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HIP

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nchc national collegiate honors council

HONORS IN PRACTICE

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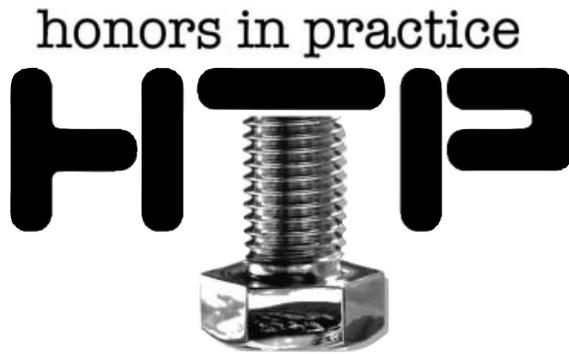
JOURNAL EDITORS

ADA LONG

DAIL MULLINS

UNIVERSITY OF ALABAMA AT BIRMINGHAM

JOURNAL EDITORS

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EDITORIAL POLICY

Honors in Practice (*HIP*) accommodates the need and desire for articles about nuts-and-bolts issues, innovative practices in individual honors programs, and other honors topics of concern to the membership. *HIP* complements the semi-annual scholarly journal of the NCHC, *Journal of the National Collegiate Honors Council* (*JNCHC*). Both journals employ a double-blind review system. *JNCHC* publishes scholarly essays that stress research in and on honors education. *HIP* publishes practical and descriptive essays: descriptions of successful honors courses, suggestions for out-of-class experiences, administrative issues, and other matters of use and/or interest to honors faculty, administrators, and students.

DEADLINE

HIP is published annually. The deadline for submissions is January 1.

SUBMISSION GUIDELINES

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

2. If documentation is used, 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.

3. There are no minimum or maximum length requirements; the length should be dictated by the topic and its most effective presentation.

4. Accepted essays are edited for grammatical and typographical errors and for infelicities of style or presentation. Authors have ample opportunity to review and approve edited manuscripts before publication.

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

DEDICATION

Earl and Maggie Brown

For over a decade, Earl and Maggie Brown were dynamic forces in the NCHC. From 1993 through 1997, Earl was Editor and Maggie Assistant Editor of the *National Honors Report*, the quarterly magazine that combined the roles of two current NCHC publications: *Honors in Practice* and the *Annual Report*. In 1997, when Earl became Executive Director of the NCHC, Maggie took over as Editor of *NHR*. Those of us who attended conferences in those years will always remember her impassioned pleas for submissions, which she managed to pry out of even the most reluctant writers. Earl and Maggie worked as a team in the heart of the organization throughout Earl's two terms of office as Executive Director until we wore them out, and they retired together in 2002. Earl is now Professor Emeritus of English at Radford University.

Earl and Maggie have always been a team. While Earl was directing the Radford University Honors Program (1984-97), Maggie was teaching honors courses on such topics as Vietnam, John F. Kennedy, and poverty. Both dedicated themselves to inclusivity and innovation with, for instance, early use of student portfolios as an educational and assessment strategy. They were active in the Southern Regional Honors Council and Virginia Honors Council, in both of which Earl served as president. Representing the NCHC, Earl conducted workshops and consultancies throughout the country and beyond (including Utrecht), often with Maggie at his side; they offered countless sessions and attended endless meetings; and they each wrote dozens and dozens of articles and editorials for *NHR*. Separately and together (usually together), they were key players in the evolution of the NCHC, and we gratefully dedicate this volume of *Honors in Practice* to Earl and Maggie Brown.

ADA LONG

Editor's Introduction

ADA LONG

UNIVERSITY OF ALABAMA AT BIRMINGHAM

The 2009 volume of *Honors in Practice* begins with three important speeches of 2008. The first is a slightly revised version of the presidential address that Hallie E. Savage delivered at the 2008 NCHC conference in San Antonio and that elicited a long standing ovation. The speech, titled "Stability in the Context of Change," surveys scholarship ranging from early childhood development to neurobiological studies of leadership in order to help chart a future for the NCHC that balances stability and change, tradition and adaptability. The major restructuring of the NCHC during the past three or four years is, Savage suggests, an opportunity to create flexibility, creativity, collaboration, and continuity in ways that will strengthen the organization and enhance the important roles it plays in honors education.

In another slightly revised version of a conference presentation, Samuel Schuman—with his customary grace, humor, and wisdom—addresses those who plan, sooner or later, to retire from honors and gives sound advice on how to depart with good will toward and from their academic communities. In "Ending in Honors," Schuman addresses the fundamental questions of whether, when, how, and why an honors director or dean can best leave honors behind. A reader who is not yet far enough along to consider retirement would be wise to file this essay in a safe place; those who are about to retire should study it line by line; those who have already retired can discover what they did wrong and maybe even right.

Kevin Donovan also gives advice—to those beginning rather than ending in honors. Donovan's "People Who Think Otherwise" is a talk originally given at the inauguration of an incoming group of Buchanan Fellows at Middle Tennessee State University. He speaks to these new students about how best to use their time in college in order to have fuller and better lives not just as undergraduates but thereafter. No doubt many honors directors and deans will find their own advice echoed here and will be happy to see it organized and expressed with clarity and eloquence.

The next group of essays is subtitled "Administrative Designs." Jesse Peters of the University of North Carolina Pembroke leads off this section with an essay titled "Implementing Honors Faculty Status: An Adventure in Academic Politics." Peters describes the rationales, processes, benefits, and challenges of creating a designated honors faculty status. He provides a useful guide for convincing resistant faculty and administrators of the value that such status brings not just to faculty members but also to honors students, the institution as a

whole, and the quality of education. Above all, Peters makes the idea of a designated honors faculty seem feasible as well as worthwhile.

In "Building an Honors Development Board," Scott Carnicom and Philip M. Mathis of Middle Tennessee State University present a case study of establishing an external development board along with advice about its advantages and pitfalls. Most honors directors during the past couple of decades have dedicated more and more of their time to fundraising, and this essay will be extremely useful to those who have not yet established an external board.

Timothy L. Hulsey, in "Honors *Ex Machina:* Changing Perceptions of Honors through Horizontal Integration, A Case Study," provides a model for successfully institutionalizing an honors program by subsidizing new hires in departments that staff honors courses. This model has allowed the Virginia Commonwealth University Honors College to shed its image as irrelevant or powerless and to collaborate as partners and equals with academic units that are crucial to the success of the honors college.

Beata M. Jones and Peggy W. Watson provide another useful model for intra-institutional collaboration in "Separate but Equal: Will it Work for Professional Honors Programs?" They demonstrate one way to create a cooperative relationship between a discipline-specific honors program and a traditional university-wide honors program. The Neeley Fellows program in the business school at Texas Christian University dovetails with the TCU Honors Program throughout the undergraduate curriculum so that students who complete both programs graduate with Interdepartmental Honors in Business. This model, which can be adapted to other professional schools, has led to a quadruple increase in the number of business students who complete the university-wide honors program.

The next group of essays includes innovations in curricular design and starts with two models of interdisciplinary courses in science and math, disciplines that are often challenging in the context of honors. Donna Chamely-Wiik, Jeffrey R. Galin, Krista Kasdorf, and Jerome E. Haky—in "Combining Chemistry and College Writing: A New Model for an Honors Undergraduate Chemistry Course"—provide a detailed account of the development and implementation of a second-semester advanced chemistry course that satisfies both general chemistry and college writing requirements at Florida Atlantic University. Placing this course in the context of other innovative programs in both chemistry and writing across the curriculum, the authors describe the components of the course—lecture, laboratory, rubrics, peer review, revision, and error logs—in a way that can be easily replicated at other institutions.

In "Bridging the Divides: Using a Collaborative Honors Research Experience to Link Academic Learning to Civic Issues," Alix D. Dowling Fink and M. Leigh Lunsford of Longwood University describe a joint project they designed for non-major honors students from each other's classes. As part of the assignments for each course, fourteen statistics students and thirteen mathematics students—almost all freshmen and sophomores—worked in teams

throughout the semester on a research project, starting with defining a research question on bottled water, going through all the steps of any scientific research project, and concluding with a poster session. The authors describe the obstacles and successes of this cooperative venture, and they suggest how it could be adapted to other disciplines.

In "Enhancing Environmental Literacy and Global Learning among Honors Students," Liza Davis does more than describe a course she has designed for honors students at Kennesaw State University; she informs and inspires her readers with a specific and wide-ranging account of cultural and religious perspectives on the environment. Honors administrators and faculty will find here an excellent model for a course on the environment, and, although they will not learn as much as Liza Davis's students did, they will receive an important education on cultures, religions, and insights into environmental issues.

"Writing War: The Memorial Design Project," by Janine Utell of Widener University, outlines the rationales, theoretical backgrounds, and assumptions that Utell used in planning a course on the literature and art of war. The course empowered students to collaborate in the teaching and learning, and it included the design and discussion of war memorials that students imagined in commemoration of the war in Iraq. Utell describes her own transformation as the students defied her expectations and convinced her of the limitations of her own perspectives on the Iraq war.

Mark F. Vitha, Arthur Sanders, Colin Cairns, David Skidmore, Clive Elliott, and William Lewis—in "Paths to Knowledge as a Foundational Course in an Honors Program"—describe a course they have developed for the Drake University Honors Program. Starting in 2001, Paths to Knowledge has been a requirement for all honors students. Various sections adopt different models, texts, and themes, but all share a focus on the creation, nature, uses, and limitations of conflicting knowledge claims. The authors give detailed descriptions of the background, content, and evolving design of this course, including recommendations for how other honors programs might use the model most effectively.

In "An Honors Director's Credo," Angela Salas of Indiana University Southeast argues that an effective strategy for evening the playing field in the liberal arts for all incoming students, regardless of their background and preparation, is assigning a text that is above all their heads. She assigned Michel Foucault's *Discipline and Punish* to incoming honors freshmen. Each of the students struggled with the book's difficulties, offered important perspectives, and experienced a lift in self-confidence. She suggests that asking more, rather than less, of students is the best way to build a strong foundation for their future education.

The concluding section of this volume focuses on programmatic designs. Some of the essays present ways to improve honors opportunities with little or no new financial support; given almost universal budget cuts recently, these ideas may be especially welcome. The section begins with "Networking an Honors Community out of Fragmentation," in which Karlyn Koh, John Chaffee, and Edward Goodman of LaGuardia Community College/The City University of

New York describe a variety of strategies that the honors director and faculty used to resuscitate an honors program. Without a budget, designated space, or significant administrative support, they managed to create a dynamic community and curriculum through, for instance, collaboration with other programs and departments, partnership with Phi Theta Kappa, and development of honors colloquia.

Kristy Burton, Erin Wheeler McKenzie, and Patrick Damo describe the rationale, implementation, and success of a new course and initiative at Miami University (Ohio) in "Honors Ambassadors: A Framework for Enhancing Student and Program Development." Designed to improve recruitment for an honors program with a small staff and also to enhance the educational and personal opportunities for honors students, a series of one-credit, freshman-level courses called "Honors Ambassadors" trains students for deployment as recruiters for the program. This initiative has expanded to include increasingly responsible and autonomous positions for students as they advance to the upper levels.

Also focusing on the value of responsible instructional roles for honors students, Melissa L. Johnson—in "The Role of Peer Leaders in an Honors Freshman Experience Course"—describes the implementation and success of a peer-leader program in a first-year honors course. Johnson explains the many ways that upper-level students can benefit from and contribute to direct involvement in teaching, and she outlines the numerous roles of peer leaders in a one-hour course that introduces honors students to college life at the University of Florida.

In "Honors Living-Learning Communities: A Model of Success and Collaboration," Eric Daffron and Christopher J. Holland describe the first four years of an honors living-learning community at Mississippi University for Women. They provide a brief summary of research on living-learning communities, which readers will find useful, and their detailed analysis of what went right and wrong year by year might help other honors administrators see into the future of their own plans to set up such communities.

In the volume's final essay—"Honoring Experiential Education"—Debra K. Holman, Tony R. Smith, and Evan C. Welch provide the philosophical and pedagogical rationale for their development of a collaborative focus on experiential education at the University of Northern Colorado. Designed to foster civic engagement and global thinking, the new initiative combines community service, internships, course offerings, non-profit partnerships, and various other active-learning opportunities. Describing a package of options that have become key features of many honors programs and colleges, the authors provide a fitting conclusion of the 2009 volume of *Honors in Practice*.

Important Speeches
of 2008

Stability in the Context of Change

Hallie E. Savage

Clarion University of Pennsylvania

(What follows is a slightly revised version of the presidential address that Hallie E. Savage delivered on Saturday, October 25, 2008, at the annual NCHC conference in San Antonio, Texas.)

Last year at this time, I began to think about what I might adopt as a presidential theme. What could NCHC reasonably accomplish in 2008? If you recall, at that time we hired Liz Beck as Interim Executive Director, and one month before the conference we hired Cindy Hill. Major changes were inevitable in our organization. I began my presidency with a goal to work with the Board of Directors to establish stability in the face of these organizational changes. The goal of stability was in response to the need for a national office that would provide the resources for NCHC's growth—stability to support growth in changing conditions.

Perhaps this focus was reinforced by the constant presence of change in the news. Barack Obama began his presidential campaign with a slogan for *Change*. Both Obama and John McCain now promote plans for changing our economy. Frequently they reference change as necessary in order to achieve economic stability. Is it possible to achieve stability in the context of change, or are they two mutually exclusive conditions? Furthermore, how do humans create stability as change occurs around them?

Infants are born into conditions of change but they arrive equipped. Developmental research in the 1980s was replete with studies documenting the biological predisposition of infants for early communication (Brazelton). The studies showed that the infant is predisposed to interact with and to learn from the environment. At birth, newborns express a preference for human faces and a readiness to communicate (Goren). The most important discovery was that early learning is not dependent on the infant's innate abilities alone but also on the ability of the mother to synchronize with the infant. The rhythm of early conversations and therefore early learning is fueled by the mother's timing her communication according to the infant's responses. This rhythm is fundamental for effective learning.

These studies reveal that in our earliest learning experiences we are responding to ongoing change. At no point in time does the learning environment stop the process and "teach" a skill. Rather the mother and infant create

stability by their responses to each other. Flexibility and timing achieve stability in guiding the infant through the process of change.

The need for sensitivity and responsiveness is also evident in leadership. The anatomy of leadership has been studied by a diverse group of scholars. Daniel Goleman and Richard Boyatzis (2008) have recently described leadership from the perspective of neuroscience. In Goleman's first book, *Emotional Intelligence* published in 1995, he promoted the vital role of empathy and self-knowledge in effective leadership. He proposed that effective leaders are not defined by a unique set of characteristics but by their ability to empathize with others. He defined empathy as the ability of leaders to understand what motivates other people, including those from different backgrounds. Furthermore, leaders need to be sensitive to the needs of their followers. In the last few years, this focus on empathy has led Goleman and other researchers to study what happens in the brain while people are communicating:

> The primary finding of these studies is that certain things leaders do—specifically, exhibit empathy and become attuned to others' moods—literally affect both their own brain chemistry and that of their followers. (Goleman & Boyatzis, 76)

Neuroscientists discovered a class of neurons called "spindle cells," so termed because of their shape. They have a body size about four times that of other brain cells, with an extra long branch to make attaching to other cells easier and thus transmit thoughts and feelings to them more quickly. Another class of neurons is also involved: oscillators. These neurons coordinate people physically by regulating how and when their bodies move together. You can see oscillators in action when you watch people orchestrate their movements when introduced; their movements look like a dance, one body responding to the other seamlessly. This research in neuroscience has led to leadership enrichment through training social intelligence—that is, through teaching leaders and CEOs to empathize with their followers and therefore listen more attentively. The end result of this approach is that leaders become more influential by engaging followers in discussion and then engaging their cooperative efforts.

Similar to the research in early development, research in effective leadership has identified more than a unique set of innate skills or abilities. Effective leadership is based on sensitivity to followers and on synchrony with partners and colleagues. Furthermore, stability is created as a byproduct of good communication that is maintained as changes occur.

So what does stability in the context of change have to do with higher education or more specifically honors education? In the year 2000, Arthur Levine described "9 Inevitable Changes for the Future of Colleges." These changes implied great challenges to longstanding higher-education structures. For example, Levine predicted the emergence of three basic types of colleges: brick universities, click universities, and a blend of brick and click universities. Although initial research indicated that consumers preferred the convenience,

ease, and freedom of "click" education, they also wanted a physical space where they could interact with others and obtain expert advice and assistance face to face. How would each of the nation's colleges determine which of these categories best meet their goals and mission?

Changes such as these elicit a sense of overwhelming challenge. If colleges and universities are to retain their vitality and stability, they must adapt to these changes. Curricular revisions and major redesign are essential. Furthermore, effective teaching requires faculty who are creative, innovative, and open to change. Thus, colleges and their faculties must change in order to thrive, and at the same time they must maintain stability in order to survive.

How do stability and change directly apply to honors education? In her presidential address last year, Kate Bruce suggested that change is integral to the nature of honors education:

> We find that an honors experience can change us in ways that we did not anticipate and the effect feels meaningful. (19)

Inherent in her definition of honors is the need for communication among interdisciplinary scholars that enables creativity and collaboration. Kate's definition thus produces more evidence that stability needs to be built within the context of change. Honors education requires openness to novel approaches and constant anticipation of change while remaining a stable educational structure.

As an organization, the National Collegiate Honors Council can only gain stability in its response to organizational change. Basic to our growth is a clear, shared understanding of the organization's mission and vision. Effective governance requires shared responsibility for the organization. The roles of president, executive director, and board of directors must be coordinated such that responsibilities are synchronized in relationship to the mission statement. At the same time, a consensus about NCHC's mission and vision has to be constantly reshaped in response to changes within the membership and leadership.

The national office can provide stability in the context of change. However, this stable condition will only result if changes are allowed to occur. For example, for many years the conference chair was required to provide administrative expertise in addition to the role of academic leadership. The presence of the national office affords the conference leadership an opportunity to release administrative roles, thus enhancing and augmenting the educational opportunities offered in conference learning. A new trust evolves through this collaboration between academic and administrative leaders, and this kind of trust is essential to promoting both stability and change.

NCHC's mission has far-reaching implications for the future. We support the leadership and creativity of honors faculty and administrators charged with educating the "best and the brightest" nationally and, in recent years, internationally. We need to take a lesson from research in early childhood development, neuroscience, and effective leadership by actively engaging our empathy and synchronicity with academically talented students and with each other.

Our innovations and adaptations to current global challenges are dependent on our organizational and educational stability in the context of our rapidly changing world.

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Ending in Honors

SAMUEL SCHUMAN

UNIVERSITY OF NORTH CAROLINA, ASHEVILLE

(What follows is a slightly revised version of a presentation given by Sam Schuman at the 2008 NCHC conference in San Antonio, Texas.)

I'll be wise hereafter, and seek for grace.
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—Caliban, *The Tempest*
</div>

Part One

Sometime in the year after the 1983 NCHC national conference in Philadelphia, I had a gripe. A younger and less circumspect professor in those halcyon days of a quarter-century ago, I was not hesitant to express it: Why, I wondered irritated and irritatingly, doesn't an organization like this one do a better job of welcoming and orienting newcomers to Honors? I thought at the time that the NCHC had a tendency to drift toward being an "old boy's club," where neophytes often felt baffled and uncomfortable, marginalized and patronized. (I had been attending the meeting for eleven years at that point and still felt "out of it" most of the time.) Grumble, grumble, grumble. At that point in our collective history, one of the presiding elders of our organization was Dr. John Portz. I have always admired John and seen in him the quintessence of much of what is best about the honors movement. He was bright, creative, funny, humane, unpredictable, endlessly inquisitive. We shall not look upon his like again. When John heard my complaint about our collective inability to bring new people into the honors movement and into NCHC and, in fact, into our annual conference, he responded, in fairly typical John Portz fashion, "why don't you do something about it?" I was, of course, somewhat startled by the unique notion, at least in academe, that instead of griping about something, I should try to fix it. And thus was born at the 1984 conference in Memphis "Beginning in Honors."

Next year will mark the twenty-fifth anniversary of that launch, and I hope we'll mark that modest anniversary: "Beginning in Honors" has probably served—and served pretty well, I suspect—several thousand of us and our colleagues over these years. I organized the first several sessions and then was joined as co-director by Anne Ponder (with whom I still collaborate professionally); for the last many years, the workshop has benefitted enormously from the skilled leadership of my old friend in honors Ted Estess. "Beginning in Honors" has spawned children: the *Beginning in Honors Handbook*,

"Developing in Honors," and the like. Today I want to share with you—and then invite us all to share with each other—some thoughts about the other end of the honors career: the ending.

