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Stepping Stones
THE NATIONAL HONORS REPORT
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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, Box 7017, Radford, VA 24142-7017; 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) if possible. 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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Stepping Stones

Cover Story

"NCHC Stepping Stones: Imagination, Ideas, Discovery" by Joan Digby

In her presidential address, Joan Digby, whose conference was titled “The World of Imagination,” has always been interested in the creative process. For Digby, honors education is life-long learning, a honing of skills made possible by honors that allow us to march through those open fields of discovery.

Teaching

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3. “May It Please the Court” by Carolyn Barros et al

Two possibilities for using the moot court for educational purposes: Scholastic Simulation; Tournaments (state, nation-wide). Variations within each: honors students in teams for tournaments; as judges, lawyers, officers; pending cases, cases already decided, fictitious. Can be adapted by nearly every discipline (psychology, economics, education, for example). From students, faculty, and administration at the University of Texas at Arlington and Florida Atlantic University.

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5. “Interdisciplinary Shakespeare: A Multi-Media Approach” by Terry Reilly

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

• 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 <uhpmgr@gwu2.circ.gwu.edu>.
• To remove your name from the listserv, mail the following command: <unsub honors> to <listserv@hermes.circ.gwu.edu>.
NCHC Stepping Stones: Imagination, Ideas, Discovery
by Joan Digby

(The following is “the road not taken.” It is the Presidential Address that I had prepared to deliver on Friday, October 20, 2000. When Hew Joiner, the conference program planner for “Capital Ideas,” introduced me with some very kind words, he also pushed me to the decision that I had better talk to the audience rather than read a speech. Indeed, I am much more comfortable talking rather than reading, so I gladly put my speech away. Of course, I had in mind what I wanted to say, and so you may find some of what follows very close to what I said on that occasion. Sorry to say, the written version is also much less spontaneous, but for colleagues who were unable to attend the national conference in Washington, what follows is the essence of my remarks.)

I am going to speak to you today about “Stepping Stones: Imagination, Ideas, Discovery.” At the outset, I must say that giving a presidential address in Washington, D.C. only a few weeks before the national presidential election has given me a certain frisson—a real spinal chill. It’s a hard task in any case, but having a sense of the moment and the place arouses thoughts and feelings that are semi-paralytic at best.

I’ve thought a lot about how much happier I am to be addressing you at the end of my year in office than I would be at the beginning of a term. I don’t have to promise you anything. I don’t have to wear a red tie and engage in debate. What I’ve done I’ve done, and what I have not is left for future presidents to do or dream about.

So really, my thanks is to you all for allowing me to serve NCHC in this step pyramid of public office: first as Vice President, then President-Elect, President and soon to be Immediate Past-President or as some prefer to think of it Immediately Past-Plausible.

Minutes from now I shall become the OLD DOG (or CAT as the case may be). I highly recommend this engaging sequence to anyone who has been mulling over Honors Education for a few years and has some ideas about what it might become over the next decades. Serving as president has been a wonderful experience (with some exceptions which I shall keep as hidden as an old dog’s bone). As I step down, my most important purpose is probably to encourage others to step up. I address my remarks to students in the audience as well, since there are students elected to our Executive Board and serving in important capacities on many committees.

In order to encourage participation, I want to focus my address on what the presidency of NCHC has meant to me—and I hope to the organization. After all, there must be a fairly good reason for anyone to take this on. For the sake of the entire audience—our students as well as faculty and directors—I want to broaden my approach a bit. Let’s ask the question, Why take anything on? Why enter into leadership? A provocative (an extremely applicable) answer to that question was offered by Jeff Bezos, the founder of Amazon.com and reigning titan among e-business barons, when he appeared on NPR at the beginning of October. The subject of the program was leadership and this is the seemingly spontaneous definition that Bezos offered: “leadership is a matter of taking people where they would otherwise not want to go—because it’s HARD.” That sure sounded like NCHC to me, and so I listened on. Emphasizing difficulty as the compelling trigger, Bezos went on to enumerate the attributes necessary for leadership: intelligence, hard work and, above all, passion—because, he said, if you are going to work for an organization that has a mission, the work is going to require hard work and if you’re not passionate about that work, it won’t be FUN. That’s when I pulled over to the side of the road and started taking notes. Yes, I thought at that moment, everything he said applied perfectly to honors education and to NCHC, our mother ship of explorations. I began to work his definition into a mission statement: NCHC—it’s hard, it’s passionate and it’s fun. Or NCHC—taking students and faculty to places they would otherwise not choose to go!—sure worked for me.

Reflect on your own decisions for a moment. Why have you chosen honors? Why have you come to this meeting? Why have you attended sessions and studied the city of Washington? Each is a demanding opportunity that you preferred not to miss. Why? Because it interests, intrigues, attracts, provokes, stimulates—dare we say seduces your imagination. Can there be a better reason than seduction—that old spine chilling thrill, the frisson I mentioned earlier.

Yes, I took on elective office in NCHC because it seduced me. Though I have never been much of an
organization person, after being an Honors director and a member of NCHC for two decades, Honors still thrilled me. I gravitated toward conversations with the people I met in NCHC, and I fancied I could open some windows onto new vistas. It’s funny how seduction can lead to hard work! (Actually I should have known that before I started and way before I heard Bezos on the radio. After all, I did my Ph.D. work on the myth of Hercules’ choice between labor and lotus eating, and wouldn’t you know it, labor turned out to be the greater seduction!)

For me, the interest in running for office began with writing Peterson’s Honors Programs, which I developed because I became convinced that more people should know about the opportunities offered through our various programs. I thought that high school guidance counselors, prospective students and parents should know about the academic and scholarship opportunities that could change lives (as I’m sure they have changed the lives of many students sitting right in front of me). My conviction led me to imagine a book, then draft a plan for it and finally bring it into being.

Coming back to the metaphor of stepping stones, I believe it is essential to begin with Imagination, which I consider the root of honors education. When I put my own conference together last year in Orlando, I deliberately made Imagination my theme: “Worlds of Imagination.” I wanted to express the plural because I believe that among our various programs there are many forms and expressions of Imagination. During the year of my presidency I have kept Imagination clearly in the forefront of what I hoped to achieve.

One important aim—though still largely unfulfilled—is to make NCHC attractive to peoples and institutions of all kinds. We should be more diverse as a group than we currently are. Yes, we should be more ethnically and culturally diverse, but we should also be more professionally and institutionally diverse. We are beginning to understand that Honors Colleges are an important new “constituency” in their own right. And we are hoping to attract honors advisors to hear more from their corner. But where are the IVY leaguers, where are all the rest of the great state universities? Where are the Native American Tribal Colleges? Why should these diverse institutions want to affiliate with NCHC? Why, because we have much to learn from them and they from us, and there must be some goals that we evolve by working together. During my presidency I have made few strides in expanding diversity of membership. Our Tribal College initiative is one that I hope will take root over the next several years. Our appeal to the IVY’s and state universities will, I hope, be boosted by our new, refereed Journal of the National Collegiate Honors Council under the brilliant editorial leadership of Ada Long. If we can become a well-respected publication site for serious research on higher education, many more prestigious institutions will feel the tug of NCHC.

Indeed, I imagined and still imagine a time in the future when the National Collegiate Honors Council will be at the center of American higher education policy, and so I have stressed networking with other academic organizations and drawing media attention to the work of our various programs and committees. This will take time. Becoming a national voice requires a concerted effort and years of work. It also requires histories of achievement—not only our organizational achievement but the individual achievements of our members—faculty and students who remember to say (even if not asked!) that NCHC played an important role in their success. So I appeal to all of you in the room, and ask that as you pursue your own imaginative goals, remember this place, this moment and the years that you spent in honors honing the skills and intellect that will help you reach your goals. Remember that Imagination cultivated in honors is one of your greatest virtues.

And now, here we are in Washington talking about Capital Ideas. Moving from Imagination to Ideas seems a rather natural progression. And I know that over the several days of this conference, you will have many occasions to reflect on the connection between ideas and the imagination that gave rise to them. Having placed on our communal drawing board what I imagined NCHC might become, I am quite content to walk away now, knowing how many people there are in our organization able to run with those pipe dreams and convert them to real plans. People with ideas. I count everyone in this room a person with ideas that can shape the future of honors education—including all of the students whose lives right now are being shaped by this experience and who will give back to NCHC treasures we have yet to imagine.

NCHC has always believed in the collaborative enterprise. It is so essential to honors education that it is another of the virtues we believe most powerful. The sharing of ideas is why we have come to Washington, and that sharing will take us to the next stepping stone, Discovery.

Yes, the next step has already been planned. It will take place this time next year in Chicago, where the conference theme is “Fields of Discovery.” Do you see the path we are walking—from Imagination to Ideas to Discovery, the kinds of discovery that we make out there in the work, in open fields of life experience for which education is but planning. All of us in Honors education stand in two places at once—in the classroom and in the world. Everyone I have ever
known in NCHC has felt that draw to the world—to study abroad, to engage in social action, community service, experiential field based learning. Each of us understands what it is to read the city–country—even the universe as TEXT. Honors is the world of reading and doing, theory and praxis, learning for the sake of moving beyond.

You can guess, I’ve already made some of my own plans for moving beyond. As one who has always been more keen on Adventure than Administration I suppose I’m a bit like Tennyson’s Ulysses, with his bags packed and ready for the next Voyage. In this version the role of Telemachus will be played by Hew Joiner, and I’ll think of him as I prepare to take on the first NCHC Honors Semester in the Pacific Rim: Korea, spring 2002. Kamsahamnida, Hew—Thank you. Now Korea is just the kind of place that might not otherwise have suggested itself to you. Now that President Kim Dae Jung has earned the Nobel Peace Prize, Korea will be on the minds of many people. I think it will be a wonderful introduction to Asia, and I’m prepared to lead that exploration—which I guarantee will be hard, passionate and fun! I hope there are some adventurers in the audience who can be tempted to this yet unexplored by honors Field of Discovery on which I have set my sights!

And as I get ready to leave presidencies—the NCHC and national to other people—I want to encourage everyone to ruminant about all the routes we are taking to cross the bridge from Ideas to Discovery. That bridge will take us both to Chicago and, I sincerely hope, to our place in the world of higher education. In many ways our Ideas about honors education have been long evolving into modes of discovery that employ unique, experiential working methods. From my perspective, NCHC is a watershed of imagination, ideas and practical experience that can contribute significantly to the future of American higher education. I hope that we take the next steps necessary to plan for the long range and for the real world. We still need to do the public relations that will get our name out there; then we need to take a more active and vigorous role in shaping federal, state and local policy in higher education so that our students and our future students will be able to play their own important roles in society.

I hope that in my year as president I have shaped the field a little, made it visible to everyone and given all the various teams among us a chance to play the games that they have in mind. NCHC has many players, many games, many good uses for that open field. Let’s do them all, concentrating on the plural nature of our next conference—“Fields of Discovery,” in Chicago 2001.

I was, in fact, at a planning meeting for that conference when the subject of my speech came to me. It was late at night in the Palmer House (a wonderful hotel that I’m sure you will all enjoy). I was making notes with the TV on, when the BBC production of “Longitude” began to draw me away from my thoughts. The television play is based on Dava Sobel’s engaging history of a self-educated eighteenth-century English carpenter, Robert Harrison, who spent fifty year of his life in perfecting a timepiece that could tell the longitude and thus save mariners from death at sea. Against all odds, he synthesized in heroic proportions the process I wanted to talk about. The process by which Imagination triggers capital Ideas which in turn lead to the Discovery of the new.

At one point in the film Harrison’s quest is summarized by Jeremy Irons, who plays Commander Gould, the self-instructed restorer of Harrison’s magnificent timepiece. In the scene, Gould is speaking to children, over the radio, about science. He says to them: “I want you to close your eyes and think a thought that no one has ever thought before. Most of us see darkness, but the artist and scientist can sometimes see inventions that will change the world.” There is that frisson again—the chill of the new. How chilling, indeed, that a man with no training at all could produce a timepiece accurate to seconds—a brilliantly complex counter-balance of metals, springs and diamonds that came directly from his imagination, his ideas and his ocean road of discovery. Here is the epitome of human endeavor driven by hard work and passion.

I hope that there is a Harrison sitting in this room. It is what we all hope for who engage in honors education—the hope that somewhere in this room there are students who can close their eyes and think thoughts that no one has ever thought before. That is why we teach and why we nurture honors students. If we can only get you to close your eyes and find what is within the darkness of selfhood, invention will follow. Thank you for allowing me to provide some modicum of imaginative darkness in which ideas are born.

Epilogue, January, 2001. None of us sitting in that Hilton ballroom in October could have imagined the fiasco of a national election that followed! For many years, the Executive Committee of NCHC has been dismayed by the low voter returns in our annual election of officers and board members. Please use the “lesson” of the national election to make your votes count in future NCHC elections.
"Design Your Own Space Mission"
by Carol Browning, Drury University

In the 21st century we will look to our best and brightest students to explain advances in science and technology to the public. Because the honors program draws students from a variety of backgrounds, this program provides an excellent platform for teaching students how to communicate scientific and technological concepts. One of the courses at Drury University, “Design Your Own Space Mission,” is designed to teach scientific communications to honors students in the context of space exploration. In this paper we will consider the goals of the course, prerequisite preparation of the students and instructor, and the course activities and learning resources. We conclude with a consideration of some of the pedagogical issues of teaching a course of this type.

Goals of the Course

The course, “Design Your Own Space Mission,” has three goals. The primary goal is to teach students how to communicate effectively about science and technology. In order to communicate clearly, the students must understand how science works, so the second goal is to have the students gain experience in conducting science research using the scientific method. The third goal is to increase the students’ awareness of the wide variety of backgrounds needed to complete a successful space mission.

Students use several modes of scientific communication throughout the course, including two poster presentations, five reports, and a hands-on activity for communicating a scientific principle to the general public. The course material covers effective poster presentations, the design of hands-on learning activities, technical writing, the standard formats for mission proposals, and science fiction writing.

To gain a better understanding of the scientific concepts, the students study past, current, and planned NASA missions, participate in the creative design of a space mission, and create and conduct a related experiment using the scientific method. As part of the design process, students need to learn the elements of mission design.

Students discover how special talents and interests are important to the success of a space mission. Scientists are obviously involved since space mission goals typically center on the advancement of scientific knowledge. Engineers build the spacecraft. Among the other talents needed are business managers for scheduling and budgets, communication specialists for public relations and personnel training, and writers and artists for documentation. Technical writing and sketches of the spacecraft are needed, and futuristic writings and depictions of what might happen and what might be seen are important ingredients to the design of the mission. Missions carrying humans into space require designers with talents in areas including medicine, psychology, and nutrition as well.

Every semester, Drury University offers several science research courses to non-science majors, a requirement for graduation. These research courses, as are the research courses for science majors, include as a major component a science experiment relying on the scientific method. The course, “Designing Your Own Space Mission,” however, differs in its design for honors students and its emphasis on the space program. Other research courses offered include topics such as environmental factors, experimental psychology, discovery physics, exercise physiology, diabetes research, and ecology research. Typically these courses start with a broad subject matter and allow the students to pursue particular problems in teams. At the end of each semester, the student research teams present their results at a campus-wide poster session.
Background of the Students

The general curriculum at Drury requires that all graduates take mathematics, including at least an introduction to calculus, and at least six credit hours of laboratory science followed by at least three credit hours of research in science or mathematics. This course, “Design Your Own Space Mission,” provides honors students the opportunity to meet the science research requirement in the context of space mission design. Students entering this course have completed the mathematics requirement and at least six hours of laboratory science. We also assume that students entering this course have a working knowledge of the scientific method and the basic principles of science.

It is, however, the unique backgrounds of the students that make the course interesting. One goal of the course is to study the variety of backgrounds necessary for a successful space mission. When we study the elements of mission design, each student draws upon unique talents to become the class expert in some area of mission design. Here are some examples of specific elements of mission design performed by humans with various backgrounds:

- **Education** – plan the training of the humans who will operate the spacecraft
- **Communications, English** – plan the dissemination of scientific results to the general public during a critical flyby
- **Psychology** – plan how humans will live and work in a closed environment
- **Engineering** – design a particular subsystem for the spacecraft
- **Graphics** – depict the gravitational fields around planets
- **Chemistry, Physics** – design particular scientific instruments and experiments
- **Political Science** – plan the political activities for continued budgetary support
- **Computer Science** – design the on-board computer
- **Business Management** – prepare schedules and budgets for the mission
- **Biology** – design life support systems for humans in space
- **International Politics** – determine international policies relating to the space station
- **Business** – set policies for procurement within the governmental guidelines
- **Philosophy** – provide justification to the public for this specific space research
- **Industry** – create plans for finding innovative applications of the new technologies

Background of the Instructor

My background is in mathematics and computer science. I had the privilege of working at NASA’s Jet Propulsion Laboratory for eight years, with a portion of my assignment in mission planning. I drew heavily upon that background in designing this course. Any faculty member, however, with a strong interest in the space program and a science-related background should be able to teach the course effectively. Physics faculty, in particular, would be able to teach this course well but would need to keep in mind the variety of roles that contribute to a successful space mission.

Because the course combines a wide range of special talents, it is necessary to bring in faculty from various departments to discuss their areas of expertise. These specialists who teach science concepts visit the class to talk about remote sensing, life support, psychological testing, planetary chemistry, gravitation and physiology, and architecture on Mars. In order to teach protocols for technical communications to public audiences, faculty specialists visit the class to talk about poster communications, science education, technical writing, and science fiction writing.

If a faculty member would like to gain NASA experience, the Summer Faculty Fellowship Program at NASA provides opportunities for professors to work at a NASA facility. For information about this program and other opportunities to connect with NASA personnel, see http://spacelink.nasa.gov/Educational.Services/NASA.Education.Programs/Teacher-Faculty.Preparation.and.Enhancement/index.html

Course Activities

The course begins by giving the students a context for their major project, the design of a space mission. In the first half of the semester, we study past, current, and planned NASA missions and mission design elements. We have ten speakers come in to discuss space science and scientific communications. In the middle of the semester, each student writes a brief mission proposal. Students then form teams and each team selects a proposed mission to study in-depth. The second half of the semester is spent on designing missions and con-
ducting science research. This is an ambitious course, and the design activity is somewhat open-ended to allow for the creativity and special interests of the honors students.

Each team communicates about the selected mission four ways: a written report, an oral presentation to the class, a poster presentation, and a hands-on activity to demonstrate some aspect of the mission. Student teams give the poster presentations and lead the activities during Space and Rockets night at the local children's science museum.

Students then study the mission design process used by NASA for robotic missions to other planets. The science and engineering steps include selecting science objectives and instruments, selecting the launch vehicle, designing the ground system and the on-board computer, and designing the spacecraft. During the design, mass, power, pointing and data rates must be considered. The subsystems of a spacecraft include the instruments, the telecommunications system, the main on-board computer, the attitude and articulation (pointing) control system, and power, propulsion, structural, and thermal subsystems.

Spacecraft designed to carry humans have additional subsystems for the support of life. In addition to the science and engineering considerations, there are a number of other factors that go into designing a space mission (see "Background of the Students" above). Each student selects an element of mission design to study in-depth, becoming the class expert in that area.

To prepare for the major group project for the semester, each student writes a one-page mission overview for a new mission, including the scientific questions this mission will help answer. To create science objectives, the students may study ideas that scientists have actually proposed for NASA missions, or may instead choose a futuristic objective such as the establishment of a colony on Mars. The class selects several of these missions and forms groups to write the detailed designs for the selected missions. Students form teams, and each team selects a mission to study in-depth.

In conjunction with the major project, student teams create and conduct science research experiments. The experiments must demonstrate an application of the scientific method and must be related to the space mission being designed. The results of the experiments are presented in the campus poster session.

The types of experiments conducted typically fall into three categories:

1. **Experiments which simulate spacecraft instruments.**
   Students, for example, collect data using a spectrometer and analyze that data to test the hypothesis related to the specific space mission being designed. Another example is to conduct soil content tests to simulate those conducted by a hypothetical lander on Titan.

2. **Experiments which use public domain data available from NASA.** For example, if the mission includes a radar instrument, students gain access to some particular Magellan data and conduct an analysis of it to test a hypothesis related to the mission being designed. Another example is to gain access to information from a Mars lander and use it to test a hypothesis regarding the composition of soil on Mars.

3. **Experiments which explore the human factors of space research.** Students study the effect on heart rate of carrying weights on a treadmill to consider what will happen to humans in different gravitational environments. Another example is to study the effectiveness of different training techniques for spacecraft operators.

"Students discover how special talents and interests are important to the success of a space mission."

The work at NASA is primarily teamwork, and this course reflects that structure. Teams of students conduct the study of past missions, but the mission design element studies are done individually in order to highlight the unique talents of each student. Both the mission design project and the science experiment are group projects.

**Learning Resources**

Several books and periodicals are available to the students. In addition, students are encouraged to draw heavily from NASA web sites. Here is a selection of these resources.

1. **Books**


Echoes Among the Stars: A Short History of the U. S. Space Program, Patrick J. Walsh, M. E. Sharpe, 1999


NASA and the Exploration of Space, by Roger D. Launius, Bertram Ulrich, and John Glenn, Stewart Tabori & Chang, 1998

2. Publications
Two popular publications with good related articles are Astronomy (http://www.astronomy.com/) and The Planetary Report (http://www.planetarySociety.org/).

3. Web sites
For the historical, present, and future robotic missions, students are directed to the Jet Propulsion Laboratory web site (http://www.jpl.nasa.gov/missions).

For human space missions, the Johnson Space Center web site is recommended: (http://www.jsc.nasa.gov).

For announcements of opportunity, the web site from NASA headquarters is http://www.hq.nasa.gov/office/oss/research.htm.

Pedagogical Issues

This course provides pedagogical challenges that are unique to science research as well as challenges that are common to many courses, such as group work issues.

(1) Do students from art and business struggle with science research?
   Some students in the course are uncomfortable with being responsible for a science experiment. It is important that the students have completed the prerequisite 6 hours of laboratory science before taking the course. Not only does this provide them with a context for using the scientific method, but it also gives each of them two science professors that they know and can contact while they are designing their experiments. The students who register for this course typically have an interest in space research which gives them added motivation for conducting related science research.

(2) How do the students generate ideas for their science experiments? How do they gain access to the resources they need for conducting their experiments?
   Several of the guest speakers for the course talk about precisely the areas in which the students are most likely to pursue research experiments. These presentations provide the students with ideas for their research and connections for gaining access to the resources they need for conducting their experiments.

(3) Because the course relies heavily on group work, the generic problems associated with group work arise. In particular, it is common for each person to want to control the work of the group. It is necessary to keep in touch with how each group is functioning and discuss group dynamics as necessary.

(4) Another common problem is that the students in this course are over-committed. It is important to help them meet big deadlines by providing enough reasonable intermediate deadlines.

Conclusion

Through the activities of this course, the students gain in their abilities to understand and communicate technical and scientific information. They develop an understanding of the interdisciplinary nature of space exploration and use the scientific method to conduct a space-related experiment. The future of our civilization will be formed by our advances in science and technology, and these students will be better prepared to understand and communicate these advances.
The Excellent Trace
by Lucas Harms and Maarten Hogenstijn
Students Majoring in Geographical Sciences,
Utrecht University, The Netherlands

Introduction

The Excellent Trace [Path] is a special, extra study program to gratify the desires of motivated students who are willing to do something extra in relation to their study of Geography or Planning. Central elements in the ET are active involvement, self-initiative, working towards a final product, challenging yourself, and creativity. Students make, in compliance with certain guidelines, their own project, on a subject according to their own interests as in what they want to busy themselves with. The projects always result in a particular final product; for instance an excursion, forums, lectures, a scientific article, a web-site, etc. As regards content (the subject of the project) there are not specific standard rules, only guidelines....For the greater part of the challenge for students is this freedom to be able to fill in their own education program. Students go deeper into certain aspects of their studies, while at the same time broadening their horizon.

The History and the Naming

The Excellent Trace [Path] started as an experiment in 1996, funded through a special program of the Ministry of Education. In the first year, only second-year students could join. Later on, the ET was opened to students from all years.

The ET has never lost its experimental character. The Excellent Trace has to be seen as a platform for innovation in the regular educational program. Whenever certain projects or experiments from students in the Excellent Trace are received favorably and they are also suitable for wider application, then it will be incorporated in the regular study-program. An example of this is a project around the making of a conceptual model, which was initiated by ET students and tested on the other ET-students. There it was a big success and the next year it was included in the regular curriculum.

So the Excellent Trace is not separated from the regular study-program. Concerning the learning aims, every year’s course (the first, second, third, and fourth year’s course; in the Netherlands the length of study is up to four years) links up with the regular study program.

