reasonable conference fee at the next Planning Committee meeting, in Salt Lake City.

G. Session placement. Discussed throughout the earlier discussions. See above.

GH Deadlines/Timetables/Forms: To be developed.

Guidelines for NCHC Grants

From Tom Broadhead
Portz Fund Co-Chair for NCHC Grants

What have you wished to develop as a new facet of your Honors Program? If you need outside funding, then please consider the assistance that can be provided by an NCHC Portz Fund Grant! Applications due by March 15, 2003.

Grant proposals should emphasize innovative programs that will (1) provide long-term benefits to the institution’s Honors Program; (2) help to distinguish an Honors Program as a focus of creative activity and intellectual development on campus and in the community; and (3) explore new approaches to development of the “Honors Experience.”

Proposed budgets cannot include allowances for travel, food, overhead or indirect costs charged by institutions, staff benefits charged as a portion of salaries by institutions. These are no longer accepted use of funds for grants.

You can find a Grants Application Form at the NCHC web site - http://www.runet.edu/~nchc/

Scroll down to the bottom of the page to the Portz Fund Web Site. The NCHC PORTZ FUND GRANT APPLICATION FORM is available to download and print in Adobe Acrobat PDF format.

Submital Date: March 15, 2002
NOTE: There are now only two deadlines for grants: March 15 & September 15.
Voting '02

CANDIDATES FOR 2003
OFFICERS & EXECUTIVE COMMITTEE

In November, all members of the NCHC will be asked to choose officers and members of the Executive Board beginning in November 2002, after the election. Additional nominations for officers may be made at the annual business meeting at the Salt Lake City conference. All candidates must be members of the NCHC and provide a résumé. Nominees for an office or professional position on the Executive Committee can be individual members or the designated voter for an institutional membership. No nominations for the position of Executive Secretary/Treasurer may be made during the business meeting. According to the Constitution, a Site Visit Committee must have presented its report to the Executive Committee meeting at the fall conference. Students nominated at the business meeting must be members of the NCHC (student membership is $35) and 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.

Elections are held by mail. Ballots will be sent to members in November with instructions for voting as well as envelopes for returning them to Darryl Gillespie, CPA and the NCHC’s auditor, who will report the winners to the NCHC president as required by the Constitution. At that time, Donzell Lee, program planner for the Salt Lake conference, will have assumed the office of president. The NCHC thanks all candidates and their home institutions for their commitment to honors education.

FOR EXECUTIVE SECRETARY/TREASURER
ONE NOMINEE
ONE VACANCY

Elizabeth Beck
Iowa State University

The office of Executive Secretary/Treasurer is a three-year renewable term, and the supporting institution becomes the home of the national office. No one can be nominated from the floor for this position since a site visit to the supporting institution must be conducted prior to the conference. The current Executive Secretary/Treasurer is Earl B. Brown, Jr. (Radford University) who will have completed two terms of office after the election in November 2002.

FOR VICE-PRESIDENT
ONE NOMINEE
ONE VACANCY

Virginia McCombs
Oklahoma City University

The office of Vice-President is a four-year commitment: Vice-President in 2003, President-Elect in 2004, President in 2005, and Immediate Past President in 2006. Current officers: Immediate Past President, Hew Joiner (Georgia Southern University, retired); President, Rosalie Otero (University of New Mexico); President-Elect, Donzell Lee (Alcorn State); Vice-President Norm Weiner (SUNY Oswego). Two officers whose terms expire as members of the Executive Committee are Earl B. Brown, Jr. (Radford University) & Hew Joiner (Georgia Southern University, retired).

FOR EXECUTIVE COMMITTEE
(PROFESSIONAL)
FOUR NOMINEES
FOUR VACANCIES

Lydia Daniel
Hillsborough Community College

Nancy Kason Poulson
Florida Atlantic University

Charlie Slavin
University of Maine, Orono
Ellen Smiley
Grambling State University

Terms begin after the election in November 2002. Minimal obligations for this three-year term are participation at the Executive Committee meetings at the annual Fall conference and the Spring retreat. Additional nominees can be nominated at the business meeting at the Fall conference and must provide a résumé.
Executive members whose terms expire at the end of 2002 are Brian Adler (Valdosta State), Shirley Forbes-Thomas (John Brown University), Jack White (Mississippi State University) & Jon Schlenker (University of Maine, Augusta).

FOR EXECUTIVE COMMITTEE
FIVE NOMINEES
THREE VACANCIES

Three vacancies, for two-year terms. Term begins November 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 at the end of 2002 are Adam D’Antonio (Long Island University, C.W. Post), Morgan Goot (SUNY, Potsdam), Natalia Valenzuela (Columbia College).

Adam D’Antonio
Long Island University, C.W. Post
Maggie Hill
Oklahoma State University
Krikor Mugerian
Chapman University
Sophia Ortiz
Long Island University, Brooklyn
David Wallace
Azuza Pacific University

CANDIDATE’S STATEMENT
FOR EXECUTIVE SECRETARY/TEASURER

Elizabeth Beck
Iowa State University

Elizabeth Beck, Director of the University Honors Program at Iowa State University, has a program that has grown from 250 students to 1250 students. Beck is serving her second term on the NCHC Executive Committee and sits on the Finance and the Honors Semesters Committees. She has twice served as a facilitator for the NCHC Assessment Institutes. She was a member of the Ad hoc Long Range Planning Committee. Past NCHC committee memberships include the Honors Evaluation Committee; the Research Committee and the International Programs Committee. She is currently serving as President of the Upper Midwest Honors Council. She served two three-year terms as the Executive Secretary Treasurer for the Upper Midwest Council.

“During my 25 years as a professional member of NCHC, I have watched the organization grow by leaps and bounds. Not only has the membership increased, but the level of activity and the work of the organization has grown also. We are at an important time in the life cycle of an organization; our growth asks for a scrutiny of our organizational structure at the same time our success asks that we keep the personal approach to our relationships which is a part of our history. I am committed to listening to the variety of voices of our member constituencies and working to find solutions that unify us rather than divide us.

“I see the role of Executive Secretary/Treasurer as a staff member charged with carrying out the policies and procedures set by the Executive Committee. When the Executive Committee has not outlined a set of procedures, then the EST must implement procedures that fit the policies. The office of the EST also serves as the repository of information as well as a source of information. Finally, the EST keeps the day-to-day operation of the organization running smoothly.

“I believe that my experience and abilities are well suited to the position of Executive Secretary/Treasurer and I am very interested in serving NCHC in this role.”

CANDIDATE’S STATEMENT
FOR VICE PRESIDENT

Virginia McCombs
Oklahoma City University

“In 1990 I became the first director of the University Honors Program at Oklahoma City University. Since then, our program has evolved into a very dynamic presence on campus with 120 students. I attended my first NCHC conference in Baltimore in 1990 before we had offered our first Honors course, and I have remained an active member and cheerleader for NCHC ever since. In NCHC I served on the Executive Committee (1997-2000) and have been a member of the Committee on Diversity and the Long Range Planning Committee, the latter of which I have served as co-chair. I am a frequent presenter at NCHC conferences, and I have been a panelist and moderator for the Developing in Honors workshop the past several years. I have been a member of the Conference Planning Committee for three conferences, and for both the 2001 and 2002 conferences I organized the Diversity Issues workshop. I am an active member of the Great
Plains Honors Council, and I have served as President, Executive Secretary-Treasurer, and Travel Grants chair.

"May you live in interesting times" is an often-repeated Chinese curse. These are certainly interesting times for NCHC as well as individual Honors Programs and Colleges. Our organization seems to be at a crossroads, and the Honors community should look ahead as well as continue on with the fine work of the past and present. One of the strengths of NCHC has always been the support it has given to its membership. Through the wealth of nuts and bolts presentations at the national conferences, publications, and faculty institutes, experienced and novice Honors folk share ideas, both programmatic and pedagogical. As many have said at one time or another, 'Please feel free to steal shamelessly any Honors ideas.' This assistance model is a hallmark of NCHC and should continue to be a fundamental commitment of the organization.

"Another incontestable strength of NCHC is the commitment to excellence in undergraduate education. Long before many institutions (and legislators!) began to worry about class size, student-faculty interaction and mentoring, NCHC and Honors communities nation-wide advocated quality education at all undergraduate institutions, not just a select few. NCHC has also recognized that students are partners in the academic process as witnessed by the large numbers of students who attend and actively participate in Honors conferences. Of course, students are not the only beneficiaries of this pursuit of excellence. Honors faculty have benefited from Teaching and Learning forums and publications, and Honors administrators may count themselves fortunate that the Evaluation committee provides both consult-evaluators to individual programs and leadership in the field of assessment.