My comments are in four parts: where folks go when they leave honors; how to know when to leave honors; how to end the honors career; and whether there is an honors afterlife. Since I've also been a chief academic officer and, twice, a campus chancellor, my remarks are easily generalized. I could well be talking about ending a deanship or a college presidency or any other position of senior administrative responsibility at a college or university.

PART TWO

Where do we go when we leave our work as honors directors or deans? (Aside: I'm going to drift back and forth between honors director and honors dean; honors program and honors college; by and large, for our purposes today, assume I'm speaking of both.) A careful statistical analysis of this question might be an interesting bit of research for someone looking for a topic in higher education administration. Anecdotally and far less scientifically, I've seen people go in several directions.

• Some honors directors or deans go (you should pardon the expression) up. They ascend into the ether (or descend into the pit, depending upon your perspective) of more senior administrative positions. Although the more common career path is probably from department chair to dean (and thence to provost and president), lots of chief honors officers have stepped on to this path. And it is a good one to follow. I recall the then-director of the ACE administrative interns program suggesting that honors leadership is an excellent stepping stone to other managerial positions in academia. Honors directors generally do pretty much what other academic administrators do: make and keep track of budgets; hire, counsel, and review teachers; organize schedules; put out fires; oversee academic facilities (often too small and decrepit); provide oversight of the curriculum; and the like. But honors administrators tend to do those tasks on a smaller, and usually far less visible (hence less risky) scale. (I recall an aphorism of Grey Austin, another old-time NCHC leader I admire. Grey said that being an honors director is like being a small boy who wets his pants: it gives you a nice, warm feeling, and you hope nobody notices.) Being a college or university dean, provost, or president is an interesting and rewarding job: it's been good to me, and with all the tribulations that accompany such posts, I'd still recommend it. Being an honors director is probably more fun, and it does have the added advantage of being closer to students and of generally being viewed by faculty colleagues as not having gone over to the dark side—at least not quite yet. I should add that, not infrequently, a move into a higher administrative echelon brings with it a rather considerable salary boost; sometimes this is even a motivating factor.

- Some people work in honors administration for a year or for a decade or more and then return happily to the classroom, library, and lab where they began. This, too, is a fine career path. Honors administration is still fairly close to the faculty professional culture, and many people are willing to go this far but no further in administration. In this respect, the honors directorship probably resembles the department chairpersonship in that quite often chairs serve their term and then cheerfully rotate back to a professorial role. Often, happily, former honors administrators become current honors teachers.

- And, of course, there are some people (not a whole lot, but more than a couple, I believe) who become honors administrators and stay in that position until they retire or expire. This past year, we lost an old friend, John Grady, who died with his honors boots on. More happily, I think Ada Long went directly from the directorship at UAB to retirement.

So, some people leave honors when they leave academe, some leave to move to higher administrative posts, some leave to move back UP to the professorial life.

PART THREE

When is the right time to end in honors—or, for that matter, in any position in academic administration, or perhaps even in any job?

The quickest and simplest answer, and probably the best one, is: whenever something else sounds better. Oh, sure, we all have fantasies at times. I recall speculating at some point about the possibility of becoming a professional canoe builder and leaving the academic world. But there is a difference, and we all probably can recognize it, between such a fantasy and a genuine and persistent desire to do something else. Maybe the "something else" is something in academe—teaching or deaning. Maybe it is (like Monty Python) something completely different: leading bicycle tours of Tuscany, becoming a lawyer, custom-crafting handmade furniture, launching an entrepreneurial new business in Shanghai, whatever. The older I get, the more forcefully it dawns on me that this lifetime is IT, at least as lifetimes on Earth go, and if we have the luxury and freedom to do so, we should spend as much of it as possible doing what we really want to do.

In rather less grandiose and theological terms, there are some other pretty easy tests of whether or not it is time to end an appointment in academic administration. For example, it is time to move on when it is becoming increasingly difficult to muster genuine and deep feelings for situations which you have seen over and over already. This tends to happen to most of us over time. I knew it was time to consider ceasing to be a chancellor, for example, when I started to find it hard to become too deeply upset over the annual spring racial incident on our campus: as sure as the snow finally melted in Minnesota, some idiot would scrawl a racist phrase on a poster or deface a

sign of a multicultural organization or be heard to say something offensive and stupid. These are terrible things, but after you've been through them a couple dozen times, they lose their ability to shock. How many times can an honors dean lose sleep over a student who waited too long to start his senior thesis and now realizes, ten days before it is due, that he's not going to make it and to whom this crisis seems like the end of the world? If your response to that crisis is becoming a barely suppressed yawn, maybe you need to stop being an honors dean? After all, to that irresponsible student, it really does seem like the end of the world; to those minority students offended by the racist graffiti, this is really a big deal. I'm not suggesting that a persistent, highly elevated level of stress is an indication of job satisfaction. But I am suggesting that, if you don't occasionally get a jolt out of your work, it may be time to find a new job. If most everything that comes up seems to have come up before, maybe it is time to put yourself in a place where something new comes up.

It is also the case that, as we get a year older every year, and our students don't, the distance between us and them gets bigger and bigger. Some of us figure out how to adjust and compensate and overcome that growing gap; others are, finally, defeated by it. I know some academics in their 70s who are still obviously entranced by folks in the 18–21-year-old range; I know others who are not.

Sometimes—not as infrequently as I would wish—we leave jobs as honors administrators because we've been asked to by someone above us in the administrative chain of command. I've known very few people who have spent a career as academic administrators and haven't had at least one job end badly. It's a devastating experience, but it is also one from which complete recovery is the usual prognosis: I speak from personal experience here. I think honors administrators are particularly vulnerable because so often institutions or senior administrators develop (sometimes overnight) some rather startling and unrealistic expectations of what an honors program can and should do—e.g., raise the SAT scores of the entering first-year class dramatically.

Finally, and somewhat idiosyncratically I fear, I think it is time to leave a job when you start to think that all you have to do is hold that job for a few more years, and then you can leave. We have all seen people in our business who are just hanging on, and I can understand and sympathize with those folks, but our business is just too important to be anybody's placekeeper. Our students only get one, very short, baccalaureate honors career, and we are robbing them of an extraordinary and unique experience if during their eight (or ten) semesters, we're waiting for something else to happen.

So, with the range of possibilities outlined before you, know when it is time to end a career in honors administration, and follow one of those other pathways. Don't go prematurely, but don't hang on too long, either.

PART FOUR

It is always tricky to figure out how best to go about leaving an academic administrative job such as honors director or dean.

Assuming you have a choice, how much time should you give the institution to replace you, for example? The actual duration probably varies somewhat from position to position, institution to institution. As a general rule, it is responsible to announce your departure with enough time to comfortably find a replacement but not so far in advance as to create a long, drawn-out lame duckship. A really long administrative twilight is painful for the administrator and dysfunctional for the institution: nobody really knows who's in charge, including the person in charge. I've watched a couple of two-year intervals between the announcement of a departure and the actual departure, and it has never been a pretty thing to see. I think that for most honors leadership positions, it is probably about right to tell the individual to whom you report that you plan to leave at the beginning of your projected last academic year—in, say, August or September if you are planning a May or June stepping down. After consulting with that supervisor, you would probably be wise not to wait too much longer to tell the faculty, staff, and students with whom you work of your plans. I think it is a little abrupt to make such an announcement at the beginning of the semester that will be your last; a bit protracted to communicate your intentions a whole calendar year in advance.

When you tell folks you're going, what do you say?—within reasonable bounds of diplomacy and discretion, the truth. If you are ending in honors to move to something else, say so; say it's been great, but it is time for a new challenge. If you're leaving because someone asked you to, say that there are different visions of the future for honors at your school, and your boss has a different vision than yours. If the truth is painful, it won't get easier; if it is good news, share it. If it is just time, explain that to your colleagues, friends and students: it's a teachable moment—it's good for folks to understand that life has cycles and that they can be embraced with grace.

When an academic administrator steps down, remains at the same institution, and is replaced, what kind of relationship do you cultivate with your replacement? This can be a tricky matter. To some extent, of course, it depends on what that person desires. It is a good idea to meet that new person and make it clear that you are open to cooperating or collaborating in whatever manner, including no manner, she would find most helpful.

Inevitably, in such a situation, you will hear some complaints about the new dean or director. They may be a bit gratifying to hear, to tell the truth. You hope they look bad because you were so good! The nobler course is to urge patience and understanding, to suggest ways to help, not to magnify dissatisfaction about your successor, and never to try to create it.

What do you do if your replacement really does seem to be doing a terrible job? I'm not sure. In some situations, I think maybe the only thing to do is keep your mouth shut and let things work themselves out. In more situations,

though, it is probably best, at some point, to have a chat with that person and lay out honestly and kindly what you are perceiving as the problems. Very very rarely, but sometimes, it might make sense, after speaking to the individual directly, to express your concerns to his or her supervisor, but I'd sure see that as a rather desperate last resort, perhaps only to be tried when you sincerely believe students are being deprived or the program is in mortal jeopardy.

In most other, happier, circumstances, though, offer to help, but then wait until your assistance is sought; don't push yourself, your experience, your expertise on your replacement. Don't hover, don't criticize, don't second-guess: be available and supportive. This is not always easy. If you care for your program, your students, your institution, it is important to do it right.

A brief anecdote might also be relevant here. A retiring college president gave her successor a package containing three numbered envelopes. "If you ever get in any trouble, and you probably will, just open these and follow the instructions," she said. Not too long thereafter, the new chief executive made her first mistake. She opened envelope #1 and read: "Just tell them that you are new on the job, are still learning your way around, and a few early miss-steps are probably inevitable." It worked. Later in the year, she made a second error in judgment, and quickly turned to the second set of instructions. She found this advice: "Say that everyone makes some mistakes, and you acknowledge you've made one in this matter, and you're sorry, and it won't happen again." Once more, the advice worked. But not too much later, a third serious problem arose. The president reached for the third envelope, ripped it open in haste, and read: "Go to the bookstore, and get three envelopes...."

PART FIVE

Many academics have made, and are continuing to make, important contributions to the honors movement after ending their term as honors administrators on their own campuses. Just because one ceases to be an honors director or dean does not mean one ceases to be interested in honors or becomes incapable of doing valuable work therein. I want to end my comments by suggesting just a few of the ways in which an ending in honors doesn't actually have to be the end in honors.

One option is to write for honors. Our publications are always looking for good articles, and our NCHC Publications Board is continually developing new and revised honors monographs. If you have mulled your honors experiences and find you have something to say, write it down: the odds are it will be useful to others.

Not only can a retired honors director write for honors colleagues, but it is possible and desirable to write about honors, for the non-honors audience. One of the perennial complaints we make is that others in academe don't know about us or don't understand what we do and how valuable we are. To revisit a theme of my opening paragraphs, we should spend less time complaining about this marginalization and more time doing something about it, and one of

the best ways is by telling some worthwhile or interesting part of our story to a larger audience.

Of course, such communication doesn't have to be written. Former honors directors often give presentations at regional or national honors meetings, serve on panels, chair sessions, etc. At recent NCHC conferences, for example, past presidents of NCHC have been invited to convene sessions featuring student research presentations.

Former honors administrators should think about the desirability of taking the NCHC training and certification for site evaluators and doing some honors consulting. In some respects, the past honors director is a better, more objective, and potentially more helpful site evaluator than the current director, since that retiree no longer has a program of her own to serve as a template for someone else's. The worst site visitors or consultants are those who go with a preconceived image of what honors programs or colleges should be, and too often that image is a reflection of their own program. The best are those who visit with an open mind and seek to discover the right program for the particular institution they are helping, not to impose on it their own; if you don't have one of your own, this is much easier.

Similarly, honors leaders who have ended their term of administrative service at their home institutions make excellent leaders for programs like "Beginning in Honors" or "Developing in Honors" at the national and regional meetings. This is a great way to support those who are following you, to stay engaged in honors issues, and to put your experience and expertise to productive use.

Other NCHC endeavors can often use that experience and expertise, too: Partners in the Parks, Honors Semesters, Faculty Institutes, and the like. If the honors director who has moved on from daily honors administration has an impulse to stay involved in the honors movement, and most of us do, there is no end of satisfying, genuinely helpful and meritorious ways to do so.

In *Macbeth*, Malcolm says of the executed Cawdor, "Nothing in his life / Became him like the leaving of it" (I. iv. 278). Ending an administrative career, or an important phase of an administrative career, in honors or in anything else is certainly not a beheading, but it is a kind of loss. Like that fictional thane, let's leave it well.

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People Who Think Otherwise

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(The following address was delivered October 3, 2008, at Middle Tennessee State University during the inauguration of the Buchanan Fellows Class of 2012. The Buchanan Fellowship program, administered by the University Honors College at MTSU, is limited to twenty students per year and is the highest award given to an entering freshman at Middle Tennessee State University.)

The theme of my address is simple: welcome to a community of *people who think otherwise*. First, recognize that you are a community. That may be hard to see at first sight: you come from a wide range of various backgrounds, from big cities and small country towns, from affluent and financially struggling families, from a variety of races and creeds. However, you have much in common with each other, beginning with the talent and record of achievement that got you here. Possessing intelligence and curiosity about the world, you are also likely at one time or another to feel out of step with your fellow students, not only in the university at large but among your fellow Buchanan scholars as well. You *think otherwise*. And that's a good thing. It does not mean cultivating eccentricity for its own sake (those who advised Malvolio in *Twelfth Night* to put himself into the trick of singularity did not wish him well). No, truly to *think otherwise* is simply to find yourself resisting the herd instinct, to refuse to be satisfied with hand-me-down ideas, trendy truisms, robotic talking points, the pre-chewed meat of the mind. You would not be here this evening if to one degree or another you had not learned to savor the experience of fresh ideas. To one degree or other you have had access to a secret that you share, whether or not you recognize your fellows in this room as secret sharers. Yes, you have discovered a great secret, one that you may have experienced with various degrees of guilt—namely this: *the human brain is an erogenous zone*. The life of the mind is a source of pleasure and passion. Go on and cherish it, savor it, indulge in it.

As Buchanan fellows you are members of a privileged community of learners within the university's larger community of learning. Among the privileges that come with this membership is access to a higher level of discussion both within and outside the walls of your classrooms. If you want to label this *elitism*, so be it. Far too often the word is used in such a way as to flatter commonplace minds and encourage resentment of those we should admire. We recognize and praise superior talent and achievement in athletes, musicians,

and other performers and artists—why not in the life of the mind? The elite status of the world of learning is not defined by access to money, nor by race, class, or gender. The life of the mind is cosmopolitan. Nor does it translate into moral superiority. It should not make you feel smug and self-satisfied. In fact the experience of inhabiting a community of *people who think otherwise* is likely to make you feel humble rather than arrogant, as well it should. I sincerely believe that the more you know about a subject the more you realize the limitations of your knowledge, how much more there is to learn, how much more other, better informed people know than you do. Membership in your community of *people who think otherwise* should stimulate you to emulate and rise to the level of those fellow students whose intelligence and knowledge you admire. To do so requires discipline and hard work, but the rewards are sweet. Allow yourself to be stimulated. The life of the mind is a source of pleasure and passion.

Respect intelligence, your own as well as others'. You are not bound to follow Ted Williams's famous dictum "If you don't think too good, don't think too much." No, you are here because you are capable of thinking well. So don't be afraid of thinking too much. Think otherwise. Put your talent to work by learning as much as you can while you're here. Acquire that knowledge without which intelligence is stillborn or impotent, knowledge that will allow you to think well. Sometimes it may seem as though to think at all is to *think otherwise* in America today. You are surely aware that there are powerful financial and political interests actively working to short-circuit your thinking and play upon your prejudices. It cannot have escaped your notice that you are constantly barraged with messages encouraging mindlessness, whether as consumers or as citizens, whether in your choice of personal hygiene products or your choice of political positions and political candidates who, it seems, are marketed on television and the Internet in much the same way as deodorant and mouthwash. Likewise there are huge industries sustaining the production and marketing to you of inane and stupid cultural products—TV shows, movies, and songs that are pitched at the lowest common denominators of human response. Resist reacting mindlessly. Think otherwise. Respect yourself. And demand respect for intelligence. Anti-intellectualism is a cheap resource for appealing to a mass audience these days. Resist it. I read recently that in Hollywood scripts these days the only people who are articulate are villains. Resist anti-intellectual prejudice. Ignorance is not a badge of authenticity.

For the sake of self-respect, if nothing else, make the most of your time at the university. As Buchanan fellows you are in a position to experience the university at its best, to study with professors who are experts in their field and passionate about the subjects they teach. They, too, are people who think otherwise, and they want nothing more than the opportunity to encounter sharers of the secret that I referred to earlier, sharers of the understanding that the life of the mind is a source of pleasure and passion. Excellent students and excellent teachers mutually inspire one another. It's a beautiful case of symbiosis. Don't

be too cool for school; that's merely an excuse for willful ignorance. Find your passion. Let yourself be intrigued by your chosen field of study. Whether it be the history of attempts to define the meaning of justice and to implement justice in the social and political world; whether it be the intricate processes by which genetic information is coded and transmitted, leading to the continuity and evolution of species in the natural world; whether it be the richly expressive otherness of foreign languages and literatures; whether it be the complex mechanisms operating in the worlds of business and finance and their role in furthering or hindering human development across the globe; or the science and politics of global warming, or the history of American slavery or the Stalinist terror, or the development of musical temperament, or the history of Shakespeare's *Hamlet* in the theater—there is no end to the number of fascinating subjects for you to encounter and explore in the next four years. Find your passion.

You may be skeptical of my emphasis on the pleasure and passion that accompany genuine education as opposed to mere skills training. Fair enough. You have the right to think otherwise. But even if you are temperamentally skeptical (as I confess I am myself), even if you are by nature or by bitter experience inclined to be somewhat cynical, even so, mere self-interest (that last refuge of a cynic) should tell you that it only makes sense to exploit the vast resources that are being made available to you at this university. Certainly mere self-interest should direct you to acquire the skills that will enable you to earn a living for yourselves and your families, especially in the unsettling financial conditions that we're told we can expect in the near future. Yet there is more to be said for mere self-interest as a stimulus for learning, though cynicism may hinder your ability to recognize it. Again I'll appeal to pleasure and personal satisfaction. The fact is this: becoming a better educated person will make the world a more interesting place for you and thereby enrich the quality of your life. As you learn to ask more sophisticated and subtle questions of the world that surrounds us, you'll find that the phenomena of nature and the products of human culture both become far more interesting. In addition, by acquiring an education you will in turn become a more interesting person, especially to other interesting people, even though others may resent or misunderstand you. (After all, you think otherwise.)

Having focused so much on the pleasures and the kinds of personal satisfaction to be derived from a life of learning, I am probably expected in closing to say something about the benefits to society at large from the university's nurturing of a community of thinkers and scholars, of people who think otherwise. Here I feel on less secure ground. Politicians and administrators almost always focus on the economic benefits to the state of an educated workforce, and there will always be hard-headed, bottom-line-oriented citizens inclined to demand that higher education justify its existence in terms of cost/benefit ratios. That case has been made and continues to be made, so, fortunately for me, I can safely ignore it. It is conventional as well to note the ways in which the

advancement of scientific understanding has improved the quality of human life in countless ways, at least in developed countries, enabling the eradication of diseases and the improvement of material standards of health and welfare, thereby lifting humankind from the life of man in the state of nature as characterized by the seventeenth-century writer Thomas Hobbes: "solitary, poor, nasty, brutish, and short." Yet we are all aware of the price to be paid for the mastery of nature by science, with human ingenuity producing nuclear and chemical weapons as well as medicines, global warming and environmental degradation as well as economic growth; and technology, we know, has been very useful to murderous political regimes seeking to dominate and oppress their own and other peoples. We may yet destroy ourselves by the uses we make of the enormous power we can wield in the service of our appetites and impulses. The knowledge produced by universities can also be used to degrade rather than enrich society when fear, prejudice, and raw greed are cultivated and exploited in the service of mass politics and consumerism. Yet only educated responses can address the problems created by education. Ignorance is no solution.