Through the years the ET slowly gained its place within the faculty. First the program was seen as elitist, but soon people started to realize that the ET had many benefits. One of the problems in the first period was the naming. The name, “Excellent Trace,” in the Dutch context, is not very politically correct. It includes the element of “excellence” and in the Netherlands, excellence is not something to be openly proud of. There is no achievement culture here as there is in the U.S. Another problem is the fact that the name is hard to translate into English.

Still, the ET is seen as positive both from within the faculty and from outside. This year the ET has won the national ISO-student prize for innovative projects in education. This prize was given to the coordinator of the program, Marca Wolfensberger, by the Minister for Education. The jury said that the ET approaches students in the right way: not as consumers, but as participants.

The Program

About 30 students are usually enrolled in the ET, divided over four years. There are two ways to enroll in the ET. Students can be invited because of high marks, or they can invite themselves by writing a letter of motivation. At the start of the year, all students have to write an essay detailing their own learning aims for the next year.

All students who participate in the Excellent Trace develop their own project, which has to be finished at the end of the year. Examples of projects are the reading of a geographic masterpiece (a classic book, like Jane Jacobs’ Death and Life of Great American Cities), the design and carrying out of research, or the development of a summer course. Every year students can decide whether to participate in another year or not. Students can also join in every year. But every year has its own program: from one year to the next, abstraction and levels of analysis become higher and higher.
Furthermore, every year’s course incorporates the so-called Socratic Workshop, in which every individual project will be discussed and reviewed. They are called Socratic workshops because Socrates gained new insights out of dialogues, questions, and answers. This old Socratic wisdom is stressed in the Excellent Tracé workshops: presentations and exchange of ideas, questions and answers, giving and receiving feedback on proposals form the ingredients of these sessions, which are coordinated by Marca Wolfensberger. There is a Socratic workshop every three or four weeks. At the end of the year, when all of the students have finished their projects, the results and learning experiences have to be presented in front of a greater audience, for other (regular) students, professors, family, and other interested people.

The specific year’s courses:

**First Year’s Course**
In the first year the aim of the ET is to offer students extra challenges, focusing on geographical skills. Apart from the already mentioned Socratic workshops, each student participates in at least one of the following projects:

1. **Reading and studying a geographical masterpiece.** A small group of students reads such a book and discusses it within the group and with a professor. Books read include *The Shared Space* by Milton Santos and David Ley’s *The New Middle Class and the Remaking of the Central City.*

2. **Joining a so-called “Intensive Program” (IP) with a geographical subject.** In intensive programs, students from all over Europe meet for a week to discuss a particular subject. They write papers and present these to each other during the week. Subjects are usually closely related to the EU and students from Utrecht usually present a Dutch case study at the IP.

3. **Writing a geographical article that is acceptable for publication.** In a small group, guided by a professor, students go through the whole process of writing an article: from finding and formulating the subject to the actual writing (and rewriting). Finally it will be offered to a journal for publication.

Articles have been published in the faculty journal *Questa* and the geographical journals *Geografie* and *Agora.* Subjects varied from *Differences in Coverage in Western Newspapers of Flooding in Mozambique to Scenarios for the Future of the Russian Exclave of Kaliningrad.*

**Second Year’s Course**
In the second year the aim of the ET is to offer the students an extra challenge to broaden and deepen their studies, by letting them choose their own research project. An important element in the regular second year-program is the participation of students in an already-defined research project. Students of the ET do their own research, starting from scratch. They start by taking an intensive course on research techniques. Then they can choose between:

1. **Doing their research at their own faculty, but in an independent way.** The results of their research have to be presented in an Intensive Program (IP). For example, in 1999 a group of students tested the knowledge of Dutch students about Eastern Europe and presented their results at an IP about the EU’s *Agenda 2000.*

2. **Doing the research at a university abroad, for example, in Bergen (Norway), Barcelona (Spain), or Durham (UK).** Students will spend a semester at this university abroad. They carry out their own research, but they also take regular courses and learn the local language. For example, this year students in Bergen have researched the integration of foreign students in Bergen with Norwegians (which led to highly controversial results). They combined this with following courses at the university and studying Norwegian.

**Third Year’s Course**
In the third year the aim is to combine geography, philosophy, and methodology. Instead of consuming knowledge, the third year of the ET gives students a chance to produce knowledge. Just one example: together with two other students - - Anet Weterings and Sanne Tromp - - I’ve designed and carried out a research project for regular second-year students.

In the regular study-program, the first time that students are introduced to scientific research is in the second year’s course. They take part in a concrete, small-scale research project. In the ET program, students design one of these research projects to
gain deeper insight into the way scientific research is practiced and organized, and secondly, to gain an answer to the question if they like practicing scientific research themselves. The research project was about the consequences of the opening of a second bridge near Utrecht for individual mobility behavior. The project was very time-consuming, particularly during the two months that fifteen students had to be supervised. But everyone learned a lot, mostly in relation to organization and methodology of scientific research.

Other examples of other third year ET-projects:

(1) the use of conceptual models in research projects;
(2) the differences in scientific research at the Utrecht University and some major commercial research institutes.

**Fourth Year’s Course**

In the fourth year the aim is practicing and transmitting geographic knowledge. All the knowledge and skills students have developed during their study should be used for their projects.

Examples are joining an editorial staff of a geographic journal. Anet Weterings and I have joined the editorial staff of the Dutch journal *Geografie*, to edit and compose a special theme on Los Angeles. And for next year two other students have proposed a special theme on identity and nation forming in the Pacific Region. Other proposals are designing a website about the ideas of Jane Jacobs projected on Rotterdam, to organize some lectures about Manuel Castells, probably in cooperation with Castells himself, etc.

**Conclusion**

At the end of their studies, students can get a special testimonium beside the diploma, if they have participated in the ET for at least three out of four years. More important, however, is that these students have developed extra knowledge and extra skills, and that they have had more room to pursue their own ideas. These ET students have challenged themselves, thereby gaining an extra motivation.

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**NEW ASSOCIATE DIRECTOR AT CLEMSON UNIVERSITY**

We are pleased that Dr. Peter Cohen has joined our program as Associate Director. Peter is a graduate of Springfield College in Massachusetts. He received his Ph.D. in Philosophy and Religion from Florida State University and has taught at FSU, Appalachian State University, and most recently, Clemson. Peter’s principal duties will be to develop co- and extra-curricular programs that will enhance the sense of community among our honors students. He also serves as a mentor in our Dixon Fellows Program, an initiative begun in 1996 to provide educational enrichment and special experiences to students who wish to compete for extramural fellowships. Peter will be representing us at the Southern Regional Honors Council meeting in Nashville this spring. Those of you will be at SRHC should be on the lookout for a bearded guy asking lots of questions.

*Steve*

Dr. Stephen H. Wainscott
Director, Honors Program
Clemson University

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**Interested in joining the NCHC?**

Contact
Earl B. Brown, Jr., Executive Secretary/Treasurer
National Collegiate Honors Council/Radford University
Box 7017
Radford, VA 24142-7017
Phone: (540) 831-6100
Email: nchc@radford.edu

Applications and other useful information can be found on our website at
www.radford.edu/~nchc
May It Please the Court!!
Bringing the Courtroom into the Honors Classroom

by Dean Carolyn Barros,¹ Dr. Charles R. Knerr,²
Mr. Manson Ho³ and Ms. Lisa Godwin⁴ (The University of Texas at Arlington) and Dr. Mark Tunick,⁵ Ms. Tamika Baugh,⁶ and
Ms. Francine Salomini⁷ (Florida Atlantic University)

Moot court—called "moot" because the case and clients are fictional—is also known as "mock Supreme Court" and "Supreme Court simulation." Moot court is used for educational purposes throughout the world. Moot court tournaments are regularly organized in America, as well as the United Kingdom, Ireland, Germany, Sweden, France, Australia, New Zealand, Canada, and elsewhere. Two forms of undergraduate moot court are frequently found in American colleges: "scholastic moot court"—in which students of a single undergraduate class are required to participate as a condition of successfully completing that class; and the moot court tournament—in which teams of undergraduate students voluntarily compete for trophies or other personal rewards.

Scholastic simulations. Great variation can be noted among the scholastic moot courts known to be organized college classrooms across the U.S. The first variable concerns the academic discipline of the instructor. The majority of scholastic moot courts are organized by Political Science professors, followed by Speech/Communications professors and Business Law faculty. Other academic disciplines known to use moot courts include History, Economics, Psychology, Sociology, Education, Criminal Justice, and Geology. Not all the scholastic moot courts classes are labeled "honors"; many of these classes bear no such designation.

Most faculty organizing scholastic moots require the students to perform either the role of attorney or Supreme Court judge. An example is one of the authors of this essay, Mark Tunick, Florida Atlantic University, in his Honors Constitutional Law classes. Some, such as Professor Tunick, allow each student a choice of roles; other faculty make assignments. A few faculty create and assign additional simulation roles: law clerks, reporters or amicus brief writers. Some faculty invite local attorneys or alumni to judge for their scholastic moots; a few invite real judges to the campus.

Another variation is the requirement regarding written briefs and oral argument: many faculty require both, while some require only oral argument. Variation can also be noted in regard to the case: some faculty requiring scholastic moots develop fictitious problems, others rely upon a case currently pending before the Supreme Court, while yet other faculty prefer a case already decided by an appellate court. A few faculty, such as Tom Hensley, Kent State University, allow the students to choose which case currently pending before the U.S. Supreme Court to simulate in the classroom. The percentage of each student's grade determined by scholastic moot court performance also varies, from 5% to 50% of the final grade.

Tournaments. Thirteen campus-wide, statewide, or regional tournaments are known to be regularly organized across the U.S.: several in California, and in Indiana, Illinois, Mississippi, North Carolina, Ohio, and Oklahoma, and Texas. Unlike the scholastic moots, in which undergraduate students serve roles as judges, attorneys, clerks or even reporters, in the tournament form of moot court the only role for contestants is as an attorney. Although most tournaments require two student teams, in one—

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²Honors Political Science Professor, Honors College, the University of Texas at Arlington
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⁴Honors Political Science major, the University of Texas at Arlington
⁵Honors Professor, Florida Atlantic University
⁶Honors Student, Florida Atlantic University
⁷Honors Student, Florida Atlantic University
the Oklahoma statewide tournament—single contestants compete. And although several tournaments require both briefs and oral argument, others—such as the Texas tournaments—require only oratory.

Variation can also be noted in regard to the case: several tournaments use a case actually pending before the Supreme Court, while others rely upon a moot or fictitious case. An additional point of variation is whether the case is “open” to outside research or “closed” to the cases cited in the tournament problem. The Oklahoma and Illinois statewide tournaments, for example, concern a case described in a short paragraph. Contestants then must research this “open” problem and identify supporting cases. In Texas, the tournament case is “closed” (“self-contained”): only the moot case and certain specifically cited cases may be relied upon by contestants; no outside research is required.

Variation can be noted in regard to judging: some tournaments rely upon local attorneys and sitting judges, while other tournaments use law students and faculty. For example, Ken Salter of San Jose State University and Dan Cameron of Cal State, Chico entice attorney-alumni to return to their campuses to judge moot court competitions. Law schools host the Texas and Ohio tournaments; preliminary rounds are judged by second and third year law students, while the final round is judged by law faculty.

Undergraduate tournaments also vary in regard to length and structure. Two tournaments—in Illinois and Oklahoma—are part of a larger simulation of state government organized and operated by students without significant faculty input; hearings before each “Supreme Court” (populated by law students) are conducted over three or four days. In Texas, tournaments begin on a Friday afternoon, during which two preliminary rounds are conducted and resume early Saturday and conclude by shortly after noon (elimination rounds). The Ohio regional tournament—known as the Seiberling Competition and hosted by the University of Akron Law School—is conducted on a Saturday—two elimination rounds in the morning followed by a final round of the two best performing teams in the afternoon.

A new national tournament is scheduled for January 19-20, 2001, at the University of Texas at Arlington, sponsored by the Honors College and the American Collegiate Moot Court Association. Prizes will be awarded: two $2500 scholarships to any college for the finalist team and two $500 scholarships to the runners-up.

**Benefits and Costs.** Benefits believed to be attributable to participation in moot court include: improved communication skills, enhanced critical thinking abilities under duress, improved legal research and writing skills, enhanced self-confidence and poise, improved relations with alumni, and for those students performing well enough to enjoy one or more tournament trophies, enhanced acceptance rates into law school. A large number report participating in moot court is “fun,” one of the most enjoyable activities of the undergraduate experience. Success in moot court tournaments is being used by some faculty and colleges as a recruiting tool to attract high school students to a college and to a particular major.

In the opinion of the authors, one of the greatest benefits of undergraduate moot court is practical preparation for law school. American legal education relies principally upon the Socratic method of instruction: law students are required to arise upon demand and recite the facts of a case or to expound upon a legal doctrine while under the duress of probing inquiries of the law faculty. And in addition, most, if not all, law schools require moot court. Undergraduate moot court thus prepares students for both the law school classroom and law school moot court.

Not all moot court participants, however, are law school bound. A recent examination of post-baccalaureate information pertaining to more than two dozen University of Texas at Arlington participants in statewide tournaments over the past three years reveals only about half desired and were admitted to law school after graduation; many of the other half were admitted to graduate school, and a few entered the world of work. For some, then, the benefits extend to graduate work and the “real” world.

Of course, certain costs are a burden to students: time and energies to prepare for a moot court tournament is a major cost. The costs of travel and lodging for the tournament’s duration is another burden, along with lost income for those students gainfully employed. Faculty may incur certain costs: classroom time devoted to staging a simulation; preparation time out-of-class, and for those faculty attending tournaments, travel costs. Some colleges support student and faculty travel costs. Other colleges raise funds from alumni or the local community. To the enthusiasts of undergraduate moot court, the various benefits clearly outweigh any costs.

**For further information** regarding an aspect of American undergraduate moot court—scholastic moots, tournaments, upcoming academic conference panels devoted to this topic, a listing of available the videos, or a selected bibliography on the topic, contact: Dr. Charles R. Knerr, the Department of Political Science, the University of Texas at Arlington, 76019, 817-272-3985 or crknerr@aol.com. 


Why Number Theory is an Ideal Subject for an Honors Course

By Max Warshauer and Terry McCabe
Department of Mathematics, Southwest Texas State University

For the past several years we have offered an Honors Number Theory Course for students at Southwest Texas State University. This course assumes no background in mathematics, and has students from a wide variety of areas in the class. Students from senior level math majors to freshmen psychology are put in the class together. In this paper, we describe what we do in this course and why.

The idea of Honors Number Theory is to teach students to think and reason mathematically. This exploration begins by carefully deciding as a class what our assumptions are (ie. which axioms do we assume). For example, what set are we studying (the integers); what properties do we know about integers (we can add and multiply; addition has certain properties such as additive identity, commutativity, etc; we know how to divide two integers and obtain a quotient and remainder, the so-called division algorithm). Why does the division algorithm work, how do we deal with and prove things about infinite sets, what is induction, well-ordering, and other ideas used to give careful mathematical proofs? These are some of the topics the students explore.

The students are given a carefully constructed set of problems which guide them through this exploration. Classical old results in number theory are investigated from first principles. By the end of course, students have proved the Chinese Remainder Theorem, Fermat’s Little Theorem, and seen how these ideas are important in modern applications such as public key encryption.

Daily problem sets are one of the keys to the course. Students begin by computing examples, look for patterns, and then give careful arguments why things work. In fact, they are learning a method of doing research which can be used in any field. By having precise mathematical definitions, the students realize the importance of agreeing on our assumptions. By computing examples, they learn how to do research and generalize patterns discovered. The process of exploring problems gives students an opportunity to collaborate on problems and explain these problems to one another.

As a result of taking this course, students are well-prepared for upper level proof courses in mathematics. Moreover, we have several students each semester change their majors or minors (from areas such as economics to mathematics). The reputation of the course is such that even our math majors want to go back to take the course if they didn’t take it initially. One student commented that in her advanced calculus course, she felt that the students who had taken Honors Number Theory had a much better background proving things and had a huge advantage. She wanted to take the Honors Number Theory so that she would feel more comfortable in future math courses involving proofs such as linear algebra, abstract algebra, and topology.

Another aspect of this honors course is that we have former students lead problem sessions for the students. These former students not only master the material better by this process, but they themselves begin to develop their own teaching skills. Further, this provides a continuity from year to year, and helps develop a community of students excited about learning and working together.

Not only are math majors excited about number theory, but this is a wonderful course for students who want to learn what mathematics is all about. The approach in this course is much different from a standard course. Rather than simply giving students theorems which they then use to compute examples, students discover theorems based on examples they themselves construct. This process of discovery is what makes number theory such an exciting medium for engaging students in an honors course. We highly recommend this course to anyone wanting a solid foundation in math and science who wants to learn the ideas that mathematicians use in doing research. This course will not only prepare them for more mathematics, but will teach the students to explore ideas carefully and deeply and how to communicate ideas rigorously and precisely.
**Interdisciplinary Shakespeare: A Multimedia Approach**

**INTRODUCTION**

An undergraduate Honors degree from the University of Alaska, Fairbanks requires twenty-seven hours of course work from designated Honors courses, as well as a three credit Honors Thesis. Enrollment for the two senior-level Shakespeare courses is capped at twenty-five students, five of whom may be Honors students. In addition, Honors students may attend the Shakespeare courses either as an independent study or as part of their Honors Thesis.

Because of an emphasis on interdisciplinarity and divergent thinking, Shakespeare-related Honors theses often assume interesting, unconventional shapes. For this semester’s project, we took two names, William Shakespeare and Hector Berlioz, and thought of the two as foci in a type of fuzzy logic ellipse. The students were instructed to find out all they could about relationships between the two and present the results in an innovative, interdisciplinary way, with the stipulation that the primary elements of a conventional research paper should appear somewhere in their findings. We presented the October 2000 version of the project as an interdisciplinary web-based multimedia approach at the NCHC conference in Washington. The project currently appears at the following address: www.uaf.edu/faculty/english/reilly/NCHCproject

Since this is an on-going project, we encourage you to view the site and provide us with any feedback or questions via the included email.

Melissa Ide
Leslie Merriman
Terry Reilly

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**ANNOUNCEMENTS**

When you receive your updates to the NCHC Handbook, note that both emails for Sam Schuman (institutional, listed under Minnesota, Morris; faculty listed under Schuman, Samuel) are incorrect. The correct email address is: schumans@mrs.umn.edu. We are sorry for the error. Please make this correction.

The University of Houston Honors College will be getting new space within the foreseeable future, so reports areté, the newsletter of the Honors College. The college has been in the same location since 1977 and is looking forward to its new space.

A reminder that Call for Proposals for the 2001 Conference in Chicago are due April 16. If you have any questions, or need additional forms, please contact NCHC Headquarters at (540) 831-6100 or nchc@radford.edu.

Job listings are now being posted on the NCHC website at www.radford.edu/~nchc. Please notify the NCHC Headquarters office if you would like a position included on the site.

The Oklahoma State Regents for Higher Education has granted final approval for honors college designation to the honors program at Oklahoma State University. Congratulations to Bob Spurrier and all our honors colleagues at OSU on this new designation!

Andy Geoghegan of Longview Community College has created a listserv for two year colleges. To join the Two Year College Listserv, send a message to <2yrhonor-l@kcmetro.cc.mo.us>.
Deliberation: An Alternative Approach to Learning and Teaching Politics
by Elkin Terry Jack,
Gulf Coast Community College Honors Program

Many of my students are torn between the appreciation and pursuit of democratic ideals—individual rights, liberty, justice, equality—and a burning conviction that politics isn’t worth their time or effort. College students believe that what they hear from public officials has little to do with what they ultimately do in the name of the public. Organized interests, with their money and influence, have locked-up the political process; some college students do not see a role for citizens and have concluded that politics is irrelevant.

Ironically, many teachers and professors contribute to this negative perception by equating almost everything that happens in politics with choosing candidates and legislative options—the very notion of “politics as usual” that students reject. Most of us understand that politics is not intrinsically evil, and that political behavior affects family, school, work, as well as government. But how do we impress upon our students that politics is an inescapable human activity if anarchy and chaos are to be avoided?

The answer to this question may well depend on the approach we take to teaching and learning about politics. According to David Mathews, there is a part of politics that rarely makes it into college classrooms. Lectures about politics always seem to center on elections and political institutions, yet reference is rarely made to the politics of the public. But as Mathews points out, without the public doing its work, government cannot do its job.

There are of course things that government cannot do. Government cannot create its own legitimacy, its own common ground; nor can government create a will for itself. Finally, no government can create citizens. No one can. So what is the politics of getting all of these things done—doing the public’s work? This is the part of politics we seem to be overlooking in modern-day American politics.

Doing the public’s work—engaging in public politics—requires certain practical skills such as chairing meetings, speaking, working with diversity and handling different viewpoints, and listening. For unless people are able to perform the tasks that public politics requires, they cannot do politics. One of the most important skills necessary for reaching at common purposes is the ability to make common or public judgements. Daniel Yankelovich uses the term “public judgement” to mean a special kind of public opinion that reflects (1) more thoughtfulness, more weighing of the alternatives, more genuine engagement with the issue, more taking into account many of the factors that ordinary public opinion polls do not touch upon, and (2) more emphasis in the normative, valuing, ethical side of questions than on the factual, informational side. Public judgement then, in Yankelovich’s view, is the state of highly developed public opinion that is possible only after people have focused deeply on an issue, considered it from all perspectives, understood the various options possible, and accepting the full consequences for the choices they make.

To develop such public judgements, we must deliberate and reflect on what has transpired; we have to be able to compare our diverse perspectives and values. And we do this through public dialogue that forces us to compare the various approaches to solving a problem. In short, democracy is based on people talking to one another—a process that might be called public talk. When people talk to one another, they learn of different perspectives on specific issues,
exchange views, and even change their minds. Through such talk it is possible for people to see beyond their parochialism and to see common interest. And, through the process of verbal interaction, citizens begin to develop and express informed judgement on an issue—the type of judgement, for example, that members of a jury reach after deliberation together. Such informed judgement is essential as it serves as the foundation for creating a common purpose for citizen action.

The recipe for informed judgement is simple. Take an Honors American Government Class, blend in a complex social issue, allow the ingredients to simmer for a brief period of time, and voilà, you’ve got deliberation.

My Honors POS 2041 class had been following the 2000 election with more enthusiasm than most for two months. They understood the intricacy of the Electoral College; the chance that the presidential candidate who wins the most votes might not win the election. My students also appreciated the ideological make-up of the electorate, and they understood that decent people can honestly disagree. But what they cannot accept, nor could I explain, was how upward of $2 billion in a presidential year could change hands with such ease. Campaign finance law bending is so blatant that a whole industry has sprung up whose business is advising office seekers how to slither around the rules. Some claim that collecting large sums of money from an industry and then voting tax favors is perfectly legal. Others acknowledge that though this is technically correct, it is precisely what’s wrong with the system. The bottom line is a student (or a citizen) doesn’t have to be an expert on the issue of campaign finance in order to ask the questions that probe the underlying motivations that drive the choices people make, or to engage in a necessary trade-off, in order to recognize that attitudes are changing.

To help my Honors students focus on democracy’s enduring quest for engaged citizens a forum was held that utilized the National Issues Forums issue book *Money & Politics: Who Owns Democracy?* The Issue Book offered three options for the student’s consideration: Reform the Campaign Fund-Raising System; Rein In Lobbyists and Politicians; and Publicize Political Donations, Don’t Regulate Them. Gradually the talk became a deliberative dialogue in which students:

- Understand the **PROS and CONS** of each approach, its **TRADE-OFFS, COSTS, AND CONSEQUENCES**.
- Know the **STRATEGIC FACTS** and how they affect the way the group thinks about each option.
- **GET BEYOND THE INITIAL POSITIONS** people hold to their deeper motivations—the things people consider to be the most valuable in everyday life.
- **WEIGH CAREFULLY THE VIEWS OF OTHERS**; appreciate the impact various options would have on what others consider valuable.
- **WORK THROUGH** the conflicting emotions that arise when various options pull and tug on what people consider valuable.

My class didn’t solve the money and politics problem, but as their discussion gradually turned deliberative, something was accomplished. As one student observed, “I didn’t initially agree with most of my classmates, but as I listened to them I began to realize that they were also right.” During the forum students began taking small steps in the direction of a discursive, deliberative community envisioned by Jefferson, Tocqueville, Emerson, and Dewey. Each small step is important, for as Vaclav Havel has suggested, “Democracy is like a horizon, always approaching.”
What seems to be missing from higher education today are opportunities for students to develop deliberative skills needed to do real politics. The development of such "new" politics requires professors to teach that politics isn't so much about campaign contributions, as engaging one another to act collectively. Public deliberation is a skill that cannot be acquired from a lecture or a textbook. Indeed, if the skill is to be acquired from a classroom experience it can only come when students consider information on a complex social problem and develop an appreciation of what the information means to their fellow students.

