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Editorial Matter for Volume 7, Number 2

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JNCHC

JOURNAL OF THE
NATIONAL COLLEGIATE HONORS COUNCIL

A PUBLICATION OF THE NATIONAL COLLEGIATE HONORS COUNCIL

HONORS ADMINISTRATION

JOURNAL EDITORS

ADA LONG

DAIL MULLINS

UNIVERSITY OF ALABAMA AT BIRMINGHAM

The National Collegiate Honors Council is an association of faculty, students, and others interested in honors education. Officers: Jon Schlenker, President, University of Maine, Augusta; Kate Bruce, President-Elect, University of North Carolina, Wilmington; Hallie Savage, Vice-President, Clarion University of Pennsylvania; Virginia McCombs, Immediate Past President, Oklahoma City University; John Madden, Secretary, Cerritos College; Philip Way, Treasurer, University of Cincinnati. Executive Director: Patricia Ann Speelman, headquartered at University of Nebraska-Lincoln. Board of Directors: Larry Andrews, Kent State University; Richard Badenhausen, Westminster College; Patrice Berger, University of Nebraska-Lincoln; Kambra Bolch, Texas Tech University; Danielle Coulter, Ball State University; Bruce Fox, Northern Arizona University; Lauren Huesemann, University of New Mexico; Bonnie D. Irwin, Eastern Illinois University; Jocelyn Jackson, Morehouse College; Kathleen King, University of Maine, Augusta; Jacci Rodgers, Oklahoma City University; Stephen Rosenbaum, University of Nevada, Las Vegas; James Ruebel, Ball State University; Samantha Sherwood, University of Connecticut; Bob Spurrier, Oklahoma State University; Oscar Villanueva, Lamar University; Stephen Wainscott, Clemson University; Emily Zhivotovskiy, Long Island University, C. W. Post Campus.

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Editorial Policy

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. Submissions and inquiries should be directed to Ada Long at (phone) 850.927.3776 or (e-mail) adalong@uab.edu.

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The cover photograph shows the office of George Mariz, Professor of History and Director of the Honors Program at Western Washington University, Bellingham, WA. Mariz is a member of the NCHC Publications Board and the Editorial Board of *JNCHC*. He has an essay in this issue's Forum on Honors Administration.

Call for Papers

The *Journal of the National Collegiate Honors Council* is now accepting papers for Volume 8, No. 1 (spring/summer 2007), which will be a general-interest issue.

The deadline for submissions is March 1, 2007.

The following issue (**deadline: September, 2007**) will focus on the theme of "Managing Growth in Honors." We invite essays that discuss growth in size and/or complexity of individual honors programs and colleges or the growth in numbers and kinds of programs/colleges nationally. We invite essays that analyze the consequences of growth for students, faculty, honors administrators, or institutions. Essays might focus on numbers of students, size of budgets, allotment of space, class size, ambition of extracurricular activities, or any other kind of growth within a program or college. Other essays might focus on the increased size of national honors conferences, intra- or inter-institutional competition, national visibility, or any other developments and consequences of the rapid growth of honors during the past three decades. An underlying question might be, "Is less more, or is more better?"

Submission Guidelines

We will accept material by e-mail attachment (preferred) or disk. We will not accept material by fax or hard copy.

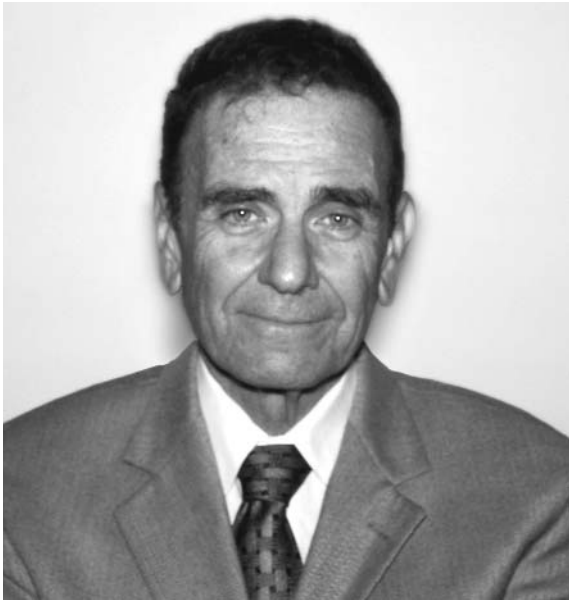
The documentation style can be whatever is appropriate to the author's primary discipline or approach (MLA, APA, etc.), but please avoid footnotes. Internal citation to a list of references (bibliography) is preferred; endnotes are acceptable.