"The future of NCHC may require some re-imagining as we continue to fulfill our commitments to Honors education. With institutions facing tighter budgets and competing demands, our model of an all-volunteer organization may be severely tested. In a sense we are dependent upon the 'kindness of strangers' in housing our national office and providing release time for our elected officers, particularly the Executive Secretary/Treasurer. A professional central office could serve our membership in many established ways, as well as develop new programs and institutes. With a professional staff dealing with the day-to-day business of assisting members and planning conferences, the volunteer leadership would be free to devote their energy (in the words of former NCHC president, Sam Schumann) to 'more creative and strategic thinking.' "The challenges that now face NCHC may best be met with an ongoing conversation among NCHC's members. The more voices heard the better. We are a very diverse organization with member institutions of varying size, mission, and support. What binds us together is our commitment to our students and excellence in undergraduate education. Continued discussion of NCHC's future should continue at the national conference. I would also encourage the regional Honors councils to host forums on NCHC's future at their annual meetings. We need to bring as many perspectives to the table as possible, so that NCHC's future as a voice for excellence in higher education will be assured."

CANDIDATES' STATEMENTS FOR PROFESSIONAL MEMBER, EXECUTIVE COMMITTEE

Lydia Daniel
Hillsborough Community College

"During the design of my college's honors program, I attended my first NCHC Conference in 1995. That conference solidified my commitment to Honors, for the conference offered such a plethora Honors information that I was helpless to take it all in. Since that initial conference, I have attended every conference and brought students and faculty; I have participated in all conferences by giving presentations, serving as a consultant, chairing the Consultant's Lounge since 2000, and serving on the conference planning committees for 2000, 2001, 2002, and 2003.

In addition to NCHC Conference activities, I have served on various committees and am currently co-chairing the External Relations Committee. I have completed the NCHC Evaluation and Assessment Institute. Other Honors activities also address my commitment to Honors; the Florida Collegiate Honors Council: served as Conference Chairperson 2000, elected to the Executive Board as faculty representative, treasurer, vice-president, and president; Southern Regional Honors Council: elected to the Executive Board as faculty representative and secretary treasurer. I was site chairperson for SRHC Conference in 2000 and have served on the conference planning committees since 1998, have served as consultant, and have chaired the Consultants' Lounge Division since 2001.

"I thank the nominating committee for recommending me for a position on the NCHC
Executive Board. I do believe that I can contribute positively to the Executive Board and appreciate the opportunity to serve NCHC in that capacity. NCHC has grown into a very large organization that is now at the crossroads of some very exciting opportunities. As always but even more so now, the NCHC needs an Executive Board that will make reasoned, sound, thoughtful, and creative decisions. Because these decisions will have far reaching results, the Executive Board must be comprised of members who bring to the board a solid Honors experience, an understanding of the NCHC, and other experiences that will serve them to make objective decisions that are in the best interests of our diverse membership. I would appreciate the opportunity to be one of those Executive Board members who will represent with sensitivity our membership.

Nancy Kason Poulson
Florida Atlantic University

"I am honored to be a candidate for the NCHC Executive Committee. I have been involved with honors education since the 80's as a faculty member at the University of Georgia (1983-99) where I taught a variety of honors courses including lower-division, honors-only courses, upper division courses with an honors option, and senior-level directed independent studies on research topics. I have also directed honors theses. I am proud to have been a recipient of the Lothar Tresp Outstanding Honors Professor Award in the spring of 1999.

"In 1999, I embarked upon one of the most exciting endeavors in honors education when I accepted the position of associate dean of the Honors College at Florida Atlantic University. The Honors College welcomed its first class of students in the fall of 1999 and will grow to approximately 600 students within the next few years. We currently have 28 faculty members, and we plan to expand our faculty to approximately 60. Faculty members are hired, promoted and tenured in the honors college, so they teach honors courses exclusively. Under the leadership of Bill Mech, Dean, our faculty has developed an innovative, interdisciplinary curriculum with an emphasis on critical reading and writing.

"My years of experience working with honors education in two very different contexts have given me insight into a number of issues that face the NCHC. A champion of honors education at the national level, NCHC recognizes the diverse types of programs and institutions that offer honors experiences. Were I elected to the NCHC Executive Committee, I would like to explore how our organization might provide an even stronger national voice for our members in their effort to meet the increasing demand for honors education at their institutions. As we share the challenge of changing honors education, we need to share our collective best and most creative efforts. I would welcome the opportunity to serve you as a member of the NCHC Executive Committee."

Charlie Slavin
University of Maine, Orono

"Upon hearing that I was invited to put my name forward as a candidate for the Executive Committee, a very close friend told me ‘There are three reasons people seek these sorts of positions: they have a specific personal agenda, they are interested in the exposure/notoriety, or they want to give something back.’ Upon reflection, I realize that I can only honestly plead guilty to one and a half (if you’ll permit the mathematician a fractional reason) counts of the indictment.

"Having served as the director of the Honors Program at the University of Maine for five years now, I still consider myself the new kid on the block. However, I was fortunate enough to have had several very thoughtful and organized predecessors, and I have learned a tremendous amount from the colleagues I suddenly found I had in the NCHC! As we orchestrated the transition from a program to a college over the past two years, I have been supported at each juncture by formal and informal contact with folks who have gone through or are going through the same process – and their words were wise, useful, and relevant. Each time I go to an NCHC meeting or have a conversation with a colleague or student from another institution, I find several ideas to borrow (steal?) – my hope is that I can provide that sort of support and share some of our innovations with others. I would like to give something back.

"We, the nationwide honors community, have a number of
challenges ahead of us. We need to make Honors education an opportunity for anyone who has the motivation and is up for the challenge, and we have to craft the NCHC in such a way that it is responsive to and supportive of all of our members and constituents. My agenda, perhaps my personal mission, is general rather than specific and is reaffirmed every year at our Honors Celebration when I introduce the amazing students who are graduating with Honors and whose growth I’ve watched over the preceding four years – we can’t lose sight of the students, that’s why we’re here.

“I have tried to remain true to my mission. I worked hard to almost triple the size of our Program without sacrificing opportunities or academic rigor. I engaged students to take an integral decision-making role in all facets of the Program – a particular success was the recent institution of the Honors Read, a text chosen by a group of students to be read by the entering Honors cohort. In each year of my term as Director, I’ve taken an ever larger number of students to the national NCHC conference; eighteen last year. On the national level I am pleased to serve on both the Teaching and Learning and Long-Range Planning committees of the NCHC, chairing the latter this year.

“I hope to continue to be part of the ongoing conversation in and about honors. If I am elected, I would try to be responsive to the membership while championing the opportunities and experiences that honors education can provide to our students. I welcome the personal opportunity to serve the NCHC in this role.”

Ellen Smiley
Grambling State University

No information available.

CANDIDATES' STATEMENTS
FOR STUDENT MEMBER,
EXECUTIVE COMMITTEE

Adam D’Antonio
Long Island University,
C.W. Post Campus

“I am running for re-election to the NCHC Executive Committee because I feel that I have the experience and qualifications required by the position. Having just completed a one-year term of office on the Exec., I am familiar with the procedures and workings of not only the Executive Committee, but also the NCHC as a whole. During my time in office, I have helped represent my fellow students to other members of the NCHC in a respectful and clear manner. I have worked very hard to ensure that all points of view are considered as well as the exploration of all options before coming to a decision on a vote. My public relations course study at Long Island University/CW Post campus has enabled me to work most recently with the External Relations Committee as well as the Student Concerns Committee. I am a dedicated student who feels that the NCHC is a valuable resource not only for honors students, but for faculty as well. It has been a great honor to serve as a student representative of the Executive Committee and I look forward to continued service to all members of the NCHC through my re-election. Thank You.”

[Maggie Hill
Oklahoma State University

Maggie Hill is a sophomore honors student at Oklahoma State University who plans to major in political science. She earned 19 honors credit hours in her freshman year and spent the summer of 2002 in Washington D.C. in an internship with Oklahoma’s senior United States senator. During the 2002-03 academic year, Maggie is conducting research on the topic of Oklahoma judicial selection and removal with a competitive $4,000 Wentz Foundation grant.