In addition (and here, I confess I am appealing to a kind of personal faith rather than verifiable knowledge), I believe that education can lead to human progress by the spread of enlightened ideas. I believe that something like human progress—toward justice as well as material prosperity—is possible, in however halting and meandering a fashion. This is not the same as a naïve faith that history has an underlying logic inevitably leading toward progress. I do not believe in utopia. There is no reason to believe that there is a ghost in the machine of history leading to some ultimate teleological fulfillment. I do believe, however, despite some evidence to the contrary, that educated citizens are by and large more enlightened citizens, more capable of recognizing complexity in relations among different social and ethnic communities, more capable of civility and tolerance of people who think otherwise than they do. Unfortunately much evidence to counter that idea surrounds us. A higher percentage of the population than ever is attending college, yet as a society we seem to be increasingly sinking into appalling brutality. The products of commercial culture—on the television, in the movies, on the radio—seem to revel in the brutal degradation of human beings, and torture is now an acknowledged instrument of our national policy. I suppose I am driven to conclude that while more people than ever are receiving degrees, most of them are not in fact receiving an education. So in welcoming you, I would also challenge you, one final time: think otherwise.

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Administrative
Designs

Implementing Honors Faculty Status: An Adventure in Academic Politics

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I joined the faculty at the University of North Carolina Pembroke in 1999. At that time there were about 3200 students, and we were mostly a commuter campus. Currently we have just over 6000 students, and the campus has shifted to a much more residential student body. The physical plant has expanded and improved, and the faculty has almost doubled. We have added several new degree programs at both the undergraduate and graduate levels. The focus of this essay is the expansion of the honors college, particularly the implementation of a system granting official honors faculty status. This system has helped us establish a stronger community and identity on campus, and it has been a key step in improving the programs within the college.

When I took over as dean in 2005, I had several ideas for change within the college, one of the most important being the implementation of a formal honors designation for the faculty who teach in the college. I had taught in the honors college myself prior to my appointment, so I had already experienced the system, or lack of a system, first hand. I had also served as chair of the UNCP faculty senate, a duty that gave me valuable knowledge about how things worked at many levels of the university.

The way honors faculty were selected before 2005 probably sounds familiar, especially to those from small or mid-sized colleges and universities. The college had no formal process of scheduling faculty for honors teaching; as some colleagues have commented, it was a "beg, borrow, or steal" operation. When the call for the next semester's schedule came from the registrar, I would email and call department chairs and request that certain general education courses be offered as honors sections and ask for faculty to cover those. We also needed faculty to teach the interdisciplinary seminars that serve as our core curriculum. Even though I knew most of the chairs fairly well through my senate duties, the process was not always smooth. Some said they could not spare anyone; some wanted to assign faculty they did not want to deal with themselves; some wanted adjuncts to teach the courses; some wanted to teach themselves; and some wanted to talk about opening the classes up to non-honors students. Also, for a high percentage of chairs, honors teaching was a luxury or a reward to be handed out to faculty based on criteria that they had in their own minds.

Try as I might, I often found those criteria difficult to discover or understand. Though I was technically in charge of the program, I had little or no authority to request specific faculty for honors courses. Every faculty assignment was a complex negotiation, one that did not always work to the program's advantage.

Myriad and obvious problems arose with doing things this way. First of all, getting the faculty I wanted came down to my negotiation skills. The establishment of the honors program as a college, my appointment as dean, and my subsequent requests for more honors sections and specific faculty to teach them (both senior and junior) often served to cloud the waters. It seemed logical that a more formal system with specific criteria would be a benefit to the college, especially if it meant always working with faculty interested in becoming part of honors education.

The chairs often did not recognize or acknowledge that an honors curriculum has its own goals and objectives that can be distinct from departmental goals and objectives. Few, if any, recognized the teaching of honors courses as valuable or noteworthy (or even different), especially during merit evaluation or promotion and tenure consideration; they saw honors teaching mostly as service and at best as a reward they could hand out, a reward grounded in the fact that the professor would have a smaller class and get to teach the "good" students. The UNCP Honors College lacked an identity that administrators and faculty recognized and embraced, an identity that they would want to help construct and maintain.

The invisibility of the honors college was in sharp contrast to graduate teaching at UNCP. The rhetoric surrounding graduate faculty status is a proud one. Faculty and chairs alike see teaching graduate courses as a major accomplishment, one that demands "extra" time and more experience, thus earning a course release for the professor. So I decided that the best way for the honors college to start to grow and develop, to explore innovative ways to serve honors students and the university in general, was to show faculty that their involvement would be meaningful and rewarding on many levels. The administrative structure of the college wherein the dean was a glorified secretary was also a recipe for stagnation. If the honors college was to be a success, I was going to have to change the way the university saw it by changing the way it worked at the level of classroom teaching and faculty selection.

One of the strongest assets to this process was the University Honors Council. Shortly after taking over as dean, I reconstituted the council, which had existed in name only for a while. Some members told me that they had not met in over a year. Their advice and guidance in the process of setting up guidelines for honors faculty status was invaluable. Of course, one key is putting the right people together from the right divisions of the university. For example, the chair of this council has been involved in honors programs at UNCP for thirty years and is also a department chair. The council includes representatives from Academic Affairs and most departments involved in teaching the core honors courses. The backing of a group of faculty and administrators helping to develop and expand the honors program was important in convincing colleagues

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that a system of honors faculty status would be beneficial. As I was having conversations with the council and starting to draft the policies and procedures for granting honors faculty status, I also had conversations with the provost about these very issues. Fortunately, he was quite receptive to the plan.

I modeled what would later become the honors faculty policy on the existing policies for graduate faculty status, the logic of which often applies to honors faculty status, and many of the selection criteria made their way into the final proposal. In the criteria we developed, the main focus is on teaching, but we acknowledge the inherent links between scholarship and teaching. We ask for two years of teaching experience at UNCP, positive student evaluations of teaching, and a record of experience and scholarship in the field. Applicants include a current *vita* and a personal statement of how their teaching philosophy will enhance the mission of the honors college. Part of the point is to recruit the faculty who have a strong interest in honors education and to ensure that they have the credentials to implement their ideas.

We are look for faculty committed to their academic fields, to honors education, to the university, and to student learning. Another factor that adds an exponential energy to a program is recruiting faculty who have considered the connections between their own careers and honors education. The application also asks for signatures of the department chair, the dean of the appropriate college or school, the dean of the honors college, and the provost. The final approval rests with the honors council, but all signatures must be on the form before the council reviews the application. The benefit of this process is that these signatures indicate the support of the chair, the dean, and academic affairs for the faculty member's involvement in honors teaching. This official support is key when resources are scarce or start to become so; these faculty have the official endorsement of the university as those who will teach in the honors college.

Once the criteria and application were developed and approved by Academic Affairs and the University Honors Council, I decided to take them through the senate governance structure for faculty approval. I knew this was risky. Not everyone is a fan of honors programs, and some faculty see honors programs as elitist and do not see any benefits to separating these students into honors courses. But I knew that in the long run, senate support and faculty handbook documents would be invaluable to the ability of the honors college to define its own curriculum and select its own faculty. If both the senate and the administration endorsed the new system, chairs and faculty would probably start seeing the program in a new and better way.

I hoped that the faculty would accept the plan easily, but I had to convince the faculty committee members at each stage of governance—Curriculum Committee, Academic Affairs Committee, and Faculty Senate—that the new system was worthwhile. Questions of elitism, confidentiality, and selection criteria came up. One concern arose about the confidentiality of the documents requested from applicants seeking honors faculty status. Since we asked for a

vita and copies of the last three sets of student evaluations, faculty expressed some discomfort about members of the council seeing these documents. I pointed out that we supply similar documents when we go up for tenure or promotion or apply for teaching and/or research awards. Furthermore, applying for honors faculty status is entirely up to each individual. I assured faculty that they could trust the members of the council to keep all information confidential, and I expressed my opinion that people who would like to teach honors courses were most likely willing to share their accomplishments and credentials with their peers.

After a lengthy debate in the senate, the policy and procedure of establishing an honors faculty and granting honors status to faculty members who met the criteria narrowly passed. Now, with the support of both the faculty and the administration, the honors college is in a much better position to define its vision and goals. Any academic department wants to have the ability to make hires, develop and modify curriculum, evaluate faculty in the department, and give input on promotion and tenure decisions. An honors college or program should be no different. Even though we do not grant degrees or hire faculty to teach only honors courses, we do certify that students have completed a set program of study. Now, with the newly formed honors faculty, we are starting to have meaningful conversations about what we want to do in honors courses and what the honors curriculum should accomplish. The faculty know that they will be involved with the program for a long period of time, and they are starting to see direct impacts from their efforts.

But nothing is perfect, and some tensions have resulted from the fact that suddenly honors teaching has become officially recognized, rewarded, and to some degree competitive. One issue for us is the small size of the college. Though we have expanded the offerings within the college as we have grown, we have over 300 full-time faculty members at UNCP, and we only offer 10–15 honors classes each semester. Right now, the 28 approved honors faculty members often have to wait several semesters before teaching an honors course. Since we intend to keep the honors college small at UNCP, the numbers of honors offerings will probably never increase significantly. Therefore, if even more faculty suddenly sought honors faculty status, the opportunities for approved faculty to teach honors courses could become even fewer.

Having more faculty who want to teach honors classes than there are classes to teach can be a good problem to have, but, if the problem gets too great, the honors council will need to discuss ways to address it. For now, though, the ratios seem to be working well. One helpful criterion is that faculty seeking honors faculty status must have taught at UNCP for at least two years; this gives faculty time to acclimate to the university and to their departments. Most often, faculty hear about the program from students or other colleagues, and if they are interested in teaching for the honors college, they contact me to discuss their interests and their possible application. Though I have personally recruited faculty who have reputations as being excellent teachers and scholars, most honors faculty are ones who approach me. Though I have heard that some

faculty resent the honors faculty designation and see it as elitism in action, any faculty member who meets the criteria is free to apply. I am willing to live with the resentment of a few in order to build a community of teachers and scholars who support the program and our students.

On a few occasions, I have had to convince chairs that the faculty who are approved as honors faculty must be available to cover honors courses. Chairs sometimes feel that I am overstepping my bounds by *informing* them of who will teach, say, the honors composition course, which is not my intent. I have handled this problem by trying to make sure to have at least two honors faculty members from key departments so that I can ask the honors faculty and department chair to work together on availability as we schedule the honors classes; the tension has not gone away entirely, but it is decreasing. The system has been in place for only three years and, coupled with long-range course projections I supply to the chairs, is slowly making the relationship between honors teaching and departmental needs a much better one.

The most impressive benefit has come from the energy and investment honors faculty have put into the honors college. The new process of achieving honors faculty status established public and formal recognition for the faculty who were already interested in working with honors students and teaching honors courses. It has also aided in the recruiting of highly motivated and skilled faculty to teach honors courses. I have noticed a marked increase in faculty participation in honors social and co-curricular activities, helping us to forge an even stronger honors community on campus. Since the faculty are formally and officially linked with the program, I also see more energy dedicated to curriculum development and teaching innovation. I have a much easier time recruiting faculty mentors for honors projects, and the honors faculty seem to have a much keener interest in the academic progress of honors students in general.

Another benefit, from the point of view of a program administrator, is that the system helps to place the best teachers in the honors courses. If an honors college or program is going to exist, and if resources are going to be allocated to the program, the students who show the most academic potential should have the best opportunity to realize their potential. Part of providing that opportunity must be an attempt to place them in classes with professors who can help students excel, academically and otherwise. Ignoring that key piece of honors education or pretending that all professors are equally good teachers does a disservice to our students.

I also believe that it is my duty as an administrator to support honors faculty as they further develop and hone their skills in the classroom. Having a defined honors faculty helps me argue for funds directly linked to honors faculty development. So far, I have been able to fund five faculty to attend NCHC Faculty Institutes. Once faculty become part of the honors college program, it makes sense that they want and need faculty development opportunities specific to honors education; NCHC workshops and institutes have a profound impact on all courses they teach, not just on honors courses. I am glad to argue

for funds from Academic Affairs to support these faculty because they are a formal part of my academic unit, and I know that they will be an integral part of our success and our identity. The ideas they have gained about honors teaching have been invaluable already, and they have helped us implement several new programs.

At least two other main benefits ensue from implementing a system of awarding honors faculty status. The first is student retention. Having invested, highly motivated, and well-trained faculty teaching *regularly* in the program should help us retain students and achieve a higher rate of completion. I plan to measure such increases in the near future with data I have been collecting, but anecdotal evidence from students already leads me to believe that retention and graduation rates are rising; as faculty investment increases and the academic community grows stronger, students seem to increase their own investment in the program. Having an honors faculty has also given the honors college greater equality with the other colleges and schools on campus. Instead of the college consisting only of a dean, staff, and students, we now have a core faculty as well. What we do as a unit is becoming more and more visible and significant within the university as a whole; the impact of administrative and curricular decisions on the University Honors College is now as much a part of the discussions among deans as the impact of such decisions on Arts and Sciences, Business, or Education. Equality means both a stronger voice on campus and more academic resources. Establishing an honors faculty is one step towards addressing the academic marginalization which can be common for honors programs.

Our next steps will be to involve the honors faculty with honors advising in a formal and systematic way. After that, I hope to explore the possibility of full-time faculty housed in the honors college. At the very least, we will argue for greater recognition of the central role these faculty play in the program, including course releases, stipends, and formal links to the promotion and tenure process. Educating undergraduate honors students is no less important than educating graduate students, and the time and energy faculty put into making the honors college function well should be noticed and rewarded. Down the road, we hope to establish a separate general education core curriculum for honors students. The main thing to realize here is that, whatever we do in the future, now it is not a matter of *what I want*; it is a matter of what the honors faculty want as well. And we all know that faculty are the cornerstone of every facet of the university.

Overall, setting up an honors faculty has been well worth the effort of planning and implementation. The potential benefits to the program and the students far outweigh the drawbacks I have experienced. Finally, I would add that nothing is wrong with publicly recognizing faculty for hard work and excellent teaching. After all, students rarely remember who the dean and provost were at their undergraduate colleges and universities; they remember the faculty members who changed their lives, or at least tried to. An honors program, even a

small one, should honor its faculty with a designation that means something. Once this faculty is established, then the program or college has a much greater chance of building a vision and an identity collaboratively and from within. Too often, external forces define honors colleges and programs, and therefore they can become stagnant or function only in the way others allow them to. Though I am sure programs can be successful under other models, the implementation of honors faculty status has positively affected the honors experience at UNCP. An honors council and an honors faculty infuse a program with energy and ideas, creating a much better learning environment for the students.

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Building an Honors Development Board

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"Like other colleges within the university, a fully developed honors college should be involved in alumni affairs and development and should have an external advisory board."

—from the *Basic Characteristics of a Fully Developed Honors College* (Sederberg, 2008)

INTRODUCTION

Development has a long history in American higher education. The first institutions of higher education founded in the United States were private and relied heavily on donations of money or land (Brittingham & Pezzullo, 1990). Public schools, which once enjoyed a period of relatively generous government funding, must also now vie for development dollars in an increasingly competitive market. The organized development efforts of both private and public colleges and universities have evolved and expanded over the years, giving rise to centralized development offices and trained, professional development officers. However, many academic leaders outside the development office, including honors directors and deans, find that they also have an emerging role in development (Mercer, 1997; Wolverton, Gmelch, Montez, & Nies, 2001; Zane, 2006; Zimpher, 1995).

Because most honors administrators tend to have a background in academics instead of development, this new role is strange and foreboding. Despite our lack of experience (or even discomfort or disdain), we have to recognize the potential value and importance of development to honors. While strong, permanent, institutional support in the form of an independent budget should provide the backbone of any honors program or college (Schuman, 2006), most honors administrators can easily think of many ways that additional outside funds can support the unique vision and mission of their programs. Development of private support, while intimidating to the uninitiated, can be an extremely powerful tool in cultivating friends, raising money, augmenting a program, and countering unwarranted charges of elitism or disproportionate support for honors. Given the financial challenges facing higher education today, the decision to engage in private fund raising and development is an imperative. Additionally, if we aspire to meet and/or exceed the NCHC's *Basic*

Characteristics (Sederberg, 2008), then we as honors professionals should embrace this opportunity and be as engaged as possible with development.

Understandably, external relations, fundraising, and development often conjure up cringe-inducing images of corporate sponsorship, phone solicitation, glad handing, and raffles. However, many honors administrators across the country carry out development of private support without sacrificing academic principles or values. Unfortunately, published information about development approaches in the honors community is relatively difficult to find; we hope that this article will be one of many forthcoming on this topic (e.g. Andrews, 2009). This brief essay will present one development strategy currently employed at the authors' institution: the formation of an external advisory board dedicated to honors development (The Board of Visitors).

ESTABLISHMENT OF THE BOARD

Honors development at MTSU has historically depended upon the dean and associate dean working in concert with the university's office of development. Over the years, efforts have resulted in the establishment of a small endowment of approximately $400,000 and in raising approximately $5 million to build and equip the Paul W. Martin, Sr. Honors Building. Although past efforts have been successful, they have not been formalized in a systematic way. As a result, we have recently launched a new Board of Visitors (in close cooperation with our development office) and have given new emphasis to the stewardship of past gifts. Our hope is that the Board of Visitors will become the nexus for development efforts and will help the college build a network that nourishes vital connections among students, alumni, corporate patrons, and friends.

The Board of Visitors for the University Honors College was officially established on July 1, 2007. The board's mission is to: (1) assist the University Honors College in realizing and maintaining a distinctive niche within the domain of higher education, (2) provide consultation to the dean concerning the perceived needs of students in a changing world, (3) promote public awareness of the academic programs of the University Honors College, and (4) enhance academic quality through gifts and by assisting in identifying and securing funding sources. In the establishment of our board, we consulted with our development office (which we continue to do) and also explored the composition, operation, and bylaws of other similar college boards. In our case, models that were particularly helpful included the Board of Visitors for the MTSU College of Mass Communication and a similar group associated with Berry College in Rome, Georgia. An abridged copy of the MTSU University Honors College Board of Visitors Mission and Bylaws can be retrieved from: <http://www.mtsu.edu/honors/BOV_Brochure.shtml>.

BOARD MEMBERSHIP

The mission and bylaws provide for the appointment of board members by the dean to three-year terms, with the possibility for reappointment. The bylaws also call for the board to consist of no fewer than twelve members and no more than eighteen members, excluding any ex-officio members or distinguished (honorary) members. Initially, a list of potential board members was created in consultation with various stakeholders across the university community. This list was then pared based on potential members' records of philanthropy, university involvement, interest in the University Honors College, and ability to complement board diversity (based on age, geographical location, profession, ethnicity, and past connections to the institution).

During the 2006–2007 academic year, we communicated with individuals on our "short list" (usually over lunch) about the possibility of joining the new Board of Visitors. Potential board members were presented with a packet of materials about the honors college and provided with a brief overview of recent success stories. Finally, we shared the Mission and Bylaws of the Board of Visitors and emphasized how that group could help build upon the strengths of our college and provide support for our high-achieving students. We also directly stated that the board would be expected to identify and secure new sources of revenue and that individual members would be expected to provide personal donations of time and money. Eventually, eighteen out of twenty individuals agreed to participate on the board.

The board currently consists of sixteen regular members (including a chair selected by the dean and a vice chair elected by the board), two distinguished members (the founding director of the honors program and a Nobel Laureate in economics), and two ex-officio members (the Dean of the Honors College and the Vice President for Development). Of the regular members, six are graduates or former students of the University Honors College, and two are ethnic minorities. One member is a state legislator, one is a television news anchor, and one is a headmaster at a local private school. Others are licensed professionals (architecture, law, medicine), business owners, academics, or top-tier executives. Two members of the board serve on similar boards at other colleges or universities.

BOARD MEETINGS AND ACTIONS

Thus far, the Board of Visitors has met twice, in December 2007 and in October 2008. At the inaugural meeting, our focus was to introduce board members to the University Honors College, outline our past successes and future vision, and charge the members with assisting with our funding challenges. A highlight of the day-long meeting included a panel discussion by five junior and senior honors students who described their background, honors experience, and thesis research (informal feedback from board members overwhelmingly indicated that this was their favorite session). Other highlights included lunch with students, faculty, and the provost, a short presentation by

the university's vice president for development, and a tour of a newly refurbished honors dormitory. At the end of the meeting, the dean's selection for chair of the board was announced and a vice chair was elected.