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 infelicities of style or presentation. Authors will have ample opportunity to review and approve edited manuscripts before publication.

Submissions and inquiries should be directed to Ada Long at adalong@uab.edu or, if necessary, 850.927.3776.

DEDICATION



Ira Cohen

The thousands of people who have met Ira Cohen during his decades of service to the National Collegiate Honors Council have all learned within five minutes of first acquaintance that he is an historian. Ira brings the temperament and expertise of his profession to every meeting and chance encounter, serving as the unofficial oral historian of the organization. Ira got paid for his talents throughout his career at Illinois State University, where he was professor from 1965 until his "retirement" in 1998. During his last couple of decades there, he was also Director of the University Honors Program. Soon after taking that position, he started taking leadership roles in honors beyond Illinois State. He was President of the Honors Council of the Illinois Region, then of the Upper Midwest Honors Council, and then of the National Collegiate Honors Council. He was Founding Chair of the NCHC Research Committee, Chair of the Long-Range Planning Committee, and Chair of the Publications Board in addition to sitting on a wide range of other committees, including the NCHC Executive Committee. Subsequent to his tenure at Illinois State, he became Adjunct Professor of History at Hunter College, where he continues to practice his craft in a formal way while also practicing it informally at NCHC conferences and beyond. We are grateful for this and all his other services and thus dedicate this issue of *JNCHC* to Ira Cohen with both pleasure and appreciation.

Editor's Introduction

ADA LONG
UNIVERSITY OF ALABAMA AT BIRMINGHAM

The accelerating shift from honors programs to honors colleges and from honors directors to honors deans during the past two decades suggests a major shift in the nature of honors administration. In preparation for the NCHC monograph *A Handbook for Honors Administrators* that I wrote in 1995, I distributed a survey to all institutional members of the National Collegiate Honors Council. Of the 136 responses I received (a 27% return rate), 110 honors administrators listed themselves as directors, 9 as coordinators, 8 as deans, and 4 as other; 115 were administrators of institution-wide programs, 11 of honors colleges, and 10 other. According to NCHC Handbook listings, there are 325 honors programs today and 71 honors colleges. Although the survey and the NCHC Handbook are not comparable sources of data, they suggest that the ratio of colleges to programs, which was roughly 1:11 in the early 1990s, is today more like 1:5 and is increasing each year.

It seems worthwhile, therefore, to take a fresh look at the nature and quality of honors administration and to consider how the position has and has not changed during the past couple of decades. In 1986, Rew A. ("Skip") Godow wrote an essay called "Honors Program Leadership: The Right Stuff" for *Forum for Honors* (the predecessor of *JNCHC*), an essay that for many of us became the holy text on honors administration. Sam Schuman quoted it at length in his handbook *Beginning in Honors* (first published in 1989 and now available in its fourth edition), and I quoted it almost *in toto* in *A Handbook for Honors Administrators*. Godow's essay, widely perceived as definitive in the mid-1980s, is a valuable touchstone for considering what has and has not changed in honors administration during the past two decades.

The Forum on Honors Administration in this issue of JNCHC presents current reflections on Godow's essay and its 1986 perspective on administering honors. With his permission, we distributed the essay on the NCHC listserv and invited brief responses. The invitation stated: "[Godow's] essay depicts an ideal of honors administration that may (or may not) resonate with today's honors directors and deans. In either case, we invite you to think about what comprises 'the right stuff' in honors administrators today."

Of the nine responses to our invitation that were accepted for publication, eight explicitly or implicitly reaffirm the criteria for administering honors

that Godow enumerated in his essay twenty years ago. The consensus seems to be that running an honors program or college today is about the same as it always has been. However, one response—a compelling and persuasive essay by Len Zane—points to major differences. I have reserved Zane's essay for last in the Forum.

We begin the Forum, of course, with Godow's "Honors Program Leadership: The Right Stuff," first published in 1986. Godow discusses six of the "remarkably varied abilities and aptitudes that are needed to build and maintain a first-rate honors program": the ideal director should be a Lover of Wisdom, Curriculum Reformer, General Administrator, Entrepreneur, Admissions Officer, and Student Activities Coordinator. As Godow pointed out in 1986, all these categories of leadership apply also to other academic administrators, but, unlike most of those other administrators, honors directors are required to exercise all of them simultaneously. Department chairs, for instance, seemed even in the 1980s to be selected less on the basis of their excellence in teaching and scholarship than on their managerial capabilities whereas "perhaps no feature is more important to an honors director than that the person be able to provide academic leadership." Honors directors, Godow maintained, must retain their excellence in teaching and scholarship in order to be effective in their jobs.