In NCHC, Maggie is co-chair of the Student Concerns Committee and a member of the 2003 Conference Planning Committee. She will be a presenter on the topic of evaluation of honors courses at the 2002 NCHC conference in Salt Lake City, and she will be assisting with the “Students in Honors” workshop. An article of hers, “Honors Course Evaluation,” appears in this issue; her research includes models of student evaluation forms from three universities.

“Honors has provided a personalized college experience that has allowed me to participate in independent study and take advantage of small class sizes, honors course evaluations, and early enrollment. Because I have benefited from these opportunities, I want to give something back to the honors community. If elected to serve on the Executive Committee, I will work to improve communication among all colleges and universities affiliated with NCHC so that everyone can benefit by sharing their knowledge gained by experience.

[Note: D’Antonio’s article, “Reaching Corporate America,” can be found on pp. 17-18. He also wrote the Student Concerns article for first-time conference attendees.]
“Serving on the NCHC Student Concerns Committee has enabled me to gather information about honors course evaluation. I felt compelled to do this because I want to share this information with honors students and faculty across the nation with the hope that more institutions will implement the use of honors course evaluation.

“If chosen to serve on the Executive Committee, I will do my best to represent all honors students and serve as a liaison between honors students and faculty.”

Krikor Mugerian
Chapman University

The National Collegiate Honors Council states that part of its mission is, “to create enriched educational opportunity for honors students; [and] to assist honors programs and honors colleges in improving intellectual discourse among all students and faculty.” It would seem that any student that has participated in such an organization must be well prepared to thrive in graduate school. Nevertheless, it has come to my attention that many graduate schools overlook the significance of being a member of the NCHC. It should be one of the council’s priorities to publicize the efforts and programs implemented by the NCHC. By increasing public awareness, I hope to advance the prestige of the organization, particularly in the eyes of graduate schools. Hopefully, with enough determination and hard work, schools will recognize that students who have participated in the NCHC must be top-quality undergraduates.

An Honors Edge for Medical School?

“I am a senior at Chapman University in Orange, California. I am currently applying for medical schools for the Fall 2002 academic year. I believe that there are many criteria that medical schools look at. Although every single Honors student from your school might be accepted to their first choice school, it may have most likely been due more to their MCAT scores and/or extracurricular activities.

“I agree that if two students with identical qualifications were competing for a position, and one could discuss the honors program, then he/she would definitely be at an advantage. But this would be the same were the difference between them due to whether one did research or not. From what I’ve heard (and experienced), the Honors program certainly does supplement a student’s application. But I do not believe that it makes any real significant difference. I have not read, or heard, anything about students in Honors programs receiving special or preferential treatment when it comes to medical schools.”

-from Tauseef A. Qureshi, Chapman University
PROPOSAL FOR CHANGES TO THE CONSTITUTION & BYLAWS

To the Constitution

Article 6, Section 1.
Add “Immediate Past President” to the enumerated officers so that the Section will read as follows: The officers of the Council shall be the President, the President-Elect, the Vice President, the Immediate Past President, and the Executive Secretary/Treasurer.

Rationale: This amendment corrects the oversight of not including the Immediate Past President among the enumerated officers. The Immediate Past President already is a member of the Executive Committee (Article 7, Section 1) and of the Interim Operations Board (Article 4, Section 3).

To the Bylaws

[Proposed new section] Article 2, Section 5.
NCHC shall not enter into any contract that involves more than Ten Thousand Dollars ($10,000.00) in actual or potential expenditures without first having the contract reviewed by an attorney, appointed by the Interim Operations Board, whose responsibility it is to protect NCHC’s interests.

Rationale: This amendment is intended to assure that NCHC does not enter into major contracts without first obtaining qualified legal advice. It represents sound business practice, and it codifies existing NCHC policy under an Executive Committee standing order.

Actions taken by the Executive Committee shall be by majority vote to approve a motion made and seconded by members of the Executive Committee. No portion of a committee report or recommendation shall be considered adopted as policy by the Executive Committee without a specific motion, second, and vote to adopt that portion of the committee report or recommendation.

Rationale: This amendment is intended to specify the correct constitutional relationship between the Executive Committee and other committees. It codifies the practice of the Executive Committee in recent years and clarifies that mere “acceptance” or “receipt” of a committee report does not constitute an action of the Executive Committee.

THE PROPOSED CHANGES WILL BE PRESENTED FOR VOTE BY THE MEMBERS. BALLOTS WILL BE SENT BY MAIL IN EARLY NOVEMBER. PLEASE CONSIDER THESE SUGGESTED CHANGES. NONE CAN BE MADE WITHOUT YOUR APPROVAL.
The Executive Committee met for its annual midyear meeting on June 18-23, 2002 in Santa Fe, New Mexico. Amidst the historic and distinctive setting of the city, the Committee members had a most productive meeting.

If you've had the opportunity to read my article published in the Spring 2002 National Honors Report, you are aware of the varied and numerous items that had to be on the agenda. Critical issues needed to be considered and debated. Always at the forefront of the discussions was the mission of the NCHC and the directive to better serve our members.

On Wednesday we interviewed five conference management candidates for the 2004 conference. As you know, Convention Management Services' contract ends with the 2003 conference. The Executive Committee believed it was in the best interest of the NCHC to solicit bids from conference planners for the 2004 conference. We received over forty applications and narrowed it down to six finalists (five attended the retreat to make presentations) after carefully considering cost, knowledge of the NCHC, expertise and experience. We are in the process of negotiating a few particulars before we finalize a contract. We should have a final report by the annual conference in Salt Lake City.

We devoted Thursday to a daylong retreat to talk in depth about major issues facing the NCHC. Besides decisions about conference management, there are issues about organizational structure and space and revenues. It has become increasingly difficult, for example, to find candidates for the various offices of the organization. For 2003 we have one candidate each running for Vice President and Executive Secretary/Treasurer. I believe that it is becoming clear to potential candidates about increasing amount of time and energy required to be an officer. In addition, it is also becoming increasingly difficult for institutions to agree to the largesse and generosity that Radford University has demonstrated these last six terms.

After a daylong session of reflection and deliberation, the Executive Committee came to a consensus that the work of the NCHC cannot be done with a volunteer administration for too much longer. Our organizational future is vested in the often-too-transitory goodwill of the institutions which have in the past so generously contributed resources of supplies, equipment, released time, and space. A professional central office could help to propel the NCHC into its proper role as one of the leading organizations in higher education and would be a more effective way of serving our membership. The continuity of personnel and place would be a more advantageous method of advancing our mission.

A permanent office could serve and expand the membership, guide public relations and publicity, coordinate programs and institutes, and, in general, provide a host of important services to the member individuals and institutions of the NCHC. In addition, an Executive Director and permanent office would free the volunteer leadership for creative and strategic thinking about future endeavors without the increasingly excessive burdens of annual management, as was ascertained by the Long-Range Planning Committee last year.
As many of you know, the National Collegiate Honors Council was established in 1966 as a professional organization serving the needs of Honors directors, deans, faculty, staff, and students. Currently the NCHC has about 750 institutional members and has established itself as a resource for undergraduate Honors programs and colleges. It has accomplished an enormous amount in those thirty-six years. One only has to peruse The National Honors Report over the years to appreciate how much has been accomplished.

As the NCHC continues to grow both in members and in a position of respect as an advocate of excellence in undergraduate education, the organization needs to move to a new structure of professional leadership with a full-time professional Executive Director. An Executive Director, working with a restructured organization of Executive Secretary/Treasurer, the Executive Committee, the Committees of the NCHC and the membership, could strengthen our organization in a way that a wholly volunteer leadership can no longer do as effectively. A permanent headquarters would be most beneficial to our members. Not only would a permanent office allow for continuity and stability, it would save fiscal resources that are required every time we move the office to the newly elected Executive Secretary/Treasurer’s campus.

Another small illustration about the importance of a permanent office has to do with public relations. The Edward Howard & Co. Public Relations firm, hired by the NCHC last year, had a difficult time coming up with a promotional brochure because some of the information would have to be changed once Earl Brown’s term as Executive Secretary/Treasurer ended. We didn’t want to print hundreds of brochures that would have to be reprinted in a few months. As it turns out, we did recommend a business card insert rather than something more permanent, but the fact remains that with a stable site, the NCHC could publish various information and promotional materials that wouldn’t change with the election or reelection of an EST. The reasoning above would also apply to our NCHC Web page, listserv, etc. In addition, an Executive Director could more easily direct the work of a public relations firm should we ever have need for one again. I cannot begin to calculate the number of hours devoted by the NCHC officers and the Co-Chairs of the External Relations Committee and Executive Committee members to various questions and concerns associated with Edward Howard & Co. It was a huge endeavor.