Our most recent board meeting was held over a two-day period. On the first day, we gathered for dinner with board members, honors students and faculty, and university administrators. A keynote address was provided by an honors faculty member, who outlined his latest book, and later several honors students provided anecdotes about their honors experience. The next morning, following breakfast and the introduction of the new Dean of the University Honors College, the board engaged in a discussion of the honors college's recruitment strategies with the university's director of admissions. Following this meeting, the board met for two hours to further discuss the issue of recruitment and marketing. Additionally, the board discussed a new endowment to fund student conference travel. To date, the board has raised nearly $120,000.

DISCUSSION AND CONCLUSIONS

As a result of our admittedly limited experience with the still-embryonic Board of Visitors, we have reached or reaffirmed a small set of conclusions:

SHARE YOUR STUDENTS' STORIES

Student experiences and dreams inspire board members and motivate them to act. Through these interactions, board members can develop an affinity with our honors college and become increasingly generous advocates and oracles, helping shape and support our future vision. Additionally, we recognize that student success, which is the core of our mission, can also be a critical marketing and development tool for an honors program or college if properly communicated to key consistencies.

DON'T BE AFRAID TO BUILD A BOLD DEVELOPMENT VISION

Don't be afraid to think boldly, and don't apologize for seeking new resources even when current resources seem to be adequate. Associate the need for new resources with new purposes and objectives, and think of current programs as foundational rather than a finished edifice. People like to give to successful organizations, not some struggling unit with a beggar's attitude. Success begets success. Don't be afraid to highlight past successes, but don't worship the past either. There will always be room at the bottom for organizations willing to limp along and live on past accomplishments.

Additionally, clearly communicate and/or create a shared vision for both your program and the board. Encourage the board to establish appropriate short-term objectives, and provide staff assistance to help the board reach its objective(s) and the overall vision. The time of capable leaders should not be wasted by unnecessary wandering and endless exploration. Most corporate executives, professionals, and other board members are accustomed to a task-oriented approach to problem solving and progress.

Be a Good Steward of Gifts

As your mother and/or Emily Post always told you, write timely and personal thank-you notes. However, don't just thank your supporters or provide photo-ops at the time a gift is given; instead, provide continuous feedback and update your donor on the impact that a past gift is having on students (Andrews, Carnicom, & Goodstein, 2007). Not only is good stewardship of gifts the right thing to do, but it is also self-serving. Gift-givers are often those who have given before, and when we ask for new commitments we go first to patrons of the past (Panas, 2006). Benjamin Franklin recognized this principle of fundraising for the American Philosophical Society when he stated, "Go first to those who may be counted upon to be favorable, who know the cause and believe in it" (Kelly, 1997, p. 362). Finally, consult and work with your institution's centralized development office at every step of this process to avoid the possibility of potential donors receiving multiple requests from different campus units.

Build Community and Engage Alumni

The emphasis of this essay has been on the financial and fundraising role of an external advisory board. However, we should add that our notion of development is inclusive; it includes, for instance, resource development, student recruitment and services, faculty engagement, alumni involvement, and community building. We contend that successful, long-term financial development begins by providing the most positive, enriching experience possible to students. The academic and co-curricular merits of providing students with an educational experience that is academically and socially enriched is obvious to most in the honors community; indeed, many of us strive to build a cohesive community of scholarship in our programs, forming a unique identity among our students (e.g. Swafford, 2005). These foundational community-building efforts may also have the potential side effect of creating loyal alums and thus bolstering future development efforts. In other words, what we reap is what we sow; the community, affinity, and identity formed by successful honors programs nourish the seeds of generosity among future alumni. Additionally, by involving a significant number of young alumni as board members, we hope to build a foundation for future board leadership, affinity, and giving.

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Honors *Ex Machina*: Changing Perceptions of Honors through Horizontal Integration, A Case Study

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Honors programs and colleges face numerous pressures from raising money to managing growth to developing and maintaining curricula. None of these challenges, however, are unique to honors. What has, unfortunately, proven to be unique to honors has been the continuing question of relevance. Over the years, "making honors relevant" has been an ongoing part of the national honors discussion.

In the fall/winter 2007 volume of the *JNCHC*, Ira Cohen used a Robert Burns poem to remind us that others often do not see honors as we see ourselves: "The observation by Burns clearly applies to honors: the viewpoint of those within honors education is frequently at variance with those administrators working outside the framework of honors" (p. 27). Nowhere is this difference more apparent than in the operational differences between honors and the wider university community. The emphasis in honors on individual attention to students, carefully considered curricula, and enhanced learning opportunities stands in marked contrast to non-honors academic units that struggle to staff large classes, provide meaningful academic advising, and keep students engaged. These differences can lead others to see honors education as a luxury or as elitist; in this time of financial exigency, neither is an acceptable option.

While we find inherent worth in the services we provide to students, others often view what we do as secondary to the principal work of the university: at best, they see honors as ancillary to the educational mission of the university; at worst, they consider it an unnecessary drain on resources that could be more profitably used elsewhere. These perceptions have many consequences, some of them dire. From limited budgets to inefficient reporting lines, honors programs and colleges suffer when they are not seen as integral to the overall university mission of educating undergraduate students.

HORIZONTAL INTEGRATION

Integrating honors into the operations of the larger university relies principally on how resources are reallocated from honors back to other academic units. Extending honors operations into other academic units (known in the business world as "horizontal integration") facilitates the development of fully realized partnerships. Horizontal integration allows for effective economies of scope, allowing honors to share resources with other units to accomplish shared goals. Though universities are often organized vertically (i.e., as separate "silos" operating in parallel to each other), enhancing learning within universities is an inherently horizontal process: units must engage with each other to support common learning goals like critical thinking, information literacy, and writing skills.

For honors programs and colleges, integration affords a number of benefits that include shared faculty resources, shared opportunities to support faculty development, high visibility, and contact with potential honors students. This process may flow naturally from existing relationships between honors and other academic units or it may require forging alliances. Of course, sharing resources in this way requires careful planning. All parties must understand their respective responsibilities and share a common vision.

In what follows, I present one model for weaving honors programs and colleges into the fabric of their universities. This example is based on the particular situation of our honors college, but I believe many of the issues we face are common to honors at other universities. The strategy that we embraced involved the creation of permanent financial ties to the other academic units in our university through the creation of new, shared faculty positions and disciplinary honors programs. Fiscal constraints imposed on many honors programs and colleges do not allow for implementation of this model. However, other elements of the plan (streamlining the honors curriculum, creating long-term staffing agreements with non-honors academic units, pooling resources) may be useful in enhancing the integration of honors activities into those of the larger institution.

A CASE STUDY

By 2003, the University Honors Program at Virginia Commonwealth University had reached a critical juncture. The program, created in 1983, had seen tremendous growth but had also become a source of controversy. Following a series of recommendations from an *ad hoc* Task Force to Evaluate the Honors Program in 1990, the program was moved from its original home in the College of Humanities and Sciences to the provost's office. While this move improved accessibility and visibility, the program's status within the university remained uncertain. Another *ad hoc* committee was formed in 1996 to again evaluate the program and make recommendations to be included in a new strategic plan for honors. A new suite of recommendations, many similar to those offered by the previous committee, was put forward.

In 2001, a new provost requested an external evaluation of the honors program. Consultants from the NCHC were engaged. They produced a detailed report on the status of the program and offered suggestions for its improvement. Yet another *ad hoc* committee was drafted in 2002 to consider the consultants' report and review the status of the program for the third time in twelve years.

Raising the profile of the (then) honors program was an important goal for VCU, but contained within it was a subtle criticism: the profile of honors was low because the program was not a full partner in the undergraduate educational mission of the university. Worse, honors was not seen as the "center of excellence in undergraduate studies," which had been the rallying cry when the program was created, but as an ancillary program centered on student service rather than academic activities. Both of these issues resulted in large part from insufficient resources and inadequate staffing, and although both had been raised in each of the committee reports, they had never been effectively addressed. Nonetheless, the perception that the honors program was not an integral part of the educational life of the institution was pervasive.

When I was hired in 2004, my first task was to initiate a new strategic planning cycle. I used this opportunity to engage faculty and administrators in a detailed discussion about the actual and potential role of honors at VCU. The principal outcome of that process was a decision to integrate our operations formally with those of certain academic units outside honors by sharing faculty and resources in ways that we had not before. We believed (and continue to believe) that by engaging with the broader university, we could simultaneously raise our profile and become a more integral part of the institution.

In cooperation with our honors council and the deans of those units that maintain undergraduate programs, we developed a six-point strategic plan that recommended creating a new honors curriculum, increasing the ethnic and geographic diversity of honors students, increasing support for honors students to study abroad, improving our relations with honors alumni, and renovating and expanding the space we occupy. As part of this plan, we also recommended the addition of two new staff positions and formal reclassification of the honors program as the VCU Honors College.

Admittedly, securing a budget increase, even in relatively good budget years, is not easy. In an effort to provide transparency and ensure that progress could be measured, we tied budget requests to specific programs and included explicit partnerships with other academic units in the plan. We also premised our budget request on the position that money given to honors returns directly to the academic units of the university; any new money given to us would contribute directly to the academic mission of the university.

Even so, our request for a significant increase in our curriculum budget (used to remunerate departments for faculty who teach honors classes) would not have been possible without the support of the Dean of the College of Humanities and Sciences, the university's largest academic unit. This dean had stated unequivocally that we would never be able to hire his best faculty until

we could offer departments the actual cost of faculty members' services (12.5% of annual salary plus associated fringe benefit costs). This sum represented a significant increase over the fee-for-service arrangement that had existed previously. In that model, departments were reimbursed $2300 for a single, three-credit course, regardless of the rank or salary of the faculty member, the result being an honors program in which adjunct faculty taught virtually all honors classes.

Formal approval of the strategic plan came in early 2005. It included a commitment from the university to provide the resources required to transform the honors program into an honors college (formal board approval of the change to an honors college came in June of 2006). These resources included the more than 100% increase in the curriculum budget that we had requested.

Increasing faculty remuneration was an important step in improving our engagement with other academic units, but the budget increase also gave us opportunities to work with them in novel ways. We settled on a three-part strategy: 1) creating a new honors curriculum; 2) hiring the faculty to teach these new courses from the other academic units on a per-instructor rather than per-course basis; and 3) working with the units to create disciplinary honors programs to supplement the new honors curriculum.

VCU recently implemented a university-wide core curriculum designed as a "compact with students." This compact provides "a shared undergraduate experience that enhances student engagement and learning, fosters a sense of community, and emphasizes the development of a set of skills essential for educational and professional successes and lifelong learning" <http://www.vcu.edu/uc/compact>. As of the fall 2008 semester, all freshman students take a linked, two-semester writing course that is tied to our common reading program and focuses on research, writing, and critical thinking. Students then take courses in quantitative literacy, rhetoric, humanities/fine arts, social/behavioral sciences, and natural science/mathematics.

We worked with faculty members in various disciplines to design an honors core curriculum that facilitates the intellectual goals of, but does not mirror, this compact. Beginning in the fall 2008 semester, all first-year honors students at VCU take the following honors courses: rhetoric, creative writing, conceptual mathematics, international political economy, philosophy of knowledge, and current applications of the scientific method. These courses satisfy the university core requirements and also count toward our requirements for graduating with university honors.

Given the number of students who enter the VCU Honors College each year and our policy of limiting honors course enrollment to twenty students, we need to offer approximately six sections of each of these classes each academic year. We have turned to the units that had helped us create these courses to staff them. We struck a deal with the deans of the colleges whose faculty would teach these courses: in return for the honors college's binding agreement to provide two thirds of the funding ($40,000 *per annum*) for a new, tenure-track, assistant-professor position for five years, each of the six relevant departments

assigns a portion of these faculty members' responsibilities to teaching two or three honors sections per year while existing faculty teach the remaining three or four sections. We thus disburse a total of $240,000 per annum, $40,000 to each of the six departments. In this way, we are able to facilitate new hires for the departments and meet our staffing needs. We also participate in the annual review of these faculty members and have a voice in their tenure decisions, something we have not been invited to do previously.

These faculty partnerships have created a sense of connection between the honors college and the colleges within which these departments reside. The agreements have increased our visibility within these units significantly. We are now seen as a partner in the academic mission of these units in a way that we had not been before. We are better able to ensure the academic rigor of our courses by providing prior approval for faculty appointments to honors classes and participating in the teaching portion of annual evaluations, and we have improved our ability to schedule courses.

We are using the remainder of our curriculum budget to create and support honors programs within the disciplines. Working with those departments (or schools) that have significant numbers of honors students, we have helped departmental and school curriculum committees design (or in some cases re-design) and implement departmental honors programs. In return, we provide financial support (at 12.5% of salary up to $8,000) for one departmental honors course per semester.

The advantage to our students is their increased ability to take honors classes throughout their undergraduate careers and in their majors. The advantages to the departments include increased funding for operations and the ability to provide enriched learning opportunities for their best students. The advantage for the honors college is that we are now involved directly in supporting the departments' curricular efforts and have been able to extend our offerings to include classes and faculty that had not been part of honors before. The honors college has begun to function as the "center of excellence in undergraduate education" that the honors program had been created to do twenty-five years earlier.

CONCLUSIONS

I must offer a caveat: The financial situation that I describe will not necessarily mirror that of other honors programs. Indeed, the *ex machina* in the title is intended to refer to the unlikely resolution we were able to achieve. Although the scale of available money may differ among programs, the problem of integrating honors into the academic mission of the university remains. While our specific solution may not be an option for some, the overall goals (streamlining the honors curriculum and then working systematically with the units to create long term staffing agreements) do, I think, represent reasonable objectives. As I have tried to show, the increase in funding that we were able to secure was made possible largely because we convinced others that tying honors directly to other academic units was beneficial to the university.

The degree to which our efforts succeed will not be fully known for a few years. However, what we can say at this point is that our move to create more formal and permanent ties to the other academic units has already changed perceptions of the VCU Honors College. Honors college staff members now regularly serve on departmental hiring committees, the dean sits on the advisory council of the College of Humanities and Sciences, and our Arts and Design campus in Doha, Qatar is about to graduate its first honors student.

Integrating our honors college into the fabric of undergraduate life at VCU required us to rethink both our curriculum and the ways we staff our classes; it meant finding new ways to work with and support departmental efforts to improve opportunities for top students; and it meant sharing our resources with other academic units in ways we had not done before. These strategies and the process of implementing them have changed our relationship to the rest of the university.

We hope that these efforts will address concerns about our "relevance." By assisting other academic units in their efforts to expand their faculties, by providing curriculum development expertise and classroom laboratories for teaching innovation, and by participating directly in departmental efforts to improve their academic services, we are attempting to demonstrate the myriad ways in which honors can help improve the education of all students.

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Separate but Equal: Will it Work for Professional Honors Programs?

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Developing honors opportunities for students in professional schools can be difficult, as noted by, for example, Giazzoni (2007), Bishop and Sittason (2007) and Noble and Dowling (2007) and also as demonstrated by honors program statistics at Texas Christian University (TCU). Despite the difficulty, high-achieving students in professional schools should have the opportunity to benefit from an honors education. According to Bruce (2008), "honors education looks different from other types of education. . . . Honors pushes our comfort zones . . . [and] . . . challenges us to . . . be open to new ideas" (19–29). This paper shows that applying these principles to the design of honors programs in professional schools leads to increased retention rates of professional school students in honors. We advocate honors programs for professional schools that are administered separately from but collaborate closely with university honors programs, enabling their students to graduate with both traditional university honors and professional school honors. The equal importance put on membership in both honors programs affords students the best education and the best university experience.

HONORS ISSUES FOR PROFESSIONAL SCHOOL STUDENTS

Traditionally, many professional schools have not participated enthusiastically in university honors programs because of the differing needs of pre-professional students. These students often choose pragmatic approaches to their university education, enrolling in courses that directly relate to their professions rather than the liberal-arts courses that are the staple of university honors programs' offerings. Business students often do not complete university honors programs because the curriculum allows for few electives. Low graduation rates of students from professional schools in university honors programs typically result also from limited professional honors course offerings (Noble & Dowling, 2007; Bishop & Sittason, 2007). Another discouraging factor is that department chairs often are reluctant to release faculty from their regular teaching obligations in order to teach in an honors program.

At Texas Christian University, a private teaching and research university with an undergraduate enrollment of approximately 7,500, the university honors program has traditionally struggled to retain and graduate students in pre-professional programs such as business, dance, engineering, social work, and nursing despite success in graduating students with honors in the liberal arts and sciences. A quick look at some basic historic graduation figures shows the difficulties faced by honors students who select one of the pre-professional majors (see Table 1).

Table 1: Historic Figures—Honors Program Completion at Texas Christian University

Year	Total No. of Students Graduating with Honors	Business	Dance	Engineering	Social Work	Nursing
'06–'07	79	3	0	0	2	2
'07–'08	68	5	0	1	4	0

Although the TCU Honors Program admitted forty-five business freshmen in fall 2004, only five business students graduated with honors in 2008.

THE SOLUTION

We propose a solution to this dilemma that, surprisingly, many schools have not yet embraced, i.e., tailoring university honors program requirements to meet the needs of pre-professional students while still maintaining the overarching honors philosophy of enhanced education, interdisciplinary study, and an emphasis on research and creative thinking. By working within the framework of a university honors program, professional honors programs gain legitimacy. By retooling their requirements to recognize unique professional needs, traditional honors programs can offer the benefit of an honors education to high-achieving students such programs might otherwise exclude.

The recent creation of a "separate but equal" honors program in the Neeley School of Business (number 34 in the *Business Week* ranking of undergraduate business programs) has substantially benefitted the school's students, affording them all the advantages and challenges of our traditional honors program as well as opportunities unique to their chosen professions. Nineteen business students are projected to graduate with university honors in the 2008/2009 academic year, roughly a quadruple increase from previous years. Of these nineteen students, thirteen have participated in the Neeley Fellows program and six have pursued the traditional route to an honors graduation. This increase in the number of business majors graduating from the TCU Honors Program is directly related to the graduation of the first cohort of Neeley Fellows students (see Table 2).

Table 2: Projected Figures—Honors Program Completion at Texas Christian University

Year	Total No. of Students Graduating with Honors	Business	Dance	Engineering	Social Work	Nursing
'08–'09	89	19	1	3	0	2

COLLABORATION AS KEY

The Neeley Fellows Program is run independently from the TCU Honors Program but with a significant amount of collaboration and emphasis on the importance of both. The close collaboration between the administrators of the TCU Honors Program and the Neeley Fellows Program is one of the key elements to the success of honors at Neeley. The administrators of both programs came to understand that their collaboration would lead to positive outcomes for all concerned. For the Neeley Fellows Program, collaboration with TCU Honors meant formally elevating its curriculum to honors status as well as broadening the target audience to students who were already in the TCU Honors Program and wished also to be Neeley Fellows. For the TCU Honors Program, collaboration with Neeley Fellows meant establishment of an alternative path to honors graduation for students in business, the ability to attract a more diverse group of high-achieving students, and higher retention rates. For students, this collaboration meant more opportunities. The collaboration between the two administrators thus far has involved a number of meetings over a three-year period in order to (1) approve the Neeley curriculum for TCU Honors, (2) make sure that students are satisfying all the requirements of both programs, (3) streamline requirements, and (4) address student issues.

THE TCU HONORS PROGRAM

Founded in 1962, the TCU Honors Program originally sought to attract and support high-achieving students, virtually all of whom majored in the liberal arts. The program was small—the first graduating class of 1966 included fewer than twenty students—and it was common for the director to write personal notes to parents detailing students' progress or lack thereof. At that time, TCU was a mildly selective, regional university that nevertheless played an important part in the local community.

The TCU Honors Program has, of necessity, evolved over the decades, reflecting changes in the university at large. Generally ranked among the top hundred universities in the nation, the university has become more selective, and the TCU Honors Program now recruits students from around the nation and abroad. Among the many dramatic changes in the last decade—besides the inability to share personal information about students with their parents—has

been the growing interest of high-achieving students in professional programs, particularly in business. Honors students now reflect virtually every major on campus, and students studying engineering, nursing, or ballet now sit in honors classes alongside their peers majoring in religion or philosophy.

Despite these changes, the TCU Honors Program has essentially remained true to its mission, as noted in the current mission statement:

> To challenge and support highly motivated students to excel in an enhanced curriculum that emphasizes critical thinking, understanding world cultures, an appreciation for creative activities and the connection of ideas across disciplines.

Although membership in the program currently affords students many out-of-class opportunities—honors housing, multiple programming events involving students and faculty, unique opportunities for study abroad, and extensive advising, among others—the emphasis on the "enhanced curriculum" detailed in the mission statement is still most readily available in the classroom. The specific nature of the enhancements ("critical thinking," "understanding world cultures," "the connection of ideas across disciplines") has determined and structured a large part of the program's academic requirements.