Sam Schuman, in "Chaucer, Mountain Hiking, and Honors Program Leadership," picks up on Godow's sense that honors administrators must be academic leaders. Other administrators can and sometimes must neglect scholarship and teaching, but "If an honors director does not possess, maintain, and regularly demonstrate the talents of a really good faculty member, the honors program that individual leads will lose the admiration of the students and faculty she should be leading." While being perceived as an academic, however, the honors administrator must also be an excellent manager of all the matters great and small involved in an honors program. As managers, furthermore, they need to be both "educational philosophers" and "bean counters," constantly shifting their gaze back and forth between the grandiose and the trivial as a mountain climber shifts attention from majestic vistas above to tiny wildflowers below.

The visions that both Godow and Schuman convey of administering honors are grand and noble. Bonnie D. Irwin surely shares this vision, but she also adds a note of comedy in her essay "Riding a Unicycle Across a Bridge While Juggling: the Musings of an Honors Administrator." Like Godow and Schuman, she focuses on the importance of scholarly research to the credibility of an honors dean or director—"We also must model the scholarly life for our students to a greater extent than administrators who do not have quite as much day-to-day interaction with students"—while acknowledging that

the call of research becomes more and more a "siren song" among the daily and diverse demands of a job that requires, for instance, major commitments to inter-institutional collaboration. And so she characterizes honors directors as plate spinners on unicycles, "maintaining our equilibrium while keeping our eyes, hands, legs, and, yes, even minds focused on the achievements of our students."

Irwin's image of an honors administrator as a plate spinner on a unicycle leads nicely into the essay by Larry Andrews called "At Play in the Fields of Honor(s)." Andrews agrees with Godow's catalogue of the ideal qualities of an honors administrator—including the special "affinity for faculty culture"—but puts additional emphasis on the role of play, which he sees as essential to all components of the job. The fun of running honors, he writes, includes willingness to deflate your own ego; to show your students and yourself that you can take a break from your job; to go against the grain and get silly; to indulge the imagination; and to take risks. "Play of this most serious sort will fuel [students'] senior thesis work and guide them in their lives beyond academia—in work, in philosophical questioning, in love."

While Andrews adds play to the list of Godow's ideal characteristics of an honors director, Bruce Fox in "Success as an Honors Director: What Does it Take?" suggests another addition: honor. After elaborating on Godow's list by describing the importance of being a "quick study," of honing one's political astuteness and advocacy skills, of developing a talent for planning events, and of learning to say no, Fox emphasizes the importance of honor, of integrity as well as good sense. The addition of this virtue raises the question whether integrity is more imperiled now than it was in 1986—a question, perhaps, for a future essay.

Rather than adding to Godow's list, which she acknowledges as descriptive of her eight years as an honors administrator, Lisa L. Coleman, in her essay "Being There for Honors Leadership," proposes a "postmodern supplement" to Godow's "Renaissance model" and puts forward "an alternative—a kind of philosophical anti-model that reflects a simpler, more power-diffuse, collaborative role for the director of honors in the twenty-first century." Drawing an analogy between an honors director and the character Chauncey Gardiner in the Peter Sellers movie *Being There*, Coleman suggests that honors directors can perhaps lead best by letting others, especially their students, take both the lead and the spotlight. Such directors tend lovingly to the roots so that the students may blossom; they relinquish enough control to be ready for "something new, something unexpected"; and they exhibit leadership in "being receptive to the talents, abilities, and good will of others. . . ."

Keith Garbutt makes a similar point to Coleman's in an essay whose title summarizes his thesis: "'Ah well! I am their leader; I really ought to follow

them': Leading Student Leaders." He argues for the virtue of the behind-the-scenes honors director, whose role is to create opportunities, facilitate ideas, set expectations, and tolerate failure. He concludes, "The essence of a good leader in this administrative role is that of facilitator, mentor, and occasionally sympathetic ear."

George Mariz, in his essay "Leadership in Honors: What is the Right Stuff?," takes a more pragmatic approach, offering advice and encouragement to honors administrators who face the daily challenges of developing, maintaining, supporting, and defending a program or college. Mariz focuses especially on competition for resources, faculty recruitment, and student advising, each of which requires extensive preparation and expertise. Advising alone, for instance, requires knowledge of every major on campus, awareness of any changes that occur in their requirements, familiarity with all the other resources available to students, and knowledge about admission to graduate and professional schools, not to mention willingness to talk about "life in general." "Honors is ultimately about students and being prepared to work with them in any ways necessary."