Friday and Saturday were devoted to the business of the NCHC as reported by our Executive Secretary/Treasurer, Earl Brown in another section of this publication. During the meeting I appointed two ad hoc Committees to continue the detail work begun on Thursday. One committee will consider all of the implications (location, equipment, furnishings, utilities, cost, etc.) for a permanent headquarters site. This committee will look at various offers I’ve received as well as other possibilities and present a report at the Executive Committee meeting in Salt Lake City at the fall conference. A second ad hoc Committee will consider the particulars of an Executive Director including the potentially new duties of the EST. The Constitution and Bylaws Committee will be looking at the changes that may need to be made in order to accomplish our goals.

You will be asked to vote in 2003 on several issues including changes in the Constitution & Bylaws and dues increases. [Note: other proposed changes appear in this issue.] I understand that none of us wants to have an increase in dues, especially during these critical financial times after 9/11, but there are so many things that we want of the NCHC. We want it to be an important voice in issues of higher education, we want it to continue to publish good quality journals and monographs, we want to do fund-raising and grant writing, and we want to provide more quality institutes and workshops for our members, and we want to continue to have a valuable and substantial annual conference. A professional central office and the continuity of personnel would be a more effective method of advancing our mission than continuing to rely solely on the good will and personal resources of volunteer leaders.”

“A professional central office and the continuity of personnel would be a more effective method of advancing our mission than continuing to rely solely on the good will and personal resources of volunteer leaders.”

The National Honors Report
Unfortunately, the NCHC can no longer continue its present directives much less introduce new ones without additional financial support from its members. The students on the Executive Committee, for example, are an energetic bunch with many exciting ideas, but we cannot expend any resources because they just aren’t available. We want the NCHC to be a strong, innovative, and distinguished organization that can sustain and support a variety of opportunities for its members. We need the assistance of each member institution to do this. The EST provides detailed financial reports via The National Honors Report, so you can see that costs continue to rise, but our membership dues have remained the same for almost ten years.

The Executive Committee was obligated to vote for appropriating $50,000 from our small endowment in order to have sufficient revenue for the 2003 budget. If we do not raise dues, the endowment will be depleted and strong initiatives that the NCHC has established over the last several years will have to be reduced or terminated. I believe that with an increased dues structure, the NCHC can become anchored in a permanent location with an Executive Director who can then guide future fund-raising activities, investments, and programs.

I’m optimistic that when you are asked to vote for an increase in institutional dues, you will vote “Yes” for the future of the NCHC and for the strengthening and development of its many programs.

I believe that a strong national organization is very important to the strength and clout of our own individual Honors programs and colleges.

I returned from Santa Fe over a week ago but I must say that the energy, enthusiasm, and overwhelming good will of the folks you elected remain with me. I’m honored to be a part of such a dedicated, magnanimous group. I believe the NCHC can be an even better organization through the continued commitment of its members.

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**Great Ideas**

The Mineralogical Society of America (MSA) and the Joint Oceanographic Institutions/U.S. Science Advisory Committee (JOI/USSAC) both offer a distinguished lecturer series. Competition is international, so it helps to mention any exceptional scientific programs or facilities you have and to mention that you have an Honors Program. If your institution is selected, your Honors Program can bring in a top-notch researcher/lecturer in science for only the cost of hotel room, meals, and local transportation. Airfare to and from the university and the lecture fee are paid for by the scientific organization. In short, you can bring in a scholar who would ordinarily cost thousands of dollars for only about $200.

These distinguished lecturers are the best in their respective fields—oceanography, geology, environmental sciences, mineralogy, astronomy, etc. The Mineralogical Society of America (MSA) offers schools that normally do not have the opportunity to hear talks about recent advances in mineralogy to choose among several topics offered by distinguished lecturers. To find out more about the MSA distinguished lecture series, go to http://www.minsocam.org/MSA/The_Lecture_Program.html

According to the JOI/USSAC website, “The primary goal of the JOI/USSAC distinguished lecturer series is to bring the results of Ocean Drilling Program research to students at both the undergraduate and graduate levels and to the earth science community in general.” For more information, go to http://www.joi-odp.org/USSSP/DLS/DLS.html

Columbus State University, a University of Georgia System institution of 5,000 students, was selected to receive a lecturer in both series the first time it applied. This is a wonderful way for smaller schools to enhance Honors Programs at a very reasonable cost.

—From Barbara Hunt, Coordinator
Columbus State University Honors Program
Chair, Department of Language and Literature
From the Home Front
Challenges for our 38th Year (2003)
By Earl B. Brown, Jr.
Executive Secretary/Treasurer, NCHC

1. Solving Financial Difficulties

Sometimes I feel like Chicken Little or the Boy Who Cried Wolf; but what if the sky really is falling and what if there really is a wolf at the door. The sky really is falling and there really is a wolf at the door. That is the situation NCHC faces financially. Let me explain.

The Executive Committee, in its attempt to keep costs down for members, chose at its Spring 2001 meeting not to present a recommended $50 raise in dues for a vote by the membership. Without that raise, the NCHC has been able to fund only the most essential budgetary requests for 2003. The Finance Committee’s recommended budget, approved by the Executive Committee at its Spring 2002 meeting, reduced the Publications Board request from two monographs to one ($8,000 to $4,300); it reduced headquarters budget and travel by $5,000; it was unable to provide $2,500 each to the Portz Fund and the Honors Semesters Committee to offset the Portzes’ inability to make a contribution; and it reduced the Presidential Leadership Award request from $2,500 to $500. The savings totaled $15,700.

The Exec chose at its Spring 2001 meeting to borrow funds from the Conference 2000 surplus to fund the Presidential Leadership Award in 2001 and 2002; to provide funds for both the Portz Fund and the Honors Semesters Committee to offset the inability of the Portzes to contribute in 2001 and 2002; and to pay $60,000 was used to hire a public relations firm to give us more visibility, to suggest a new logo (which has been adopted), and to produce a brochure (which it has done). But in practical terms, conference surpluses when we have had them—and this is not the case every year—have been spent; the NCHC is spending money it cannot count on year after year. Since 1997, conference surpluses have not been used to grow the Endowment Fund. Borrowing from an unanticipated conference surplus on an occasional basis to promote NCHC’s objectives, such as the hiring of a PR firm, is one thing, but the Executive Committee needs to finance its projects from operating funds, from resources it can anticipate.

As long as the Stock Market cooperated and our investments increased, the Executive Committee saw no need to use conference surpluses to build the Endowment Fund. But, beginning in 2000 and continuing up to the present, our Reserve and Endowment Funds have suffered losses because of the stock market, realizing a substantial loss in our equity:

<table>
<thead>
<tr>
<th>12/31/2000</th>
<th>Reserve Fund*</th>
<th>Endowment Fund**</th>
<th>Equity***</th>
</tr>
</thead>
<tbody>
<tr>
<td>290,596</td>
<td>380,976</td>
<td>973,233</td>
<td></td>
</tr>
<tr>
<td>262,746</td>
<td>299,496</td>
<td>803,393</td>
<td></td>
</tr>
</tbody>
</table>

*Reserve Fund = Emergency fund, minimum amount required ½ (conference budget + headquarters)
**Endowment Fund = Special projects fund, minimum balance $500,000; interest not to be used until fund reaches $500,000
***Equity = assets - liabilities

honoraria for those who conducted the faculty site accreditation institute in 2001. To date, the Executive Committee has spent approximately $22,000 of the $32,000 surplus.

This allocation of funds from a conference surplus is not the first time a surplus has been used for a special project. The unanticipated Conference 1999 surplus of Contributing to the financial crisis is that the NCHC has, for too long, relied on the generosity of institutions to cover costs associated with maintaining a headquarters and expenses incurred by our officers. For the last six years, Radford University has paid 100% of my salary and donated 80% of my time to serve as Executive Secretary/Treasurer of the NCHC. It has also
donated space, computer equipment, furniture, work-study students and access to the Internet and e-mail at no cost to the NCHC. Such generosity could not last forever. Our candidate for Executive Secretary/Treasurer for 2003 needs $50,000 to buy out time each year of a three-year term. The $50,000 will increase our 2003 operating expenses 25%. Since there will be no dues increase, the Executive Committee has voted to take $50,000 from assets (Endowment Fund) to pay for this expenditure. There is no decision as to how to buy out $50,000 for 2004 and 2005 has yet been made.