Regardless of major, honors students complete at least fifteen hours of lower-division honors classes during their first two years; these hours include both required and elective courses. All honors courses satisfy general education requirements, so students normally substitute an honors class for a regular class, particularly in areas of special interest. Within these five courses (fifteen hours), two or three are specified: students may select a three-course interdisciplinary sequence dealing with themes of "purpose, order, and change" or elect a two-course "cultural visions" sequence treating some aspect of world culture. Honors students satisfy the rest of the lower-division hours from a selection of honors electives, including courses as diverse as Biology: Principles of Life Sciences, Microeconomics, and Survey of Musical Theatre.

Upon completion of these lower-division requirements, students with a 3.4 minimum GPA may participate in the upper-division honors curriculum, which also provides options. The majority of students pursue departmental honors in their major, a process that involves independent research courses on both the junior and senior levels. The ultimate goal is completion of an honors thesis, presented publically on campus during Honors Week and ultimately housed in the Special Collections of the Mary Couts Burnett Library. Additionally, students may opt for a more interdisciplinary path referred to as University Honors. These students read extensively and discuss universal themes in a series of four colloquia classes—Nature of Society, Nature of the Universe, Nature of Values, and On Human Nature—taken during the junior and senior years. All students must have a minimum GPA of 3.5 in order to graduate with honors.

THE NEELEY FELLOWS PROGRAM

A three-year program inaugurated in fall 2006, Neeley Fellows now admits close to 70% of new students who are already participating in the university honors program. Each year, thirty rising sophomores are admitted into the program; these students represent between six and seven percent of each freshman class in the Neeley School of Business. The admission process for the program is separate from the TCU Honors Program in order to select students who are going to be the most successful in the business profession. In selecting the students, the program administrators evaluate leadership, community service, communication skills, and work experiences in addition to using standard GPA and SAT criteria. The process is highly competitive, with three applications for every admitted student in the spring of 2008, as demonstrated in the Class Profiles table below (see Table 3).

The students in the Neeley Fellows Program complete a challenging curricular and co-curricular program over their sophomore, junior and senior years as shown in Table 4.

The nine courses in the Neeley Fellows program focus mainly on satisfying Neeley School lower- and upper-division core curriculum requirements to ensure that the program creates no complications for the students' timely graduation in any major. Unlike typical Neeley courses, the Neeley Fellows courses are pitched at an MBA level and focus on development of critical thinking through experiential learning; use of comparative analysis in course exposition; assignment of challenging primary readings; employment of a variety of instructional methods, and rigorous course outcome assessment (see Table 5). All but one of the Neeley Fellows courses carry an honors designation and are taught by exceptional faculty recruited within the Neeley School by the Senior

Table 3: Neeley Fellows Class Profiles

Class Profile	Class of 2009	Class of 2010	Class of 2011
Number of Applicants	75	68	90
Number of Accepted Students	30	30	31
Current Number of Students	27	28	29
Current Number of Women in the Program	14	16	15
Number of Fellows already in the TCU Honors Program	13	21	20
Number of Fellows in Greek Organizations	23	24	24
Average SAT	1270	1310	1320
Average Freshman GPA	3.82	3.84	3.86
Freshman GPA Range	3.5–4.0	3.4–4.0	3.5–4.0

Associate Dean for Undergraduate Studies and the program director, with cooperation of the department chairs. Classes are limited in enrollment to Neeley Fellows only.

Neeley Fellows can satisfy sophomore-senior requirements of the TCU Honors Program through the Fellows curriculum and graduate with *Interdepartmental Honors in Business.* The Neeley Fellows Program offers an

Table 4: Neeley Fellows Curricular and Co-curricular Programs

Sophomore Year	
Curricular	**Co-curricular**
Fall ACCT 20153—Financial Accounting (honors) BUSI 10173—Foundations in Business *Spring* ACCT 20163—Managerial Accounting (honors) BUSI 20153—Ethical Decision Making (honors) MARK 30153—Marketing Management (honors)	Opening Event, Retreat, Lunches with Deans and Executives, Professional Development Seminars, Speakers, Business Tours, Trip to NYC
Junior Year	
Curricular	**Co-curricular**
Fall MANA 30153—Organizational Management (honors) FINA 30153—Financial Management (honors) *Spring* MANA 40223—Cross Cultural Management (honors, optional)	Speakers, Business Tours, Lunches with Deans and Executives, Networking Opportunities, Professional Development Seminars, Service-Learning Project, International Trip
Senior Year	
Curricular	**Co-curricular**
Fall/Spring MANA 40153—Strategic Management (year-long) (honors)	Meetings with Community Mentor, Lunches with Deans and Executives, Business Tours, Networking Events, Senior Retreat

alternative path for fulfilling part of the TCU Honors Program requirements for students in both programs. Honors students enrolled in the Neeley Fellows program and taking Fellows sections of any three of their sophomore year courses (Financial Accounting, Ethical Decision Making, Marketing Management, and Managerial Accounting) fulfill the nine hours of *lower-division* elective honors courses required by the TCU Honors Program. In the freshman year, all honors students select one of the two-course "cultural visions" sequences; there are no required classes for the Neeley Fellows in the freshman year.

Business honors students enrolled in the Neeley Fellows program and taking Fellows sections of Organizational Management and Strategic Management

Table 5: Neeley Fellows Course Expectations

- **Development of Critical Thinking through Experiential Learning**

  Faculty present a discipline-specific perspective that helps students to understand how experts in the field see the subject of their investigation. Students utilize critical thinking skills to integrate concepts, theories, and discussions with applied learning experiences in a context of a discipline-specific business problem.

- **Utilization of Comparative Analysis in Course Exposition**

  A comparative perspective characterizes daily exposition of material in the Fellows courses, whether the comparison is of cultures, disciplines, theories, societies, historical periods, or methodologies.

- **Assignment of Challenging Readings**

  Challenging, more extensive readings that often include primary business sources (data from empirical studies, interviews, journals rather than textbooks, etc.) are used extensively in the teaching of Fellows courses and in the assignment of Fellows projects.

- **Employment of Variety of Instructional Methods**

  The Fellows courses are offered in a smaller class size format, to a *cohort of 30 students* and offer a significant amount of personal attention to the students outside of class. The courses exhibit a breath of pedagogical methods including field trips, videos, the Internet, lectures, guest speakers, active-learning exercises, workshops, team projects, case analyses, discussions and cooperative-learning experiences.

- **Rigorous Course Outcome Assessment**

  Faculty evaluate students by a variety of means. Faculty members de-emphasize multiple choice tests and utilize written assignments and exams. The evaluation of presentation and communication skills and experiential components of courses is utilized in each course, as appropriate. Peer evaluations are used in courses, where appropriate.

fulfill the upper-division requirements of the TCU Honors Program for Interdepartmental Honors in Business. A Fellows section of Organizational Management satisfies the junior seminar requirement. The capstone Strategic Management course offered over a fall and spring of the senior year satisfies the Senior Honors Project requirement. The course involves extensive research and leads to a senior thesis. Only the business honors students completing the Neeley Fellows program are eligible for TCU *Interdepartmental Honors in Business.* The Neeley Fellows who are not a part of the TCU Honors Program are only eligible for Neeley Fellows distinctions upon graduation.

The Neeley Fellows Program designs its academic requirements to attract any business school major, aiming to prepare highly-sought graduates who excel beyond the classroom and in their professional lives and communities. The program works for the most part within the structure of the TCU Honors Program, offering more than just an academic, credit-based education, as outlined below.

Similar to many MBA programs, the Neeley Fellows Professional Development Program extends beyond coursework and the classroom to assist students in developing the soft skills needed to be successful in the job market and in their professions. Through self-discovery and self-development, students acquire professional skills and develop personally in ways that allow them to realize their full potential. Neeley Fellows complete assessments, attend workshops, write reflective essays, take tours, attend events, and develop a Transformational Development Portfolio. The Professional Development Program helps Neeley Fellows develop effective skills in areas essential for any business school graduate: Career-Management, Communications, and Global Ethical Leadership. For a detailed description of all the activities completed in the different competency areas, please see Appendix A.

THE NEELEY FELLOWS PROGRAM DEVELOPMENT

While the Neeley Fellows Program supports an honors path for business school students, it also furthers the school's mission and exemplifies the key characteristics of a Neeley School education. The mission of the Neeley School of Business is to "develop ethical leaders with a global perspective who help shape the business environment." The mission of the Neeley Fellows Program is to "educate and develop individuals of extraordinary potential with curricular and co-curricular experiential learning opportunities to effect change in the global business community." The program also exemplifies the characteristics and goals that define a Neeley education—"Personal, Connected and Real"—thus creating a unique honors experience for the admitted students. The objective of this program is to help students achieve the following:

- *Personal:*
  - ○ Professional Self-Awareness and Development

- *Connected:*
  - Key Associations with Business Leaders and Neeley Alumni
  - Lifelong Relationships with Neeley Fellows Colleagues
- *Real:*
  - Familiarity of the Business World Beyond the Classroom
  - In-Depth Understanding of the U.S. Economy
  - Significant Contribution to Business and Society
  - Global Outlook and Experience

All students complete numerous activities in support of these goals, as presented in Table 6.

BEST PRACTICES IN HONORS

Traditional university honors programs typically focus on:

- Multidisciplinary perspectives
- Critical thinking skills
- Comparative analysis and primary sources
- Research
- Rigorous, in-depth treatment and enrichment in coursework

Recent volumes of *Honors in Practice* have identified the following best practices and future trends in honors teaching and learning:

- Hands-on, interactive, collaborative, project-based learning, designed around real-world problems (Otero, 2008)
- International and intra-national education, internships, service learning, extramural evaluation of student work, joint theses (Scott & Frana, 2008; Cobane and Strode, 2008; Levy 2008)
- Developmental advising (Klein et al., 2007)
- Community building (Roberts and Salmon, 2008)
- Student associations (Cobane and Thurman, 2007)
- Experiential learning (Braid, 2008)
- Mentoring (Vila, 2008)
- Thesis/capstone research (Lacey, 2008)
- Strong focus on communication skills, both oral and written
- Leadership skills
- Partnerships with industry

TCU's Neeley Fellows Program incorporates all of these traditional best practices and also satisfies all the Characteristics of a Fully Developed Honors Program except for providing special facilities to the honors students; this last requirement is satisfied through the TCU Honors Program.

THE VALUE OF SEPARATE PROGRAMS

There are many advantages to running Neeley Fellows as a separate program from the TCU Honors Program. Through a small, cohort-based program, we can provide a small-school experience for high-achieving students with all the amenities of the larger university, building a tight community of committed alumni. Through a separate admission process, we can select students who

Table 6: Highlights of the Neeley Fellows Co-curricular Professional Development Program

Personal	*Connected: Networking*	*Real: Experiential Learning*
Self-Assessments: MBTI, StrengthQuest, CareerLeader	Lunches/Breakfasts with executives	Class projects within companies
Peer-assessments	Events with alumni	Corporate visits to local companies including BNSF, PricewaterhouseCoopers, Lockheed Martin, American Airlines, Buxton, Ernst & Young, etc.
Individual Transformational Development Plan and portfolio	Lunches with the deans	
Career counseling and academic advising	Career chats with faculty and upper classmen	Travel to NYC for corporate visits during spring break of the sophomore year
Communications skills coaching—from presentations, through listening skills, through writing skills—offered via our Center for Professional Communications and TCU Writing Center	Program pitches to recruiters through student organization	Study abroad in Santiago Chile through Cross-Cultural Management class in the Junior year
	Corporate mentoring program for seniors	Internships
	Peer mentoring	Leadership in student organizations
	Social events	Year-long service-learning projects with local non-profit agencies during the Junior year
Workshops	Participation in career events on-campus	
Retreats		Capstone senior Strategic Management class involving industry research and field study at a publically traded corporation that leads to honors thesis

show the most promise of success in the program and who are willing to embrace its values, which are somewhat different from the TCU Honors Program. (For a Neeley Fellows statement of values, please see Appendix B.)

We have the ability to tailor our programs and challenge the top students in the business school based on their educational needs. With only thirty students in each cohort and ninety students maximum in the program at any one time, we can provide more enriched education with a smaller budget than the university program. Given that Neeley Fellows is not a scholarship program but rather a developmental program (for instance, we heavily subsidize our students' travel to New York City and Santiago, Chile, and we underwrite all assessment costs and costs of networking events), the program is more viable with ninety students than it would be with the 600–800 students of the TCU Honors Program.

THE IMPORTANCE OF HAVING STUDENTS IN BOTH PROGRAMS

One of the features that tie together the two honors programs is the requirement that all students complete a two-semester sequence of "cultural visions" courses as part of their lower-division honors work. These interdisciplinary courses have been an integral component of the TCU Honors Program for over ten years, linking it to the university mission "to educate individuals to think and act as ethical leaders and responsible citizens in the global community." Thus all students graduating with honors, including those who participate in Neeley Fellows, have some understanding of world culture. Students may select special history/culture courses on Europe, Latin America, Asia, or Africa and the African Diaspora, or they may choose to view cultures through a specific lens, such as the honors sequence on Literature and Civilization or U.S. Cultural Memory.

A significant event for TCU this past year has been the endowment of the TCU's new honors college, slated to open in fall 2009. The main focus of this new college will be increased opportunities for students, including world-class facilities, living and learning communities, a debate chamber, and multiple possibilities for interdisciplinary study and study abroad. Students in TCU's John V. Roach Honors College will also have access to increased scholarship support, early registration, multiple honors-specific co-curricular activities, and an honors college diploma. With the Neeley Fellows Program as a model, we hope that all students will benefit from these opportunities rather than just those in the liberal arts who have traditionally reaped the benefits of an enhanced honors education.

CHALLENGES FOR THE PROGRAM

New programs at a university always face challenges. The two key challenges that we have experienced are the initial implementation of the program within the TCU Honors Program and the admission process into the program.

In the initial implementation of the program, the TCU Honors Program was especially concerned that Neeley Fellows students meet the same requirements as other honors students. As we have seen, students must achieve a 3.50 minimum GPA upon graduation, take at least fifteen hours of honors-designated lower-division courses, and complete either an undergraduate thesis or a series of interdisciplinary upper-division colloquia. In seeking approval from the TCU Honors Faculty Advisory Board for the Neeley Fellows Program, the program had to show it met all these requirements. The honors designation attached to business courses also needed to indicate—and now does—that these courses satisfy most or all of the characteristics of any honors course on campus, including a smaller class size, a discussion-based curriculum, and the use of primary sources or case studies rather than a traditional textbook. Since the Faculty Advisory Board of the TCU Honors Program consisted heavily of non-professional school members, the program had to demonstrate that a professional school curriculum could satisfy the TCU Honors Program course requirements. A spirited debate commenced over the role of professional honors courses in the traditionally liberal arts honors program.

The admission process of the program continues to be a challenge. Of particular importance to the program is selecting candidates with a strong academic background who are also willing to commit to the significant out-of-class requirements. Each year, we select a student with a somewhat lower GPA than others, based on his or her outstanding leadership and community involvement, and that student struggles somewhat in the program academically. In addition, we may select a couple of students who have a really strong academic background but who are not willing to rise up to their leadership potential. We have also lost at least one student each year during his or her first semester in the program based on a decision to pursue a non-business major. Students who leave the program are not replaced. This policy leads to disappointment among some of the program applicants who were not selected. Fine-tuning the Neeley Fellows selection process in the coming years will continue to be a priority for the program.

RESULTS FOR THE NEELEY FELLOWS CLASS OF 2009

The results for the Neeley Fellows Class of 2009 look promising. The class is a small community of twenty-seven multitalented, intellectually curious, well-rounded honors students who are often best friends with each other. In a broad sense, the community also includes ten of the Neeley faculty dedicated to making a difference in their students' lives, eight or more professional staff members who provide professional development and guidance to the students as a part of their daily routine, and, increasingly, a number of companies willing to provide experiential learning opportunities to the students in order to have access to the program alumni. It is a program where the quality of graduates takes precedence over the quantity. Nevertheless, the quantitative results for the program look promising, as indicated below.

- 90% of Neeley Fellows admitted in 2006 will be graduating from the program in the Class of 2009.
- 87% of the originally admitted university honors students will receive not only Neeley Fellows medallions but also Interdepartmental Honors in Business (the TCU Honors Program designation) and honors recognition on their diplomas upon graduation.
- 100% of students in the program participated in research.
- 100% participated in service-learning projects.
- 100% had at least one professional internship before graduation.
- 93% participated in a study abroad experience.
- 89% had leadership roles in student organizations on campus.
- 56% had full-time offers by the end of fall semester of their senior year.
- 30% plan to attend graduate school in the fall following their senior year.
- Most of the Fellows have received recognition on and off campus for their academic and leadership achievements, such as Mortar Board, Beta Gamma Sigma, academic scholarships and awards, and leadership awards.
- Average overall student satisfaction with the program over the first two years, based on anonymous program evaluations, was 3.42 out of 4.

As we aim for the goal of 100% inclusion of Neeley Fellows in the TCU Honors College, the honors graduation figures will increase. We believe, conversely, that there will continue to be some high-achieving students who major in business and graduate with honors without entering the Neeley Fellows program. These students either will choose not to apply or will not be selected for Neeley Fellows for non-academic reasons. We will continue to allow this two-pronged approach to honors in order to attract as wide a variety as possible of high-achieving students.

Below are some of the top reasons that the Neeley Fellows have shared with us anonymously about their experiences and the key attractions of the program:

- Taking classes with other highly motivated students
- Taking classes with top professors
- Making a difference in the community
- Taking advantage of subsidized travel opportunities
- Earning distinction upon graduation
- Satisfying most of the TCU Honors Program requirements through the Neeley Fellows Program

CONCLUSION

Given our preliminary results from the first class of the Neeley Fellows, we believe that we have found a viable solution to enhance retention rates of honors students in professional schools. Our "separate but equal" approach delivers the intellectual rigor of the traditional university honors experience, satisfies the unique demands of the professional school education, and implements the

best practices in honors that have recently been advocated in professional literature.

As is true of many new programs, Neeley Fellows continues to evolve. Every year, as we learn from experience, we fine-tune our processes and offer better opportunities to our students. This year, for example, we plan to add an in-person component to our admission process to have better evaluation of candidates for the program. As we extend our discussion of the business honors program into the academic community and the business community, we find more opportunities for expanding our professional development program and our course offerings.

Benefitting students has been the driving force in the creation of the Neeley Fellows Program and in linking this specialized program to the larger TCU Honors Program. If we design and implement a program that offers students a wide range of enriching activities, broadens their horizons, and strengthens their skills, we will know we have succeeded. We strive to select the most appropriate students who are able to benefit from the program and add value to their education; we then guide them to become graduates who are highly sought after in graduate school or professional life. As an additional benefit, we build ranks of successful alumni, enhancing the reputation of our professional school and our university in the larger community.

Honors communities in professional schools would greatly benefit from the creation of an "Honors in Professional Schools" track at the National Collegiate Honors Conference. Examples of similar honors programs in professional schools can be found at the University of Cincinnati, Fordham University, Baylor University, Southern Methodist University, and Texas A&M University, among many others. We hope to facilitate an exchange of information between colleagues implementing the "separate but equal" honors philosophy.