Like George Mariz, Rosalie C. Otero offers practical advice to honors directors and deans in "A View from the Shoulders." Otero draws an implicit analogy between honors administrators and politicians: both need to maintain close connections to their constituencies, be responsive to their needs, and build a strong base of support while at the same time taking care of daily business. An honors administrator must stand on the shoulders not just of predecessors (as Newton intended) but also of the current students, faculty, other administrators, and community members, just to name a few. Those shoulders must be strong and willing, and Otero gives practical advice about how to build good shoulders.

Len Zane is the only author to point out what he sees as major differences between being an honors administrator in 1986 and 2006. In "Reminiscences on the Evolution of Honors Leadership," he points out that the last two decades of the past century saw a rapidly increasing focus on image and professionalism in honors as a "career path." Honors administrators have gone from relative anonymity and autonomy to high visibility and accountability not only to but within central administrations. In this move from amateur to professional status, the honors administrator's gaze has in many cases shifted gradually away from students toward potential donors. And so Zane adds to Godow's list of roles for honors directors a new one—Skilled Operative in External Relations—that may well sit now at the top of the list.

The position of honors director (or dean) may still be, as Godow claimed in 1986 and as the consensus of Forum responses indicates, the most student-centered administrative position on most campuses, but at the same time

Zane's thesis seems exactly right, as evidenced not just by personal and anecdotal experience but by the proliferation of honors colleges, the increasing shift from directors to deans, the way honors positions are advertised, and the content of sessions at NCHC conferences. His essay calls attention to a substantive change that may have often gone unnoticed but that may have had far-reaching consequences already and may have even more in the future.

A perspective that will be useful as we anticipate and experience that future is Anne N. Rinn's historical research essay entitled "Major Forerunners to Honors Education at the Collegiate Level." This essay is a substantial addition to the essay Rinn published in the 2003 volume of *JNCHC* (IV.1, 27-39) titled "Rhodes Scholarships, Frank Aydelotte, and College Honors Education." Her research essay in this issue provides an invaluable history of the origins and evolution of honors in the United States. American honors has its roots in the tutorial system of Oxford University and the experiences that Frank Aydelotte and other Rhodes Scholars brought back with them to the United States. Combined with the influence of German university experiences, Rhodes Scholarships became the source of a new "class system" in American higher education, assigning honors based on some combination of tutorial or preceptorial instruction and performance on examinations. Rinn describes early honors "programs" at Harvard, University of Michigan, Princeton University, and Columbia University in the late eighteenth and early nineteenth centuries. Frank Aydelotte arguably created the first honors program (in no need of quotation marks) at Swarthmore College when he became president there in 1920. Another major contributor to honors was Joseph Cohen, who started an honors program at the University of Colorado in the late 1920s and was responsible for initiating the Inter-University Committee on the Superior Student (ICSS) in 1957. The ICSS created a document entitled "The Sixteen Major Features of a Full Honors Program," which Rinn includes as an appendix to her essay. From this original organization of forty-three people evolved the NCHC (founded in 1966), which produced its own sixteen "Basic Characteristics of a Fully Developed Honors Program" in the 1990s. Rinn's history of this evolution of honors is invaluable reading for anybody involved in honors today, telling us where we've been and perhaps helping us to see better where we are going.

Also invaluable is the four-year research study accomplished by Frank Shushok, Jr., and reported in his essay "Student Outcomes and Honors Programs: A Longitudinal Study of 172 Honors Students 2000-2004." Shushok provides the "substantive and scientifically gathered data about how student learning is enhanced as a result of participation in an honors program" that honors administrators need to prove the value of honors within an institution, to meet accreditation guidelines, and to improve the effectiveness

of honors education. Shushok's study was originally designed "to assess how students were affected by participation in the Honors College at a Carnegie-classification 'Doctoral/Research Extensive' university in one of the Mid-Atlantic states." The students selected for the study—equal numbers of equally qualified honors and non-honors students—were surveyed at the end of their first (2001) and fourth (2004) years in the university. Some of Shushok's conclusions include that (1) GPA and retention rates were significantly higher among honors students at the end of the first year; (2) these differences were no longer statistically significant at the end of the fourth year; (3) honors students were significantly more likely than non-honors students to meet with faculty during office hours, to discuss plans about career and vocational goals with faculty members, and to discuss social and political issues with other students outside of class; (4) the differences in extent and quality of discussions with faculty and other students were far more significant among males than females. What seems to be a greater impact of honors on the quality of out-of-class activities for males than for females, Shushok speculates, may result from the greater likelihood and ability of women students "to find academically supportive peer groups outside of honors participation while men find such support more difficult to find." Shushok also speculates that the greater impact of honors during the first year may have resulted from the fact that many honors students "either departed or became less involved in the Honors College" after their first year. Having these kinds of data about other colleges and universities would be beneficial not just to those institutions but to an understanding of the role of honors in higher education.