Another expense to consider is the Executive Committee’s voting to hire an Executive Director some time in 2003 or 2004. Hiring an Executive Director while having our own space is a step forward; it acknowledges that the NCHC is no longer dependent on the kindness of host institutions; it will provide a sense of stability and continuity for the NCHC, and the headquarters office will not need to move every three or six years, depending on elections. But hiring an Executive Director, while solving stability and continuity problems, will add to the financial difficulties. Projections made to the Executive Committee show that the membership would be asked to vote in 2003 for increasing dues approximately 100%, to $500.

For 2003, the Executive Committee has approved the budget recommended by the Finance Committee, with estimated revenues of $199,300 and estimated expenses of $199,225. This budget does not include the buy-out of $50,000 for one year for an Executive Secretary/Treasurer. For 2004, not only will the NCHC need to cover the $50,000 buy-out but it will also need to include any salary (salary and benefits estimated at $100,000) for an Executive Director probably to be hired in 2004 if constitutional changes are approved by the membership. That additional $150,000 increase in projected expenses for 2004 does not include increases in operating costs or renting permanent office space for the Executive Director.

If there are, however, no additional expenses for 2004—an unlikely possibility, the NCHC will still need to raise dues to cover the anticipated $350,000 in expenses for 2004. Current dues are $250 paid by approximately 800 members for revenue of $200,000. The budget is about $200,000—with the Reserve Fund set up to cover any disaster. With an anticipated budget of $350,000 for 2004, those 800 institutional members will have to pay $437.50 each. That amount of money is an additional $187.50 per institutional member, a 75% increase. Members, after approval from the Executive Committee, must vote on this or any increase. How much of an increase can the NCHC propose that the membership will vote for?

Then there’s the $50 dues increase recommended in 2001 by the Finance Committee that the Executive Committee continues to table. The Exec knows it needs to raise dues, but because it prefers to raise dues one time, not every year, it has waited to figure out exactly how much of an increase is needed—and how much of an increase the membership will vote for. If that $50 is factored in, dues will increase $237.50 for a total of $487.50—again, only members determine any dues increase. The NCHC, then, cannot count on any increase.

I can’t put it too strongly that the NCHC must raise dues to assure its financial well-being. To continue to use conference surpluses (or even to expect conference surpluses) to fund operating expenses is fiscally unsound. In addition, the Reserve and Endowment Funds have declined, leaving the NCHC in a precarious financial position. To take money out of its Endowment Fund—or to use unexpected, unplanned conference surpluses—to cover operating expenses can only lead to bankruptcy.

2. Keeping the Conference Affordable

The NCHC also needs to raise conference registration fees. Again, the organization has been living on borrowed time for the past two conferences. In the Summer 2002 issue of *The National Honors Report*, I published a per-person cost for the 2000 and 2001 conference. Let me just remind you of those costs:

<table>
<thead>
<tr>
<th>Registration fee for 2000 and 2001</th>
<th>per person</th>
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</thead>
<tbody>
<tr>
<td>$210</td>
<td>2000</td>
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<tr>
<td>$254.01</td>
<td>2001</td>
</tr>
</tbody>
</table>

1 The NCHC has had several offers to house its permanent headquarters at no cost. Rosalie Otero has appointed an Ad Hoc committee to review these offers.

2 In the summer 2002 issue of *The National Honors Report*, I published the history of dues increases since 1980. Please review that information to give you a better understanding of the necessity of raising dues in 2004.
The fact that the 2000 Conference showed a surplus has more to do with contributions and fewer refunds than it has to do with the adequacy of the registration fee. Not surprisingly, the 2001 conference lost $75,377. As you can see, the registration fee of $210 does not cover conference expenses. The 2003 Conference Program Planning Committee has two options: (1) cut costs (the most obvious cost to cut is for the gala; in 2000 the gala cost $69.77 per person; in 2001 it cost $66.38 per person); (2) raise registration fees. [Editor’s note: Norm Weiner, chair of the 2003 conference Program Planning Committee, discusses some of these hard choices in his report elsewhere in this issue.] If the 2003 Conference Program Planning Committee recommends to the Executive Committee to raise registration fees, it should raise fees enough so that the conference can provide a modest surplus and so that the NCHC does not need to raise fees every year. In this way, institutions can budget expenses, assuming that the conference registration fee will remain the same for three to four years. Let me briefly review the history of registration fees:

<table>
<thead>
<tr>
<th>Year</th>
<th>City</th>
<th>Fee ($)</th>
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<tr>
<td>1991</td>
<td>Chicago</td>
<td>150</td>
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<tr>
<td>1992</td>
<td>Los Angeles</td>
<td>150</td>
</tr>
<tr>
<td>1993</td>
<td>St Louis</td>
<td>175</td>
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<tr>
<td>1994</td>
<td>San Antonio</td>
<td>175</td>
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<td>1995</td>
<td>Pittsburgh</td>
<td>180</td>
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<td>1996</td>
<td>San Francisco</td>
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<td>1997</td>
<td>Atlanta</td>
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<tr>
<td>1998</td>
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<tr>
<td>1999</td>
<td>Orlando</td>
<td>210</td>
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<td>2000</td>
<td>Washington</td>
<td>210</td>
</tr>
<tr>
<td>2001</td>
<td>Chicago</td>
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</tr>
<tr>
<td>2002</td>
<td>Salt Lake City</td>
<td>210</td>
</tr>
</tbody>
</table>

The NCHC cannot survive on the current registration fee for another year. The 2002 Conference is likely to show a deficit even with the Program Planning Committee’s careful financial planning. For instance, in order to work within the $210 registration fee, the committee chose to cut the cost for the gala to $25.38 per person, much less than the $66.38 in Conference 2001. To cut the cost, the committee knew that it could not afford to rent a museum or other cultural venue. Instead, the gala for 2002 will be held at the hotel. For too long, conference-goers have expected a once-a-year bash, having their cake and eating it too. That bash cannot continue without raising registration fees.

One obvious solution is corporate sponsorship. Our contributions have gone from a high of $16,800 in 1999 to $12,800 in 2000 to $3,500 in 2001. The External Relations Committee is working hard to find contributors for the 2002 and 2003 conferences; it reports little progress.

Another challenge for the Program Planning Committee is to increase attendance at both the Presidential Address and the Business Meeting that usually follows. Although conference-goers have been more courteous since President Susannah Finnell’s very fine address in Atlanta held in a ballroom with a very poor sound system, they have not been more attentive. One of the factors that contributes to the lack of interest in the Presidential Address and the Business Meeting is the small percentage of members who attend. Since 1999, approximately one-in-three conference attendees are members of the NCHC;² those figures are deceptive in that any individual from a member institution may attend at member rates. So, even though only one-in-three who attend hold memberships, all but 25 or so who attend, attend at member rates.

What investment do non-members, two-thirds of conference attendees, have in the NCHC? They will listen to a Presidential Address (when they can hear it, which was not the case in Finnell’s Address in Atlanta), but why should they attend a Business Meeting when they are not members, have no vote, and probably regard the NCHC as a once-a-year conference?

Understanding one cause of a lack of interest in a presidential address or in the business of the organization does not necessarily yield a solution. It is in fact the same problem that I will address in Section 4: How do we get more members to participate in the NCHC? How can the NCHC become more than a once-a-year conference?

In 2004, the NCHC will face new conference challenges. The NCHC will probably have a new convention manager with all the difficulties inherent in

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² 559 members out of 1522 attendees in 1999; 617 out of 1949 attendees in 2000; and 636 out of 1873 attendees in 2001.
having someone new to oversee a conference. In that year, too, the headquarters will be "responsible for all registration and generate all necessary data related to conference registration" (Standing Orders, XI, A; also see XI, B-G).

3. Changing Organizational Structure

Hiring an Executive Director is not as simple as creating an ad and finding space. It will also involve multiple amendments and changes to the Constitution and ByLaws that the Executive Committee needs to approve and recommend to the membership for its approval. If the membership does not approve these changes to the Constitution and ByLaws, the NCHC will not be able to hire an Executive Director. Hiring an Executive Director also will mean redefining the role and duties of the Executive Secretary/Treasurer, including a name change, probably to Secretary/Treasurer. Refer to Section 1 above for my discussion of the positive impact and the financial difficulties such a change may entail. [Editor’s note: see also Rosalie Otero’s report in this issue.]