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APPENDIX A

NEELEY FELLOWS PROGRAM COMPETENCIES AND ACTIVITIES

CAREER MANAGEMENT			
Competency	Sophomore	Junior	Senior
Self-knowledge	• *StrengthQuest* (B & CPC) • *CareerLeader* (B & CPC & ACC) • *MBTI* (ACC & CPC)	• Coaching (NSRC) • 360 Peer Feedback	• Coaching (NSRC) • 360 Peer Feedback
Written Communications/ Documentation	• Resume (B & CPC) • Cover Letters (B & CPC) • Thank You Notes (B & CPC) • Letter of Resignation (B & CPC)		
Search resources	• *FrogJob* Workshop (ACC) • Resume Posting (ACC)		
Interviewing	• Elevator speech (B) • Interviewing skills (B & CPC) • Mock Interviews (B & ACC & CPC) • *Career Expo* (ACC) • Etiquette Dinner (B)	• Stress Interview (CPC) • Mock Interviews (UCS) • *CareerExpo* (ACC)	• Mock Interviews (UCS) • *CareerExpo* (ACC)

CAREER MANAGEMENT			
Competency	Sophomore	Junior	Senior
Networking	• **NFSO** • **Sophomore Retreat** • **Professional Association Membership** • **Corporate Visits** • **Targeted Networking Events** (UCS) • **Family Week** • Networking Lunches (B) • Lunches with Deans • Neeley Speaker Series • Career Chats • Alumni events	• **NFSO** • **Informational Interviewing** • **Professional Association Membership** • **SHRM Membership** • **Corporate Visits** • **Family Week** • Lunches with Deans • Networking Lunches • Neeley Speaker Series • Career Chats • Alumni events • Targeted Networking Events (UCS)	• **NFSO** • **Senior Farewell Dinner & Retreat** • **Family Week** • Senior Conference (ACC) • Corporate Mentors • Professional Association Membership • Corporate Visits • Lunches with Deans • Networking Lunches • Neeley Speaker Series • Alumni Events Targeted Networking Events (UCS)
Relevant Work Experiences	• How to Generate Your Own Internship (ACC WS)	• **Service-Learning Project** • Internship (ACC)	• **Corporate Venturing Business Plan** (S)
Financial Aspects and Survival Tips		• **Pay Negotiations** (WS)	• Getting F/T Jobs (WS) • Graduate Schools
Time Management	• Planning for Academic Success— Managing Your Time (CAS WS)		• Senior Conference (ACC)

CAREER MANAGEMENT			
Competency	**Sophomore**	**Junior**	**Senior**
Stress Management	• Managing Anxiety (CAS WS)		• **Senior Conference** (ACC)
BASIC COMMUNICATION SKILLS			
Competency	**Sophomore**	**Junior**	**Senior**
Oral Communication	• Speech Habits Assessment (CPC)	• **Listening Styles Profile & Debrief** (CPC WS) • **Communicating Clearly** (O) • Communicating Confidently— Being Assertive (CPC WS)	
Written Communication	• **Writing Analysis and Feedback** (B, E & WC) • **Electronic Communication at work** (B & CPC)	• **Reflection Paper—Analysis and Feedback** (O & WC)	• **Research Report— Analysis and Feedback** (S & WC)
Presentation Skills	• **Coaching** (B, M & CPC) • **Effective Team Presentations** (B & CPC)	• **Coaching** (O & CPC) • Presentation Style Assessment (CPC)	• **Coaching** (S & CPC)
INTERPERSONAL AND GROUP COMMUNICATION SKILLS			
Competency	**Sophomore**	**Junior**	**Senior**
Networking	• **Breaking the Ice—Social Skills** (B & CPC WS)		

INTERPERSONAL AND GROUP COMMUNICATION SKILLS			
Competency	**Sophomore**	**Junior**	**Senior**
Teamwork		• **High Performing Teams & Communication Strategies for Managing Difficult Team Members** (O &CPC WS) • Influencing without authority (CPC WS) • Feedforward (CPC WS) • Stages of Team Development (CPC WS)	• Critical Communication Incident (CPC)
Negotiations		• **Team Negotiations—How Much Can You Win?** (O)	• Senior Conference (ACC)
Conflict Resolution		• **Resolving Conflicts at Work** (O & CPC WS)	
Time Management		• Conducting Successful Meetings (CPC WS)	
GLOBAL ETHICAL LEADERSHIP			
Competency	**Sophomore**	**Junior**	**Senior**
Citizenship		• **NFSO Little** • **Service-Learning Project**	• **NFSO Little**

GLOBAL ETHICAL LEADERSHIP			
Competency	Sophomore	Junior	Senior
Citizenship		• Community Action and Responsible Citizenship (LC class)	
Creativity	• DeBono Six Hats (M & CPC WS)		
Critical Thinking	• In Financial Accounting (A) • In Managerial Accounting (AA) • In Marketing Management (M)	• In Organizational Management (O) • In Financial Management (F)	• In Strategic Management (S)
Ethical Perspective	• Ethical Business Decision Making (E)		
Global Perspective	• International trip (C) • International Business Class (C)	• New York Trip • International Week (ISO) • Leadership in London (NGLP)	• Global Leadership (LC class)
Diversity Perspective	• Diversity Activities (B)	• Intercultural Event • He Says, She Says (LC class)	
Leadership	• TCU Leadership Institute Dinner (LC) • Leadership Week (NGLP) • Leadership in the Lounge (LC) • Leadership Role in an Organization	• Leadership Week (NGLP) • Social Change Model of Leadership (LC) • Service-Learning Project • Leadership in the Lounge (LC)	• Leadership Week (NGLP) • Leadership in the Lounge (LC) • Leadership Role in an Organization • TCU Leadership Institute Dinner (LC)

GLOBAL ETHICAL LEADERSHIP			
Competency	Sophomore	Junior	Senior
Leadership	• Foundations in Leadership (LC class)	• **Leadership Role in an Organization** • **TCU Leadership Institute Dinner** (LC)	

Legend

■ **=** Required
■ **=** Optional—Recommended
■ **=** Optional—Available
WS **=** (workshop)

Classes
  A — Financial Accounting
AA — Managerial Accounting
  B — Foundations in Business
  C — Cross-Cultural Management
  E — Ethical Decision Making
  F — Financial Management
 M — Marketing Management
  O — Organizational Management
  S — Strategic Management

TCU Unit Offering the Activity
  ACC — Alcon Career Center
  CAS — Center for Academic Services
  CPC — Center for Professional Communications
    LC — TCU Leadership Center
NFSO — Neeley Fellows Student Organization
NGLP — Next Generation Leadership Program
NSRC — Neeley Student Resource Center
  WC — Writing Center

APPENDIX B

NEELEY FELLOWS STATEMENT OF VALUES

The Neeley Fellows Program Statement of Values is meant to guide the actions of the program members. Students will demonstrate these values in their decision making, personal behaviors, and interactions.

As Neeley Fellows of Texas Christian University, we commit ourselves to the pursuit of excellence and achievement in all endeavors with the highest degree of professionalism and integrity.

We believe our responsibility within the *Neeley Fellows Program* is to:

- Develop a culture committed to both professional and personal growth

- Promote teamwork in an active learning environment

- Foster personal relationships and mutual support, both today as students and in the future as professionals

We believe our responsibility within *Texas Christian University* is to balance academics and campus involvement.

We believe that our responsibility to the *Professional Communities* in which we work is to become ethical leaders with a global perspective and a commitment to enact positive change.

We believe our responsibility within the *Greater Community* in which we live is to devote our time and talents to serving the community.

Curricular
Designs

Combining Chemistry and College Writing: A New Model for an Honors Undergraduate Chemistry Course

Donna Chamely-Wiik, Jeffrey R. Galin, Krista Kasdorf, and Jerome E. Haky

Florida Atlantic University

Faculty in the Departments of Chemistry and English at Florida Atlantic University (FAU) have designed and implemented an innovative, writing-intensive, advanced, second-semester chemistry course combined with a laboratory component that satisfies both second semester General Chemistry and College Writing criteria. This unusual configuration differs from typical honors chemistry courses because of its "writing to learn" approach to teaching in-depth scientific content, the nature of research, and research methods. The opportunity to develop this course emerged from a collaborative relationship between our institution's Writing Across the Curriculum (WAC) program and our chemistry department.

While most writing intensive initiatives, such as the "Writing like a Chemist" project (Stoller, Jones, Costanza-Robinson, & Robinson, 2005), are designed for upper-division courses (Goodman & Bean, 1983; Paulson, 2001; Stoller, 2005; Shibley, 2001; Whelan & Zare, 2003), some attempts have been made to incorporate writing at the freshman level; these include parallel courses that require students to be "co-registered" in a writing course that is linked with a science course taught by professors of the respective disciplines (Griffin, 1985; Wilkinson, 1985). Other initiatives include using laboratory reports that incorporate more extensive writing than traditional laboratory reports (Kovac & Sherwood, 1999; Tilstra, 2001). The Science Writing Heuristic (SWH) is an example of this approach (Greenbowe & Hand, 2005; Hand & Keys, 1999; Keys & Hand, 1999; Rudd & Greenbowe, 2001; Rudd & Greenbowe, 2002). To the best of our knowledge, however, no course that combines first-year chemistry and English has been developed before.

We believe that this course creates an excellent foundation for assisting students in acquiring skills for reflection and self-assessment in chemistry and writing, introduces the practice of formulating scientific ideas through writing, improves communication skills between students and professors, and improves

professional skills. We discuss the collaborative efforts that resulted in a National Science Foundation (NSF) grant to develop our course, and we provide an overview of our approach, course materials, methods of instruction, and implementation.

APPROACH: WAC

Over the past thirty-five years, the WAC movement emerged in higher education by incorporating writing components into the curriculum across disciplines. The fundamental principles of WAC are that writing is the most efficient tool for acquiring critical-thinking skills and that having students perform well-designed writing assignments is the best way to engage them in the subject matter (Bean, 2001). Barnes and colleagues (1989) demonstrate that writing is a vehicle for learning science meaningfully because it places importance on students being able to understand and explain clearly the meaning of fundamental scientific concepts (Glynn & Muth, 1994; Holliday, Yore, & Alvermann, 1994). Studies indicate that writing affords a "minds-on" emphasis in learning science and can function as a conceptual tool for assisting students in analysis, interpretation, and communication of scientific ideas (Bean, 2001; Beall, 1998; Glynn, 1994). A course that emphasizes writing as a process and develops critical thinking will challenge and motivate students, regardless of the subject matter.

After a three-day Writing Across the Curriculum workshop, participants from chemistry discussed with the director of WAC the possibility of developing an alternative course for College Writing II that would fulfill the university WAC guidelines for such classes. Over the course of a year, we employed these guidelines to develop an innovative six-credit second semester General Chemistry course as a College Writing II equivalent. The syllabus (see Appendix) outlines the scientific topics to be covered as well as the writing components included throughout the course. Table 1 shows the majority of the guidelines for a WAC-equivalent course for College Writing II and how we implemented them.

METHODS OF INSTRUCTION

As in a traditional chemistry course, Advanced General Chemistry II includes both lecture and laboratory components. The content includes the standard subjects covered in second-semester general chemistry, albeit taught in more depth. Substantial, graded writing projects are incorporated in both lecture and lab, but the lab emphasizes writing more than lecture. Rubrics, peer review, and revision are utilized in both. Students are also expected to integrate the knowledge and writing skills gained in lab and lecture.

LECTURE

The lecture classroom sessions are taught primarily utilizing a student-centered problem-based learning (PBL) approach (Allen, Duch & Groh, 1996;

Arambula-Greenfield, 1996; Ram, 1999). During class sessions, students work in groups of three or four on specific problems assigned by the instructor. For example, students are asked to explain why there is no gaseous hydrogen in earth's atmosphere, according to the principles of the Bolzmann distribution. The instructor acts as a facilitator by providing a distribution chart that shows the escape velocity of hydrogen molecules. This information enables each

Table 1: Majority of Guidelines for a WAC-equivalent Course for College Writing II and How Implemented

WAC Guidelines for Equivalent Course	New Chemistry Course
1. Assignments promote critical thinking, reading and analytical writing.	• Research paper based on a case study. • Short-answer examination questions. • Graded and ungraded writing assignments in lecture and laboratory. • Structured narrative lab reports.
2. Encourage students to recognize and examine intellectual and/or cultural assumptions that emerge in reading their own writing.	• Proposing hypotheses and testing them through experimentation in the laboratory. • Assignments in lecture that encourage reflection and metacognition. • Key concepts upon which the laboratory experiments are based are examined and discussed.
3. At least three or more writing assignments with revisions	• 1 research paper with multiple revisions. • 5 complete lab reports with revisions.
4. Course should include both finished as well as preparatory writing (drafts, etc).	• Ungraded lab notebook. • Lab reports each with first draft and finished product. • Research paper with multiple drafts.
5. Class time devoted to discussions on improving writing and how to revise writing assignments.	• Sample "case-based" research paper discussed in classroom session. • Peer review discussion in laboratory which will include using sample papers and evaluation with rubrics.
6. Faculty help students learn to read and comment on one another's papers.	• Peer review discussion in the laboratory. • Peer review of two laboratory experiments.

group to formulate reasonable explanations while acquiring necessary critical-thinking skills.

The goals of PBL include assisting students to develop "flexible knowledge," effective collaboration and problem-solving skills, self-directed learning, and inherent motivation, all skills that are necessary for professional development and success (Allen, 1996; Arambula-Greenfield, 1996; Ram, 1999). In accord with the PBL approach, writing is embedded in the lecture through case-based research papers. For the first year the course has been taught, the assignment asks students to explore the scientific principles involved in the Bhopal disaster, in which thousands of people in a village in India died as a result of an industrial chemical accident. The assignment requires students to use information from *The Black Box of Bhopal* (D'Silva, 2006), the course textbook, and classroom discussions to write a multiple-draft, 1500-word paper to demonstrate how the physical, chemical, and toxicological factors interacted to produce such a disaster. Through this case study, students are able to apply the principles of gas laws and thermodynamics to a real-world example. In future semesters, additional case-based research assignments will be developed.

LABORATORY

In contrast to traditional labs in which ten or more experiments are conducted, students in our class complete five advanced-level laboratory experiments not typically performed in first-year chemistry classes (e.g. phase diagram of a binary mixture). Students are required to keep research laboratory notebooks while performing their experiments and to use them to complete formal laboratory reports. These reports must conform to *The ACS Style Guide* (Dodd, 1997) for research papers, a standard not typically introduced until upper-division courses such as physical chemistry and analytical chemistry.

We incorporate teaching and assessment techniques commonly used in college writing courses. For example, exploratory, ungraded writing assignments are designed to stimulate students to think about questions and issues and to clarify their ideas (Bean, 2001; Thall & Bays, 1989). This kind of writing has proven effective for focusing on the processes of thinking rather than the products (Bean, 2001; Kovac & Sherwood, 2001; Thall & Bays, 1989). In our course, these assignments consist of summaries submitted prior to classroom sessions and in the laboratory notebooks that students keep throughout the semester. The summaries are based on passages read from the textbook, the laboratory manual, and problem-based questions assigned prior to class. Students also use self-reflective, ungraded writing during lab sessions to identify what they intend to revise after receiving peer-feedback. Such reflective work enables them to establish goals for revision before a faculty member ever sees the report. Additional techniques include both instructor and peer review of student papers, use of analytical rubrics for assessing and guiding students through the writing process, and multiple revisions.

RUBRICS

Rubrics have become popular for grading scientific materials (Bean, 2001; Oliver-Hoyo, 2003; Thall & Bays, 1989). One initiative using rubrics gained particular popularity in chemistry education: LabWrite (Ferzli, Carter, & Wiebe, 2005). This program is an online set of instructional materials that guides students through the format of writing a scientific lab report. Incorporated into the LabWrite software is LabCheck, which is, in essence, an embedded rubric for ensuring that students address specific requirements for the report under specific headings.

Our approach is different in that we not only guide students through the structure of the lab reports but also model how the rubrics should be used to produce clearly expressed, concise composition. We use *The ACS Style Guide* (Dodd, 1997) as a basis for the laboratory report rubric. We have modified the ACS criteria to include writing requirement standards and evaluation of critical thinking. Evaluation criteria are formatted as a table and include title, introduction, experimental results and discussion, conclusions, references, and overall assignment. There are subtopics under each primary topic, and there is also a column for comments. A significant percentage of the final grade is assigned for overall quality. This emphasis makes certain that students recognize, as Kovac (2001) eloquently put it, that "an essay is much more than a sum of its individual parts. Just as in chemistry, elements combine into compounds with very different properties from each element."

The rubric we have developed for the laboratory reports is structured for this genre of research writing. In contrast, a checklist was implemented for the case-based research paper adapted from one developed in the English department that focuses on the following areas: overall assessment, opening, body organization, conclusion, argument, using quoted material, formatting, and editing and proofreading. We added a section on chemistry content and modified other sections, tailoring it to the assignments. This checklist engages students in critical thinking through writing that is typically expected in upper-division English classes.

Copies of the rubric and checklist are provided to the students and modeled for them using sample papers from both lab and lecture sections. Students also have the opportunity to employ these respective tools to evaluate their peers' work for three of the five laboratory reports and the research paper as a way to enhance their revisions.

PEER REVIEW

Peer review has been used by the Molecular Science project through Calibrated Peer Review (CPR™) (Russell Chapman & Orville, 2001; Russell, Chapman, & Wegner, 1998; Robinson, 2001) software developed to allow students to write and evaluate other students' materials. Students are provided with "calibration" texts to evaluate their success in grading and then allowed

to critique other student writing and eventually their own. This approach is particularly useful for incorporating writing in classes with large enrollments. Our approach is similar in terms of employing rubrics and norming student grading. While CPR uses "calibration" texts, we use a different process; we incorporate an in-class modeling process for peer review within a hands-on workshop during laboratory time. Training includes using rubrics, commenting on both strengths and weaknesses of the material, and using specific examples from actual drafts to ensure helpful responses. We can accomplish this training because our class size is small. If we were to increase class sizes, CPR could be used.

Both instructors and peers review student writing. Instructor review proceeds throughout the semester to focus primarily on higher-order concerns of scientific content, ideas, organization, clarity, and development. We discuss below how we handle sentence-level corrections or grammatical errors.

The peer-review process benefits student reviewers and reviewees by helping them learn content and develop strategies for revision. Simultaneously, the process of reviewing peers' papers facilitates a greater student understanding of how to communicate scientific information effectively; it also models the review process that scientists undergo during manuscript submission. The three laboratory peer-review sessions prepare students for the research paper review session in the lecture. Although the rubric is slightly different, the process is the same.

REVISION

We also require revisions of most assignments to reiterate and demonstrate the importance of writing as a process (Bean, 2001). This approach allows students to use their writing assignments to reflect on the content and to learn to use written language effectively and persuasively.

We stagger revision across the laboratory reports. For the first lab write-up, we model the peer-review process and then ask the students to review each other's work using the lab report rubric before the instructors return the evaluated reports. Students peer-review the second lab reports and revise them based on the peer feedback received before the instructors review the drafts. This process is repeated for the fourth lab report, while the third and fifth lab reports are turned in as final drafts only. Grade points are assigned for all drafts and final reports; the point breakdown can be seen on the syllabus in the Appendix. The laboratory revision rubric provides students with a template for effective revision. Since most students have never revised such scientific reports previously, several iterations are necessary across the term to ensure students revise effectively and consistently.

Revision for the case-based research paper is divided into three stages, including submission of the proposal, first draft, and final draft over the course of five weeks. Students are encouraged to turn in the proposal as the introductory paragraph of their paper, including a thesis statement and organizational

statement. This process helps students generate ideas at the beginning of the writing process. The proposal and first draft are returned for revision with comments from both instructor and class peers.

Students face several challenges as they revise their research projects. Because of the nature of the Bhopal disaster, they find themselves drawn to the human impact of the story. Many need to be guided back to the purpose of the assignment, determining how the physical, chemical, and toxicological factors interacted to produce such a disaster. By having students submit the introduction first for feedback, correction of focus takes place early in the writing process.

An additional result of submitting the introduction and full draft early for a grade is that students are forced to read the materials well in advance of the paper deadline. In-class discussions on the book also help foster timely engagement. When complex assignments like the Bhopal research project are not staggered, students do not typically pace their work effectively. A final challenge that students face in revising their research projects concerns fixed attitudes about revision as a requirement. Most first-year students are aware of multiple-draft writing as a result of first-year writing courses. Few students, however, expect that the requirements in an English class will translate to content classes. When they realize that the expectations are nearly the same, they become cognitively better prepared to translate those practices to other contexts. Revision in any discipline requires multiple drafts, not just sentence-level editing.

ERROR LOGS

Chemistry instructors use the same system for helping students track and proofread for patterns of sentence-level errors that instructors of College Writing I and II use. Instructors mark the first couple of occurrences of common patterns of error in student work by circling mistakes. Not all errors are marked, and not all varieties of errors are marked in a given paper. Students are responsible for identifying the mistakes by using *The ACS Style Guide* (Dodd, 1997) as a handbook, visiting the university's writing center, or getting advice from a peer or the instructor. They record the wrong wording, corrected wording, and actual rule they followed to correct the mistake in a tabular log. These error logs are cumulative and are attached to each new submission of a draft. If previously identified mistakes are not addressed in a new draft, the paper is returned to the student for proofreading before it receives a full review. Instructors skim the error logs to ensure accurate corrections. This system ensures that faculty spend purposeful but minimal time on such concerns, and students take responsibility for their own error correction.