This issue of JNCHC provides ample background and analysis of honors for considering what still needs to be done, both in research about honors and in consideration of the many changes and challenges facing honors administrators today. We invite readers to contribute to this consideration by submitting essays for future publication in the *Journal of the National Collegiate Honors Council*.

ABOUT THE AUTHORS

Larry Andrews is Dean of the Honors College at Kent State University in Kent, Ohio. Holding a Ph.D. in comparative literature from Rutgers, he has published scholarly work on 19th-century Russian and French fiction and on African American women's fiction. He is a member of the NCHC Publications Board, the *Honors in Practice* Editorial Board, and recently the NCHC Board of Directors.

Lisa L. Coleman is Director of the Honors Program and Professor of English at Southeastern Oklahoma State University. She earned a Ph.D. in rhetoric and composition from the University of Texas at Arlington, and her research interests and publications lie at the nexus of rhetoric, honors composition, critical theory, electracy, social justice, and Virginia Woolf.

Bruce Fox is Director of the Honors Program and professor of forest management at Northern Arizona University. He earned his doctoral degree in natural resources from the University of Michigan, Ann Arbor, and B.S. in forestry and Master of Forestry degrees from the University of California, Berkeley. He has worked as a lumberjack, a field forester, and a consultant in forest and corporate management and leadership in the forestry and aerospace industries.

Keith Garbutt is founding Dean of the Honors College at West Virginia University and Eberly Family Professor. He is a former chair of the Department of Biology at WVU, and his current scholarly interests include science and honors education, the evolutionary biology of plants, and the history of biology. He earned his Ph.D. in botany from the University of Wales.

Rew A. "Skip" Godow was the founding Director of the College of Charleston's Honors Program and later served as Director of the CLA Honors Program at the University of Minnesota. In his "honors days" he was on the NCHC Board of Directors, served both the Southern and Upper Midwest Honors Councils, and was a frequent contributor at meetings. He is currently Dean of the North Campus of the College of Charleston as well as Executive Director of the Lowcountry Graduate Center, which seeks to bring the public universities in South Carolina together for new and collaborative programs to serve students in the Charleston area.

Bonnie D. Irwin is Dean of the Honors College at Eastern Illinois University. She is a professor of English and has taught leadership, world mythology, and world literature. She earned her Ph.D. in Comparative Literature at the University of California at Berkeley. Her research interests include the reception of the *1001 Nights* in American culture and the writings of Arab American women.

George Mariz holds B.A., M.A., and Ph.D. degrees from the University of Missouri, Columbia. He is Professor of History and Director of the Honors Program at Western Washington University, Bellingham, WA. His research interests and publications are in the intellectual history of Europe in the eighteenth and nineteenth centuries and in the history of religion. He is currently working on a study of the social ideas of the sons of Protestant ministers in Germany, Great Britain, and the United States He is a member of the *JNCHC* Editorial Board and of the NCHC Publications Board.

Rosalie C. Otero is Director of the University Honors Program at the University of New Mexico and Associate Dean of University College. She is a past president of the National Collegiate Honors Council and the Western Regional Honors Council. She is currently serving as Executive Secretary-Treasurer of WRHC. She is also an NCHC-recommended Site Visitor and co-author of *Assessing and Evaluating Honors Programs and Honors Colleges: A Practical Handbook* published by NCHC in 2005. Dr. Otero is author of several articles in *Forum for Honors, Journal of the National Collegiate Honors Council*, and the inaugural volume of *Honors in Practice.*

Anne N. Rinn is an assistant professor of psychology at Western Kentucky University. She holds a Ph.D. in educational psychology from Indiana University. Her research focuses on the academic, social, and emotional development of gifted adolescents and college students as well as the effects of gifted programming on student development as a whole.

Sam Schuman is Chancellor Emeritus at the University of Minnesota, Morris, and is currently the Garrey Carruthers Distinguished Visiting Chair in Honors at the University of New Mexico. His most recent book is *Old Main: Small Colleges in Twenty-First Century America.*

About the Authors

Frank Shushok, Jr., is Dean for Student Learning & Engagement and Affiliate Professor in Educational Administration at Baylor University. He received his Ph.D. in Higher Education Policy Analysis from the University of Maryland, College Park, where his interest in honors education led to a dissertation, partially funded by the NCHC, on the relationship between student outcomes and honors program participation.

Len Zane, a past president of NCHC, started the honors program at the University of Nevada, Las Vegas in 1985 and was the founding Dean of UNLV's Honors College. He is currently enjoying himself as a professor of physics at UNLV.