The implications of such changes may go a long way to defining the NCHC and its future role in influencing higher education, promoting excellence in undergraduate education, and creating alliances and partnerships with other higher education organizations.

4. Involving Membership

During my tenure as Executive Secretary/Treasurer, I have constantly stated that the organization belongs to the membership. The membership elects representatives to serve on the Executive Committee to vote on their behalf. Unfortunately, I am not yet convinced that the majority of the members care. They see the NCHC as little more than a once-a-year conference. Yes, in addition to the conference, the NCHC does publish monographs and two journals; it does sponsor the Honors Semesters and its faculty institutes; it does sponsor other faculty institutes, one of which trains consultants and site visitors; and it does provide information to all members. But how many members take advantage of such services?

The NCHC gets some indication of how few truly are invested in the organization by how many run for office. This year, we have only one candidate for Executive Secretary/Treasurer, one candidate for VP, and four candidates for four positions (professional) on the Exec. How many members are willing to serve on committees (very few), and how many vote in the annual election (approximately 25%).

Yes, there are many reasons for this lack of participation. Most directors serve no more than three to four years. Just when they begin to feel comfortable with the NCHC, with their knowledge of honors, and are perhaps willing to assume a more active role in the NCHC, they are replaced as director. As we all know, most institutions do not reward work in honors. Professional advancement demands that faculty return to their discipline in order to advance their careers.

The NCHC is composed of volunteers—something that a hired Executive Director is meant, in part, to solve. These individuals are over-worked at their own institutions. Being an honors director is a full-time assignment, yet most honors directors receive no more than half-time appointments. Administering to the needs of their program and teaching half-time plus publishing in their field and attending the many meetings in their department is more than a full-time commitment.

To gain greater membership participation, the NCHC must work with individuals to teach them how to receive credit for their work in honors, how to work effectively with campus administrators to gain recognition for the work done by those who teach, advise, and administer to the needs of honors students and stature for the honors movement. Such stature is already beginning to occur as several individuals have written or are writing dissertations on honors. One such dissertation will be published as a monograph this fall by NCHC. That can only, in the long run, add stature and gain recognition for honors as a discipline and a career choice.

To gain greater stature for the honors movement, Honors must become more than just a recruiting tool on some campuses. Until it does this, it will not have the respect of administrators who look only at FTE’s and cutting back costs. Once honors become a career path, then its members will want to...

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4 Rosalie Otero, during the Spring 2002 Executive Committee meeting, appointed two ad hoc committees: one, to create an ad listing the duties and salary for such a position, and the other, to find space to house the NCHC office.
involve themselves in the work of the national disciplinary organization. For then it will mean something to be President of the NCHC or to serve on a committee or as committee chair. The NCHC has much to do on this front to insure that those involved in the honors movement receive the credit they deserve.

To get more members to invest time in the NCHC, they need to care about the future success of the NCHC. Blaming the membership for not caring is counterproductive. The NCHC must offer its members enough help and other services so that they will care, something we are currently not doing and currently cannot afford to do.

It has been an honor and a privilege to serve you these past six years. I want to thank Gayle Barksdale and Liz Cassell for their investment of time, energy and commitment to the NCHC. Both of them constantly sought ways to make the NCHC a stronger more effective organization, and also sought ways to serve the needs of the membership better. For six years, they have been the heart and soul of this organization. It has been my rare privilege to work with two such dedicated individuals. They have done the NCHC proud. For all these past six years I have been extremely blessed. Thank you.

If you haven’t noticed, the NCHC Student Website is now online. If you have not seen it yet you may want to check it out. This website contains information not only about NCHC, but internships, scholarships, running for office, and lots more.

On this site you can learn about companies that offer internships to college students, and hear from the students who completed them about what their experience was like. You can also exchange ideas and have your questions answered on the Message Board or Listserv. Wondering what other Honors Organizations are up to? You’re just one click away from an alphabetized list of Honors Clubs and Honor Societies. Wondering what NCHC has done for you lately? On the new Student Website you will find the latest information about where NCHC is going and how you can help get us there. Looking for activities geared towards students in Salt Lake City? They are there, too.

This site is maintained by students, and we would like your input. If you have ideas for content or know of a resource that would be helpful to other students, please let us know. We are also interested in hearing about your internship experiences, the web address for your Honors Club/Organization, and any advice you have for the internships or graduate school pages. You can send your ideas and statements to nchcstudents@hotmail.com. The link to the student site can be found on the NCHC website at http://www.radford.edu/~nchc.

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## NCHC 2003 Budget

### SUMMARY SHEET

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

**REVENUE**

<table>
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<th>Revenue</th>
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<th>Revenue</th>
<th>Estimated Revenue</th>
<th>Estimated Revenue</th>
<th>Notes</th>
<th>(A) Estimated Revenue</th>
<th>(B) Estim. Total Revenue</th>
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<td>166,250</td>
<td>184,350</td>
<td>166,750</td>
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<td>Professional @ $125 &amp; @ $50</td>
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<td>22,975</td>
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<td>20,040</td>
<td>16,750</td>
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<td>7,300</td>
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<tr>
<td>Miscellaneous &amp; Publications</td>
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<td>4,713</td>
<td>5,475</td>
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**TOTAL REVENUE**

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**EXPENSES**

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<td>(EXCLUDES TRAVEL)</td>
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</table>

| Headquarters Total | 95,769    | 82,278   | 90,570   | 102,759  | 124,600  | 109,131  | 122,000    | 123,400  | 120,900  | 16,200   | 13,700   | 134,600   | (1) 123,400 |
| Conferences & Project Total (Excess) | (1,048) | 10,233   | 5,214    | 11,788   | 14,300   | 10,854   | 14,300     | 10,300   | 10,300   | 0        | 0        | 10,300    | (1) 10,300   |
| Boards Total      | 23,068    | 31,805   | 31,865   | 41,844   | 53,240   | 48,432   | 52,375     | 58,440   | 53,240   | 0        | 0        | 53,240    | (1) 53,240   |
| Committees Total  | 2,302     | 2,971    | 7,370    | 1,631    | 3,439    | 12       | 7,326      | 3,085    | 1,085    | 0        | 0        | 1,085     | (1) 1,085    |

**TOTAL EXPENSES**

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**EXCESS (DEFICIT)**

| Excess (Deficit) | 37,182 | 73,276 | 79,571 | 58,148 | 11 | 47,013 | 0 | 75 |

Notes:

(A) Finance Committee recommendation (based on previous dues payments, non-renewals, non-payments, & new memberships) and basis for allocating funds in preparation of respective budgets.

(B) Executive Committee approved; estimated membership revenues are based on previous years' membership revenues & are not tied to the number of current memberships.

(1) This dues rate was approved at 11/2/96 Business Meeting and is reflected in Estimated Revenue beginning 1998.

(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 to Reserve Fund. Beginning 2000 this income is to fund Scholarships only (see page 3 "B. Conferences & Projects").
### NCHC 2003 Budget**

#### EXPENSES (Detail)

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**Notes:**
(1) In 1997 Headquarters moved. Telephone expenses for the first few months were less than normal.
(2) Required accounting fees, insurance premium, and convention managers' fees ($2,831 in 1997, $2,726 in 1998, $2,325 in 1999) for collecting NCHC dues as part of Conference registration. Beginning 2000, NCHC dues cannot be paid with Cont registration.
(3) Looseleaf membership & committees directory. Beginning 1998 postage is included in this expense. The number of directories printed and mailed increases every year.
(4) Officers' (IE, PE, VP, IPP) allowances are $500 each; in 1998 NHR Editor was added, in 2001, JNCHC Editor was added and the allowance was increased to $1,000 each.
(5) Beginning 2000, EC approved excluding travel from "Other Organizational Expenses" and increasing "Travel" to include each year each officer attending one conference outside his/her region.
(6) Includes expenses of EC, IOB, and other organizational expenses. 1997 expense includes moving Headquarters Office to RU.
(7) For 1997, $1,344 of Miscellaneous Expense was an immaterial prior year expense.
(8) In 2000, IOB approved administrative assistant's change from part-time to full-time.
(9) Excludes in-kind contributions.