COURSE IMPLEMENTATION

Enrollment in the course is restricted to twenty-two students who have achieved grades of B or higher in College Writing I and General Chemistry I.

These students are also selected based on recommendations from both chemistry and English instructors. They evince high potential for success not only in an honors-level course but also for Science Technology, Engineering and Math (STEM) careers.

The course was implemented in spring 2008 with a group of eighteen students. Two chemistry faculty members co-taught this 6-credit course; one was primarily responsible for lecture sessions and the other for laboratory sessions with the support of a trained graduate teaching assistant. We will be teaching this course in spring 2009, and currently twenty-two students are enrolled. The two faculty members intend to merge responsibilities for both lecture and laboratory, with the intent of creating an ideal structure where only one instructor is responsible for the entire course with a trained graduate student as the laboratory teaching assistant.

The Appendix contains a detailed lecture/lab schedule, included within the syllabus, that identifies due dates for all writing assignments including the drafts. We were careful to space writing assignments and course exams to ensure minimal overlap and maximize student success.

After teaching the course for one semester, we solicited student feedback, and the response was overwhelmingly positive. We developed a thirty-question survey based on a Student Assessment of Learning Gains (SALG) (Seymour, E., Wiese, D., Hunter, A., & Daffinrud S, 2008) instrument and the Learning Support Survey at Bowdoin College (Office of Institutional Effectiveness Bowdoin College, 2005). The survey includes questions ranging from students' perceptions of how well the class helped them convey their thoughts in writing to how well they were able to use supporting data effectively. While we do not yet have a large enough pool of participants for statistically valid results, percentages do suggest a high degree of student engagement and satisfaction. For example, the majority of respondents rated highly the degree to which the class helped them convey their thoughts in writing, 22% as extremely well and 44.4% as considerably well. In contrast, comparable students from the regular Chemistry 2 class rated this same item at 6.7% and 21.5 % respectively. The results for the second question are even more telling: 100% of students in the honors section rated their abilities to present, assess, and analyze appropriate supporting data as either extremely well (22.3%) or considerably well (77.7%) whereas corresponding figures for the traditional group were 12.1% and 22.8%. Students felt that the writing-to-learn approach was a new and interesting way to learn chemistry, and they enjoyed the small class size and more direct interaction with faculty. Students felt they had enhanced both their understanding of chemistry and their writing skills. They also indicated that this course better prepared them for subsequent chemistry courses, especially those which have a laboratory component. Although students did express some concerns over the calculus-based textbook chosen and the order of the laboratory experiments, they enjoyed the active-learning approach and opportunities for multiple reviews of their work.

Based on feedback from the students, comments from external evaluators, and experience in teaching the course for one semester, we have modified several components of the course but have also realized how exciting and successful this model can be. We are changing the textbook, replacing one of the experiments with another that is better synchronized with the lecture material, and revising the laboratory rubric to include a pre-write assignment for data and observations. Our experience has demonstrated that, with effective training and strong collaborative relationships, faculty in chemistry are capable of teaching writing in their own discipline. We have found, furthermore, that combining second-semester chemistry and college writing does not detract from learning chemistry content; rather it significantly enhances student learning.

FUTURE DIRECTIONS

With each iteration of the course, we continue to revise rubrics, laboratory experiments, writing-to-learn strategies, and peer-review techniques to better achieve our main objective: using WAC strategies as a primary technique for engaging students in advanced General Chemistry. By including problem-based learning strategies, requiring writing and revision components throughout the course, and offering fewer, more advanced chemistry labs that require substantial laboratory reports, we hope that students become intellectually challenged in a small-class environment and obtain additional opportunities for transfer of skills to future courses.

We are implementing some of the most successful strategies from this course in other courses as well. For example, the laboratory rubric has already been implemented in other courses at FAU such as Inorganic Chemistry and Instrumental Analysis, and faculty and students have offered positive feedback on its usefulness in these courses. We intend to continue evaluating this project by comparing student performance and attitudes in this course to a comparable group of students taking the traditional course and by conducting a longitudinal study of student performance in subsequent chemistry and writing courses. After two years of testing, we will begin developing manuals to include implementation criteria, lecture and laboratory assignments, and corresponding rubrics developed through this project. We have already begun to solicit participation from departments at several universities to have this course serve as a model for implementing this innovative honors approach to second-semester general chemistry and college writing.

ACKNOWLEDGMENTS

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APPENDIX

FLORIDA ATLANTIC UNIVERSITY: CHMC 2051: ADVANCED GENERAL CHEMISTRY 2, SPRING 2009

Course Times

- **Lecture:** T/Th 12:30—1:50 in SC 178
- **Lab:**   Th 2:00—4:50 in PS 209

Instructors

- Dr. Jerry Haky; Office: SE 122; Phone: 561-297-3338; Email hakyj@fau.edu; Office Hrs: M,W 4:00–5:00 PM or by
- Dr. Donna Chamely-Wiik: PS 216; Phone: 561-297-0046; Email: dchamely@fau.edu; Office hrs. M, W 11:00–12:00 PM or by appointment.

Teaching Assistant

- Ms. Samantha Friedman; Email: sfried22@fau.edu; Office Hours: TBA

Prerequisites

1. General Chemistry I: CHM 2045, with a grade of B or better.
2. General Chemistry I Laboratory: CHML 2045, with a grade of B or better.
3. College Writing I: ENC 1101 with a grade of C or better.

Required Texts

1. *University Chemistry*, by Brian Laird,
2. *The Black Box of Bhopal*, by Themistocles D'Silva
3. *The ACS Style Guide*, third edition, ACS Publishing. (on reference at FAU Library)
4. Laboratory notebook

Course Website

The course website can be reached using the address **<http://blackboard.fau.com>**. Your user name is the same as your FAUNet ID (go to **<http://accounts.fau.edu>** if you do not know this). Your password is the same as your PIN number.

Method of Instruction

This is a writing intensive, "Gordon rule" course. This course will also fulfill the writing across the curriculum (WAC) requirements for second semester College Writing, ENC 1102. The writing assignments during the semester will consist of five formal lab reports and one term paper. These assignments will be

evaluated not only for scientific content but also for clarity, composition, spelling and organization of writing.

Course Objectives
By the end of this course, you should:

1. Have a comprehensive understanding of the concepts and principles that describe gases, solutions, chemical kinetics, chemical equilibrium, acid/base reactions, aqueous reaction chemistry, thermochemistry, chemical thermodynamics and electron transfer reactions.
2. Be able to identify relevant problems that involve the above information
3. Be able to formulate appropriate solutions to these problems.
4. Be able to write clearly and convincingly about these concepts and principles shown above.
5. Actively use writing to engage with the course material.
6. Be aware of how experimental procedures, computational tools, and literature references are used to solve a selection of the problems
7. Understand that this knowledge plays an important role in the world today.

Exams
There will be 3 periodic exams and one comprehensive final exam. Periodic exams will be administered in class on the following dates: **Jan. 29, March 10, and April 7**. The final exam will be administered on **April 28** starting at 12:30 PM. No exams will be given at any other times for any reason. Students should bring a calculator, a photo ID, and several pencils to their assigned exam locations. No large-screen or graphing calculators will be allowed.

Any student who does not take an exam at the scheduled time will receive a score of zero on that exam. An exemption from this policy will be considered only for one of the following reasons: (1) Medical emergency or problem; (2) Death in the immediate family; (3) Participation in a FAU-sponsored academic or athletic activity; (4) Required appearance in a civil or criminal court; (5) Religious holiday. A request for an exemption from the exam policy for any of the above reasons will be considered only if written documentation (e.g., a note from the attending physician) is submitted to the instructor no later than 2 days after the scheduled date of the missed exam.

Term Paper
A 1500 word term paper on the factors leading up to the 1984 chemical disaster in Bhopal, India is a requirement for this course. Details of this assignment will be described in a separate handout.

Homework and Class Group Assignments (EXTRA CREDIT)
Homework will consist of written answers to questions to be discussed in class in assigned study groups. They will be posted on the course website and due at the beginning of the next class period, or as otherwise specified. At the

beginning of each class session, individual homework will be randomly checked. Students who have not completed the assignment will be asked to complete it during class and hand it in (late). Everyone else will participate in the ensuing discussion in their groups and hand in one set of answers per group. Selected assignments will be graded and points awarded to each student in each group according to the following criteria:

Acceptable: 5 points

Acceptable but late and/or incomplete: 2 points

Unacceptable or absent: 0 points

The maximum number of extra credit points any student can earn is 50 points.

Online Homework

Graded web-based homework problems are to be done using the publisher's ARIS system. Registration for ARIS is required, details of which will be discussed in class. ARIS homework assignments may be repeated the number of times specified by the system. Students who obtain the highest possible scores on all assignments before their due dates (at the time of each exam on material for that exam) will be awarded 45 points at the end of the semester. Those who obtain less than this will receive a lower number of points based on the percentage of assignments and scores on the assignments which they complete by their due dates (no extensions). Questions on ARIS should be directed to the professor. Do not try to contact ARIS directly.

Laboratory Sessions

There will be five formal laboratory reports based on the experiments performed in the lab, each about 1500 words in length. These reports should be written according to the standards of the American Chemical Society (ACS) Style guide. The reports should be typed and submitted to your instructor via Blackboard. A hard copy should also be supplied, no later than the dates listed in the schedule below. All deadline dates assume a 2:00PM deadline.

Pre-Lab

A pre-lab will also be required prior to each laboratory experiment to be written in the laboratory notebook. It will consist of an informal writing assignment describing the procedure and any safety issues associated with that day's lab assignment. The pre-lab will not be graded, but will be evaluated informally. Students who do not complete the pre-lab will not be allowed to perform that day's experiment.

Lab Reports

All lab reports will be graded based on a scoring rubric. The points assigned from the rubric will be normalized to reflect the point distribution shown

below. The rubric will be provided to you and discussed at the beginning of the semester. Global revisions will be required for three of the five laboratory experiments. Deadline dates for the lab report drafts and revisions can be seen in the attached schedule. For the three lab experiments that are globally revised, the drafts of the lab reports will be returned with detailed comments for improvement. Students will be required to fill out an error sheet and turn it in with the revised final draft of the lab report, highlighting the corrections made and identifying the grammar rules that were used to correct the error.

Laboratory Notebooks

A laboratory notebook is where students write their pre-labs and record all data collected during the laboratory. The laboratory notebook will be collected two times during the semester to be evaluated and graded based on "acceptable", "needs improvement" and "unacceptable" grading criteria. Use of a laboratory notebook and recording data according to the ACS Style Guide will be discussed at the beginning of the semester and the dates for evaluation of the notebook can be seen in the lecture/lab schedule.

Lab Meetings

Suggestions for improving the written reports will be discussed during the lab meetings with the entire class. There will be a peer review workshop given to train students on the use of a scoring rubric to evaluate peer reports. There will also be time for one-on-one meetings with the instructor during the semester, where individual assessment of the reports will occur.

Peer Review Requirement

Throughout the semester, each student is required to grade other students' lab reports as part of the requirement for this course. Students will be graded based on the degree to which the scoring rubric was followed to evaluate their peers' lab reports.

Scores

Classroom Sessions
Exam 1 . . . . 85 points
Exam 2 . . . . 85 points
Exam 3 . . . . 85 points
Final Exam . . . . 100 points
Term Paper (first draft) . . . . 100 points
Term Paper (final revision) . . . . . 100 points
ARIS Online homework . . . . 45 points

Laboratory Sessions
Exp. # 1 (draft) . . . . 10 points
Exp. # 1 (final)—global rev . . . . 50 points

Lab notebook evaluation # 1 . . .   10 points
Exp. # 2 (draft) . . . .   20 points
Peer Review Lab # 2 . . . .   10 points
Exp # 2 (final)—global rev . . . . .   50 points
Peer review Lab # 3. . . . .   10 points
Exp # 3 (final) . . . .   60 points
Lab notebook evaluation # 2 . . .   10 points
Exp # 4 (draft) . . . .   35 points
Peer review Lab # 4. . . . .   10 points
Exp # 4 (final)—global rev . . . . .   50 points
Exp # 5 (final) . . . .   75 points

Criteria For Grades

The following point cutoffs may be lowered but will not be raised.

Total Points	Grade
900–1000	A
865–899	A-
833–864	B+
800–832	B
765–799	B-
733–764	C+
700–732	C
667–699	C-
634–666	D+
600–633	D
566–599	D-
Less than 566	F

The "Incomplete" Grade

The "I" grade is used only when a student has not completed some portion of the work assigned to all students as a regular part of the course. It must be compelled by some external and unforeseen circumstance such as illnesses or a death in family. It is not to be used to allow students to do extra work subsequently in order to raise the grade earned during the regular term or to repeat the whole course for a better grade. The instructor is required to record on the 'Report of Incomplete Grade' form, and file with the Registrar, the work that must be completed for a final grade, the time frame for completion, and the grade that will be assigned if the work is not completed. This form must be filed **before** final grades are reported at the end of the semester. It is the student's responsibility to make arrangements with the instructor for the timely completion of this work. Both the student and instructor must sign the 'Report of Incomplete Grade form'. All Incomplete grades must be resolved prior to certification for graduation.

Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitute academic irregularities:(a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating; (b) The presentation of words or ideas from any other source as one's own are an act defined as plagiarism;.(c) Other activities that interfere with the educational mission of the university. For full details of the FAU Honor Code, see University Regulation 4.001 at: <http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf>.

Classroom Etiquette

Students are expected to attend class and be courteous to others. This means no private conversations, no horseplay or yelling out answers, no cell phones and no pagers. Please turn off your cell phones and pagers before class.

Students with Disabilities

Please contact the Office for Students with Disabilities. They are in SU 133; phone (561) 297–3880, TTY (561) 297-1222. The OSD provides many valuable services for its clients.

CHMC 2051—ADVANCED GENERAL CHEMISTRY SPRING 2009

Lecture Schedule

Days	Lecture Topic
Jan 6	Introduction
	Chapter 4:6 : Intermolecular forces
Jan 8	Chapter 4:6 : Intermolecular forces
Jan13–15	Chapter 5: States of Matter
Jan 20–22	Chapter 7: Thermochemistry
Jan 27	Chapter 7: Thermochemistry cont'd
Jan 29	**Exam # 1 (Chs 4.6, 5 and 7)**
Feb 3–5	Chapter 8 : Entropy and Free Energy
	Discussion of term paper
Feb 10	Chapter 8 : Entropy and Free Energy
Feb 12	Chapter 9: Physical Equilibrium
Feb 17	Chapter 9: Physical Equilibrium
	Draft introduction of term paper due
Feb 19	Chapter 9: Physical Equilibrium
Feb 24	Chapter 10: Chemical Equilibrium
Feb 26	Chapter 10: Chemical Equilibrium
	Draft introduction of term paper returned with comments
Mar 2–6	Spring Break
Mar 10	**Exam # 2 (Chs. 8,9 and 10)**
Mar 12	Chapter 11: Acids and Bases
Mar 17	**First draft term paper due**
	Chapter 11: Acids and Bases
Mar 19	Chapter 11: Acids and Bases
Mar 24–26	Chapter 12: Acid Base Equilibria and Solubility
Mar 31	Chapter 12: Acid Base Equilibria and Solubility
	First draft term paper returned with comments
Apr 2	Chapter 12: Acid Base Equilibria and Solubility
Apr 7	**Exam # 3 (Chs 11 and 12)**
Apr 9–14	Chapter 13: Electrochemistry
Apr 16	Chapter 14: Kinetics
Apr 21	Chapter 14: Kinetics
	Final draft term paper due
Apr 23	Reading Day: No class
Apr 28	**Final Exam**
TBA	*Individual meetings with faculty*

CHM 2051C—Advanced Chemistry Course

Laboratory Schedule—Spring 2009

Lab Dates	Lab Topic
Jan 8	Introduction and Safety
Jan 15	Exp. 1: Ideal Gas Law
Jan 22	Exp. 1: Ideal Gas Law (cont'd)
	Work on Lab Report 1 using Lab report pre-write assignment
Jan 29	Exp. 2: Hess' Law
	Lab notebook evaluation.
Jan 30	**Draft Lab Report 1 due**
Feb 5	Draft Lab Report 1 returned with comments
	Peer Review Workshop on Lab 1 draft
Feb 12	**Final Lab Report 1 due**
	Exp. 2: Hess' Law (cont'd)
	Work on Lab Report 2 using Lab report pre-write assignment
Feb 17	Final Lab Report 1 returned with comments
Feb 19	**Three copies of Draft Lab Report 2 and Rubrics due in lab In-lab peer review of Draft Lab Report 2.**
Feb 26	**Exp. 3 Phase Diagram of a binary mixture**
	Final Lab report # 2 due
Mar 2–6	Spring Break
Mar 12	Final Lab Report 2 returned with comments
	Exp 3: Phase Diagrams (cont'd)
	Work on Lab Report 3 using Lab report pre-write assignment
Mar 19	**Exp. 4: Solubility of Borax**
	Final Lab Report 3 due
Mar 26	Final Lab Report 3 returned with comments
	Exp. 4 **Solubility of Borax** (cont'd)
	Work on Lab Report 4 using Lab report pre-write assignment
Apr 2	**Three copies of Draft Lab Report 4 due in lab**
	In-lab peer review of Draft Lab Report 4.
Apr 9	**Exp. 5 Electrochemistry**
	Final Lab Report 4 due
	Lab notebook evaluation
Apr 16	Exp. 5 Electrochemistry (cont'd)
	Work on Lab Report 5 using Lab report pre-write assignment
Apr 22	**Final Lab Report 5 due**

Bridging the Divides: Using a Collaborative Honors Research Experience to Link Academic Learning to Civic Issues

ALIX D. DOWLING FINK AND M. LEIGH LUNSFORD

LONGWOOD UNIVERSITY

Science, mathematics, and technology are defined as much by what they do and how they do it as they are by the results they achieve. To understand them as ways of thinking and doing, as well as bodies of knowledge, requires that students have some experience with the kinds of thought and action that are typical of those fields.
> —Rutherford and Ahlgren, *Science for All Americans* (1990)

INTRODUCTION

The National Science Education Standards assert the vital importance of the inquiry process: "Inquiry into authentic questions generated from student experiences is the central strategy for teaching science" (National Research Council 1996). Yet students in U.S. high schools have highly variable laboratory experiences, and attempts at inquiry-oriented learning are often "cookbook" activities isolated from the larger flow of science and mathematics learning (Singer et al. 2006). In the higher education environment, it is similarly uncommon for students, particularly first-year students in science and statistics classes for non-majors, to have the opportunity to practice authentic research from formulation of a research question through design and execution of an experiment, analysis of data, and presentation of results. In fact, many science courses for non-majors no longer require a laboratory component. In many such courses, the emphasis is on appreciation rather than practice of the process, and courses at this level, even if they introduce students to the entire research process, focus on the component covered in the course. If, as Rutherford and Ahlgren (1990) assert, "People learn to do well only what they practice doing," how can students be literate in the practices of science and statistics if they do not practice them?

In the fall of 2008 we sought to immerse Longwood University Honors Program students in a rigorous, relevant, and cross-disciplinary research project.

We wanted this project to serve as a unique and powerful learning experience and also as a means of academically engaging our campus's two-year "sustainability" theme, which we discuss below in detail. Our project had several distinctive features. First, it was a collaborative effort between two lower-level honors classes, one in science and one in statistics. Second, during the course of one semester the students in these two classes engaged in the entire research process: they formulated their own research questions, designed and executed experiments to collect data, analyzed the data, and presented their results in a poster session. Third, this research was conducted by mostly first- and second-year students who were not majors in a scientific or mathematical field. And last, the project tied the students' research to the larger issue of sustainability and challenged the students to consider this issue as engaged citizens.

Most of our previous research experiences with undergraduate students followed the Council on Undergraduate Research model wherein undergraduate research is considered "an inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline" (Council on Undergraduate Research 2008). Thus we have tended to work with upper-level students who are majoring in the sciences or mathematics and to focus on a research question specific to our disciplines. For this project we had an opportunity to work with first- and second-year students who were not majors in our fields and whose research question would be tied to a broad civic issue. Specifically, we wanted our honors students to become more informed about sustainability issues, especially as related to water, and we wanted them to consider these issues both as students of science and statistics and as engaged citizens. These broad goals are significant to us because of their clear connection to our institutional mission, which guides all teaching, learning, and service in our honors program: "the development of citizen leaders who are prepared to make positive contributions to the common good of society" (Longwood University Office of the President 2008).