Referenced Sources

**The Undergraduate Publications Directory**

Your students should be publishing their best work. As they prepare for graduate school, the value of learning the publication ropes is obvious. The number and quality of venues for the publication of undergraduate work is growing yearly. The Undergraduate Publications Directory (UPD), the world’s only on-line resource for undergraduate publications in every discipline, provides your students with the vital information and internet links necessary to identify those journals likely to give their work serious consideration. Whether paper or electronic, publications listed on the UPD welcome submissions from undergraduates studying anywhere and solicit work including original papers, book reviews, short fiction, poetry, criticism, fine art, photographs, and letters. Many of these publications are associated with organizations that award prizes, hold conferences, maintain listservs, or otherwise recognize the best work to appear in their publications.

The UPD is pleased to announce the addition of two new journals. *Elysium* is a print journal of art and literature published by the Texas Tech University Honors College. An impressive collection of short fiction, poetry, photographs and art, it features full color reproductions and a list of contributors from institutions across the country.

The University of Toronto *Journal of Bioethics* will be publishing its first issue in the spring of 2001. A journal devoted to issues in bioethics and bioethical pedagogy, this print/electronic entry in our already impressive philosophy category promises to be excellent. The UTJB web site will give you some idea of the quality we can expect from this promising new entry.

Check out the Undergraduate Publications Directory for two dozen more publications in which to place your undergraduates’ finest work. Watch for the startup of the long-promised UPD discussion page. As always, keep the UPD complete and current by e-mailing me your own information about journals you’ve discovered, changes in listed information, or other updates.

**THE UPD ADDRESS:** <http: www.mercyhurst.edu/UPD/>

Link it to your home pages, forward this message to your academic departments, give the URL to your library’s on-line coordinator.

Dr. Ludlow L. Brown
Mercyhurst College
I began thinking about an NCHC Semester in Korea several years ago, on one of my trips to Keimyung University in Daegu. I have been involved with an exchange program linked to that progressive and expanding university since 1987. On my first visit, I stayed in a hotel on “Medicine Street,” which overwhelmed me with herbal fragrances. From my window I could watch oxen drag carts laden with vegetables to the nearby market.

Over the years, the oxen have been entirely replaced by Daewoo and Hyundai trucks, and below the narrow streets subway tunnels are under construction. Despite these changes, indeed because of them, Korea becomes more complex and fascinating to me. Fortunately, Keimyung University’s President, Dr. Synn Ilhi understands my fascination and has given his full support to an NCHC semester at his institution. I, in tum, am looking forward to my role as Academic Director of what will be NCHC’s first adventure into the Pacific Rim.

Korea is the perfect entry point into Asia. Its language is phonetic, and far easier to acquire for survival skills than either Japanese or Chinese. Koreans, moreover, learn English from middle school, so our students will be able to communicate with their peers (and roommates) at Keimyung. Korean history, culture, fine arts, religions, economic and business—all are intertwined with China and Japan, making comparative study a necessity. Our mid-module break will give students an opportunity to visit one or the other of these neighboring countries and test some of the comparisons that they have made in class. What could be more exciting!

Since travel within Korea is still inexpensive, our integrative City as Text seminar will take us to Seoul and the port of Busan as well as traditional villages and Buddhist monasteries in the countryside around Daegu. Our semester theme: “Asian Heritage—Global Thinking” will give us a bi-focal lens through which to examine Korea’s culture, history and people. Elective courses for the semester include: Comparative Politics and Economics in East Asia; The Art of Being Fully Human: Spiritual Traditions of Arts and Science; and Changing Concepts of Identity: Issues of Family Life and Education.

I am hoping that many art and music students will want to take part in the semester. Keimyung University has rich programs in Korean painting, calligraphy, dance, drums, martial arts and music; and students will have the opportunity to produce creative projects for their directed research. Keimyung University also has a Medical School that teaches both eastern and western medicine, so students interested in “alternative medicine” will have an opportunity to meet a variety of practitioners. Students interested in global trading companies, Pacific stock markets, or Asian industry will also find the university’s connection to major steel and textile corporations a great benefit. The semester may also appeal to Education majors, who are likely
to become the teachers of Asian immigrants. Many of my former exchange students will also mentor our NCHC students. I am certain that we will have wonderful opportunities to visit with them and their families and have the unique opportunity to experience Korean life as it is genuinely lived.

My enthusiasm, I hope, will go a long way toward making the students comfortable in Korea. But for your sake and theirs, I also want to be realistic. Korea is a very different country from America, and students who sign on for this semester will also need to make major cultural adjustments to living and working in a Confucian society. (Keimyung University is, by the way, a Presbyterian school.) Men and women will be housed in separate dormitories. There will be more supervision of college women than is usual on American campuses. Korea is a country of one ethnicity; the diversity of American culture and of our seminar group will be of considerable interest and curiosity. Students will want to bring plenty of family photos and sensitivity. Living on Korean food will also require some adjustment (though Daegu now has a French bakery and various other western junk food places). In short: Please be on the lookout for adventurous students who would profit from and be adaptable enough for this semester! In addition to thinking about students by discipline, consider that among your students you might have a Korean-American who would welcome the opportunity to study in the land from which their parents came and perhaps revive their own connection to the country and language. We’d all be happy to pay grandma a visit!

Applications for the semester are in the brochure that you will soon receive. For additional copies or further information, please e-mail me: jdigby@liu.edu

Editor’s Note:
Honors Semesters have offered experiential courses since 1976. Some of the sites have included: Washington, D.C.; the Grand Canyon; the United Nations; Appalachia; Iowa; Morocco; and most recently, Spain. Former semesters’ participants often act as mentors for upcoming Semesters. You can learn more about semesters and the work of the Honors Semesters Committee in their End of the Year Report found on page 51.

Letter from NCHC published in The Chronicle of Higher Education

I hope you will be pleased to discover that we have a Letter to the Editor in the December 1, 2000 The Chronicle of Higher Education (B19), letting the readership know about NCHC. I regret that several additional paragraphs were cut -- including how to reach us! Nevertheless, every mention of NCHC should bring some national attention to our organization.

Let’s think of other ways to get honors in the news!

Joan Digby
Past President, NCHC
The Fund For American Studies

[Editor’s Note: Although it is too late for this year, you might want to contact Brendan Shields about next year.]

Attn: NC4HC Advisor

Following is information on our summer academic and internship program sponsored by The Fund for American Studies in partnership with Georgetown University. The Fund for American Studies has recently dedicated a full scholarship ($3925), for an NCHC student. If you have undergraduate students on campus seeking information on internship opportunities, please nominate them online at www.dcinternships.org/nchc.htm.

Want to Intern in Washington DC Next Summer?

“Live, Learn and Intern” is an academic and internship program that offers undergrads the ultimate Washington, DC summer experience. Over 200 students come to the nation’s capital for seven weeks in June and July and live at Georgetown University. Check out their web site and apply online at www.dcinternships.org. Final deadline is March 15th.

- A Full Scholarship available specifically for NCHC students attending your college/university!!!!!!
- Intern on Capitol Hill, with federal agencies, foreign embassies, trade associations, political organizations, policy groups, corporate lobbying offices and top media outlets.
- Participate in weekly lectures and take classes (for a total of 6 transferable credits) at Georgetown University.
- Attend site briefings at the White House, House of Representatives and State Department.
- This is a great package program in that it finds your internship, registers you for classes and sets up housing for the summer.

Visit our web site and apply online at www.dcinternships.org

You may direct additional questions to:
Brendan Shields, Institutes Coordinator
The Fund for American Studies
bshields@tfas.org

Congratulations!

Dr. Craig Nelson, Indiana University Professor of Biology and Public and Environmental Affairs, and a frequent presenter at NC4HC conferences, received the U.S. Professor of the Year Award in the category of Research and Doctoral Universities, as judged by the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education. It is the only national award given to college and university professors recognizing their excellence in teaching. (Material for this note taken from the Indiana University Alumni Journal)
In the Fall of 2001, the National Collegiate Honors Council will once again offer its members an opportunity for program enrichment through a series of satellite seminars on current issues associated with the international Honors Study Topic developed by Phi Theta Kappa. Each of the five seminars will feature nationally-respected scholars who will present a lecture and then discuss the issues with both a studio audience and the television audience. For the first time, Phi Theta Kappa will coordinate the production of this exciting interactive teleconference. Topics will range from “The Marginalized Community” to “The Exploration of Community through the Arts and Humanities” to “The Future of Community.”

Speakers will include Dr. Evelyn Hu De-Hart, Director of the Center for Studies of Ethnicity in America; Dr. Carlos Cortes, a member of the faculty for Harvard University’s Institute for Intercultural Communication; Dr. Donald Kraybill, an expert on Amish and Anabaptist culture, and Dr. John Short, professor of urban geography, who has spoken all over the world about how to make our cities more humane.

This teleconference has been an asset to both large and small honors program across the country. Dr. Hew Joiner, the current president of NCHC and honors director at Georgia Southern University, is a major advocate of this series. Dr. Joiner says, “The NCHC/Phi Theta Kappa Satellite Seminar is a great value. It helps in concrete ways to provide substantial enrichment beyond the traditional curriculum. The seminar gives us originality and creativity and it is quite interactive—all of the things which an honors education is supposed to provide.” Ann Raia from the College of New Rochelle in New York says that past satellite seminars have prepared her honors students to make their senior symposium presentations on “hot issues on the cutting edge of their disciplines.” Raia adds that the 2001 seminars will also be incorporated into this symposium.

Subscribers will receive planning packets to help organize discussions for honors classes, campus forums or community events. All subscribers also receive the right to make a tape of each seminar. Registration for the entire satellite teleconference series is only $350 if the form is received by May 15.

Visit www.ptk.org/nchcss for complete program information, including a schedule, speaker biographies and an online registration form. To accommodate all down linking capabilities, Phi Theta Kappa will broadcast the series in both C-band and KU-band. All questions can be addressed to nchcseminar@ptk.org or 601.957.2241, ext. 521.

Other Opportunities to Explore the Honors Topic, “Customs, Traditions, and Celebrations: The Human Drive for Community” through Phi Theta Kappa.

Three Hour-Long Forums
Friday, March 30, 2001 at the Phi Theta Kappa International Convention (Adam’s Mark Hotel, Denver)
(1) “Discussing Honors Topic Issues”
This is a brainstorming session in which more than 200 students will come together to discuss the issues and learn ideas for implementing the Honors Study Topic, “Customs, Traditions and Celebrations: The Human Drive for Community.”
(2) “The Honors Institute Experience”
Get a sneak preview of the 2001 Phi Theta Kappa International Honors Institute
(3) “Honors Program Enrichment”
How to use the NCHC Satellite Seminars to build your chapter’s scholarship program

A Week-Long Exploration
A week-long exploration, June 17-24, of the Honors Study Topic with speaker sessions and panel presentations by noted lecturers, small seminar discussion groups, and interaction between participants. The 34th International Honors Institute of Phi Theta Kappa (Georgia Institute of Technology, Atlanta).
[Editor’s note: The NHR has printed several articles in the past about making the best use of our satellite seminar. From the report of the Technology and Honors Committee (Summer 1998, pp. 33-36): an overview of the 1998 seminar, with ideas from five colleges and universities, and tips from article’s writers, Billy Wilson and Celeste Campbell. Also “Using the Satellite Seminar” by Chris Willerton, Abilene Christian University (Spring 1999, pp. 12-13): adapting the Satsem to create new ideas for its use.]

“Customs, Traditions and Celebrations: The Human Drive for Community”
NCHC/Phi Theta Kappa Honors Study Topic for the Satellite Seminar, Fall 2001
by Billy Wilson, Phi Theta Kappa
And the Winners are...

Results of the 2000 NCHC Election

Vice President:
Donzell Lee
Alcorn State University

Executive Committee - Faculty:
Elizabeth Beck
Iowa State University
Ron Brandolini
Valencia Community College
Celeste Campbell
Oklahoma State University
John Zubizarreta
Columbia College

Executive Committee - Student:
Ryan Commerson
Gallaudet University
Morgan Anne Goot
SUNY Potsdam
Natalia Valenzuela
Columbia College

NOMINATIONS FOR EXECUTIVE COMMITTEE AND VICE PRESIDENT

As we get closer to our next annual meeting, it is urgent that we have a slate of candidates, both faculty and student, for the Executive Committee and for the critical office of Vice President. Please don't wait in the wings. NCHC is an organization run by its members, and serving in an executive capacity is an expression of commitment to honors that is extremely satisfying. Please come forward as a candidate. Please suggest candidates to us. While people completing a term on the Executive Committee may run again after a one year hiatus, they may be nominated for Vice President. We are actively seeking fresh thoughts and new blood, so all nominations are welcome. NCHC is about to launch into some exciting projects and directions, which you can shape and influence. Be there! Do it! Put your stamp on the future of NCHC. All nominations should be sent to Joan Digby, Honors Program, LIU, C.W. Post Campus, 201 Humanities Hall, Brookville, NY 11548.
Nothing could have prepared me for the conversion that I witnessed in the wake of the Bush - Gore dead heat at the Centro de Estudios Norteamericanos, Universidad de Alcalá, a medieval Spanish university located on the outskirts of Madrid. As the Academic Director of the elite NCHC Spain Semester 2000, I watched American study-abroad students morph from admittedly apolitical undergraduates to politically-engaged individuals during the ambiguous U.S. election returns. Many American university students and faculty members had cast an absentee ballot, or at least they had thought about it.

In my group of 33 articulate honors students from all regions of the U.S., honing political awareness was a latent process in overtly political Spain. With the shiny newness of Spanish democracy around us daily, the contrast between American and Spanish enthusiasm for politics is like the difference between stale talking points and Andalusian passion.

With an election too close to call capturing the attention of the world press and with three months of studying and living in the European Union under our belts, America and Europe taught my students a lesson that they could not have learned at home with business as usual. Traditionally, Europe draws young Americans into political awareness through the routine café chats, random political encounters on public transit and the discovery that buying a newspaper can be a political act. The events in the U.S. in November and December intensified our experience.

The pressures to articulate political allegiances, explain the U.S. electoral system, and other U.S. Constitutional intricacies were tremendous. Almost overnight, gifted U.S. undergraduates learned that they espoused an American brand of politics, and many began to defend and negotiate it. They spoke of politics with their European peers, and frequently they expressed these ideas for the first time.

As their Spanish counterparts learned about the nuance and power of our stable democracy in the U.S., the exchanges generated many questions. The heavy anchor of the solid U.S. political system may have produced apathy at home, but a trans-Atlantic view emphasized the depths of U.S. democratic stability. This is a reality to be admired from as far away as a Spanish stork’s nest high above the Cervantes Plaza in Alcalá de Henares, Spain. The honors students’ conversion to political awareness is well underway. Let’s hope that it is not temporary.
My Internship with the
Fund For American Studies
by Queen Nworisa

When I began my undergraduate studies at Penn State University, I knew that I wanted to come to our nation’s capital for a summer internship before I graduated. As soon as I came across a program by The Fund for American Studies through my Honors College (Schreyer Honors College), I knew this was the avenue through which I would achieve my goals. Although I desired to participate in the program, I faced a tremendous obstacle because of various financial reasons. When I was informed that a scholarship was available, there was no question as to what my decision would be. I knew then I would be in Washington, D.C. for the summer and great things were going to happen.

As an international politics major, with interests in economics and African and African-American studies, I have a great interest in political and societal affairs. The vibrancy, pace, and stimulation of working and living in D.C. was an exhilarating experience. Attending classes at Georgetown University was a great asset to my undergraduate studies. As a political science major, I was able to take classes that would count towards my graduation and enrich my academic curriculum. The competitive nature of the classes were intellectually stimulating and only served to enhance my potential as a scholarly student. I engaged in contentious debates about American politics, while learning about the economies of centrally planned economies and free market systems. This information has only served to be helpful in my academic career, as I had valuable insight to concepts and theories that some of my fellow students were only just beginning to learn. I do not have the words to express the importance of this excellent opportunity in my life nor do I have the words to adequately describe all of my unique experiences, excursions and colorful people that I met and interacted with.

I enjoyed the various site briefings, from the White House to the State Department. It was a great experience being able to visit the Floor of the House of Representatives and the Federal Reserve Building, something that many individuals will never have the opportunity of doing. I have learned about the great array of professions and careers that await me upon graduation. My experience as an intern for Black America’s Political Action Committee (BAMPAC) was more than positive and insightful. I genuinely appreciated working with professional individuals and learning about politics in a more practical sense. I was able to make necessary contacts and meet influential individuals who will be beneficial in the advancement of my future career goals.

I also learned a great deal about myself as an individual, and I became more confident about the career path I want to take in the near future. By living in Georgetown and attending classes at the university, I am even more aware that this is where I eventually want to attend law school. I have been challenged by my professors and enlightened by their unique insights and experiences. I learned a great deal about people and I cherished the diversity, which I was surrounded by. I gained a new optimism and hope for my generation and humanity in general. My belief that individuals can make a difference was once again reinforced.

As the program ended, I knew I would miss the life-long friends I had made, the lessons learned, and the experiences I shared. However, I look forward with hope, and with excitement as to what the future holds and where this experience will take me. I know that it will serve to help me achieve my goals, and accomplish great things.

To order back issues of The National Honors Report, The Journal of the National Collegiate Honors Council, Forum For Honors, The Superior Student, and any NCHC monograph, contact the NCHC Headquarters office at Radford University.
Phone: (540) 831-6100 or email: nchc@radford.edu
Washington D.C. Trip Proves a Capital Idea
Nichola Saminather

[Editor’s note: Sue Molnar, director of the Honors Program at the College of St. Catherine, wrote the following introduction. Nichola is currently a member of the Honors Program.]

The following is an editorial written by Nichola Saminather, editor-in-chief of the College of St. Catherine student newspaper, The Wheel, reflecting upon her experiences in Washington, DC. The headline was “Washington D.C. trip proves to be a capital experience.” A small grant from the Portz Fund helped support the participation of six St. Catherine students at the NCHC Conference in Washington, DC. Nichola’s poster, done in conjunction with two other students, was from research she did in an honors seminar, “The Mystery of Animal Minds.” Nichola is a print journalism major with a minor in business administration. She is currently working on her senior honors project, Kodaikanal From the Inside Out, a book about the deeper nature of one of India’s premier tourist towns. Born in Sri Lanka, her family now lives in India. The value of attending the NCHC conference is confirmed by her insights into Washington and the United States.

Editorial
Nichola Saminather
Editor-in-Chief

I peeped out of the window, as the plane was about to land and thought, “So this is the capital of the world’s most powerful nation!” Well, as it turned out, that was not quite the case, because we were in Virginia. But the thrill of being close to our destination of Washington D.C. still lingered.

Six College of St. Catherine students, including myself, and Sue Molnar, the director of the Honors Program Student Organization traveled to Washington D.C. on October 18 for the National Collegiate Honors Council (NCHC) Conference 2000. From day one of the trip, I was gripped by a feeling of awe and wonderment at the whole atmosphere of the place and at the sheer wealth of experience that it offered.

On the first day of the conference, we were sent out on what was called City-As-Text©, an activity in which all the students at the conference were assigned various parts of the city and told to go out in groups and explore. I was to go to monumental Washington, the part of D.C. that has the Vietnam and Korean War Memorials, the Lincoln Memorial and the Washington Monument among many other memorials.

The Vietnam Memorial, which was the first place we really stopped, surprised me. Whatever I was expecting, it was not a wall with thousands of names engraved on it. I had not prepared for it beforehand, and my ignorance resulted in surprise.

Because I am not an American, I was unable to recognize the deeper meaning of this memorial. To others in my group, however, it was a very powerful emblem. To them, these were ancestors of not very long ago, relatives who had died fighting for a cause not their own. I could understand that. In my own country, Sri Lanka, people have been fighting for years now with no end in sight.

We visited the Korean Memorial, and then stopped briefly at the other memorials. That night, my roommates and I returned to this part of DC to visit more of the memorials.

We walked around to all the memorials in the area and then decided we wanted to say “Hi” to Bill at the White House. As we were on the other side of the street from it, we climbed over two fences to get across the street and to the closest possible fence, and decided after that, that our level of ambition ended there. We satisfied ourselves with taking photographs from the fence closest to the White House.

In subsequent days I visited the National Geographic Museum, which was featuring a special exhibit on women photographers; the Smithsonian Institute’s National Museum of American History, where there were displayed some incredible exhibits of former presidents’ lives and works, and an intricate doll’s house which I found utterly fascinating; the Holocaust Memorial Museum, which featured a special exhibit on the exodus of the Jews during World War II; and the Newseum, a news museum featuring famous breaking stories throughout the ages, the process of White House reporting
I also got to be part of the studio audience on a show called “Inside Media,” on which National Public Radio personality Robert Siegel was being interviewed. I found that Washington D.C. itself is a monument to the United States, a city that stands for all that the country is. The juxtaposition of the new, modern buildings with the centuries-old brick buildings symbolizes the movement of the country into the modern world combined with its efforts to still learn from its past and remember those who helped shape it.

The amazing hodge-podge of people from all over the world represented the diversity that is present in the whole country, but is difficult to see in some parts. Walking down just one street, I counted restaurants from about eight different countries. There were also people from all over the United States itself, of all religions and from all backgrounds.

This diversity, however, also brought out the negative aspects of the United States. In Minnesota, the issue of homelessness remains hidden for the most part from many of us. In D.C., it was stark, staring us in the face. There were homeless people wherever we went, near the Hilton where we stayed, at the Metro Stations where we took the subway to various places and near the museums we visited. Many of the students in our group were affected by their presence and by our own helplessness to do anything for them at that particular time.

This trip opened my eyes to see the rich heritage of a country that I think sometimes forgets that heritage in its daily mad rush to stay ahead. I used to think that the United States as a country does not really have a culture, but borrows little bits and pieces from the cultures of the people who make it up. I don’t anymore. I found a great deal of culture, perhaps a newer, more different kind of culture, but a culture nonetheless, in what I saw in D.C. I think this culture comes from the preservation of various events in its history that lend themselves to celebration and memories. This culture brings together all the people of this country celebrating their unity as part of this country, as part of a people who have a shared past.

I could go on and on about this trip and about all we did and learned. But an eight-page college newspaper cannot afford that. I can say for sure that this trip gave me a lot to think about and learn. I remember during my first year, my roommate’s mother asked me how I liked America. Before I could answer, my roommate countered, “Well, this is not really America.” Although we laughed at that then, I found that it is true to an extent. Not many places in the U.S. do stand for all that the United States is. Each part represents bits and pieces of it, but not the whole. But, I think DC comes pretty close to standing for the country as a whole, as my first-year roommate, who also happened to be on the trip, will probably admit herself.

Connecticut Forms State Honors Council

At a meeting organized by Linda Olson, Honors College director at Southern Connecticut State University, the Connecticut Collegiate Honors Council (CCHC) was founded on Friday, December 8, 2000. The founding members included representatives from the University of Connecticut, the four Connecticut State Universities (Eastern, Central, Western, and Southern), and the Universities of Bridgeport and New Haven. Linda Olson was elected CCHC president.

The new organization will sponsor a one-day conference at Southern Connecticut State University next April, featuring student papers and poster sessions. For further information, contact Linda at <olson@scsu.ctstateu.edu>
Life as a Young Black Male
Samuel McDuffey
Mississippi Valley State University

Young Black Males have so much in life to endure,
But love, respect, and happiness is the cure
Life may seem to be so bad
We may feel so bitter, angry, and sad
But a Young Black Male can move on
He can rise above all others’ expectations.

Youth is a major characteristic of a young black man
Anything to be done, he can
Optimistic we would always be
Knowing we can cross any sea
Understanding is what we should have when situations are hard
We should look at all options, and play the right card
Never giving up should be a natural instinct
We should keep our minds open so that we can think
Grow continuously is what we must do
Learning from the past with a future in view
Bravery should be exemplified every day
By our walk, decisions, and acting the right way
Loving and kind is what we are
Respecting our black queens for who they are
Aspiring to reach bold new heights
Higher and higher we must fly over every plight
Caring and forgiving all other races
Especially the ones who try to take our places
Knowledge of all aspects of the life we live
Help us to fulfill God’s holy and righteous will
Motivating people of our own kind
Making them work hard and keeping them in line
Adventurously looking for new things to do
Working through problems using just one clue

Loyalty is what we should always possess
To our one and only family of blackness
Evolving ourselves from that old negro slave
To preeminence before reading our cold grave
This is the life of the young black male that the whole world should see
This is the young black male that you and I should be
So when the burdens of life get us down
We should remove them from our backs and throw them to the ground
When pain and heartache enter our lives
We should pray to the Lord, because with Him we can survive
Don’t let our color limit our perseverance
We should push on until we all have reached deliverance
Even though people might hate us until their dying day
We can not back down or listen to what they have to say
We should be proud of our creamy dark, brown, and even light skin
And push on until the race has come to an end
Educating ourselves not to kill our own
With drugs and alcohol, we must understand its breaking our homes
So I challenge all young black males that are here today
To set standards for our youth and lead the way.