**Abbreviations used in notes:**
- **EC** = Executive Committee
- **IOB** = Interim Operations Board, composed of elected officers who conduct essential NCHC business between EC meetings.
- **P** = President
- **PE** = President-Elect
- **VP** = Vice President
- **IPP** = Immediate Past President
- **EST** = Executive Secretary/Treasurer
## NCHC 2003 Budget***

### EXPENSES (Detail)

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<td><strong>10,300</strong></td>
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**Notes:**

1. For 2000 there was no Teleconference. Beginning 2001, Phi Theta Kappa is conducting the Teleconference.
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 "D. Committees-Evaluation").

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**THE NATIONAL HONORS REPORT**

3
## NCHC 2003 Budget***

### EXPENSES (Detail)

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<td>C. Boards</td>
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**Notes:**

1. FFH was not published from 1997-1999, in 2000, it was revised & renamed Journal of the NCHC (JNCHC).
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 Text.
5. 1997 expense was for 1996 awards, 1998 expense was for 1997 awards ($300) 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. Beginning 2000, $2,500 is allocated annually, or match Portz's gift if that gift is greater than $2,500.
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**Notes:**

(A) A blank indicates committee submitted no request, a zero indicates committee submitted a zero request.

(1) Beginning 2001 budget, new line item.

(2) Beginning 2002 budget, new line item.

(3) All of 1997 expense was for Topical Conference (see page 3 "B.Conferences & 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.

(4) Honors Semesters Committee is self-sustaining; neither revenues nor expenses are shown on this report.

(5) 1996 & 1999 incurred expenses and 2002 budgeted expenses are for site visits to EST candidates’ campuses.
National Collegiate Honors Council
Executive Committee Meeting
Santa Fe, June 22-23, 2002 (DRAFT)


Guests Present: Gayle Barksdale, Bernice Braid, Margaret Brown (ex officio), Bruce Carter, Lydia Daniel, Joan Digby, John Grady, Maggie Hill, Ada Long (ex officio), Virginia McCombs, Bob McDonough, Donna Menis, Mary Ann Raatz, Jacci Rodgers, Hallie Savage, Charlie Slavin.

Announcements
1. All motions must be submitted in writing and read before any vote is taken.
2. Rosalie Otero appointed an ad hoc Site Headquarters Committee: Ricki Shine (Chair), Lydia Daniel, Michael Gale, Tolu Olowomeye, Jacci Rodgers, Charlie Slavin, Jack White, John Zubizarreta. The charge includes issues of space and equipment needs, location(s) and timetable.
3. Rosalie Otero appointed an ad hoc committee to create an RFP for hiring an Executive Director and a timeline for its implementation: Brian Adler (Chair), Bernice Braid, Ashley Carlson, Ada Long, Virginia McCombs, Norm Weiner. The charge includes coming up with a job posting that can be used with minor additions of site, etc. and a timeline for hiring an Executive Director.
4. Rosalie Otero appointed Adam D’Antonio to serve on the External Relations Committee.

IV. President’s Report: Rosalie reported that her goals (published in the Spring 2002 issue of The National Honors Report) are to complete the work begun by her predecessors: encouraging more members to become involved (Spurrier), public relations and external relations (Digby), partnerships with other higher education organizations and the possible reorganization of the NCHC if the membership decides to hire an Executive Director (Joiner). She also will oversee the hiring of a conference manager for 2004. The Executive Committee accepted the report.


VI. New Business
A. Organizational Structure: Motion: The Executive Committee recommends that the NCHC hire an Executive Director. To that end, the Executive Committee charges the President to appoint appropriate ad hoc committees and charge appropriate standing committees to move the NCHC towards hiring an Executive Director. Committees will present final reports on Wednesday, October 30, 2002 at the Executive Committee meeting in Salt Lake City. Motion Approved. (See Announcements 2 and 3 for the ad hoc committee appointments and charges.)
B. Conference Manager: After listening to five presentations from the finalists, the Executive Committee decided that the three most pertinent criteria for hiring a conference manager are: Affordability, professional expertise (a Certified Meeting Planner [CMP]), and depth of knowledge concerning the NCHC Conference. Motion: The Executive Committee hire Julie Ann Maasen and Associates as the Conference Manager for the 2004 NCHC Conference. Motion Defeated.
Motion: The Executive Committee enters into negotiation with Julie Ann Maasen and Associates as Conference Manager for the 2004 NCHC Conference. Motion Approved.

C. Finance Committee Report: The Finance Committee presented its recommended budget for 2003. The Executive Committee discussed cuts to the Presidential Leadership Award and to the Publications Board.

Motion: The Executive Committee approves the 2003 budget as presented by the Finance Committee.

Amendment to the motion: The Executive Committee allocates $50,000 from the Endowment Fund to increase the headquarters budget for the 2003 budget year. Amendment Approved. Motion Approved as amended. The Executive Committee thanks Jacci Rodgers for presenting the report of the Finance Committee so clearly.

Transition: No money will be allocated to pay personnel for transition. The new Executive Secretary/Treasurer will assume all duties and responsibilities on January 1, 2003. At that time all materials will have been mailed to the new headquarters and all pertinent files will have been sent as attachments or mailed on disks to the new headquarters. The current Executive Secretary/Treasurer will meet with Human Resources to find out what NCHC’s obligations are to its employees and then inform Gayle Barksdale and Elizabeth Cassell that their positions end December 31. Motion: The Executive Committee requires that the current Executive Secretary/Treasurer prepare the 2002 books for an audit. He may hire someone (Liz Cassell was suggested) for two months and for up to $6,000 to prepare the books for an audit. The Executive Committee asks him to close the 2002 books by January 31; any bills not paid at that point will be paid in the 2003 budget. The Executive Committee asks that he continue to receive mail through January 31, 2003, sending any 2003 mail to the new headquarters. He is to forward all mail beginning February 1, 2003. Motion Approved.

D. 1. Amendments to the Constitution, ByLaws and Standing Orders: Motion: New Standing Order (III E 6): “The Council shall not pay overhead charges, indirect costs, or any other fees or charges on its funds that may be handled by the institution or agency at which the headquarters of the Council shall be located.” Standing Order Approved. The same motion was also recommended as a new ByLaw (III, 2).

2. Motions from the Finance Committee
A) To reconsider Standing Orders that constrain the Finance Committee;
B) To rule that the Finance Committee must approve any and all request for monies before the Executive Committee votes on said requests;
C) To reinstate the Investment Committee, or create a subcommittee within the Finance Committee to more closely oversee the organization’s investments and have at least quarterly conference calls with its investment manager;
D) To give Finance Committee oversight of all the organization’s accounts, and how monies are spent from these accounts;
E) To require that the respective outgoing and incoming EST/ED have audits performed;
F) To authorize the Finance Committee to recommend conference registration and projected revenue for the Program Planning Committee. (The committee also identified some cost cutting measures in this area);
G) To reevaluate the Retreat and the expense of it;
H) To investigate a progressive dues structure.

Motion: The Executive Committee refers the recommendations of the Finance Committee to the Constitution and ByLaws Committee for their review and consideration within the framework of existing governance documents. Motion Approved.

E. Report from the Nominating Committee—deferred until fall meeting.

Rosalie reported that the conference was a success [master classes, Fiesta, Palmer House City as Text©, cooking class, poster session, plenary on terrorism] w/o looking at the bottom line. Although we estimated attendance conservatively (1500)—actual attendance was 1873, the conference lost $75,377. Some reasons for that loss:
A. Decrease in paid attendance due to 9/11;
B. Conference registration fees too low to cover expenses;
C. Chicago is a strong union city, increasing expenses;
D. Decrease in contributions to the conference (2000 = $12,800; 2001 = $3,500);
E. Increased cost of A-V equipment (2000 = $16,000; 2001 = $29,146);
F. Increased cost for signers (2000 = $7,000; 2001 = $10,000);
G. More comp registrations (pre-conf summit, conv mgrs) [2000=10; 2001=45];
H. Early registration deadline;
I. Palmer House agreed to pay 1/2 profits to Minneapolis Hilton who had a signed contract for 2001 with the NCHC. Minneapolis Hilton too small.

The Executive Committee expressed its appreciation to Rosalie during a difficult situation.

2. 2002 NCHC Conference in Salt Lake City, October 30-November 4
Donzell reported that he has received more proposals than he can use since the hotel is smaller. He thanked all of those who submitted proposals and all of those
who have reviewed proposals. Because of the cost of A-V equipment at the 2001 conference, Donzell will have to charge those who wish to use expensive equipment (PowerPoint costs $750). There was a general discussion that having all proposals coming to a central place was not effective and also a discussion of a student function.