[Author’s note: I attend Mississippi Valley State University in Itta Bena, MS. I am an accounting major, with a minor in mathematics. I believe that multiculturalism should indeed exist, but I also believe (as I emphasized in my poem) that we as “black” people should come together and get to know our own before aspiring to get to know other race counterparts. Like the saying goes: Take care of home first. We as black people have different cultures within ourselves. I believe that if we can understand the diverse cultures within our black families, we will be better prepared to understand the cultures of other races.]
EIGHTH ANNUAL HONORS NEWSLETTER CONTEST

SPONSORED BY NCHC PUBLICATIONS BOARD

Deadline for submissions: June 30, 2001

To enter your honors program newsletter into the contest, send four copies of your cover letter, and four copies of each of two issues (a total of eight newsletters). The cover letter should include the following information:

1. Whether your newsletter is created and published entirely by students (category A) or by faculty/administrator alone or with students (category B).
2. The number of honors students in your program.
3. The number of copies per issue.
4. The number of issues published per year.
5. The cost of printing one issue.
6. The total cost of production and mailing of a single issue.
7. Estimated time to edit and lay out one issue.
8. The target audience (honors students only, honors faculty, all faculty, etc).
9. The purpose of your newsletter.
10. The name of your honors program as you wish it to be on the certificate and indicate what name you want on the check, should you win.
11. The name and title of the director of the program.
12. The name(s) of the person(s) most responsible for creating or overseeing the newsletter and their rank (student editor, assistant director, etc).

Please make very clear whether you are entering your newsletter under category A (student run) or category B (faculty or faculty and students jointly). Prizes will be awarded for first and second place in each category.

If you wish to submit a newsletter that exists only on the Web, send paper copies to the contest but give the URL in the cover letter (and please make sure the name of your school is under the name of your newsletter on the Web page!).

See the Honors Newsletter Contest Winners article in the Winter 1997 issue of The National Honors Report for further information. Winners will be announced at the banquet of the NCHC National Conference in Fall 2001. If possible there will be a Publications Board sharing session on creating an honors newsletter; all the entries will be available there for examination. Please bring additional copies of your newsletter to that session to share and discuss with others.

Send your newsletter entries and accompanying letter by June 30, 2001 to:
Hallie Savage, Clarion University of Pennsylvania, Honors Program,
840 Wood Street, Clarion, PA 16214
All conferees registered by April 16 will be listed in the conference program but by April 16 the issue framing will be nearly finished. If you can get even one or two students started right now, they will pick up the fundamentals of issue framing over the next two months. Also, consider visiting the site yourself right now to help us identify a focus issue in undergraduate education. Just go to Issue Discussion, see what others have written, and chime in!

In Chicago we will be following the National Issues Forum format used successfully in Washington, but with the issue framing we produce this semester.

Participation can have real payoffs for your program. For details, see “Should You Participate?” on the website. Here are the details on three types of involvement that might be of interest to you, your students and faculty.

1. Conferee participation in the forum in Chicago. Advance registration is not required for participation, but those who do register online April 16 will be listed in the program. The forum in Chicago will be structured more or less as it was last year with tie-ins to the Undergraduate Summit being organized by Sam Schuman and others as well as to the special session by Paul Loeb.

2. Participation in the online issue framing, already underway. The most significant expansion of the online component is the addition of an issue framing activity during the spring semester. Participating campus teams will learn how to frame issues for deliberation through an online workshop. Out of that workshop will come the issue book for our forum: Issues in Undergraduate Education. Even more important for your program will be the creation of an experienced team able to frame your own local issues and conduct forums.

3. Participation in the online deliberation. The issue book we create during the spring semester will be posted on the web by early summer with associated threaded discussion groups for deliberation of the issue. This website will be available for your use. It is not limited to those going to Chicago. My incoming freshman honors class will be asked to participate in this deliberation over the summer as part of their honors orientation.

You are invited to organize participation in whatever way you want. This online deliberation will continue during the fall semester leading up to the conference and conclude a few weeks after the conference.

Finally, I ask your help in stimulating the widest possible participation in the online issue framing and deliberation. I hope we can reach outside honors right away as we identify and frame an issue in undergraduate education and later, when we deliberate the issue. Please feel free to circulate information about the project and to encourage participation within any groups you think might be interested: academic organizations, boards of trustees, alumni, parents, business, citizens.

I hope to see you online!

Jim Knauer
Honors Director
Lock Haven University of Pennsylvania
email: jknauer@lhup.edu
web: www lhup edu/~jknauer
Honors Program:
www lhup edu/honors
Teaching Democracy:
www teachingdemocracy org
SELECTING A COLLEGE OR UNIVERSITY
from Stamats 2000 TeensTALK Study (Summer 2000)
*used by permission

Stamats, a service to over 100 colleges and universities nationwide, conducted a telephone survey of 1600 college-bound high school freshmen, sophomores, juniors, and seniors to identify some of the factors that determine students’ choices of colleges or universities.

When Stamats inquired about the people who provided information about colleges and universities to college-bound students, it learned that seniors are nearly twice as likely to receive information from their school guidance counselors rather than their parents, their second most source. The reverse is true for freshmen. Not surprisingly, college-bound high school students are much more likely than freshmen to receive information about institutions from college students themselves. Information from relatives other than parents is nearly the same from the freshman year to the senior year, about 10%.

In their plans for college, more than half of the seniors anticipate attending a four-year public institution with a student body of more than 15,000 and the number of seniors who say they are “highly likely” to transfer has doubled. Nearly 75% of the seniors report that they have already selected a college or university.

The charts and the table from Stamats below do offer a few surprises. In Chart #1, the career focus remains almost negligible (5.3% freshmen; 7.3% seniors) despite the public’s oft-stated view that college is for career training, not an education. In

<table>
<thead>
<tr>
<th>Most Important Characteristics When Considering a College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Majors</td>
</tr>
<tr>
<td>Freshmen 33%</td>
</tr>
<tr>
<td>Seniors 31%</td>
</tr>
<tr>
<td>Academic Reputation</td>
</tr>
<tr>
<td>Freshmen 27.30%</td>
</tr>
<tr>
<td>Seniors 33.30%</td>
</tr>
<tr>
<td>Location</td>
</tr>
<tr>
<td>Freshmen 21.80%</td>
</tr>
<tr>
<td>Seniors 8.30%</td>
</tr>
<tr>
<td>Community</td>
</tr>
<tr>
<td>Freshmen 12.50%</td>
</tr>
<tr>
<td>Seniors 3.30%</td>
</tr>
<tr>
<td>Number of Students</td>
</tr>
<tr>
<td>Freshmen 8.50%</td>
</tr>
<tr>
<td>Seniors 2.80%</td>
</tr>
<tr>
<td>Career Focus</td>
</tr>
<tr>
<td>Freshmen 5.30%</td>
</tr>
<tr>
<td>Seniors 7.30%</td>
</tr>
</tbody>
</table>

In considering a college or university, both freshmen and seniors put the most emphasis on academic reputation, followed by finding a match between their anticipated majors and various institutions’ course offerings and/or degrees. From the freshman year to the senior year, location, community, and the size of the student body come to matter much less. By their senior year, college-bound students report these factors to be less than half as important as they were when these seniors were freshmen.

<table>
<thead>
<tr>
<th>Sources of College Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance Counselor</td>
</tr>
<tr>
<td>Freshmen 38.30%</td>
</tr>
<tr>
<td>Seniors 56.30%</td>
</tr>
<tr>
<td>Parents</td>
</tr>
<tr>
<td>Freshmen 46.80%</td>
</tr>
<tr>
<td>Seniors 30.80%</td>
</tr>
<tr>
<td>High School Teacher</td>
</tr>
<tr>
<td>Freshmen 30.00%</td>
</tr>
<tr>
<td>Seniors 17.50%</td>
</tr>
<tr>
<td>Friend</td>
</tr>
<tr>
<td>Freshmen 9.50%</td>
</tr>
<tr>
<td>Seniors 15.00%</td>
</tr>
<tr>
<td>College Student</td>
</tr>
<tr>
<td>Freshmen 3.00%</td>
</tr>
<tr>
<td>Seniors 13.30%</td>
</tr>
<tr>
<td>Other Relative</td>
</tr>
<tr>
<td>Freshmen 10.50%</td>
</tr>
<tr>
<td>Seniors 9.00%</td>
</tr>
</tbody>
</table>
Chart #2, the single largest influence is the guidance counselor, nearly double the influence of the parents. Although in Chart #3 a little over a quarter of the college-bound seniors anticipate transferring to another institution, it isn’t clear how many seniors are headed to two-year commuter schools at the start of their college education, necessitating a transfer to continue.

<table>
<thead>
<tr>
<th>Plans for College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will Attend a Public, 4 Year Institution</td>
</tr>
<tr>
<td>Freshmen 65%</td>
</tr>
<tr>
<td>Seniors 57.50%</td>
</tr>
<tr>
<td>Will Attend a College with more than 15,000 Students</td>
</tr>
<tr>
<td>Freshmen 11.30%</td>
</tr>
<tr>
<td>Seniors 26.00%</td>
</tr>
<tr>
<td>Have Selected a College or University</td>
</tr>
<tr>
<td>Freshmen 22.80%</td>
</tr>
<tr>
<td>Seniors 75.50%</td>
</tr>
<tr>
<td>Plan to Live on Campus</td>
</tr>
<tr>
<td>Freshmen 74.00%</td>
</tr>
<tr>
<td>Seniors 67.30%</td>
</tr>
<tr>
<td>Will &quot;Highly Likely&quot; Transfer Before Degree Completion</td>
</tr>
<tr>
<td>Freshmen 13.80%</td>
</tr>
<tr>
<td>Seniors 27.30%</td>
</tr>
<tr>
<td>Amount Saved for College (Mean)</td>
</tr>
<tr>
<td>Freshmen $6,164</td>
</tr>
<tr>
<td>Seniors $9,813</td>
</tr>
</tbody>
</table>

According to Stamats, the validity of its study is +/- five percent with a 95% confidence level. The data can be sorted by gender, ethnicity, academic ability, academic interest, affluence, and other variables.

Methodology: Telephone survey of 1,600 college-bound high school freshmen, sophomores, juniors, and seniors

Source: Stamats 2000 TeensTALK Study (Summer 2000)

For more information contact: Bob Sevier, Vice President for Research and Marketing at bob-sevier@stamats.com or 319/364-6167. Also check out our Web site at www.stamats.com.

CALL FOR PORTZ FUND GRANT PROPOSALS

The NCHC Portz Fund Committee solicits applications from NCHC institutional and professional members for small grants (up to $500.00) which are considered following quarterly deadlines of March 15, June 15, September 15, and December 15, and for large grants (normally up to $1,000.00) with twice-yearly deadlines of March 15 and September 15.

Portz Fund grants are intended to support Honors program/college innovation. Ten (10) copies of the Portz Fund Grant Application Form and supporting narrative are required for a grant application. Portz Fund grants are made to Honors programs/colleges (not to individuals) to help them engage in program innovation rather than to fund ongoing operations or meet ordinary expenses. Applications that demonstrate clearly the way in which the innovation will be of benefit beyond the confines of the institution’s own Honors program/college normally are favored as are applications that demonstrate commitment of the institution’s own funds (not fractions of released time for faculty or administrators, computer usage, and the like).

The narrative statement should address the way in which a Portz Fund grant will help your Honors program/college in terms of one or more of the Basic Characteristics of a Fully-Developed Honors Program.

Portz Fund grants may not be used for food, drinks, on-campus space rental, or student travel (except when the student already has received written notification of acceptance of a presentation for the NCHC national conference or one of the conferences of the NCHC regional Honors councils).

You can find grant applications on the Portz Fund website at http://www.montana.edu/wwwuhp/nchc/index.htm.

For additional information about the NCHC Portz Fund grants, please contact:

NCHC Portz Fund Committee
Dr. Thomas Broadhead
University Honors Program
The University of Tennessee
Knoxville, TN 37996-4352
Telephone:(865) 974-7875
FAX:(865) 974-4784
Email: twbroadhead@utk.edu
Survey of Criteria for Admission into Honors Program
By Earl B. Brown, Jr.

In late fall of 2000, I was invited to speak at the University of Utrecht. One of the issues they wanted me to address was the criterion for admissions into the honors program and honors courses. I sent an e-mail request to the approximately 500 individuals who subscribe to the NCHC listserv. Forty-six responded, close to ten percent! The results of their responses are compiled on the spreadsheet below.

I thought, however, that I might do a brief analysis of the results. Of the 46 responding, 14 allow only students in the Honors Program to register for honors courses. Another 16 will allow non-honors students to register for honors courses if space permits and if they meet the criteria. Only 16 respondents based honors enrollment on criteria alone without regard to honors membership. Of those 16, only two have set no criteria for enrollment; one was a community college where open enrollment is more the norm.

As for when students are admitted to the honors program: all but one school, again the community college, admit directly out of high school—many, in fact, before the student arrives on campus (before matriculation). After a student has matriculated, less than 50% (47.8%) of those responding would admit students after their first semester, some (28%) through two years, very few thereafter.

What does all this say about the 46 institutions responding? The survey reveals what we might have expected, which is that most institutions admit students to their honors program based on high school grades, class rank, SAT/ACT scores and other criteria (interviews, extracurricular activities, etc.). Most institutions, then, don’t take into account that a student’s grades in high school may have no relationship to a student’s ability to do college work or that the SAT/ACT scores measure potential not motivation, perseverance, intellectual curiosity all of which play a major role in how well a student performs in college.

The survey also reveals that most honors courses are closed to non-honors students. Only some 35% of the institutions reporting admit students into honors courses without regard to membership in an honors program. This is certainly a budgetary issue—since most institutions cannot afford to offer enough honors courses to make this approach to education available to any student interested. Many, I believe, would open their honors courses if they had more spaces available.

Obviously, honors is still a closed society, serving the needs of that 6% to 10% of the student population enrolled in honors programs and basing their decisions for admittance to that closed society on a student’s high school record not on a student’s proven ability to do college level work.

I want to thank those who responded; without their response, I would have no survey.

\[1\] I do not know how many institutions subscribe to the listserv. I only know that this request went out to approximately 500 subscribers. To get an accurate percentage, I would need to know how many institutions actually subscribe.
<table>
<thead>
<tr>
<th>Institution</th>
<th>Criteria for enrollment in honors courses?</th>
<th>Criteria for admissions? When do you admit?</th>
<th>Criteria after One semester</th>
<th>After One Year</th>
<th>After Three Semesters</th>
<th>After Two years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrews U</td>
<td>Enrollment in honors. Web-based registration</td>
<td>3.5 HS GPA, 80th percentile on ACT or SAT</td>
<td>3.33 college</td>
<td>same</td>
<td>same</td>
<td>NA</td>
</tr>
<tr>
<td>Arizona St. U</td>
<td>Admission to Barrett Honors College.</td>
<td>1300 SAT, 29.5 ACT, unweighted 3.82, and an average 27 Sem. Hours of AP or other IB credit</td>
<td>HS record, plus college record</td>
<td>same</td>
<td>same</td>
<td>at least 3.4 GPA</td>
</tr>
<tr>
<td>Azusa Pacific U</td>
<td>SAT 1200, ACT 28, HS GPA 3.80, HS teacher recom., prior academic achievement, leadership &amp; excellence outside the classroom, Ethical values &amp; career goals.</td>
<td>Before matriculation</td>
<td>1st sem. univ grades and rec ltr</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Ball St. U</td>
<td>Membership or special permission is possible by petition.</td>
<td>SAT 1200+ or ACT 26+ AND a HS adjusted GPA of 3.6+</td>
<td>writing sample + 3.6 GPA</td>
<td>same</td>
<td>very few added</td>
<td>same</td>
</tr>
<tr>
<td>Breenau U</td>
<td>Honors students, exceptions--BIO and OT majors enroll in BIO 1, Eng. majors may enroll in our 200-level Honors survey course.</td>
<td>After matriculation, 1200 SAT and 3.5 HS GPA</td>
<td>HS transcript, SAT scores, rec ltrs, and an essay</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Charleston C.</td>
<td>Most students in HP. Prerequisites required. Other students-space available (topics course)</td>
<td>HS transcript, SAT scores, rec ltrs, and an essay</td>
<td>writing sample + 3.6 GPA</td>
<td>same</td>
<td>very few added</td>
<td>same</td>
</tr>
<tr>
<td>Citadel</td>
<td>Best qualified HS applicants</td>
<td>GPA of 3.4, Entering students who do not &quot;predict&quot; a 3.4 may gain admission through a petition process if they meet at least 2 of these: (1) 1300 SAT, (2) top 15% class rank, (3) High School GPA of 3.7</td>
<td>Students may join HP any time up until their jr year, GPA 3.4+</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Clemson U</td>
<td>Member</td>
<td>GPA of 3.4, Entering students who do not &quot;predict&quot; a 3.4 may gain admission through a petition process if they meet at least 2 of these: (1) 1300 SAT, (2) top 15% class rank, (3) High School GPA of 3.7</td>
<td>Students may join HP any time up until their jr year, GPA 3.4+</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Columbus St. U</td>
<td>3.5 GPA or higher</td>
<td>SAT 1500+, M 1500+, SAT 1200. College or HS GPA 3.5+. Students eligible through the soph yr</td>
<td>Student GPA 3.4+</td>
<td>Through soph. yr</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Columbia C.</td>
<td>3.0+ GPA, at least 56 prior hrs, permission of Instr &amp; Dir, sign a brief statement</td>
<td>HS GPA 3.8, HS rank 8%, SAT 1220, HS coursework, leadership experience, and applic. essay</td>
<td>College GPA 3.4+, interview, and two rec ltrs</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>E Connecticut St U</td>
<td>Students must be enrolled in UHP</td>
<td>Applic, essay, rec ltrs, top 20% of class, SAT 1150</td>
<td>GPA 3.3, SAT 1180</td>
<td>GPA 3.3</td>
<td>same</td>
<td>same</td>
</tr>
<tr>
<td>Fashion Inst.</td>
<td>GPA of 3.5 (out of 4.0)</td>
<td>GPA 8+, SAT 1100+, an in-person or phone interview</td>
<td>GPA 3.3</td>
<td>same</td>
<td>same</td>
<td>same</td>
</tr>
<tr>
<td>Gannon U</td>
<td>Non-hon: Dean's List, 3.5 GPA</td>
<td>1150 SAT score, 3.5 GPA, top 10%, extracurricular, 2 rec ltrs., essay</td>
<td>3.2 GPA, 1 rec ltrs, essay</td>
<td>3.2 GPA 2 rec ltrs, essay</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Gardner-Webb U</td>
<td>Non-hon: 3.0, rec ltrs, make-up less than 25% of class, approval by Hon Coordinator &amp; Hon Instr; honors courses are open</td>
<td>SAT 1150, ACT 25, GPA 3.5, Top 10%, essay</td>
<td>3.2 GPA, 1 rec ltrs, essay</td>
<td>3.2 GPA 2 rec ltrs, essay</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Georgia St. U</td>
<td>Anyone already admitted</td>
<td>GPA 3.3, SAT 1180</td>
<td>GPA 3.3</td>
<td>same</td>
<td>same</td>
<td>same</td>
</tr>
<tr>
<td>Indiana U at Bloomington</td>
<td>Membership</td>
<td>1300 SAT/30 ACT + top 10%. Rec Adm or acd units doing direct adm. Petition (emphasis on writing, HS rank, and quality of HS curriculum)</td>
<td>GPA 3.3</td>
<td>same</td>
<td>same</td>
<td>same</td>
</tr>
<tr>
<td>Kent St. U</td>
<td>Honors membership or, for non-H students during late registration, 3.0 GPA</td>
<td>Top 14% ACT 26+, w/ exceptions</td>
<td>3.2 GPA</td>
<td>3.2 GPA + Sr thesis</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Lamar U</td>
<td>Members, the dept offering a class may place students in H-course</td>
<td>Apply at same time, invitation to apply</td>
<td>HS grades, SAT scores, essays, rec ltrs., and HS activities</td>
<td>3.25 GPA &amp; able to complete h-reqs</td>
<td>no</td>
<td>NA</td>
</tr>
<tr>
<td>Lock Haven U of PA</td>
<td>3.0, but leave matters up to the Instr</td>
<td>Freshmen 1150 SAT, 3.5 GPA</td>
<td>3.25 GPA &amp; able to complete h-reqs</td>
<td>no</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Longwood C</td>
<td>Any student w/ 3.25 GPA</td>
<td>Freshmen 1150 SAT, 3.5 GPA</td>
<td>Freshmen 1150 SAT, 3.5 GPA</td>
<td>Freshmen 1150 SAT, 3.5 GPA</td>
<td>Freshmen 1150 SAT, 3.5 GPA</td>
<td>Freshmen 1150 SAT, 3.5 GPA</td>
</tr>
<tr>
<td>Southeastern Louisiana U</td>
<td>2.75 cumulative GPA</td>
<td>1300 SAT/30 ACT + top 10%. Rec Adm or acd units doing direct adm. Petition (emphasis on writing, HS rank, and quality of HS curriculum)</td>
<td>1300 SAT/30 ACT + top 10%. Rec Adm or acd units doing direct adm. Petition (emphasis on writing, HS rank, and quality of HS curriculum)</td>
<td>1300 SAT/30 ACT + top 10%. Rec Adm or acd units doing direct adm. Petition (emphasis on writing, HS rank, and quality of HS curriculum)</td>
<td>1300 SAT/30 ACT + top 10%. Rec Adm or acd units doing direct adm. Petition (emphasis on writing, HS rank, and quality of HS curriculum)</td>
<td>1300 SAT/30 ACT + top 10%. Rec Adm or acd units doing direct adm. Petition (emphasis on writing, HS rank, and quality of HS curriculum)</td>
</tr>
<tr>
<td>LSU</td>
<td>3.0+ GPA, ACT 26+, SAT 1240 (630 verbal) &amp; 3.25 HS GPA</td>
<td>3.0 GPA</td>
<td>3.0 GPA may apply</td>
<td>3.0 GPA may apply</td>
<td>3.0 GPA may apply</td>
<td>3.0 GPA may apply</td>
</tr>
<tr>
<td>Institution</td>
<td>Criteria for enrollment in honors courses?</td>
<td>Criteria for admissions? When do you admit?</td>
<td>Criteria after One semester</td>
<td>After One Year</td>
<td>After Three Semesters</td>
<td>After Two years</td>
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</tr>
<tr>
<td>Lynchburg C</td>
<td>Membership in HP, Dean’s List or permission of Dr.</td>
<td>1200 SAT, 3.5 HS GPA</td>
<td>NA</td>
<td>Top 5 or 10%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Mississippi St U</td>
<td>ACT 28+ &amp; AP credits for certain courses</td>
<td>Adm = ACT 28+; conditional Adm = ACT 26+</td>
<td>GPA 3.4+</td>
<td>same + one HC</td>
<td>same</td>
<td>same + 2HC</td>
</tr>
<tr>
<td>North Harris CC</td>
<td>open enrollment</td>
<td>Anyone. Admission ongoing</td>
<td>3.25 GPA, and a 3.2 or better GPA in Honors</td>
<td>no admittance after Soph yr</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oklahoma City U</td>
<td>Honors students; if space, students w/ 3.5+ must see Honors Dr.</td>
<td>ACT 27 or GPA 3.75 and write 2 of 3 essays, before matriculation.</td>
<td>3.25</td>
<td>3.25</td>
<td>3.25</td>
<td>3.37</td>
</tr>
<tr>
<td>Oklahoma St. U</td>
<td>Fr. ACT 27/SAT 1200 plus HS GPA 3.75+</td>
<td>Before matriculation.</td>
<td>3.25</td>
<td>3.25</td>
<td>3.25</td>
<td>3.37</td>
</tr>
<tr>
<td>St. U West Georgia</td>
<td>Current honors students in good standing, anyone w/ 3.2+ GPA</td>
<td>GPA 3.5; SAT 610 Verbal, SAT 1200 (or ACT equivalents on the two scores). Any 2 of the 3.</td>
<td>3.25 GPA + service or leadership activities</td>
<td>no</td>
<td>no</td>
<td>thesis program; GPA 3.5+</td>
</tr>
<tr>
<td>SUNY Potsdam</td>
<td>Any honors student (with some exceptions). Any other student with permission of the instr.</td>
<td>SAT 1300+ &amp; top 10% of HS class or 1st Sem, Fr</td>
<td>SAT 1030 SAT, min. 650 Verbal AND top 10% of HS class; ranked #1 by Adm, or ranked #1 in top 5% SAT 1300+ with 600+ Verbal</td>
<td>3.7+ GPA</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>Syracuse University</td>
<td>SAT 1300+ &amp; top 10% of HS class or 1st Sem, Fr</td>
<td>Non-Honors/space-available basis: 3.0 GPA and/or an &quot;A&quot; in the prerequisite course, if there is one</td>
<td>Top 10% and SAT 1100, or top 20% and SAT 1200</td>
<td>3.3 GPA</td>
<td>same</td>
<td>same</td>
</tr>
<tr>
<td>U Texas (San Antonio)</td>
<td>Non-Honors/space-available basis: 3.0 GPA and/or an &quot;A&quot; in the prerequisite course, if there is one</td>
<td>SAT 1300+ &amp; top 10% of HS class or 1st Sem, Fr</td>
<td>Top 10% and SAT 1100, or top 20% and SAT 1200</td>
<td>3.3 GPA</td>
<td>same</td>
<td>same</td>
</tr>
<tr>
<td>U Florida</td>
<td>Applicant must rank in top 5% nationally</td>
<td>Any student, space permitting</td>
<td>2 of the following: SAT 1200 (or ACT 26), top 15%, 2 rec ltrs., GPA 3.25+ Gpa, 12+ credits</td>
<td>same</td>
<td>same</td>
<td>same</td>
</tr>
<tr>
<td>U Indiana</td>
<td>Application, accepted into the program and have a 3.0 GPA</td>
<td>Academic indicators (ACT/SAT, GPA rank, grades in core courses), written work (a non-fiction paper written for HS class, along with an entrance essay, rec ltrs., and interview with applicant and parents).</td>
<td>3.8+ GPA, rec ltr, non-fiction essay, applic essay, interview</td>
<td>same as above, 3.6+ GPA</td>
<td>same as after one year</td>
<td>rarely admit students this late</td>
</tr>
<tr>
<td>U Kentucky</td>
<td>Membership or students studying abroad: non-honors apply to take the Honors Seminar, we decide on a case-by-case basis.</td>
<td>Academic indicators (ACT/SAT, GPA rank, grades in core courses), written work (a non-fiction paper written for HS class, along with an entrance essay, rec ltrs., and interview with applicant and parents).</td>
<td>3.8+ GPA, rec ltr, non-fiction essay, applic essay, interview</td>
<td>same as above, 3.6+ GPA</td>
<td>same as after one year</td>
<td>rarely admit students this late</td>
</tr>
<tr>
<td>U North Carolina</td>
<td>Application, accepted into the program and have a 3.0 GPA</td>
<td>ACT 29+ and in the top 10% of HS class.</td>
<td>3.8+ GPA</td>
<td>same</td>
<td>same</td>
<td>same</td>
</tr>
<tr>
<td>U North Dakota</td>
<td>GPA 3.0+</td>
<td>SAT 1030/ACT 22 or top 15%</td>
<td>3.3 GPA</td>
<td>same</td>
<td>same</td>
<td>same</td>
</tr>
<tr>
<td>U Tennessee (Chattanooga)</td>
<td>GPA 3.0+</td>
<td>SAT 1030/ACT 22 or top 15%</td>
<td>3.3 GPA</td>
<td>same</td>
<td>same</td>
<td>same</td>
</tr>
<tr>
<td>U Wisconsin (Eau Claire)</td>
<td>&quot;In good standing&quot; which means at least a GPA 3.0</td>
<td>Top 5% HS class AND top 5% nationally on their ACT/SAT</td>
<td>GPA 3.67 and ACT/SAT in top 10% nationally</td>
<td>only on transfer from another honors program</td>
<td>same</td>
<td>same</td>
</tr>
<tr>
<td>UMD</td>
<td>GPA 3.0</td>
<td>SAT 1200 and GPA 3.0</td>
<td>About a 3.5 GPA</td>
<td>ditto</td>
<td>ditto</td>
<td>ditto</td>
</tr>
<tr>
<td>UMD (Ball Co.)</td>
<td>GPA 3.5+</td>
<td>SAT 1300, GPA 3.5+; other factors</td>
<td>GPA 3.75 and ACT/SAT in top 10% nationally</td>
<td>only on transfer from another honors program</td>
<td>same</td>
<td>same</td>
</tr>
<tr>
<td>UNM</td>
<td>GPA 3.75 and ACT/SAT in top 10% nationally</td>
<td>only on transfer from another honors program</td>
<td>GPA 3.67 and ACT/SAT in top 10% nationally</td>
<td>same</td>
<td>same</td>
<td>same</td>
</tr>
<tr>
<td>Valparaiso U</td>
<td>GPA 3.0+</td>
<td>SAT 1200 and GPA 3.0</td>
<td>About a 3.5 GPA</td>
<td>ditto</td>
<td>ditto</td>
<td>ditto</td>
</tr>
<tr>
<td>WVU</td>
<td>GPA 3.3 for Fr. membership or permission for upperclassmen</td>
<td>ACT 26/SAT equivalent. Admission before matriculation</td>
<td>3.3 GPA</td>
<td>same</td>
<td>same</td>
<td>same</td>
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Practical Honors
from the listserv

Introduction by Margaret Brown

A question on the honors listserv: Is there a practical value to graduating from the honors program or college?

This question is no doubt sincere, given the source: an honors committee. Although this question comes from a particular institution, nearly any honors committee or council, or sub-committee from the faculty at large with a report to write, or a new administrator studying existing programs, or a dean’s need to justify the budget (or lack thereof) could pose this question.

Anecdotal evidence exists. Every program has had a Chris, turned on by honors, shifting his focus to graduate from an honors program, his mother assured that honors courses cost no extra money. Then Chris took that special research course that required his own project. Compiled his portfolio to submit to the honors council for approval: a record of his college work to show that he had met the objectives of his honors program. Graduated with a GPA higher than he ever imagined for himself. Then he was accepted into graduate school.

Is that a practical value of honors? Is it? Can we prove that “honors” had no impact on the graduate committee’s decision to accept Chris? How can we prove it did?

That doesn’t mean we shouldn’t try to find out. Two studies, one in 1984 and one in 1987 (updated in 1996), contacted graduate schools and companies to determine honors’ impact on their decision-making. In 1984, Francis Gillen wrote the presidents of 100 Fortune 500 firms and 50 deans of graduate schools. In 1987 Earl Brown, influenced by Gillen’s findings, attempted his own study. He wrote to 47 public schools, 27 businesses, and 5 graduate schools that recruit at his university; in 1996, Brown wrote 33 businesses that recruit at his university. Both Gillen and Brown report that honors students are valued highly. “Participation demonstrates a willingness to challenge one’s intelligence in a more competitive and select medium, while excellent performance is a strong measure of that intelligence.” (Gillen, p. 16); “Honors courses (even with a lower GPA) indicate a person with an appreciation for hard work and desire to do more than the average college student. It may even represent a form of academic leadership.” (Brown, 1987); in 1996, 70% of employers responding indicate that they would hire a college graduate who had taken at least one honors course over other applicants with comparable qualification (Brown, unpublished). Gillen determines that while “participation in honors doesn’t provide graduates with a red carpet leading to a desired job or graduate school, the evidence clearly suggests an honors edge in most instances. This edge derives from the perception that honors students have already demonstrated many of the qualities which businesses graduate admissions committees desire: initiative, independence, a desire to compete in a more challenging environment and a commitment to go beyond what is merely required.” (18).

Gillen acknowledges that his findings are not to be confused with scientific research. He is quick to admit that his responders to his questions are not likely to criticize honors. Brown agrees with Gillen. Both ask for further research to investigate this honors edge, as Gillen calls it.

In a 1997 article, “A Brief Disquisition,” Ira Cohen, a past president of NCHC, past chair of the Publications Board (and nearly every NCHC committee) says that “[f]or serious work about honors to count for our colleagues, we must start to produce scholarship in honors.” (16). We must begin with what it is we want to know and why.

**QUESTION:** “My Honors Committee has asked me to provide evidence that there is some ‘practical’ value to graduating with University Honors in addition to the enhanced educational and intellectual benefit. For example, do companies, graduate schools, state agencies, grant funding organizations, etc. consider ‘Honors’ when they are evaluating job candidates, admission, assistantships, grants, etc.?”

“What other ways might Honors have practical benefits? My committee thirsts for data more than anecdotal evidence, but I would be happy to accept both. I know that for campus jobs, my university’s administrators snap up Honors students as soon as they offer themselves, but beyond that...”—Many thanks, John S. Wagle (Director, University Honors Program, Northern Illinois University)
On some occasions when I have discussed the matter with our career/placement offices, the counselors claim that having an honors degree is a plus with employers, especially coupled with good interview skills. You might also ask graduate programs at the University of Illinois whether or not an honors degree is an advantage. I suspect that any student who has done research and can write about it in a compelling way would have an advantage of some sort. But you can never figure out how much credence is given to recommendations or the school from which the honors student earns his/her degree.

Julia Bondanella
(Indiana University)

Sorry, only anecdotes. E.g., the English major alumna who says her thesis made a difference when she interviewed for her first job, an editorial position with a university press. Or the faculty member who said that his thesis student won a prestigious law school scholarship partly on the basis of her thesis. Or the physician-alumna who sits on the admissions board of a medical school and reports that the thesis (typically in biological or psychological research) helps.

Larry Andrews
(Kent State University)

Jay, I can only offer anecdotal evidence, I'm afraid. But last year, for example, honors work (not even being an Honors Program Graduate) led to a full scholarship for one of our students. Another was told that the research begun as an honors contract would be a wonderful foundation for a senior thesis. Another student was admitted into the Honors College because of honors credit at our two-year college. Hope this helps.—Sandy Deabler

Our program requires a senior honors thesis. We do not otherwise require independent study in any of our majors on campus. Students in the sciences have made themselves competitive for excellent graduate programs because of their research experience from their thesis research. We've had several students make poster presentations at regional, national, and international meetings. We're 1900 undergrads, and in recent years have sent students to graduate school at UCSB, UCSD, U-Illinois-Urbana, OSU, Vanderbilt, Notre Dame to name a few for the sciences, and Emory, OU, UVA, Villanova, Northern Illinois for non-sciences students. In each instance, it was clear that their honors program was very helpful. I think if you are at a small school, then it can make a huge difference in terms of your competitiveness for good graduate programs.—Glenn Edward White
(Ashland University OH)

I can add one specific: the Medical University of South Carolina adds .18 to the GPA of applicants who are completing Honors Program requirements.—Jack (The Citadel)
Several times in the last decade our director (Bonnie Gray) has encountered this issue, mainly in regard to grad programs, and students planning to transfer after two or three years to a place that has majors (e.g., engineering) that our university lacks. Non-honors program advisors here had told the students that honors classes would divert their attention from concentrating on their major or other disciplinary preparatory courses and would lessen their chances for being accepted elsewhere - partly because there were lists of "recommended" courses for students planning on such transfers, and honors program courses weren't on those lists.

So Bonnie simply contacted the places to which the students envisioned transferring and asked the chairs, deans, or program directors about it. Each time the response has been that having been a student in good standing in our HP would give a transfer applicant a definite advantage! I suspect the same would be true of professional schools (law, business, medicine, etc. - I've seen, I think, some med school web pages that state that having taken honors classes is a desideratum). Bonnie (hongray@acs.edu.edu) could probably give you more details. I should think that for grad of places that aren't considered "prestigious," being an HP graduate would usually be a definite plus. I suspect the responses by potential employers of BA/BS grads might be more varied. There would be some who see no benefits accruing to them from hiring HP grads, others who definitely would. This might be a good topic for an NCHC session! Ask your Honors Committee to sponsor a survey of grad schools, companies, etc. to get some clear data! -

Frank Williams
(Eastern Kentucky)

Dear Jay:

As far as I know, the search for statistical evidence is a waste of time. Only now is a Ph.D. student from the University of Maryland working on an honors outcomes assessment dissertation. Most of what you will find is anecdotal. Your committee, if it is keen to do its own research, might check through your alumni donor list and see whether Honors alums are doing well and choose to contribute to your institution. That would make them very happy.

Why are they interested in practical benefits? You named several tangible ones that would seem sufficient. I'm always interested in the intangible--the ability of the program to turn my students into fearless public speakers who are articulate and can think on their feet in a crowd. I also like to think that the process of writing the thesis gives them a maturity of intellect that will be generally applicable to whatever profession they choose. My committee is mainly concerned that the institution keep enrolling high end academic students, which ultimately influences the quality of education in all the classes. Let me know, if you have a chance, what you do find out. -

Joan Digby
(Long Island University, C. W. Post Campus)

I would be interested in your findings, if you would be so kind to share your data. -
Tabitha
Jay, some of the hard evidence is produced by long-term data-gathering. Two quickies that might work for you. (1) Our two state medical schools, where the majority of our pre-meds apply give a bonus point in their initial screening to applicants who are in good standing in honors programs. You could check out if this is true for your students' primary choices. (2) We have been tracking for some years now our success in national competitions (Rhodes, NSF, Goldwater, Fulbright, etc). About 75% of these winners are from the Honors College.—Peter Sederberg (South Carolina Honors College)

Your question regarding added value is interesting. Please post responses to the listserv.—Irene Buchman

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**Your Opinions Count**

The NCHC Executive Committee has been reviewing the Mission Statement of NCHC. As it currently stands, the statement is:

**What the National Collegiate Honors Council is and What it Stands for:**
Established in 1966, the National Collegiate Honors Council (NCHC) is the national organization that creates, identifies, and enhances opportunities (academic, cultural, and social) responsive to the needs of exceptionally able and highly motivated undergraduate students. In this effort, the National Collegiate Honors Council strives to maintain a balance between traditional and innovative, between established values and emerging insights. Its membership includes institutions, faculty members, students, administrators, and others interested in supporting honors education.

**What the National Collegiate Honors Council Does:**
The National Collegiate Honors Council promotes honors learning within higher education by:

- Assisting honors programs in improving intellectual discourse among students and faculty;
- Providing guidelines and support in developing and maintaining honors programs;
- Supporting and nurturing existing honors programs;
- Encouraging the development of new honors programs in colleges and universities;
- Creating opportunities for enrichment of honors students and educators.

Please indicate your reactions to the statement. What, if anything, should be changed (added or deleted) to reflect NCHC’s mission, as you view it?

Send your comments to Dr. Jon Schlenker, Honors Program, The University Maine at Augusta, Augusta, ME 04330 or Jons@maine.edu.
Results from the SMACOHOP Survey of Small College Honors Programs: Part 1

Larry Steinhauser, Honors Director, Albion College

This is the first of a series of reports on the results of the survey of small college honors programs that was conducted by the Small College Honors Programs (SMACOHOP) section of NCHC in the fall of 1999. Surveys were sent to the approximately 360 colleges on the SMACOHOP mailing list and about one-third of the surveys were returned. The formal criteria for determining if an Honors program falls within the purview of SMACOHOP is if its school has an undergraduate enrollment of no more than 4000 or if its honors program has no more than 76 students. In this first article, I would like to discuss what the survey tells us about the actual characteristics of SMACOHOP's schools.

First, the survey indicates that we are predominantly (66%) four-year colleges and overwhelmingly (81%) private. Further, a majority of us are church-related, and we are most commonly located in small towns (see figures 1-3.) Since most of us are private institutions we are relatively expensive to attend with an average charge for tuition, room and board of just over $17,000. Also, 71% of us charge a sticker price of at least $15,000 per year, before allowance for merit and need-based aid (see figure 4.)

Surprisingly, even though we identify ourselves as "small colleges," 44% of the members responding had undergraduate enrollments in excess of 2000 students and the average undergraduate enrollment for all schools was 2404. Fourteen percent even exceeded the 4000 maximum size listed as one of two possible criteria for SMACOHOP membership (see figure 5.)

Even more surprising are the figures for the size of our member Honors programs. Fully 57% of the schools in our survey have programs with more than 76 students, the second possible upper limit for SMACOHOP membership, and the average program size for all surveyed schools is 122. The full distribution for program size is displayed in figure 6. Further, as large as our average program size current is, it is likely to be even larger in future years since 41% percent of our surveyed schools are planning to increase the size of their Honors program in the next five years while only 3% are planning to reduce it.
Finally 13% of the surveyed schools meet neither of the formal criteria for SMACOHOP membership, having both too large an undergraduate student population and too large a program size. Taken as a whole, the information on member size seems to indicate that SMACOHOP would do well to revisit its criteria for membership. In particular, the criteria must recognize that our member schools have much larger programs than our guidelines suggest they should have and that even large schools with predominantly undergraduate populations may have more affinity with SMACOHOP Honors Programs than with those in mega-universities.

One final way to measure the size of an Honors program is to compare the number of students it serves to that of the institution’s undergraduate population as a whole. This comparison is made in figure 7, and it indicates that for 51% of the surveyed programs Honors students make up less than 5% of the total undergraduate population while for 83% of our programs Honors students are less than 10%. By this measure almost all of us are quite small.

Next time we will look at what the survey tells us about the characteristics of Honors directors at SMACOHOP schools and the support that they have to run their programs. For more information on the survey you may contact Larry Steinhauer at lsteinhauer@albion.edu.

For a guided tour of the SMACOHOP website:
www.saintleo.edu/scnchc.
To join and use the SMACOHOP listserv:
<scnchc@saintleo.edu>.
This is the general site; each region has its own listserv.
For more information on the Small College website and listserv, see the Spring/Summer 2000 issue of The National Honors Report, pp. 52-53.
Dear Fellow NCHC Members,

I wanted to update you on the plans for the 2001 conference. You have probably received a packet of proposal forms in the mail. Gayle Barksdale from the home office worked very hard prior to and immediately after the holiday season to get this packet out. Note that the deadline for proposals is April 16!

Because a number of folks have volunteered to assist with the organization of various sessions, you have received a number of forms. Please mail each appropriate form to the person and address on that form.

I've included a “Call for Proposals” bulletin which gives you additional information on various strands/sessions. Please read it carefully. Please read the “Tips to Enhance Presentations” and “Tips for Poster Sessions,” also. If you have additional questions, please call me at (505)277-4211 or send an e-mail to otero@unm.edu.

As you will see, there are many interesting sessions planned including two new workshops: “One Nation Divisible: Class, Race, Ethnicity, and Gender” and “Designing Structured Explorations: City as Text© Mini-Institute.” The Academic Discovery sessions have limited enrollment as do the Master Classes.

The Academic Discovery sessions are divided into Natural Spaces, Architecture, Public Art, and Urban Entertainment. Each of these sessions will have local experts as well as NCHC coordinators to assist. The Master Classes are focused on fine arts. We are looking for folks interested in poetry, drama, music, dance and film/video. Also, the Poster session will take place on Friday from 9:00 a.m. to 4:00 p.m. Students are encouraged to propose poster session ideas in all academic areas including photography and art. Students will not be expected to stand by their posters the entire day, but post the times when they will be available. We hope this extended time will allow more people to examine the posters.

Our plenary speakers include David Starkey and Richard Guzman, authors of Smokestacks & Sky-scrapers, who will do a multimedia presentation on Chicago; Pat Mora, Chicana author of poetry, nonfiction and children’s books including Aunt Carmen’s Book of Practical Saints and House of Houses; Robert Zubrin, author of The Case for Mars: The Plan to Settle the Red Planet and Entering Space, which will take us from our prehistoric past (Sue, the T-Rex and the Field Museum) to the future; and Paul Loeb, an ethicist and author of Soul of a Citizen: Living with Conviction in a Cynical Time.

Our 2001 Gala will take place at the Field Museum on Friday evening. Buses will be available to ferry us from the Palmer House to the Museum. Our 2001 conference looks very exciting. The conference will take place at the Palmer House Hilton & Towers Hotel beginning on Wednesday, October 31 (Beginning in Honors©, Celebration of Honors Teaching, and committee meetings) to Sunday, November 4 (closing plenary 10:45-11:45 a.m.).

Rosalie Otero
President-Elect
Conference Planner
NCHC GOALS FOR 2001: Seeking a Shape and Direction for Our Future

Hew Joiner
President

The hard numbers make clear that NCHC has experienced profound changes in the past decade and particularly in the last five years. In 1990, we had 490 institutions holding memberships in NCHC. By 1995 this number had risen only slightly, to 504. But in the year 2000 the number of institutional members had soared to 752, a 49% increase over 1995 and a 54% increase over 1990. At our 1990 annual conference in Baltimore, we saw 1,037 registrants and when we gathered in 1995 in Pittsburgh, 1,211 registered for the conference. For our most recent conference in Washington in October 2000, we had 1,949 registrants, an increase of 88% over the attendance of 1990, of 61% over the attendance of 1995, and of 20% over our previous record attendance at the 1998 conference in Chicago.

There are some obvious factors that probably help to explain this rapid growth in our numbers. The industry of Joan Digby in producing two editions of Peterson's Honors Programs in 1997 and 1999 certainly heightened the national visibility of NCHC and encouraged unaffiliated programs to establish memberships in order to be eligible for inclusion in Peterson's. The publication of our Honors Evaluations Committee's "Characteristics of a Fully-Developed Honors Program" probably also brought new institutions into our ranks. The initial edition of Peterson's Honors Programs included descriptions submitted by 350 honors programs; only two years later, the second edition included over 450 programs.

Many of the goals to which I wish to assign priority in the current year involve efforts to come to terms with the rapid and striking growth that NCHC has experienced in recent years.

Taking note of this same growth, the Long-Range Planning Committee presented in its mid-year report to the Executive Committee of March, 1999, a list of nine insightful recommendations for issues which NCHC needed to address in the future for more successful service of our mission of advancing honors education. My immediate predecessors as president, Bob Spurrier and Joan Digby, have already begun initiatives in service of these aims. By the end of 2001 I hope to see us complete several of these tasks and to see us make material progress towards informed policy decisions in all of them.

Among the LRP Committee recommendations was that a session be dedicated to opening a broad and searching dialogue into how NCHC should confront the pursuit of its mission in the future at an annual conference. A closing plenary session at the 2000 conference in Washington, generously sponsored by the Phi Beta Kappa Society, was focused on "The Future of NCHC." In this session, a blue-ribbon panel, organized and moderated by Past President Ada Long, shared their individual visions of problems we need to address and of solutions to those problems with our membership. From the broad experience and creative thinking of Ada and her panel in Washington-Joan Digby, Ted Humphrey, Herald Kane, Sam Schuman, and Daniel Williams-and from the observations and ideas of their audience emerged a useful road map for what I hope will be a productive quest this year for answers to an array of questions critical to making informed decisions on the future of NCHC.

The most significant of these goals I see as continuing and expanding the efforts of my immediate predecessors to engage and involve a broad cross-section of our membership-administrators, faculty, and students-in the work of NCHC. To this end, letters have been sent to all first-time attendees of our conferences who came to Washington in October, thanking them for their participation and inviting them to become active members of NCHC through participation in the important work being done by NCHC committees. Similar letters have been sent to all new honors directors who registered for the 2000 conference. This same goal mandates continued high priority and high visibility in our annual conference programs to our trademark workshops-Beginning in Honors©, Developing in Honors, Students in Honors, and A Celebration of
Honors Teaching. These workshops provide contexts in which our creative ideas and our experience can be shared among all of our membership and a concrete attraction to those honors programs not currently affiliated with NCHC. But I want to seek other initiatives to encourage a broad spectrum of the membership of NCHC to become active participants in our mission and welcome suggestions that promise to promote this goal.

I inherit from my immediate predecessor, Joan Digby, a major emphasis on enhancing national recognition of NCHC as the torchbearer for the promotion and advancement of collegiate honors education. There are a couple of specific arenas in which I will pursue this goal in the current year—building closer relationships with the academic honor societies which make up the membership of the Association of Collegiate Honor Societies and attempting to establish a functioning symbiotic relationship with high school college counsellors.

Historically NCHC has enjoyed close relationships with several collegiate honor societies, with Phi Beta Kappa and Phi Kappa Phi, who annually provide support for our conferences and who are active participants in our conferences. During Joan Digby's presidency, Phi Eta Sigma accepted the role of producer of NCHC “Satellite Seminars,” a very concrete and productive melding of our common interests. But we can develop more specific shared activities with these organizations for the future and widen our net to establish working initiatives with a broader spectrum of collegiate honor societies. Clearly these societies share with NCHC an abiding interest in more effective provisions for the needs and the interests of gifted students on our individual campuses and at the national and regional levels.

At the invitation of the Governing Council of the Association of College Honor Societies, President-Elect Rosalie Otero and I participated in the keynote panel session at the annual meeting of the Governing Council of ACHS in Albuquerque in February 2001, addressing the theme for the meeting, “Connections in the Honors Community.” From our participation in this meeting have arisen a number of contacts with the ACHS and the individual honor societies which comprise its membership that appear to hold high promise for closer working relationships with both ACHS and with its constituent societies in the future.

Another arena of potentially fruitful shared interests lies in the cultivation of closer relationships with organizations of college counsellors in the nation's high schools and we are actively seeking to cultivate such relationships. Our initial efforts on this front have met with less than enthusiastic response, in large measure because “NCHC” is not yet a household word in many circles where it should be, including this one. Here is, I think, an admonitory reminder of Joan Digby's perspicacity in the central focus she gave during her presidency to the importance of heightening and broadening the visibility of NCHC beyond our own ranks.