3. 2003 NCHC Conference in Chicago, November 5-9, 2003
Norm reported that the committee’s first meeting would be July 5-7 at the Palmer House. At that meeting, the committee will discuss direction and theme.

4. Other Conference Issues
Motion: To eliminate the following phrase from Standing Order III B 1 “but which is not designed to generate a surplus.” Amendment to motion: To eliminate the last sentence from Standing Order III B 1 “Any surplus generated from the annual conference may be used to fund special projects at the discretion of the Executive Committee.” Amendment defeated.
Motion Approved. [Standing Order III B 1 now reads: “The Conference Planning Committee shall develop a budget which contains a suitable safeguard against shortfalls. Any surplus generated from the annual conference may be used to fund special projects at the discretion of the Executive Committee.”]

G 1. Site Consideration Committee
Jack White reported that the NCHC has received bids from San Diego and Kansas City for 2005 with informal bids from Atlanta (2006) and New Orleans (2008). [At the spring 1998 meeting of the Executive Committee, it passed a motion to create rotating sites. The one current rotating site is Chicago where we will meet every fourth year—hence 2007.] The Executive Committee accepted the report of the Site Consideration Committee.

2. External Relations Committee
Edward Howard and Associates—Lydia Daniel reviewed the history of our relationship with EH and Co. She remarked on what they have accomplished (logo, slogan, research into membership) and what they still needed to complete (brochure, marketing plan). Contract not time-based but performance-based. HQ office paid bills without asking for percentage information. Lydia asked HQ not to pay any additional bills from EH and Co. until details for the brochure’s completion can be worked out.

Peterson’s Guide, 3rd Edition—Joan Digby reported that communication with the membership is a problem when only some 500 are listed. This is the only guide published by Peterson’s that does not require payment for inclusion. The Editor for Peterson’s did an outstanding job with this edition. She is coming to the Conference in Salt Lake City. In order to have Peterson’s publish a fourth edition, the NCHC must

insure that 10,000 copies are purchased. This did not happen with the second edition but because Joan Digby assured Peterson’s that because of the work of Edward Howard and Associates, the NCHC would be able to guarantee the sale of 10,000 copies. The NCHC must market the third edition and buy 10,000 copies as quickly as possible. Partnerships with higher education organizations that are mentioned in the third edition will be sent a letter; the NCHC may want to take out an ad in a National Association of College Admission Counselors (NACAC) publication; the NCHC will send copies of the third edition to higher education organizations that participated in the pre-conference summit held before the 2002 Conference in Chicago; and NCHC members might wish to purchase copies to give to local high school guidance counselors.

Other information—Joan Digby reported that the External Relations Committee would work closely with the ad hoc Partnerships Committee, chaired by Hew Joiner. One such partnership NCHC is trying to foster is with NACAC. Representatives of NCHC will meet with them the last week in June.

Joan also reported that the External Relations Committee has sought corporate sponsorship for the conference in the Salt Lake City area. Southwest Airlines has offered two tickets to be raffled during the Salt Lake City Conference. Another possible sponsor might be TIAA-CREF. The committee will explore that possibility.

Joan also reported that only local (South Carolina) newspapers printed a story on the first Presidential Leadership Award. Recently, the NCHC has been contacted by a reporter for The Chronicle for an article on honors colleges (see the May 31 issue). Joan would also like to open a dialogue with the Ivy League schools. The Executive Committee accepted the report of the External Relations Committee.

3. Honors Evaluation Committee
John Grady announced that 27 individuals have signed up to participate in the Faculty Institute for site visitor certification. John had hoped for 50 participants. He asked for guidance in scheduling these institutes—yearly, bi-yearly?

John reminded the Executive Committee that the ad hoc Honors College Committee has never met and has not yet met its charge to develop a “Basic Characteristics for an Honors College.” Rosalie will contact Ted Humphrey, the committee chair. Rosalie will also remind the ad hoc Two Year Articulation Committee that their report is due in Salt Lake City.

John said that Frank Shushock’s dissertation, “Does Honors Add Anything to Undergraduate Education,” is nearly finished. [The NCHC gave Mr. Shushock $1,500 to pursue his research.]
The Executive Committee asked the Research Committee to do a quantitative vs. qualitative analysis comparing honors colleges to honors programs. It also asked Rosalie Otero to write a letter to the editor commenting on the misrepresentation of the NCHC in the May 31 article in The Chronicle entitled, “Mission Creep?”

4. Honors Semesters
Bernice Braid reported on the success of the Fall 2001 Semester in NYC during 9/11. Amazingly, not one student left because of the terrorist attacks. The Spring 2002 Semester in Korea was cancelled, in part because of 9/11; also cancelled was the faculty institute in Seattle. Bernice announced that the Honors Semesters alumni reunion would be held during the 2003 Chicago Conference.

Bernice had several suggestions for the External Relations Committee: 1) Use Honors Semesters activities to publicize the NCHC. For example, the 2001 semesters produced a book of photographs on NYC after 9/11 and perhaps, TV or radio might want to interview these students one year after to get their impressions of living through 9/11. PBS produced a segment on the El Paso Semester that could be used to highlight NCHC activities. She also suggested that the External Relations Committee issue press releases on City As Text© and Honors Semesters activities.

5. Long Range Planning (material covered Thursday)

6. Pre-College Gifted
The Pre-College Gifted Committee recommended that the NCHC appoint Kathleen Kardaras as liaison to the Association for the Gifted. Motion to appoint tabled.

7. Publications Board
Hallie Savage announced that during the next year, the Publications Board would carry out a rigorous analysis of both publications, with a report on the JNCHC due in Salt Lake City and a report on The NHR due at its spring 2003 meeting. Hallie also announced that West Florida Honors Program, winner of the newsletter contest, issued a press release. Hallie said that the next issue of JNCHC, which will publish articles on the summit, would be sent to higher education organizations that participated in the summit. She thanked Gayle Barksdale for maintaining the Website and for reserving a domain name <nchchonors.org>. She said that the Publications Board, at the request of Bernice Braid, discussed the use of the listerv. The Board said that the Listerv is not monitored but any complaints of its misuse should be sent to the co-chairs of the Board.

8. Student Concerns Committee
Maggie Hill discussed four issues: 1) Honors Student of the Year Award. Applications should go to the Committee on Awards (whose students will serve as judges) and be announced during the Students-In-Honors sessions; 2) The student website will carry a disclaimer to any link it has established; 3) The Students-In-Honors sessions will also serve in 2002 as a student caucus; 4) the students believe that they need to provide appropriate orientation for students interested in running for Executive Committee. They hope to create a document to prepare students who are elected to the Executive Committee but they also believe that an orientation session at the spring meeting would be useful. They will host an Idea Exchange to inform students of Executive Committee actions and the NCHC, in general. They would also like to e-mail student presenters before the conference.

Earl Brown raised the issue of a need for a class prerequisite for students serving on the Executive Committee in order to insure that students can serve their two years (see VII F). The Executive Committee felt that no action needed to be taken; students know that it is a two-year term.

The Executive Committee agreed that the report of the Student Concerns Committee would in the future occur earlier in the meeting. Motion: Standing Order that Past President serve as advisor to the Student Concerns Committee. Motion Approved.

9. Two Year College Committee
Bob MacDonough stated that the committee hopes to have a draft of the revised two-year college monograph to the Publications Board in Salt Lake City. The ad hoc Committee on Articulation will have a report for the Executive Committee in Salt Lake City and that Sheila Willard is putting together a list of scholarships available for two-year students. He also announced that there would be a Two-Year Strand for the 2002 conference. The committee recommends that Donzell appoint Theresa James as co-chair for 2003.

VII. Old Business (all of the following were taken off the table by motions)
A. Ricki Shine will finish reviewing Donor contribution forms and send to the NCHC attorney for review.
B. Finance Committee motion to increase dues to $300 was defeated.
C. The effect of distance education on honors was discussed. JNCHC will solicit articles on technology and education for a future issue.
D. Finance Committee motion to change term of Executive Secretary/Treasurer to four years was defeated.
E. Norm Weiner and Hew Joiner reported on ongoing endeavors to create partnerships.
F. Discussion of student prerequisite (see VI G.8 - Student Concerns Committee.)

Meeting Adjourned. rdc
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 ________________________