Perhaps Joan Digby's primary objective during her presidency last year was to see NCHC enhance its recognition as the national organization of honors collegiate education, as the voice which speaks for honors in the eyes of a broader public. To the extent to which we attain such recognition, we manifestly become more effective in practical service of our historic aims, from the level of the individual campuses of our member institutions to the level of exerting influence on national policy. To this end, the Executive Committee at its meeting in Washington empowered the External Relations Committee, under the leadership of its co-chairs, Janet Burke and Lydia Daniel, to accept bids from and to enter a contract with a professional public relations firm, with appropriate expertise, to assist NCHC in this quest.

The committee has moved quickly to carry out this mission. Recently the firm of Edward Howard & Company of Cleveland, Ohio, was awarded this contract. The list of their specific assignments is still being fine-tuned at this time, but will include: development of a slogan for NCHC and submission of designs for a revised NCHC logo; development of more effective publicity materials, including our brochures; and identification of potential corporate donors with interests which might make support of NCHC attractive.

I have charged an ad hoc committee, chaired by Joan Digby, to implement an annual award recognizing the college or university president at a member institution deemed to have made the most significant contributions to the advancement of honors education. Nominations are being sought nationally and the selection will be carefully refereed and competitive. The initial award will be made, with appropriate pomp and circumstance, at our next annual conference in Chicago. If we can see this annual award become one that is highly sought among presidents of institutions, I think it clearly offers the promise of practical and concrete enhancements of
the situations of honors programs and honors colleges at the level of our campuses, where so much of what we seek is ultimately translated into reality.

Prominent among the LRP’s recommendations of March 1999, was to “initiate a serious and well-researched discussion of the possibility of NCHC’s appointment of a permanent, full-time Executive Director.” I have charged the Long-Range Planning Committee with carrying out its own directive in this area by systematically gathering the data necessary to allow the NCHC membership to make an informed judgment on this issue by year’s end. I see this as a complex question, with many purely practical implications requiring additional information—not the least of them being the additional costs of employing a full-time Executive Director and of its corollary, a permanent headquarters facility, presumably fully funded by NCHC. There are also philosophical issues here and I confess to a preference, all things being equal, for our present system of electing an Executive Secretary-Treasurer from among our own ranks. But the LRP Committee, ably led by co-chairs Ada Long and Mary Ann Ratz, is already hard at work on this task. By the time we gather in Chicago in the fall, I hope we will have ample hard data available to equip the membership to make well-informed decisions.

I have appointed an ad hoc Committee on Honors Advising and Major Scholarship Preparation, co-chaired by Bob Spurrier and Michael Cochise Young, to undertake a systematic study of what we are presently doing in these areas and what we need to do differently in the future. This committee will also bring a recommendation, by no later than the spring 2002, meeting of the Executive Committee, on whether a permanent standing committee with a charge in these areas should be created.

The LRP Committee recommendations of March, 1999, included two having to do with a need for NCHC policy on new educational technologies: “Develop an assessment of distance education versus the traditional classroom versus a combination of both in an honors context” and “Articulate an NCHC stand on the role of technology based on the outcome of this assessment.” As the LRP aptly noted in its report: “Regardless of what we say or think our campuses are going to embrace technology and move from localized to decentralized deliverers of higher education.” Many of us are already witnessing this transition and it is essential that NCHC formulate policy consistent with the aims of honors learning in this area. Accomplishment of this complex assignment calls for collaborative efforts by several NCHC committees—Technology and Distance Learning, Research, and Teaching and Learning, but also with the involvement of the Honors Evaluation Committee. I am encouraging the chairs of these committees to join forces to carry out this timely mission.

The LRP report included the recommendation that NCHC “Develop guidelines for 2 year/4 year articulation agreements in honors such that these guidelines might be formally approved by NCHC.” This is a topic long under discussion among the Two-Year College Committee and I have urged the co-chairs of this committee to endeavour to complete a concrete proposal, in consultation with other appropriate committees and certainly involving the Honors Evaluation Committee, during the year ahead.

The recommendation of the LRP report that we “Solicit an author or group of authors to produce a handbook on promoting diversity in honors programs at predominantly white institutions” calls for a collaborative endeavour involving both the Gender and Ethnicities Committee and the Publications Board. I am encouraging concrete steps to turn this into a reality and hope that we will have meaningful progress to report by the time we meet in Chicago this fall.

By the time we gather in Chicago, I hope to see the ad hoc Committee on Honors Colleges complete its charge and present recommendations on whether a standing Committee on Honors Colleges is indicated and on what corollary “Characteristics of a Fully-Developed Honors College” may need to be added to our existing “Characteristics of a Fully-Developed Honors Program.”

I have watched with dismay and concern in recent years as several honors programs at large research institutions have dropped out of their historic involvement in NCHC. Many of these institutions were numbered among the membership of the Inter-University Consortium on the Superior Student of the 1960s, out of which NCHC evolved, and their experience is much missed as we confront the complex and difficult decisions discussed above. I have given the Large University Honors Program Committee, co-chaired by Mary Ann Ratz and Billy Seay, a special charge for the year, that of taking positive initiatives aimed at bringing our departed founding fathers back into the fold of active NCHC.
membership. NCHC is, and must remain, an organization that strives to enhance the educational needs of honors students in institutions of all sizes and descriptions. Given our common fundamental goals, I remain convinced that we all can learn from the experiences and ideas of others and that these goals can be most effectively advanced if we work together in the national organizational context which NCHC alone offers.

Manifestly, then, we have much to do in the year ahead. I have tried to avoid letting my personal opinions on the issues discussed above intrude on the delineation of the goals of NCHC for the year. But I am compelled to close with this reflection, which I hope can be of some use in guiding us in making some difficult and complicated decisions. I hope that we will measure the viability of all initiatives, and particularly any substantial new commitments of NCHC funds, in the solid specie of their promise of the tangible enhancements of the educational experience that we offer to the students in honors programs. We need to remind ourselves at every turn that this must be the acid test of all that we do.

I look forward to working with all of the membership of NCHC as we confront what will be a year of important, perhaps even pivotal, decisions about our future structure and directions.

2001 Ad Hoc Committees and Chairs

Awards for Contributions to Honors
Joan Digby, Long Island University, C.W. Post

Conference Management Specifications
Bernice Braid, Long Island University, Brooklyn

Conference Site Consideration
TBA

Task Force on Honors Colleges
Ted Humphrey, Arizona State University

Honors Advising and Major Scholarship Preparation
Bob Spurrier, Oklahoma State University and Michael Cochise Young, Arizona State University

Nominating
Joan Digby, Long Island University, C.W. Post

Service Learning
Cindy LaCom, Slippery Rock University

2001 Conference Planning
Rosalie Otero, University of New Mexico

2002 Conference Planning
Donzell Lee, Alcorn State University

2001 NCHC Committees and Chairs

Constitution and By-Laws
Ricki Shine, Iowa State University

External Relations
Janet Burke, Arizona State University, and Lydia Daniel, Hillsborough Community College

Finance
Gary Bell, Texas Tech University, and Jacci Rodgers, Oklahoma State University

Gender and Ethnicities
Libby Walker, Washington State University, and James Winchester, Spelman College

Honors Evaluation
John Grady, La Salle University, and William Mech, Florida Atlantic University

Honors Semesters
Bernice Braid, Long Island University, Brooklyn

International Education
Jack White, Mississippi State University

Large University Honors Program
Mary Ann Raatz, Texas A&M University, and Billy Seay, Louisiana State University

Long Range Planning
Ada Long, University of Alabama at Birmingham, and Virginia McCombs, Oklahoma City University

Portz Fund and NCHC Grants
Thomas Broadhead, University of Alabama at Birmingham, and Victoria O'Donnell, Montana State University, Bozeman

Pre-College Education of the Gifted
John Berglund, Virginia Commonwealth University

Publications Board
Jeff Portnoy, Georgia Perimeter College, and Norm Weiner, SUNY, Oswego

Research
Thomas Sawyer, North Central College

Science and Mathematics
Dail Mullins, University of Alabama, Birmingham

Small College Honors Program
Donna Menis, Saint Francis College, and Shirley Forbes Thomas, John Brown University

Student Concerns
Morgan Anne Goot, SUNY, Potsdam, and Casey Tippens, Oklahoma State University

Teaching and Learning
Lawrence Clark, Southeast Missouri State University

Technology and Distance Learning
Ron Mickel, University of Wisconsin, Eau Claire, and Jon Schlenker, University of Maine, Augusta

Two Year College
Sandy Deabler, North Harris College, and Henry Rinne, Westark College
and, as always,  

BUSINESS MATTERS

National Issues Forum Task Force
Report to NCHC Executive Council
Prepared by Jim Knauer
September 17, 2000

Task Force Members: Jim Knauer (convener), Janet Burke, Ada Long, and John Madden

NOTE: The Task Force wishes to emphasize that this report and the recommendations contained are not about NCHC’s relationship with the Kettering Foundation. The report is about NCHC’s mission, capacities and possible commitments. We believe our relationship with KF has been a productive one and hope that future opportunities for collaboration will present themselves, but the recommendations in this report would be the same if there were no Kettering Foundation.

BACKGROUND

For the past several years NCHC and many of its member institutions have been involved in activities using a form of discourse and learning called public deliberation. As developed and studied by the Kettering Foundation and the National Issues Forum Institute, public deliberation is a form of political discourse which emphasizes learning about a community issue or problem by listening carefully to different voices and by searching for some common ground for action underlying differences of opinion and competing concerns. Public deliberation is thus understood to be inherently political and democratic, enabling a community to develop the kind of public or shared knowledge it needs for effective public action. In short, public deliberation is seen as the life blood of democracy.

Many within NCHC have experimented with the various stages of public deliberation: identifying the public stake in issues; framing issues on the basis of 3 or 4 choices; neutral moderating of deliberation, and identifying common ground for action. Honors educators have found in deliberative forums a way of involving students in public issues and developing citizenship skills, no small accomplishment for a generation renowned for its political cynicism and apathy. In addition, the pedagogical value of deliberation proves to be multi-faceted, with clear links to connected learning, interdisciplinarity, and experiential learning. Issue forums and related sessions have become a regular and popular feature of the annual conference and have recently been expanded to include an online component. Issue framing and deliberation are being used by an increasing number of honors programs.

Over the past several years NCHC has worked with the Kettering Foundation (KF) and received financial assistance through contracts for specific projects, including development of an issue book on higher education and a summer institute for honors faculty. KF support was also provided to some NCHC members for projects to use public deliberation in the classroom and to frame campus issues for deliberation. Although KF does not currently have a contract with NCHC, the foundation indicates a continuing interest in NCHC’s experience with public deliberation and continues to involve individual honors educators in KF activities, as KF Associates, as participants in KF projects such as the Deliberative Democracy Seminar, and as individual research contractors. KF also supported the creation of a Teaching Democracy website which features the public deliberation activities of some NCHC members.
**ASSESSMENT**

We believe public deliberation has demonstrated its capacity to further the mission and goals of NCHC in a variety of ways.

1. In honors classrooms in a variety of disciplines
2. In honors student orientation and honors program governance
3. In honors program initiatives to foster constructive dialogue and action on campus-wide issues and on university-community issues
4. In NCHC efforts to lead in the fostering of constructive dialogue and action on national issues in undergraduate education

**RECOMMENDATIONS**

We recommend that NCHC actively support expansion of activities linked to public deliberation in service of two, related objectives:

1. To enhance the quality of power of the honors educational experience
2. To amplify the voice of honors educators and NCHC, at the campus, state, and national levels, in the broader dialogue on undergraduate education.

In furtherance of these objectives we recommend the creation of a standing committee to initiate and oversee activities such as the following.

1. Continue the organization of forums and related sessions as part of the national conference
2. Consider sponsorship of special institutes or workshops
3. Facilitate related activities at regional conferences
4. Encourage exploration of activities which integrate public deliberation, experiential learning and public scholarship
5. Encourage the framing of issues in undergraduate education
6. Encourage publication of reports and related articles in NCHC publications
7. Consider formal co-sponsorship of the Teaching Democracy website currently published by Jim Knauer at Lock Haven University of Pennsylvania
8. Develop active contracts with KF, NIFI, and NIF/PPI networks
9. Develop active contracts with other higher education organizations that are involved in public deliberation (such as NSEE)
10. Encourage publication of related articles in non-NCHC publications that give visibility to NCHC and honors education
11. Encourage presentations at non-NCHC conferences
12. Pursue grant funding for national, multi-campus projects that would benefit honors education in its service to undergraduate education

Submitted by the NIF Task Force
Janet Burke, Jim Knauer, John Madden

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**Oklahoma State’s Honors Policies and Procedures Now On-Line**

From time to time I have been asked to provide copies of the Oklahoma State Honors Policies and Procedures document and our annual report, by way of example. Thanks to Celeste Campbell, both of these documents are now available on our web site.

- Policies and Procedures: [http://www.okstate.edu/honors/policies.html](http://www.okstate.edu/honors/policies.html)
- Annual Report: [http://www.okstate.edu/honors/annualreport.html](http://www.okstate.edu/honors/annualreport.html)

Please feel free to “borrow” anything that might be of value to your honors efforts. If you have questions, please contact me at <spurbob@okstate.edu> or by phone at (405) 744-6796.

Bob Spurrier,
Director, Honors College
Oklahoma State University
From the Minutes of the NCHC Two-Year College Committee

October 21, 2000

[The official minutes were submitted by Andy Geoghegan; any errors in this summary are the NHR's, certainly not his.]

Reports delivered to the Committee included Herald Kane’s progress report on the revision of the Two-Year College Handbook (originally published in 1983 and no longer available from the home office). The NCHC Executive Committee has approved money for this revision; the revision is expected to be completed in the 2001 calendar year. Jeff Portnoy, co-chair of the NCHC Publications Board, reported that the NCHC Publications Board has no wish to monitor or control our Committee’s publication of sample honors contracts; the Publications Board, however, is working to define what would constitute an official NCHC publication. Linda Hasley, co-chair of the Committee, feels that the Committee could continue to publish the collection without the NCHC logo to the document. Remaining copies can be sent to members by request until supplies are exhausted. Andy Geoghegan reported that the Two-Year College Honors Listserv is operational, with 51 subscribers to date. The Committee will discuss advertising the listserv to non-NCHC member institutions.

Under Old Business, Linda Hasley appointed Tom Blair of the Community College of San Francisco and Gail LoPiccolo of Montgomery College to take over the project of a possible revision and publication of the Two-Year College Survey, last published in 1996. Linda Hasley will be responsible for initiating a Two-Year College Honors Web Page. Herald Kane reported the need for an annual calendar of dates and deadlines for the Committee; he, outgoing chairperson Linda Hasley, continuing chairperson Sandy Deabler, and incoming chairpersons Henry Rinne and Bob McDonough will form a Committee to work on and complete this calendar. Herald also reported that the idea of allowing students from a two-year school to serve a one-year term on the Executive Board rather than the expected two-year term has been proposed to the Executive Board.

Under New Business, Sandy Deabler, North Harris Community College, co-chairperson of the committee, thanked Linda Hasley for her service to the Committee for the past two years. After reading the names of the NCHC’s “official” members of the Committee and their terms of office, she reminded that “official” members need only to respond to the NCHC’s request for committee volunteers. The Committee, however, is open to anyone who wishes to participate in the business of the Committee. It was suggested by Sandy Deabler that Two-Year College Committee members run for NCHC officers, volunteer for committees, and present sessions at conferences, both national and regional. She intends to send an acknowledgment letter to those 2-year college presenters at this year’s conference.

The Committee asked Herald Kane to bring before the Executive Board a request for an Ad Hoc Committee to address the need for articulation between two- and four-year college honors programs. (The problem of articulation was also discussed at the NCHC Evaluation Committee and at the Developing in Honors session; this problem relates to Point #16 of the “Basic Characteristics of a Fully-Developed Honors Program.”)

Bob McDonough, Cuyahoga Community College, volunteered to co-chair the Committee for the next annual meeting, November 2001. Linda Hasley reminded the Committee that this selection must be approved by the NCHC Executive Board, according to a Standing Order in the NCHC Constitution.

For the Committee’s future goals, it was agreed that Committee members lead an effort to increase the visibility of Two-Year College Honors Programs, both within and outside the NCHC. The Committee suggested members share research, published articles, and success stories that showcase the quality of honors students and honors programs at two-year colleges. The listserv may be one vehicle for achieving this.
Institute on Assessment:
A Report to NCHC
President, Joan Digby

From John S. Grady,
Co-Chair,
Honors Evaluation Committee

August 31, 2000

On behalf of the NCHC members who participated in the NCHC Evaluation Committee-sponsored Faculty Institute on Assessment held in Brooklyn August 3rd through 5th, I want to convey to you and to the members of the Executive Committee our sincerest appreciation for your endorsement and financial support. I believe I write also on behalf of the four people who served as facilitators—Bernice Braid [Long Island University, Brooklyn Campus], Liz Beck [Iowa State University], Bill Daniel [Winthrop University], and Ada Long [University of Alabama, Birmingham]—who would join with me in extending a sincere “thanks.”

In the way of a report on the Institute to you and to the Executive Committee, I offer the enclosed:

(a) a list of the 35 registered participants and their affiliations. I think you will have to agree we had quite a representation geographically, by type of institution, and by length of affiliation with NCHC—from some just about to become Honors Program Directors to seasoned veterans. There were another five who had registered but had to withdraw before the start date for a variety of reasons.

(b) the schedule we followed for three days—the facilitators and I were on a site a day in advance for last minute briefings and discussions and stayed following the Institute for a debriefing and critique.

(c) a set of guidelines given to the participants for preparation of the self-study analyses, one of which was submitted one week in advance of the Institute and the other done on site.

(d) copies of the evaluations written by the participants at the end of the Institute. Copies of these have been sent, at their request, to each of the participants along with a brief cover letter, a copy of which I also enclose. I hope you will agree with my judgment that the evaluations are quite exceptional, given the group and the subject matter.

You know I could not pass up such an opportunity to offer a few reflections on the experience:

(a) the facilitators were exceptional. The time and the talents they devoted to this undertaking reminded me why I continue in the efficacy of the NCHC, viz., because of some of the people who comprise the organization.

(b) I do not know if I could go through this process again. The workload was, at times, overwhelming when one considers I have a full time position that should always have taken precedence but which at times did not. True, a template and a process are now in place which should make future undertakings somewhat less burdensome on the person serving as coordinator. But the concern brings me back to the issue I raised to the Exec at the San Diego retreat—we are all part-time NCHCers at times taking on responsibilities which demand the attention of a full time person. We are no longer a young, struggling organization and if we, as an organization, are going to go to “the next level,” some serious thought has to be given to modifying a structure not designed for the organization we have today.

(c) the four facilitators spent a considerable amount of time and effort on this task and were not compensated beyond expenses. For an organization that holds the financial reserves and endowment this organization currently does, I believe this situation to be quite inequitable. People who perform these types of services for the organization should be rewarded appropriately via honoraria.

(d) NCHC should be sponsoring more such activity from its other committees. This issue came up during breaks and social moments. Too many NCHC committees are content to give reports. Go beyond the reports and offer seminars or workshops to the members. I would love to attend a seminar on technology and its application to Honors education. I need help on increasing the diversity of my program—real discussion on how this can be done in the climate in which we live today. These issues cannot be adequately addressed in a 50-minute annual meeting session but they are all important to all of us.

Finally, this was a most rewarding experience for me due to the opportunity to work with four dedicated, exceptional people and to read the expressions of gratitude from the participants. More people in the organization should be given, and accept, similar opportunities.

P.S. We came in under budget, thanks to the NCHC subsidy.
End-of-the-Year Committee Reports submitted Fall 2000

Any NCHC member can join any two Committees simply by contacting Joan Digby by April 30. Email jdigby@liu.edu; 516-299-2840; or NCHC Nominations c/o Dr. Joan Digby, Honors Program, 201 Humanities Hall, C. W. Post Campus, Brookville, NY 11548. Many Committees have asked for additional members, and the NCHC encourages your participation. Committees are flexible; they can have any number of members.

Finance
Jacci Rodgers & Gary Bell, Co-Chairs
email: jrodgers@okcs.edu

The Committee submitted a budget to the Executive Committee for its approval. Under discussion: the Committee supports the elimination of the Investment Committee. The Committee decided to meet to review budget requests and to prepare a budget during the Great Plains Honors Council meeting in April to reduce Committee members' and attendees' expenses and to support President Joiner's charge to visit other regional meetings.

External Relations
Janet Burke & Lydia Daniel, Co-Chairs
e-mail: Janet.Burke@asu.edu

The Committee is working towards finding funding for the national conference and increasing our national visibility. Activities: soliciting information and photographs from NCHC members for marketing material; creating documents for bids from marketing organizations; planning meeting for public relations campaign at Arizona State; a stepped-up networking web with other higher ed institutions. Conference proposals: speaker on some perplexing issue in higher ed from another major organization in higher ed.
Honors Evaluation
John Grady, Chair
email: grady@lasalle.edu

A sub-committee of Honors Evaluation and a group from Two-Year Committee will investigate the use of articulation agreements with four-year schools. Several members will develop an instrument to measure value-added outcomes in honors programs. The First Annual NCHC-Sponsored Faculty Institute on Site Visitation and Assessment was held with Long Island University and members of Honors Semesters; some committee members participated in Developing in Honors at Conference 2000 to discuss how all types of institutions can benefit from site visitation.

Honors Semesters
Bernice Braid, Chair & William Daniel (fiscal Co-Chair) email: braid@liu.edu

The Committee generates, receives, reviews, and approves proposals for the National Honors Semesters. Then the Committee publicizes, recruits, and accepts applicants; offers faculty workshops for on-site instructors, works with local hosts and the co-sponsoring institution; Semesters has its own accounts and records and reports twice each year to the Executive Committee. Currently 33 students are in Spain (co-sponsored by University of Alabama-Birmingham; Fall 01 in New York (co-sponsored by Long Island University-Brooklyn); Spring 02 Korea at Keimyung University, Teagu (co-sponsored by Long Island University-C.W. Post). Other activities: Place as Text, a monograph; alumni reunion.

Portz Fund & NCHC Grants
Jane Lawrence & Victoria O'Donnell, Co-Chairs
email: jlawrenc@zoo.uvm.edu; vodonnel@montana.edu

The Committee selected three Portz scholars from 27 submissions. Scholars: Luke Engelking, Texas A & M; Andrea Kolar, College of St. Catherine; Jonathan Reid, Western Michigan. Each received $250, a paid NCHC Conference registration, and a certificate. Seven honors programs received grants: “Developing an Honors Code,” $400 (Florida Atlantic); “Junior Year Honors Colloquium,” $400 (Rhode Island College); “Poetry in the Schools,” $500 (Southwest Texas State); “Honors Experiential Learning Project,” $300 (Northern Arizona University); “Shakespeare 2001,” $500 (Greenville Technical College); “Project Start Up,” $700 (Montgomery College); “Support for NCHC 2000,” $450 (College of St. Catherine). The Portz fund has its own web site for applications for grants and scholars linked to the NCHC home page.

Publications Board
Norm Weiner & Jeff Portnoy, Co-Chairs
e-mail: weiner@oswego.edu & jportnoy@dekalb.dc.peaachnet.edu

The Committee continues to support the NHR and The Journal of the National Collegiate Honors Council (JNCHC); two new monographs were published: Teaching and Learning in Honors (Larry Clark & Cheryl Fuiks) & Place as Text (Bernice Braid & Ada Long); web site (Gayle Barksdale). Suggestion: External Relations’ encouragement to hire a professional graphics artist to examine and perhaps re-design the NCHC logo and stationery for a more contemporary look.

Teaching and Learning in Honors
Rinda West & Larry Clark, Co-Chairs
e-mail: rinda@oakton.edu

The Committee finished its monograph, held ten sessions at the conference, and held Celebration of Honors Teaching. Follow-up monograph with another session Conference 01, maybe produce another monograph, reprise successful conference sessions, design a student counterpart for CHT, consider an essay contest for outstanding honors learning experiences. Needs: prizes for student essay writers; AV resources for conference sessions.

Technology and Distance Education
(formerly Technology and Honors)
Jon Schlenker, Chair
email: jons@maine.edu

The Committee re-established the Satellite Seminar series with Phi Theta Kappa for 2001: “Customs, Traditions & Celebration: The Human Drive for Community”; Tuesday nights, 6 p.m. Central Time, beginning Tuesday, September 25-Tuesday, December 4. Tentative programs: “Marginalized Community” (Evelyn Hu-DeHart, University of Colorado, Boulder); “Isolated Community” (Donald Kraybill, Elizabethtown College); “Communities in Literature and the Arts.
**Gender & Ethnicities**  
Stephan Flores & Kathleen Ward, Co-Chairs  
email: sflores@uidaho.edu

This Committee facilitated fourteen sessions for Conference 2000. Current plans include coordinating another strand for Conference 2001 and encouraging keynote speakers who might address diversity concerns.

**Large University Honors Programs**  
Ted Humphrey & Mary Ann Raatz, Co-Chairs  
email: ted.humphrey@asu.edu; m-raatz@tamu.edu

The Committee will collect information for a listserv established by Keith Garbutt, West Virginia University. The Committee also participated in Developing in Honors covering topics such as honors admission; honors program requirements; budgets; high school guidance counselors. A concern of the Committee is to regain Big 10 universities into NCHC.

**Pre-College Education for the Gifted**  
Margaret Messer & Martha Woodward, Co-Chairs  
email: cfmkm@eiu.edu & woodward@marshall.edu

The Committee submitted its questions about the impact of distance education in honors programs and its questions about dual credit courses taught by high school teachers to the Executive Committee.

**Small College Honors Programs**  
Donna Menis & Shirley Forbes Thomas, Co-Chairs  
email: dmenis@sfcpa.edu & sthomas@acc.jbu.edu

The Committee members participated in Beginning in Honors© & Developing in Honors; set up and ran a Small College Constituency Room, an innovation; presented an array of Small College brochures for students to judge; presented its annual symposium panel, topic “Retention and Recruitment”; heard results of a Small College workshop session; served the Consultants’ Lounge. Recommendations: lower student registration rates; establish a new membership category, “associate institutional membership,” for financially-strapped programs to be members and receive all mailing—but not be eligible for member registration rates. The Committee is backing a proposed Beginning in Honors© regional workshop (Saint Francis College) in early summer.

**Student Concerns**  
Lee Robinson & Casey Tippens, Co-Chairs  
email: caseydawn80@hotmail.com

The Committee discussed a web page, student involvement, and the actual purpose of the Committee. Recommendation: a budget for prizes at conference student games.

**Two Year College**  
Sandy Deabler & Henry Rinne, Co-Chairs

The Committee’s activities: revising the Two-Year College Handbook; producing A ‘Sampler’ of Honors Contracts (not an official NCHC publication); honors listserv up and running; continuing the survey of two-year colleges. The Committee’s plans: initiate a two-year college web page; work on and complete a two-year college calendar; ask Executive Committee to form an Ad Hoc Committee on articulation; increase visibility with articles; establish a one-year term on Executive Committee for students at two-year institutions.

**2000 Conference Planning Committee**  
Hew Joiner, Chair  
email: hewjoiner@gasou.edu

The 2000 conference in Washington D.C. attracted a record number of registrants. A final accounting of conference expenses is not yet available from CMS. Recommendations for future conferences: section chairs again responsible for constituency groups and other elements of the program; consider never using the Washington Hilton & Towers Hotel because of problems with meeting room assignments and the immediate debiting of registrants’ credit cards. Kudos to all members of the Committee.

**Ad Hoc Committee on Affiliate Members**  
K. Ann Dempsey, Chair  
with members, Freddye Davy & Richard Cummings

The Executive Committee voted to allow affiliate members to register at the guest rate for future conferences. The Ad Hoc Committee discovered that the cost of attending conferences might be a charitable deduction to the NCHC. The Committee will provide further information at a later date.
2001 Conference Planning Committee
Rosalie Otero, Chair
email: otero@unm.edu

In its two meetings, the Committee has been planning a conference with the theme, “Fields of Discovery.” The 2001 conference (October 31-November 4, 2001) will be held at the Palmer House in Chicago, with a gala at the Field Museum, and several new programs, including “Master Classes” and “Academic Discoveries.” The Committee will work closely with Local Arrangements that will suggest local restaurants and transportation. Upcoming activities include invitations to speakers, calls for proposals, assemble a program, send conference registration forms. The Committee will report to the Executive Committee in the Spring about plans and progress.

Ad Hoc Committee on Conference Management
Bernice Braid, Chair
email: braid@liu.edu

This Committee was charged with considering the options for conference issues consistent with the contract with CMS until it ends and with conference issues to be considered for the period after it ends. The Executive Committee asked that this Committee draw up a concise list of services required by the NCHC as guidelines for future management companies interested in bidding for the conference following 2003. The Executive Committee anticipates putting out an invitation to bid prior to the Chicago 2001 conference.

Ad Hoc Committee on Conference Site Consideration
Nora McGuinness, Chair
email: namcguinness@ucdavis.edu

The Committee has received information on New Orleans for 2004.

Nominating
John Madden, Chair

The Committee presented a list of candidates for the positions of Vice-President and members of the Executive Committee, both professional and student, at the business meeting at Conference 01. The Committee also suggests that some current members carry over because of their experience about who was contacted for offices and who was willing to do what.

from
THE NATIONAL HONORS REPORT

WHAT DO YOU HAVE TO SAY?

Let your colleagues hear it. Send your ideas about teaching and learning, the role of honors at your institution, advice to newcomers in honors (directors, students & faculty), problems you face in honors (and their solutions), and anything else you want others to know about honors.

The high turnover of honors directors and the four-year cycle of students mean your ideas will be new to many others. Please share your wisdom.

The National Honors Report’s next deadline is May 10. Send your articles to mcbrown@radford.edu or to 606 Third Avenue, Radford VA 24141. Clear black and white photos can accompany your articles if you send them.

REMINDER: Committees with special programs or events planned for the fall conference in Chicago (October 31-Nov 4) should send announcements by the July 10th deadline.
Meeting convened at 2:20 p.m.

Agenda and Minutes - Joan Digby
The agenda was approved, as was the minutes from the 1999 Business Meeting.

Executive Secretary/Treasurer’s Report - Earl Brown
The report was presented and accepted.

Conference 2001 - Rosalie Otero
The theme for the 2001 conference, to be held at the Palmer House Hilton in Chicago, is “Fields of Discovery.” The price of hotel rooms was discussed. If the convention were held in 1999, we would have confirmed rates of $145/single and $175/double. Palmer House will guarantee a maximum increase of 5% per year to the 1999 rates. The NCHC will learn of the 2000 convention rates 12 months prior to convention.

Portz Grants - Jane Lawrence
The Portz and NCHC Grants Committee would like the IOB and Executive Committee to consider giving more money to the committee for grants. The committee was unable to give any grants in 2000 for the actual amount requested because the Portz Committee did not have the funds available. Many requests had to be turned down for lack of funds.

Committee Reports

Honors Semesters - Bernice Braid
There are 33 students in Spain for the entire semester, which is being co-sponsored by the University of Alabama at Birmingham. Next fall’s Semesters will be in New York and the committee is working on putting together a Semester in Korea for Spring 2002 (Joan Digby is spearheading this project). There will be an NCHC Honors Semesters Alumni Reception this Saturday evening at the Fund for American Studies for Honors Semesters alumni as well as NCHC faculty institute participants. A total of $21,500 in scholarships was given to students participating in the Spain Semester. Contributors to these scholarships include the Western Regional Honors Council, the Great Plains Regional Honors Council, the Southern Regional Honors Council, the Upper Midwest Regional Honors Council, the Portz Fund, and the Self Fellowship.

Nominating Committee - John Madden
A slate of candidates for the Executive Committee was presented. Donzell Lee, Alcorn State University, will be running unopposed for Vice President. The following faculty have been nominated: Mark Anderson, SUNY, College of Brockport; Elizabeth Beck, Iowa State University; Gary Bell, Texas Tech University; Ron Brandolini, Valencia Community College; Celeste Campbell, Oklahoma State University; Jack Rhodes, The Citadel; Ricki Shine, Iowa State University; and John Zubizarretta, Columbia College. The following students have been nominated: Loren Bell, Texas Tech University; Aaron Bibb, Tennessee Technological University; Jim Gallea, University of Montana; Morgan Anne Goot, SUNY, Potsdam; Robert Neumann, University of Cincinnati; and Natalia Velenzuela, Columbia College.

Old Business:
Norm Weiner reported that two new monographs have been published this year and will be sent to all institutional members. The new monographs are Place as Text: Approaches to Active Learning by Bernice Braid and Ada Long, and Teaching and Learning in Honors, edited by Cheryl Fuiks and Larry Clark. The Journal of the National Collegiate Honors Council, a bi-annual referred journal, was also published for the first time this year. Ada Long serves as editor of JNCHC.

New Business:
Joan Digby thanked the NCHC membership for allowing her to serve as President. She then passed the gavel to Hew Joiner.

Meeting adjourned at 2:45 p.m.

Earl B. Brown, Jr.
Executive Secretary/Treasurer
National Collegiate Honors Council Executive Committee Meeting (DRAFT) Wednesday, October 18 and Sunday, October 22, 2000

Members Present: Blake Standish, Casey Tippens, Rosalie Otero, Joan Digby, Bernice Braid, Brian Adler, Bob Spurrier, John Madden, Virginia McCombs, Lee Robinson, and Marcus Ward. Joan thanked all of them for their outstanding service to the NCHC.

Hew Joiner made several announcements about changes in the conference schedule. Joan suggested that future program planners must have up-to-date information on conference registration before conference starts in order to better manage crowd flow, attendance at sessions and noise-levels. She also suggested that future program planners will need to consider topics in light of recent growth in conference attendance.

The agenda for the Executive Committee meeting was approved as amended, as was the agenda for the Business Meeting. The minutes of the spring Executive Committee meeting were also approved, with the following correction:

(1) revised Ad Hoc Conference Management Specifications Committee report, in consultation with chair.

Complimentary Memberships

Motion for a new standing order: Upon recommendation by the President and approval by the Executive Committee, complimentary memberships may be made available on a one-year basis to representatives of organizations with which NCHC may cooperate in a mutually beneficial manner. Complimentary memberships may be renewed in the same manner, but they shall not be renewed automatically. Motion passed.

Contracts

Motion for a new standing order: 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 IOB whose responsibility it is to protect NCHC’s interest. Motion passed as amended. Amendment in bold.

President’s Report/Report on Retreat - Joan Digby

Joan reported that the Retreat was a success and many things were accomplished. The Long Range Planning Committee will now take up where the Retreat left off. There was a discussion concerning the expenses of Convention Management Services’ planning of the retreat.

Executive Secretary/Treasurer’s Report - Earl Brown

Earl noted that membership is 1317 as of 10/13/00. The report was accepted. A copy of the report is amended to this document.

Because of recent problems the NCHC has had with outside vendors, the Executive Secretary/Treasurer has created a series of guidelines for the use of outside vendors. The Executive Committee saw no reason to formalize these but thought that they might prove useful to committee chairs if they need to review contracts. Remember, the Executive Secretary/Treasurer must sign all contracts. These Guidelines are appended to the minutes.
Calendar for 2001:

Conference 2001 Planning
late January/early February, Chicago

Long Range Planning/Honors Evaluation
date and place to be determined (Feb?)

Southern Regional
March 29-31, Nashville

MidEast Regional
March 30-April 1, Columbus, OH

Upper Midwest Regional
April 20-22, Wichita

Great Plains Regional
April 20-22, Wichita (Great Plains Regional)

Western Regional
April 20-22, Portland

Northeast Regional
April 26-29, Brooklyn

Publications Board Meeting
June, Seattle?

Retreat/Executive Committee Meeting
June 13-17, Savannah

Honors Semesters Meeting
date and place yet to be determined

Conference 2002 Planning
date to be determined, Salt Lake City

Satellite Seminar

There was a presentation by Billy Wilson and Mike Watson from Phi Theta Kappa regarding the 2001 Satellite Seminar. The motion was accepted to work with Phi Theta Kappa on the Satellite Seminar for one year with the understanding that they attempt to diversify their speakers.

Old Business

Ad Hoc Conference Management Specifications Committee Report

Bernice Braid presented the report from this committee. The committee proposed the following motion as a new Standing Order:

The National Office of NCHC shall be responsible for the preparation of hard copy for printing and mailing of the national conference program booklet.

-Beginning with the 2004 national conference, the national office of NCHC shall be responsible for all aspects of conference registration and shall generate all necessary data related to conference registration.

- Until the 2004 working year, the national office shall by whatever means possible assemble a simple roster of institutions and persons, where known, of pre-registrants as of 10 days before the conference. Within two weeks after the conference an addendum, representing names of institutions and registrants that come in from 10 days before the conference to and including on site, will be compiled for the membership.

-Until the 2004 working year, external vendor(s) shall be utilized only for those aspects of the national conference for which the national office does not have expertise.

- Beginning in Spring 2001, the NCHC EST shall initiate the planning for the 2004 national conference, contracts with external vendor(s) shall involve a competitive bidding process. Specifications for bid requests

shall be determined by the Executive Committee at its Spring meeting at least three years prior to the actual conference year.

-Bids shall be reviewed by the Interim Operations Board, which may then make a recommendation to the Executive Committee for its consideration. The Executive Committee shall make the final determination as to which bids to accept.

- The Executive Committee must discuss and approve the deadline date at which late fees set in: the Executive Committee shall review its membership's needs and set that date at a time which is consistent with prevailing fiscal practices affecting members who wish to attend. This process includes consultation with outside contracted vendor(s), but must reflect the membership's interests in the actual deliberations prior to the making of a deadline decision.

The Standing Order, as amended, was unanimously passed (amendments in bold).

The committee also suggested that the NCHC advise all election-winners to review the Standing Orders in its letter of congratulations.

Ad Hoc NIF Task Force

Jim Knauer presented the report of the NIF Task Force, which asked that the Task Force be made a standing committee. After discussion, the Executive Committee recommended that the Task Force approach the Teaching and Learning Committee about becoming a subcommittee, and then report back to the Executive Committee.
Ad Hoc Committee on Affiliate Members made the following motions:

Motion: All retired affiliate members may attend the NCHC Conference at the guest registration rate. Motion passed.

Motion: Honorary Lifetime members of NCHC receive free registration at the NCHC national conference. This motion was approved, with Hew Joiner and Earl Brown abstaining.

The committee suggested that the NCHC publicize its not-for-profit tax status so that anyone not receiving institutional support to attend the NCHC Conference (including retirees) could deduct the cost of the entire trip as a charitable contribution. [Tax laws would govern whether or not the individual is allowed to deduct the cost as a charitable contribution—Please check with your CPA/Tax Attorney before taking such deductions.]

The committee also recommended that the NCHC publicize senior travel packs offered by airlines by publishing a list of these offers and a summary of their policies.

External Relations Committee—Donor Forms

The individual has not yet had an opportunity to review the legality of these forms for making contributions to the Endowment Fund. The item was tabled until the next Executive Committee meeting.

Honors Evaluation Committee

John Grady reported on the summer institute. He noted that the facilitators did an outstanding job. His written report raised several issues for the Executive Committee to consider:

1) Workload of planning such an institute—Earl said that the NCHC office could and would handle all planning and registration in the future if the planning committee desired.
2) More committees should be sponsoring such institutes and workshops for members.
3) We need to pay facilitators an honorarium for their work.

Motion: Coordinators and facilitators of NCHC institutes shall receive an honorarium of $1,000 per person in addition to expenses. These stipends are to come from the Endowment Fund interest. Motion passed.

Conference 2001

Rosalie Otero noted that the 2001 conference theme is "Fields of Discovery" and will be held October 31-November 4 at the Palmer House Hilton in Chicago. She has several speakers lined up. The committee has decided on a logo and T-shirt design.

Transfer $100,000 from Reserve into Endowment Fund - Herald Kane
Tabled until the spring Executive Committee Meeting.

New Business:

External Relations Committee

President Joan Digby sent out letters to several PR firms inviting them to give presentations to our Executive Committee at our Washington Conference in order for the NCHC to mount a PR campaign to increase our national presence. The following individuals gave presentations: Wednesday - Dick Jones from Dick Jones Communications; Sunday - Nora Jacobs - Edward Howard & Co.; and Leslie Millensen.

Lydia Daniel, co-chair of the External Relations Committee, explained that the committee would like to set up the following timetable for the public relations campaign:
1. Put the contract out for bids to public relations firms (no fewer than three)
2. Contract signed by December 1
3. Marketing plan back to NCHC by January 15, which will include a logo and slogan
4. Layout for target print materials by early June (in time for the next Retreat)
The three targets would be: new and continuing members; other higher educational organizations; and corporate America.

Lydia announced that Janet Burke, co-chair of the committee, will be sending a mailing to the membership asking for heart-wrenching stories of honors students, as well as pictures and lists of possible speakers and publications. These stories, pictures, etc., may be included in the print materials. She also asked that a member from the Publications Board and Long Range Planning Committee be added to External Relations as ex officio members.

Lydia also requested money to start up the public relations campaign; she stated that a minimum of $42,000 was needed for the marketing plan and brochures for three years.

Motion: The NCHC utilizes the surplus fund from the Orlando conference to authorize the External Relations Committee to hire a public relations firm appropriate to the nature and purposes of NCHC. This support may not exceed $60,000. The
motion was carried unanimously.

[This is a resolution of this body sitting as a committee of the whole. It is subject to revision and/or approval by the Executive Committee at its next meeting.]

Lydia also requested additional members for this committee. Hew promised to comply.

Tribal Initiatives - Joan Digby

Letters have gone out to 31 tribal colleges and each has been given a one-year complimentary institutional membership.

Executive Director

The Long Range Planning Committee is moving on this and is in the process of creating a list of questions to submit to various organizations as well as the NCHC membership.

Small College Honors Program Committee - Shirley F. Thomas

Shirley Thomas brought forth a recommendation from the Small College Honors Program Committee that another membership category be established for those institutions that cannot afford the institutional membership fee. This new category, associate member, would cost $100.

After discussion, the Executive Committee noted that there is a professional non-member category, costing $125, for just such circumstances and saw no reason to create another category of membership.

Shirley Thomas announced that Donna Menis and Bob Case will be operating a workshop at St. Francis College next spring, which will be modeled on Beginning in Honors©. This workshop will be for a large number of small institutions primarily from Ohio, Pennsylvania, New York, Maryland and West Virginia. The Small College Honors Program Committee asked for permission to use the NCHC name and logo as well as the BIH© name in the publicity for this workshop. The Committee also asked that Earl Brown attend the workshop at NCHC expense. The Executive Committee unanimously approved the use of the NCHC and BIH© names, but did not approve Earl’s attendance, as there is no money in the budget authorized for this travel.

President Joiner’s Goals:

Hew Joiner presented his goals for the upcoming year. He would like to see a logical progression from Joan Digby’s term and arrive at closure on several of the measures that Joan initiated. He would especially like to bring large universities back into NCHC.

Hew proposed that the money Golden Key contributed to the annual conference be returned and that a letter, signed by him, be sent with the money severing the connection between Golden Key and NCHC. Hew explained that representatives from Golden Key had stationed themselves at the entrance to the Smithsonian, welcoming all arrivals to “Golden Key’s Gala,” thus presenting themselves as sponsors of our evening at the Smithsonian. Although they had contributed $1,500 towards that event, that did not entitle them to present themselves as sponsor to an event that cost over $100,000.

Concerns were also raised about our affiliation with a for-profit honors society.

Motion: NCHC refund to the Golden Key National Honor Society its donation of $1,500 in support of the 2000 NCHC annual conference, that contributions in support of NCHC annual conferences shall not be sought or accepted from Golden Key National Honor Society in the future, and that NCHC shall not in the future make available to Golden Key National Honor Society a table at the Idea Exchange or other special arrangements for its publicity during our annual conferences. Motion approved unanimously.

Hew will announce the dates for the Retreat, which will take place in Savannah, GA, at a later date. [Dates are June 13-17 in Savannah.]

President Joiner’s Announcements:

Gayle Barksdale, Administrative Assistant to the Executive Secretary/Treasurer, was praised for extraordinary services in making the conference a success. The Executive Committee will vote by e-mail as to how much of a bonus to provide her for her work on behalf of the 2000 conference.

Ad Hoc Committees

The following Ad Hoc committees are appointed for the 2001-year: Ad Hoc Committee on Mid-sized Universities and an Ad Hoc Committee on Articulation. These committees will receive charges and have chairs and members appointed at a later date. All Ad Hoc
committees appointed for 2000 will continue until the spring Executive Committee meeting.

Parliamentarian

Ricki Shine has been reappointed Parliamentarian.

Elections

Earl Brown announced that he has received materials from two of the three students nominated from the floor. [Materials for the third nominee were given to Hew Joiner and were accepted on behalf of the Executive Secretary/Treasurer.]

Meeting adjourned at 2:00 p.m.

Guidelines for Use of Outside Vendors

Because of an unfortunate circumstance, the IOB would like for the Executive Committee to consider stricter guidelines for the employment of outside contracted vendors, including NCHC's current convention management server. In most cases, those contracted may be meeting planners, but they may also be hotels with which committee chairs or officers (Contractor) are negotiating for a meeting—e.g. the chair of the Publication Board.

1. Contractor will prepare a contract for Contracted listing services required as well as what Contracted can expect from Contractor. (The list below provides some suggestions.)

CONTRACTED (much of what follows pertains to a meeting planner)
A. Find site, negotiate room rates (number of comp rooms), break-out room fees, and food costs. Establish payment method to hotel (preferably upon presentation of invoice within 30 days after the event) and regulations regarding room reservations.
B. Draw up contract with hotel to present to Contractor.
C. Handle registration, if Contractor asks.
D. Be on site during meeting, to handle logistical matters, etc., if Contractor asks.

CONTRACTOR
A. Arrange for payment of Contracted per diem and expenses (e.g. CMS' per diem is $500 + expenses).
B. Arrange for payment of hotel bills.
C. Send Contracted and hotel invoices with itemized list of expenses with receipts in a timely manner to EST with Contractor's authorization to pay.

2. Get from Contracted an estimate (1) for services rendered and (2) for hotel costs and services in a contract from the hotel. Make sure that the total estimate (Contracted costs and hotel costs) is within committee's budget. Make sure that estimate itemizes all hotel and Contracted expenses. Review those expenses: Will Contracted need a rental car? Will Contracted receive a comp room? Does Contractor wish to limit per diem food expenses for Contracted? Will Contracted arrange own transportation to site only after the approval of Contractor?, etc.

Is hotel charging by the soda can and so total is not listed? By the cookie? By the day even if Contractor uses break-out room for only half-a-day? Costs for A-V equipment by the day? Are gratuities and taxes included in contract? Does contract state which break-out room(s) and for which hours? Does hotel assume no liability (except negligence)? Will hotel require a first night deposit with a credit card in order to confirm a room assignment for attendee?

3. If total estimate is reasonable and within committee budget, have Contracted sign contract; then send both hotel and Contracted contracts to EST for signature and approval. If estimate is not within budget but Contractor believes meeting is necessary, Contractor must receive authorization for additional funds from Executive Committee before proceeding. To request such consideration, Contractor must notify EST in writing (fax, e-mail, letter) who will forward request for additional funds with Contractor’s justification to the Executive Committee for immediate action.

ALL CONTRACTS MUST BE SIGNED BY EST AS REGISTERED AGENT FOR NCHC. ALL HOTEL CONTRACTS OVER $10,000 MUST BE REVIEWED BY NCHC LAWYER.
Executive Secretary Treasurer’s Report  
October 2000  
by Earl B. Brown, Jr.

Financial Report  
Operating Budget Recap—In my last report, I summarized the 1999 financial position of the organization and the 1999 conference. I also reviewed how the NCHC handles excess: Operating Fund excess = $75,000 of which $68,000 was invested in the Endowment Fund; $7,000 was allocated to fund scholarships. Conference excess = $60,000. This money will be used to fund projects approved by the Executive Committee. The money has been placed in a money market account.

Beginning in the year 2000 (according to a standing order passed in June, 1999), the entire three-year annualized interest from the Reserve Fund will fund scholarships. For the year 2000 this amount is predicted to be $7,000—it will be divided according to the formula in the Standing Orders: 50% to the Honors Semesters Committee; 25% to the Portz Fund and NCHC Grants Committee; and 25% to Student Concerns Committee.

Quarterly Reports—You should have received the second quarter 2000 report mailed July 19, 2000. Briefly, this report indicates that the NCHC has received 71% of projected revenue and incurred 40% of projected expenses. This is not a surprise as most committee expenses are incurred in the last two quarters. For comparison, in 1998 at the end of the second quarter revenues were 52% of projections and incurred expenses were 39%; in 1999 revenues were 61% of projections and incurred expenses 42%. As you can tell, the NCHC is doing well so far this year in meeting its projected revenue but this is due in part to a change in policy governing payment of dues: ALL DUES MUST NOW BE PAID TO HQ AND CANNOT BE SENT IN WITH REGISTRATION FEES TO CMS. When dues were paid with conference registration, dues were not recorded in the General Fund until CMS sent the conference report to the national office six weeks or so after the conclusion of the conference.

Investments—General (Reserve) Fund and Endowment Fund—Investments are adjusted to fair market value once a year, at the end of the calendar year. On the whole, these investments are doing well this year.

Fiscal Philosophy: The Finance Committee prepares a recommended budget by estimating revenues (which come solely from dues) and then reviewing budget requests. The Executive Committee reviews the Finance Committee’s recommended budget and determines the approved budget. Approved expenses are those, which will benefit the mission and goals of the NCHC. If these requested expenses exceed projected revenues, the Finance Committee must prioritize on the basis of the NCHC mission, which expenses are to be recommended and the Executive Committee makes the final determination. To review the mission and goals, see the NCHC Handbook, updated yearly and sent to the institutional representative. So, how, for instance, will a request benefit the NCHC? Not to bore you with a discussion of the Mission again—in fact, at the retreat the Executive Committee decided to revise the mission statement—the Mission is to “enhance opportunities . . . responsive to the educational needs of highly able and/or exceptionally motivated undergraduate students” (Mission statement, approved 10-30-94). So, any request by the Small College Committee, for example, which would enable their members to enhance such opportunities—by sharing information with one another, by providing a website and a newsletter, etc.—would receive priority for funding.

To take it a step farther, if a committee needs to meet during the year as well as at the NCHC Conference (for example, the Publications Board and Finance Committees), any request to underwrite part of its members’ expenses (breakfast or lunch, for example) should also be well received. Seeing that these committee members are paying their way to the meeting site and paying for their hotel room, if there is any way that the NCHC can show its appreciation for their willingness to give up a weekend to conduct NCHC business by underwriting some of the costs, the NCHC should try to do so. Their work does enable the NCHC to further its mission.

Speaking of underwriting costs, the Executive Committee has approved an increase in the officers’ and editors’ allowance from $500 to $1,000 to be used to cover some of the travel expenses incurred by officers and editors attending non-conference meetings. In 1999 recognizing the prodigious costs incurred by the President-Elect in serving as Conference Planner, the Executive Committee voted to permit the Conference Planner to add a line item to the Conference budget of $6,000 to cover many of the expenses incurred by the President-Elect and his/her home institution.

Membership Report  
January 1, 2000: 1363 members (includes all those paid up through June 1999)  
[I = 739; P = 377; NMP = 80; S = 138; C = 29; Total = 1141]
September 15, 2000: 1272 members (includes all those paid up through June 2000)
[I = 742; P = 336; NMP = 55; S = 110; C = 29; Total = 1272]

For comparisons:

January 1, 1999: 1141 (through Jun 1998)
[I = 666; P = 279; NMP = 84; S = 82; C = 30]
October 1, 1999: 1248 (through Jun 1999)
[I = 751; P = 320; NMP = 63; S = 85; C = 29]

There was a decrease in all paid categories of membership except institutional members between January 1, 2000 and Sep 15, 2000. I believe that this can be accounted for because of the spirited nature of the 1999 election and the publication of the second edition of Peterson’s Guide. Since both of these are now past, many individuals and a few institutions are allowing their memberships to lapse. Notice Oct 1, 1999 that 751 institutions held memberships; on Sep 15, 2000 that 742 institutions held memberships.

For your information, the NCHC received requests for 64 starter packs down 13 from last year at this time. Of those requesting starter packs, 66% now hold memberships (same % as last year): 39 institutions, one professional member from a non-member institution (PNM), and two new institutional members also now hold individual professional memberships. Four schools, which held PNM memberships, now hold institutional memberships. One tribal college now holds a complimentary institutional membership.

Other Information

John and Edythe Portz Trust Agreement and Memorandum of Understanding
With the incapacity of the Portzes, the University of Maryland Foundation, Inc. becomes the sole trustee of the trust. It is to divest the trust in the following manner: “One half the annual spendable* income shall be used to support the University Honors Program at the University of Maryland College Park, and one half of the income shall be used to support the National Collegiate Honors Program [sic].”

“Spendable income for the National Collegiate Honors Program [sic] is to be used at the discretion of the President or the Board of Directors of the National Collegiate Honors Council for creative and imaginative projects to advance the mission, goals and objectives of the organization.”

*Spendable income refers to non-principal income.

Openings in Honors Announced in the Chronicle of Higher Education (Jun-Sep 22, 2000)
No such announcements.

Liability Insurance—Currently the NCHC carries both Commercial General Liability (employee dishonesty, bodily injury and property damage, non-medical personal injury and advertising, and medical payments) and Association Professional Liability Insurance (similar to Directors and Officers Liability).

The difference between Directors and Officers Liability and APL Insurance is that APL is for nonprofits. It offers broader coverage, insuring directors, officers, committee members, volunteers, employees, and the insured organization (NCHC). This broad coverage of insured, including coverage for the non-profit entity as a named insured, is the most significant difference between APL and the D & O policies. APL insurance covers the insured on a claims-made basis, which means that the wrongful act giving rise to the claim need not be committed during a policy year but the claim must first be reported to the insurance carrier during the policy year. For your information, the most frequent source of claims is employment-related acts (wrongful termination, failure to hire or promote, workplace harassment, violation of civil rights statutes).

Both of these policies also cover Honors Semesters as long as the claim brought against the insured is filed in the United States, its territories, or Canada. (The wrongful act doesn’t have to occur in the US, its territories, or Canada.)

Report on College Guides

The latest college guides (2001) do not discuss the advantages of attending an institution which has an honors program. The only mention of honors that I noticed discussed the advantages/disadvantages of taking high school honors and AP classes This is a further indication of the need for better public relations and a strong External Relations Committee. In the 2000 college guides, honors was discussed extensively. NCHC is quoted in the section entitled a “Cut Above” in The Time/Princeton Review’s The Best College for You 2000. The article mentions many honors colleges whose institutions are members of the NCHC. The US News and World Report’s America’s Best Colleges 2000 has an article entitled “A Reason to Choose State U” which discusses the impact that honors programs/colleges are having in recruiting top students to attend State U. Although this article does not mention the NCHC by name, the fact that this guide devotes a page to honors programs is certainly a step in the right direction and an advance over the 1999 issue.
Convention Management Services and Future Sites
As most of you know, CMS chose not to sign the NCHC contract offer. CMS still has a contract with us through our 2003 conference. We have sites selected for 2001–Chicago (Oct 31–Nov 4, Palmer House), 2002–Salt Lake City (Oct 30–Nov 3, Little America Hotel and Towers) and 2003–Chicago (Nov 5–9, Palmer House).*

The Ad Hoc Committee on Conference Management Specifications will give the second part of their report—what to do after 2003, in Washington, DC. For the first part of their report—what we should change with the 2001 conference, see the minutes to the spring 2000 Executive Committee meeting.

I think that CMS not signing our contract offer is a blessing in disguise. I believe that it was a mistake to offer a contract when the NCHC did not really know what services it wanted from a convention management services. Because the Ad Hoc committee has had time to determine our needs and to report its findings to the Executive Committee, the Executive Committee can draw up a contract better suited to those needs and then issue an RFP (request for proposals) to service providers.

(*In order to cancel the NCHC contract with the Minneapolis Hilton without incurring damages, we agreed to hold our conference at the Palmer House in 2001 and 2003. The Palmer House agreed to share their profits in 2001 with the Minneapolis Hilton.)

Mailings, etc.
We are pleased to do mailings for officers and committee chairs BUT we need some notice to insure that your mailing is done professionally, accurately and arrives on time. Please email us SIX weeks in advance, explaining to us exactly what you want done (do you want return envelopes included? whom do you wish the mailing to go to: institutional members? all members?, etc.). For the proper use of NCHC funds, all mailings (200 pieces or more) will be sent bulk rate or library rate, exceptions must be justified in writing. Please factor in enough additional time (about six days) to allow for the bulk or library rate. (Depending on the weight for each piece and the number of pieces, there can be a substantial difference between first class and library/bulk.) WE MUST HAVE THE MATERIAL IN HAND NO LATER THAN THREE WEEKS BEFORE MAILING.

The Journal of the National Collegiate Honors Council

The Journal of the National Collegiate Honors Council is a refereed periodical publishing scholarly articles on honors education. The Journal uses a double-blind peer review process. Articles may include analyses of trends in teaching methodology, articles on interdisciplinary efforts, discussions of problems common to honors programs, items on the national higher education agenda, and presentations of emergent issues relevant to honors education.

The next JNCHC special topics issue is entitled “Honors and the Creative Arts.” Submissions are due September 1, 2001.

Submissions may be forwarded in hard copy, on disk, or as an e-mail attachment. We will accept material by e-mail attachment, disk, or hard copy. We will not accept material by fax. The documentation style can be whatever is appropriate to the author’s primary discipline or approach (MLA, APA, etc.). There are no minimum or maximum length requirements; the length should be dictated by the topic and its most effective presentation. Accepted essays will be edited for grammatical and typographical errors and for obvious infelicities of style or presentation. Variations in matters such as “honors” or “Honors,” “1970s” or “1970's,” and the inclusion or exclusion of a comma before “and” in a list will be left to the author’s discretion.

Submissions and inquiries should be directed to: Ada Long, JNCHC/UAB Honors Program/ HOH 1530 3rd Avenue South / Birmingham, AL 35294-4450. Phone: (205) 934-3228. Fax: (205) 975-5493. E-mail: adalong@uab.edu
Financial Report

The Finance Committee is to be commended for its accuracy in predicting expenses for 2000. If you compare 2000 actual expenses ($153,746) with budgeted expenses ($161,512), you will see that actual expenses were 95% of the estimate. The Finance Committee's estimate on income has been conservative for the last several years to insure the fiscal stability of the NCHC. This is a sound policy since income is leveling off—the actual income for 2000 ($203,362) is only $747 more than the income for 1999 ($202,615), an increase of .4%. Our revenues have not increased; therefore, we cannot afford to increase expenditures in the coming years (expenses increased almost $23,000 from 1999 to 2000). Sound financial planning dictates continuing to estimate income conservatively and maintaining about the same level of expenditures.

Membership Report

I believe that NCHC membership numbers have leveled out. The membership numbers from 1996 through 2000 are approximately the same:

<table>
<thead>
<tr>
<th>Year</th>
<th>Institutional</th>
<th>Professional</th>
<th>Student</th>
<th>Complimentary</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>1996</td>
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<td>482</td>
<td>69</td>
<td>24</td>
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<td>1997</td>
<td>587</td>
<td>427</td>
<td>90</td>
<td>29</td>
<td>1133</td>
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<tr>
<td>1998</td>
<td>666</td>
<td>363</td>
<td>82</td>
<td>30</td>
<td>1141</td>
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<td>752</td>
<td>292</td>
<td>69</td>
<td>29</td>
<td>1142</td>
</tr>
</tbody>
</table>

We should also note that honors programs are a finite number and that we should expect at some point in the near future to have reached all institutions which have honors programs. At that point in time, and it is quickly approaching, we shall need to prioritize budgetary matters, realizing that we shall be unable to fund all requests especially as expenses increase and our income remains the same. What this also might mean is that we need to review our Standing Order that states that the conference “is not designed to generate a surplus” (S. O., II. B.1.). If the conference does not generate a surplus, the NCHC may be unable to pursue future projects that are not properly part of our operational expenses, such as the decision of the Executive Committee at its Fall 2000 meeting to allocate $60,000 to hire a public relations firm. All of this money comes from the 1999 NCHC Orlando Conference surplus.

The good news in these figures is that the number of institutions holding memberships is increasing (174 between 1996 and 2000) even though individual memberships are down.

Conference 2000

I have put together a spreadsheet (see page 65) comparing who attended NCHC conferences from 1996 through 2000. The information includes the number of institutions attending, the number of institutions returning, and the breakdown by region of those institutions that attended. The spreadsheet also provides information on student participation, including the number of student participants and the number of students who presented at the conference. All of these numbers seem to indicate that the NCHC conferences are doing well, not just in numerical terms (1949 attended the conference in Washington), but also more importantly in terms of the number of institutions that return yearly to our conferences. In 2000, some 78% of those who attended the Orlando Conference in 1999 attended the conference in Washington in 2000. Students constitute approximately 50% of those attending; they also constitute approximately 60% of those presenting.

Recently Rosalie Otero, President-Elect and 2001 Conference chair, conducted a survey to learn the effect that conference participation has on attendance. The responses from the Conference Planning Committee may affect the way that we respond to proposals in the future. Approximately 97% of those responding stated that they did not need to be on the program in order to attend; 57.5% stated that their students did not need to be on the program in order to attend. But a sizeable minority (38.3%) said that their students needed to be on the program.

Finally, for your information, the conference surplus of $32,300+ is not as substantial as you might think. If the Executive Committee had reduced each participant’s registration by $16.64 (6.7% of the fee), the conference would have broken even. Hew is to be commended for providing the membership with an extraordinary conference and excellent value for the dollar.
Other Information

It is with sadness that I report that John and Edythe Portz are not doing well. Edythe has had Alzheimer's for years. John, according to Bernice Braid who spoke with him this fall, had a difficult time recalling the NCHC and remembering Bernice. I have discussed the situation with their Executors at the University of Maryland who knew less about the Portz's health than we did. I believe that the NCHC cannot count on contributions from the Portzes for the next several years. The Portz Fund will continue to receive $2,500 a year from the operating budget to fund proposals. Unfortunately, the Honors Semesters Committee will no longer have the Portzes' annual donation to fund student scholarships.

Dear NCHC Colleagues:

At our forthcoming meeting in Chicago, we expect to launch what we hope will become a prestigious award that brings national visibility to NCHC and tangible benefits to our member institutions. It will be titled The National Collegiate Honors Council Presidential Leadership Award, and it will be conferred on the President of an NCHC member institution deemed to have contributed significantly to the advancement of honors education.

As all of us have experienced over the years, the growth and development of an honors program or college is facilitated by the vision and commitment of institutional leadership. We believe that in recognizing visionary Presidents, we can call attention to positive models in a way that can benefit all of our programs. The award will be given annually and will, we hope, focus media coverage on honors education.

Presidents of all NCHC member institutions are eligible for consideration. Neither type nor size of the institution, honors program or college will influence the decision of the committee, which has established the following criteria. Candidates should have at least several of the following strengths:

- supports the growth of quality and development of the program/college and its facilities;
- promotes honors curriculum and activities;
- supports merit-based honors scholarship funding;
- highlights honors program/college activities in university publications, fundraising activities and priority interests;
- supports the activities of honors teaching faculty, regarding commitment to honors as part of the credentials reviewed for tenure and promotion;
- provides financial assistance to honors students, faculty and staff, enabling participation in NCHC conferences, semesters and other honors activities;
- supports the integration of honors students/activities across the campus(es).

If your President is a strong candidate for this award, we invite you to send a letter of nomination to the committee by April 20, 2001. Please address the outstanding work of the President on behalf of your program. You may include up to five supporting documents (newspaper articles, university publications, relevant correspondence). It is important that you confirm the availability of your President to accept the award in Chicago on November 2.

All material should be send directly to me at the Honors Program Office, 201 Humanities Hall, C. W. Post Campus, Long Island University, Brookville, NY 11548. We hope that you will help us identify an ideal candidate for the launch of this award.

Sincerely,

Joan Digby,
For the Ad Hoc Committee on Awards for Contributions to Honors
## CONFERENCE ATTENDEES 1996-2000

<table>
<thead>
<tr>
<th></th>
<th></th>
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<td>Institution(s)</td>
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<td>313</td>
<td>375</td>
<td>343</td>
<td>383</td>
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<td>8</td>
<td>11</td>
<td>6</td>
<td>13</td>
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<tr>
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<td>11</td>
<td>10</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Officers [not ([)]</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Honorary Lifetime Members</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>2</td>
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<tr>
<td>Former Officers [not ([)]</td>
<td>4</td>
<td>8</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Professional/Affiliate</td>
<td>154</td>
<td>160</td>
<td>144</td>
<td>134</td>
<td>155</td>
</tr>
<tr>
<td>Student</td>
<td>25</td>
<td>66</td>
<td>55</td>
<td>60</td>
<td>50</td>
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<tr>
<td>Total Members Attending</td>
<td>437</td>
<td>570</td>
<td>603</td>
<td>559</td>
<td>617</td>
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<tr>
<td>Non-Members whose ([) is member</td>
<td>659</td>
<td>807</td>
<td>981</td>
<td>945</td>
<td>1264</td>
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<td>Non-Members Attending</td>
<td>118</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>Guests</td>
<td>11</td>
<td>5</td>
<td>9</td>
<td>6</td>
<td>29</td>
</tr>
<tr>
<td>Complimentary/Other</td>
<td>15</td>
<td>6</td>
<td>13</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>One Day Attendees</td>
<td>6</td>
<td>85 *</td>
<td>15</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Total Attendees</td>
<td>1246</td>
<td><strong>1479</strong>*</td>
<td><strong>1621</strong></td>
<td><strong>1522</strong></td>
<td><strong>1948</strong>**</td>
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<tr>
<td>Presenters Not Listed as CMS Registrant</td>
<td>112</td>
<td>118</td>
<td>50</td>
<td>105</td>
<td>249</td>
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<tr>
<td>(did not attend conference)</td>
<td>375</td>
<td>403</td>
<td>457</td>
<td>452</td>
<td>497</td>
</tr>
<tr>
<td>Number of Institutions Attending</td>
<td>266</td>
<td>269</td>
<td>284</td>
<td>314</td>
<td>352</td>
</tr>
<tr>
<td>(which attended previous year)</td>
<td>65.68%</td>
<td>71.73%</td>
<td>70.47%</td>
<td>68.70%</td>
<td>77.87%</td>
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<tr>
<td>Percentage of Institutions Returning</td>
<td>553, (44%)</td>
<td>667, (46%)</td>
<td>770, (47.5%)</td>
<td>700, (46%)</td>
<td>950, (40%)</td>
</tr>
<tr>
<td>Student Attendees, (%)</td>
<td><strong>553, (44%)</strong></td>
<td><strong>667, (46%)</strong></td>
<td><strong>770, (47.5%)</strong></td>
<td><strong>700, (46%)</strong></td>
<td><strong>950, (40%)</strong></td>
</tr>
<tr>
<td>Number of Presenters</td>
<td>585</td>
<td>665</td>
<td>648</td>
<td>719</td>
<td>1146</td>
</tr>
<tr>
<td>Student Presenters, (%)</td>
<td><strong>358, (61%)</strong></td>
<td><strong>419, (64%)</strong></td>
<td><strong>331, (51%)</strong></td>
<td><strong>450, (64%)</strong></td>
<td><strong>660, (60%)</strong></td>
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<tr>
<th>Institution Attendance by Region</th>
<th>SAN FRAN</th>
<th>ATLANTA</th>
<th>CHICAGO</th>
<th>ORLANDO</th>
<th>WASH DC</th>
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<td>Northeast</td>
<td>80</td>
<td>96</td>
<td>102</td>
<td>113</td>
<td>110</td>
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<tr>
<td>Southern</td>
<td>94</td>
<td>115</td>
<td>112</td>
<td>120</td>
<td>123</td>
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<tr>
<td>Midwest</td>
<td>38</td>
<td>38</td>
<td>44</td>
<td>40</td>
<td>43</td>
</tr>
<tr>
<td>Upper Midwest</td>
<td>40</td>
<td>45</td>
<td>55</td>
<td>51</td>
<td>66</td>
</tr>
<tr>
<td>Great Plains</td>
<td>52</td>
<td>51</td>
<td>66</td>
<td>65</td>
<td>72</td>
</tr>
<tr>
<td>Western</td>
<td>62</td>
<td>51</td>
<td>66</td>
<td>58</td>
<td>73</td>
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<tr>
<td>Others</td>
<td>9</td>
<td>7</td>
<td>8</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>375</td>
<td>403</td>
<td>457</td>
<td>452</td>
<td>497</td>
</tr>
</tbody>
</table>

* approx 50 attended Honors Semesters reunion

** CMS gives official figure as 1205 but list of registrants totals 1246

*** CMS gives official figure as 1484 but list of registrants total 1479

**** CMS attendance list for 1999 did not designate student attendees. So, the numbers are an estimate.

***** CMS gives official figure as 1951 but list of registrants totals 1949

### Individuals attending the national conference by region (based on a sample of 200 individuals)

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<th>Location</th>
<th>Year</th>
<th>NE</th>
<th>SR</th>
<th>ME</th>
<th>UM</th>
<th>GP</th>
<th>WR</th>
<th>Other</th>
<th>Total</th>
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<td>San Fran</td>
<td>1996</td>
<td>26</td>
<td>13</td>
<td>32</td>
<td>16</td>
<td>28</td>
<td>14</td>
<td>29</td>
<td>15</td>
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<tr>
<td>Chicago</td>
<td>1998</td>
<td>30</td>
<td>13</td>
<td>59</td>
<td>25</td>
<td>24</td>
<td>12</td>
<td>32</td>
<td>15</td>
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<tr>
<td>Wash DC</td>
<td>2000</td>
<td>42</td>
<td>21</td>
<td>56</td>
<td>23</td>
<td>26</td>
<td>13</td>
<td>18</td>
<td>9</td>
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</tbody>
</table>

This is a working document used for conference planning only.
NCHC PUBLICATIONS ORDER FORM

Institutional members receive one copy of the NCHC Handbook (with annual updates) and one copy of all other NCHC publications, free with membership. Make check or money order payable to NCHC and send to NCHC, Radford University, Box 7017, Radford, VA 24142-7017

<table>
<thead>
<tr>
<th>Monographs</th>
<th>Member Cost</th>
<th>Non-Member Cost</th>
<th>Total</th>
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<tr>
<td><em>Beginning in Honors: A Handbook</em> by Samuel Schuman (1989, 53pp.) Advice on starting a new honors program. Covers budgets, recruiting students and faculty, physical plant, administrative concerns, curriculum design, and descriptions of some model programs.</td>
<td>$2.50</td>
<td>$5.00</td>
<td></td>
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<tr>
<td><em>A Handbook for Honors Administrators</em> by Ada Long (1995, 117pp.) Everything an honors administrator needs to know including a description of some models of Honors Administration.</td>
<td>$2.50</td>
<td>$5.00</td>
<td></td>
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<tr>
<td><em>Honors Programs: Development, Review, and Revitalization</em> by C. Grey Austin (1991, 60pp.) A guide for evaluating and revitalizing an existing program.</td>
<td>$2.50</td>
<td>$5.00</td>
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<tr>
<td><em>Evaluating Honors Programs: An Outcomes Approach</em> by Jacqueline Reihman, Sara Varhus, and William R. Whipple (1990, 52pp.) How to evaluate an existing honors program.</td>
<td>$2.50</td>
<td>$5.00</td>
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<tr>
<td><em>Honors Programs at Smaller Colleges</em> by Samuel Schuman (1999, 53pp.) How to implement an honors program, with particular emphasis on colleges with fewer than 3000 students (Second Edition)</td>
<td>$2.50</td>
<td>$5.00</td>
<td></td>
</tr>
<tr>
<td><strong>NEW</strong> <em>Place as Text: Approaches to Active Learning</em> edited by Bernice Braid and Ada Long (2000, 101pp.) Information and practical advice on the experiential pedagogies developed within the NCHC during the past 25 years, using the Honors Semesters and City as Text® as models, along with suggestions for how to adapt these models to a variety of educational contexts.</td>
<td>$2.50</td>
<td>$5.00</td>
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<tr>
<td><strong>NEW</strong> <em>Teaching and Learning in Honors</em> edited by Cheryl L. Fuiks and Larry Clark (2000, 128 pp.) Presents a variety of perspectives on teaching and learning useful to anyone developing new or renovating established honor curricula.</td>
<td>$2.50</td>
<td>$5.00</td>
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<tr>
<td><em>NCHC Handbook</em>. Included are lists of all NCHC members, NCHC Constitution and Bylaws, committees and committee charges, and other useful information.</td>
<td>$10.00</td>
<td>$20.00</td>
<td></td>
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FEI #52-1188042

TOTAL DUE

Name__________________________________________________________________________
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Address_______________________________________________________________________
City, State, Zip________________________________________________________________
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September 2000
### Order Form for *The National Honors Report* and *The Journal of the National Collegiate Honors Council*

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<th>Membership type (please circle one)</th>
<th>Through Month and Year</th>
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<tr>
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<td>100</td>
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*Total Due***

Enter Amount of Remittance in Box on Right

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<tr>
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<th>Quantity of Sets</th>
<th>Unit Price</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td><em>The Journal of the National Collegiate Honors Council</em></td>
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<td>100</td>
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<td>$450.00</td>
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*Total Due***

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Name ____________________________________________________________
Institution ____________________________________________________
Address ________________________________________________________
City, State, Zip ________________________________________________
Phone __________________________ Fax __________________________ Email __________________________

Please remit payment to: NCHC, Radford University, Box 7017, Radford, VA 24142-7017. For more information, please contact Earl Brown at (540) 831-6100.

January 2001
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
NCHC
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 _______________________________