THE SUSTAINABILITY THEME

In 2006, Longwood University President Patricia Cormier established the Committee for a Sustainable Environment, saying:

> In a world of increasing demands and diminishing resources, it is imperative that we, the academic community, do our part to ensure that future generations have opportunities equal to those afforded us. Regardless of the positive strides already taken, it is time for Longwood University to develop its own guidelines for environmental sustainability . . . As Citizen Leaders, it is imperative that we embrace our environment and walk boldly into a clean and green future. (Longwood University GreenCampus 2009)

President Cormier subsequently established sustainability as a two-year campus theme starting in the fall of 2008.

As part of this initiative, Longwood has adopted the widely used Brundtland Commission definition of sustainability: "meeting the needs of the present without compromising the ability of future generations to meet their own needs" (World Commission on Environment and Development 1987). Campus sustainability efforts are conceptualized as the intersection between three overlapping spheres of environmental, economic, and social justice issues. One of the two courses in our honors project has a specific focus on water issues, and as such we wanted the collaborative project to examine that three-way intersection by focusing on the consumption of bottled water. We used that rather narrow focus as a gateway through which students would explore broader water-related sustainability issues such as worldwide access to safe drinking water, the quality of tap water in the U.S., the multi-dimensional costs of the bottled-water phenomenon, and the rich environmental and ethical considerations of water consumption.

PROJECT GOALS

In engaging students in this endeavor, we had a number of goals for participating students. Specifically, we structured an experience that would involve students in:

- Formulating research questions that would link to Longwood's two-year sustainability theme by addressing issues related to bottled water;
- Conducting a real research project from beginning to end, including development of the research questions, design and implementation of a study to address the questions, and analysis and interpretation of the results;
- Enriching their understanding of the content presented in their course by linking it with the civic issue and adding to it some of the content from the other course;
- Working collaboratively and sharing knowledge and skills developed in their respective courses;
- Presenting their results in a professional setting; and
- Reflecting, as researchers and as engaged citizens, on the results of their study and the larger issue of bottled water and sustainability.

In addition, we wanted to assess our students' experience during the project, in terms of both the process and the learning outcomes so that we could evaluate how well this project worked and improve future implementations of such collaborative research projects. To that end, we used an end-of-project evaluation form (Appendix A). Student remarks on this evaluation greatly informed our reflections on this project, which are detailed in a later section.

Clearly our goals were ambitious, particularly since most of our students were first- and second-year students (50% and 38%, respectively) and most were not natural science or mathematics majors (77%). In hindsight, we note that we did not appreciate some of the special challenges we would face when trying to facilitate collaborative research among students at this level.

STUDENT PARTICIPATION AND COURSE CONTENTS

Students in our University Honors Program are largely recruited as incoming freshmen based on both SAT score and high school grade point average (GPA). Students enter a wide range of majors across the university's three colleges although most are liberal arts and science majors. Currently the honors program, which is in the process of transitioning to the Cormier Honors College for Citizen Scholars, has a student body of approximately 220 (or about 5% of the total undergraduate enrollment). Students in the program must complete at least eight honors courses and meet GPA requirements to graduate with university honors. The program offers a range of honors courses taught by faculty in departments across the campus. Many students also create individual enhancements for courses (i.e., contract courses), and some opt to complete a senior honors thesis.

Our project bridged two honors classes offered in the fall semester of 2008. Each course had a track record both as a successful component of our campus's general education program (Longwood University General Education 2008) and as an offering for our honors program. We believed that these two courses were a natural fit for a collaborative research project for several reasons. First was the pre-existing pedagogical overlap of an emphasis on the scientific method. Second, both professors' teaching philosophies included an active-learning approach with hands-on activities and group reflection to enhance learning. In addition to being a nice fit with our existing teaching philosophies and course formats, we also believed the collaborative project would provide a real-world out-of-class learning experience for our students. Below we describe each course and the broad philosophies that guide our teaching of the courses as well as any specific implementation issues for the honors sections we taught the fall of 2008.

GNED 261—EXPLORING SCIENCE IN OUR WORLD

This four-credit lab science course was designed to be an interdisciplinary, topic-driven option for the natural science goal in our general education program. This course was developed as part of the national SENCER program (Science Education for New Civic Engagements and Responsibilities; SENCER 2008a). The conceptual framework of the SENCER program is articulated in the SENCER Ideals (SENCER 2008b), which include:

- SENCER robustly connects science and civic engagement by teaching 'through' complex, contested, capacious, and unresolved public issues 'to' basic science.
- SENCER shows the power of science by identifying the dimensions of public issues that can be better understood with certain mathematical and scientific ways of knowing.
- SENCER conceives the intellectual project as practical and engaged from the start, as opposed to science education models that view the mind as a kind

of 'storage shed' where abstract knowledge may be secreted for vague potential uses.
- SENCER locates the responsibility (the burdens and the pleasures) of discovery as the work of the student.
- SENCER, by focusing on contested issues, encourages student engagement in 'multidisciplinary trouble' and with civic questions that require attention now.

GNED 261, which is taken only by non-science majors, is offered with different bylines. In nearly every semester since the fall of 2003, it has been offered with "The Power of Water" byline (POW), but more recently additional focal topics have been added. POW is a national model course for the SENCER project, and a complete course portfolio can be accessed online through the SENCER website. In the semester of this project, the honors section of POW was paired with a non-honors section. Students from both sections met together for lecture meetings, but each section had a separate lab meeting. In keeping with the honors program mantra, "different work not just more work," the students in the honors section participated in this collaborative project, and the students in the other section pursued a different assignment.

MATH 171—STATISTICAL DECISION MAKING

This three-hour introductory statistics course is a non-calculus based introduction to basic statistics. The typical students at Longwood who take this course are liberal arts and social science majors. In recent years our teaching philosophy for this course has evolved to better reflect the American Statistical Association (ASA) endorsed Guidelines for Assessment and Instruction in Statistics Education (GAISE 2008):

1. Emphasize statistical literacy and develop statistical thinking;
2. Use real data;
3. Stress conceptual understanding rather than mere knowledge of procedures;
4. Foster active learning in the classroom;
5. Use technology for developing conceptual understanding and analyzing data;
6. Use assessments to improve and evaluate student learning.

In the semester of this project, the honors section of MATH 171 used a different textbook (Rossman et. al. 2008) than the regular sections (Moore 2007). Although both textbooks follow GAISE recommendations, the book for the honors section was specifically designed to incorporate an active-learning approach to the class material. Specifically, lecture was not the primary means of instruction and instead students worked in groups using data generated from in-class activities or from real-life studies to understand statistical concepts. Because of the small size of the honors class, we felt that this activity-based approach fit the honors program mantra "different work not just more work." As part of the general education requirements for the class, all students who take MATH 171 are required to do a "project," which usually varies by instructor. In the honors section of MATH 171, we saw the collaborative research project as an extension of

the teaching philosophy of the class, and pedagogically it offered us a unique opportunity to implement the GAISE guidelines in the context of an out-of-class semester-long project.

Of the 13 students in the honors POW section, 12 were honors students, 6 were first-years, 5 were second-years, and 2 (including the one non-honors student) were seniors. Of the 12 students in the MATH course, all were honors students, 7 were first-years, 4 were second-years, and one was a junior. One of the first-year students was enrolled in both classes. Two additional students participated in the project as part of an honors enhancement of another statistics course, MATH 270. This course is a more mathematically rigorous version of MATH 171 and is primarily taken by first- and second-year mathematics majors. One of these students was a first-year and the other was a second-year. Thus, in total, 25 Longwood honors students participated in this effort.

THE PROCESS FROM BEGINNING TO END

PROJECT DEVELOPMENT

Before the semester started, we met for breakfast and discussed our goals and a timeline for achieving them. At this early stage, several key ideas helped frame our development of the project. First, we knew we wanted the students to collect data at Longwood's annual Oktoberfest (in week 6 of classes) because that venue would afford easy access to a large number of potential research subjects. Second, we wanted the students to share their results in a poster session during the last week of classes (week 14 of the semester). Although we did not yet know the exact experiments our students would be conducting at Oktoberfest, we did anticipate that they would involve human subjects who would be consuming various types of water, so during this time we obtained permission from Longwood's Human and Animal Subjects Research Review Committee to conduct the as yet unspecified experiments during Oktoberfest.

We developed a "Project Description" handout for distribution to the students during the first week of class. This document (Appendix B) described the overall project goals and provided a tentative timeline for the completion of the project components, including required "co-meeting" dates (i.e., out-of-class meetings of all students in both classes). Little did we know that we were embarking on a journey that would be both exciting and frustrating at the same time.

IMPLEMENTATION

Outlining the Research Questions and Experimental Designs

Our first co-meeting with students from both classes occurred during the third week of classes. The purpose of this meeting was to formulate the research question(s) we would seek to address over the course of the project. Before this co-meeting each of us had spent time in class covering concepts of what constitutes a valid research question and what data need to be collected to answer

the question. At the co-meeting we tried to facilitate the process of developing research questions without giving ideas ourselves, our goal being to gently guide the students toward research questions and possible experimental designs that would be feasible to complete in a single semester.

Our students were not accustomed to posing their own research questions, so most of them were engaging in this part of the scientific process for the first time. Many of them realized it was much harder than they had assumed to develop questions that were specifically and deliberately worded and that would guide the rest of their work together. By the end of this brainstorming session the students had decided on two research questions:

1. Do members of the Longwood community prefer bottled water to tap water?
2. Does brand name affect Longwood community members' preferences for various types of bottled water?

At this first meeting we also discussed two potential experiments to address these research questions. To address the first question the students proposed a double-blind taste test that would include bottled and tap water, hereafter referred to as the "double-blind taste test." To address the second question, the students proposed a taste test in which subjects would taste water samples poured from brand-name containers that in reality held the same type of water. We referred to this as the "deceptive test." In both taste tests the subjects' preferences would be recorded.

In addition to collecting these preference data, the students decided to collect demographic data that would not only help them determine if they had a representative sample from the Longwood community but would also enable them to answer more detailed derivations of the research questions (e.g., "Is water preference associated with gender or is it independent of gender?" or "Is preference associated with the type of water the subject normally drinks?").

After our initial brainstorming session in which the large group identified research questions, basic experimental approaches, and demographic data to be collected, we divided our classes into six teams, each composed of equal numbers of students from each class. Each team was to devise a detailed experimental design for one of the two taste tests. Their description of the experimental design was to be specific enough that a person not on their team could conduct the experiment and obtain the same data. The students were to hand in these designs within a week and then use the following week to review all of the designs before our next co-meeting.

Planning and Preparing for the Experiments

The next co-meeting took place in week 5 of classes, less than two weeks before the experiments were to be performed. At this meeting we discussed the experimental designs submitted by our student teams. As expected, the designs were not entirely explicit. Important details, such as using new cups for each subject, were missing from most of the designs. We believe it was a major

learning experience for our students to have a discussion about the flaws in their experimental designs and how to improve them. Building on that discussion, the large group then worked out the details of each experiment, and we proceeded to assign individual students to specific tasks (e.g., preparation of the experimental water jugs, development of a questionnaire for researchers to record demographic data, volunteering to conduct the experiments at Oktoberfest, etc.). At the end of this co-meeting we began to detect some real excitement among the students regarding the project.

The next week we met with the subset of students who were doing the preparatory work. Prior to this meeting, one of our departmental administrative assistants purchased all necessary supplies using a student lab fee budget associated with the POW course. Student work in this preparation session included preparing the jugs of water for the double-blind taste test by pouring brand-name water and tap water into jugs labeled with only letters so that the research students at Oktoberfest would not know which type of water the subjects were tasting. They also filled the brand-name bottles with a generic drinking water, hence implementing the "deceptive" part of the deceptive test. Other students worked on the data collection form that was to be used during the experiments.

Data Collection

Oktoberfest quickly arrived and fortunately for us it was a beautiful day. Longwood's Oktoberfest includes a large number of "booths" run by student organizations, and we had arranged to have a booth located in the center of activity. The student researchers ran the experiments and collected data using the data collection sheets designed by their peers. Part of running the experiments required our students to obtain a signed informed-consent form from each subject; this meant the students needed to explain what they were doing without compromising the experiments. Our students seemed to have fun conducting the experiments. As one student said on the evaluation form, "I loved working the project at Oktoberfest with real people as the subjects." We were very pleased to get sample sizes of at least a hundred for each of the two experiments.

Data Analysis

After Oktoberfest, one of our departmental administrative assistants entered the data into an Excel spreadsheet so that the students could conduct the necessary data analysis. Students then started work in new four-person teams, with equal numbers of students from each class. These teams would work together through the end of the term. During this phase of analysis and poster development, the two students from the MATH 270 course served as "quantitative consultants" who could be called on by any team. In our post-project assessment, most students cited data collection and analysis as the most interesting components of the project.

Our students obtained significant results in both experiments. First, they found that members of the Longwood community definitely preferred bottled water over tap water in the double-blind taste test. Many students were both

surprised and disappointed by this result because it seemed to collide with the sustainability issues emphasized in the project. However, we think it made the students think harder and more creatively about how to resolve sustainability issues given consumer preferences. Second, in the deceptive test, the students found that there was a label effect on preference with a higher-end brand of water being more likely to be preferred over a lower-end brand of water. Finally, they were able to determine that these preference results were independent of gender and the type of water the subjects regularly consumed.

Poster Development

Parallel to completion of the statistical analyses, preparation of the poster presentations began in earnest. Instead of having each team present the entire project on its poster, we opted for a multi-panel series of posters that would tell the whole story. To that end, we assigned each team responsibility for creating a poster in one of six areas: project context (i.e., introduction and sustainability), experimental designs, data collection, basic outcomes of the double-blind taste test, basic outcomes of the deceptive taste test, and conclusions (i.e., key points and reframing the sustainability issue).

To facilitate this poster development stage, we used a shared Blackboard site as a tool for communication as the students worked on their posters. Each poster team had its own "group page," allowing students to email each other directly, communicate with their own discussion board, and share files with a safe file-sharing "drop box." Additionally, we used the whole-class discussion board as a venue for posting our reviews of poster drafts because we thought this would promote students' critical reflection on the progress of all posters.

Working on the posters was undoubtedly the hardest part of the project for both the students and us. In the post-project assessment, over half of the students cited poster preparation as the hardest part of the project. As one student noted, "I learned that it takes a lot of team effort to produce something like a collaborative poster, and it is not easy, but it is doable." Although we gave our students guidelines on how to write a poster (including a useful excerpt from McMillan 2006), the initial poster submissions we received from each team were, as we jokingly like to say, definitely not ready for primetime. Thus began an iterative process by which we would provide detailed comments regarding each team's poster. Teams would then revise the poster, and we would review it again. As instructors, we found this part of the project to be the most time consuming. We did not realize how much more guidance our first- and second-year students would need in comparison to upper-level students. The evaluation forms revealed that this part of the process was labor-intensive for our students as well: "The worst part was going through revision after revision of the poster but it really did help to make it the best it could be in the end."

Sharing the Results

The day of the poster session arrived, and miraculously all six posters were ready to go. We know the students very much enjoyed the poster session and

were proud of the hard work they had done to get there. The evaluation forms contained several student comments such as this one: "The best thing about the project was being at the poster session and realizing all the work we had done to get to that point and being able to show it off."

CONCLUDING REFLECTIONS AND SUGGESTIONS

In reflecting on this project, we have formulated several pedagogical take-home points, informed by student comments submitted on the end-of-project evaluation forms, that we will consider in reframing our project and our other teaching activities. We think these points will also be useful to other faculty planning collaborative honors experiences for students.

The Logistics are Challenging

An obstacle that we underestimated in our planning was the timeline of the project. One student noted that the team was always working on fixing things rather than struggling with what it all meant, a problem that arose from end-loading the analysis work. Not until late in the term were the data collected and compiled, and only then did the MATH 171 students start learning analyses like those needed to work through the data. Thus, the analysis part of the project was rushed. The orientation toward those final deadlines left little opportunity for students or faculty to stop and think about what it all meant or to evaluate how well concepts were understood. This issue is difficult to resolve, particularly in a one-semester project, but this logistical challenge requires further consideration.

Other logistical issues affected students, some of whom struggled with time management during the project. The student comment that best expressed this struggle was: "I like the idea of a collaborative project more then I liked the actual process." Several students noted that it was hard to coordinate schedules and get everyone together, especially since the two classes shared no common meeting time. Additionally, students cited difficulty in communicating with group members despite the shared Blackboard site with dedicated "group pages." As a way of addressing this issue in future semesters, we plan to work with the honors program and registrar to schedule an overlapping meeting time, perhaps called an "Honors Link" meeting, which would be akin to a weekly or possibly bi-weekly recitation period. This dedicated block of time on each student's official schedule could be used to facilitate both large- and small-group meetings.

Effective Collaboration Takes Practice

We encountered several issues related to student collaboration that brought home the importance of group process skills. The two key process skills that affected the project were peer-to-peer transmission of knowledge within the groups and management of group interactions, planning, and workload division.

Peer teaching was an integral component of the group work. We expected the students from each class to be teachers within their groups and share information about the content and process. Student comments indicated that the peer-teaching process was not effective in all cases. While the POW students were able to engage effectively in the peer-to-peer teaching process, the statistics students struggled to transmit their knowledge. Thus we think the POW students were not able to take away as much statistical knowledge from the project as we would have liked. In instituting the "Honors Link" meeting, we hope to move the peer teaching into a structured co-meeting time for all students, thus helping with the transfer of knowledge across classes and providing time to engage the entire group in reflection about the big picture of the project.

Group management was another challenge cited in the student evaluations. Other than advice in specific situations, we provided no specific guidance for managing group efforts. In hindsight we understand the need to provide each student with a "tool kit" for group management, and in future iterations of a collaborative project of this nature we will play a more direct role in managing group work. Honors students are smart, but a freshman is a freshman. Based on our observations and anecdotal information from students, our most efficient team—the one that responded most effectively to feedback—was led by a strong upperclassman. First- and second-year students would benefit from guidelines for managing groups (e.g., assigned roles, effective communication strategies, and shared expectations for contributions). Suggestions offered by students on the evaluation form, such as "Have someone write up the specifics of each decision arrived at during the meeting and distribute it to everyone to keep everyone on the same page," highlighted this need.

Students also cited concerns about disproportional division of labor and "social loafing." Each student evaluated his/her teammates but only once at the end of the project. We and at least some of our students arrived at the same conclusion: "Make consequences along the way to make group members work." In future iterations, we will incorporate early feedback to try to identify problems and motivate loafers before the end of the term. We also think it would have been better for students to work in one group throughout the project instead of changing groups between the experimental design and poster development. Additionally, when choosing students for each group, we will attempt to take into account the schedules of students to maximize an overlap in free time in the group.

Faculty Workload is an Issue

On our campus, the benefits of teaching honors sections of general education courses include having a much smaller class cap than a non-honors course (e.g., 15 vs. 35 for MATH 171) and working with students who are generally among the best and brightest. However, in undertaking this project we substantially added to our effective workloads in ways not included in the calculation of our official workloads. Extra time was required to manage and coordinate the project and to meet with students outside of class, especially during

the preparation of the posters. Faculty undertaking this kind of effort should be aware that these issues are inevitable; collaboration takes extra effort from faculty as well as students, and it takes significantly more time.

A Viable Model for Faculty and Student Collaboration is Crucial

Scheduling an "Honors Link" will make pairing courses in different disciplines more viable in future semesters. We benefited from a natural pairing between the sciences and statistics, but interested faculty across the disciplines could create pairings based on pedagogical approaches, connections in content, or interesting contextual links and could implement a similar scheduling approach (i.e., "Honors Link") to facilitate course management. The sustainability of such efforts benefits from support of the university administration. In our case, the provost and deans attended the poster session, and Geoffrey Orth, Director of the Honors Program, noted, "We want to have the Honors College serve as a laboratory for curricular innovation and especially promote linked courses and interdisciplinary ventures to reinforce among the students a sense for the interconnections inherent in academics." Thus, we are optimistic about the potential for future collaborations, and we intend to repeat this particular project in the spring semester of 2010.

The Final Assessment

Despite the challenges detailed above, overall we concluded that our collaborative research project was a success, well worth the effort. Many of our colleagues attended the poster session and were impressed with our students' work. Based on the comments from the student evaluations, we think that most of our students also thought the project was a success.

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APPENDIX A

END-OF-PROJECT EVALUATION FORM

1. Did the project contribute to your understanding of issues associated with sustainability? Please explain.

2. Did the project contribute to your knowledge of statistics and how statistics can be used to answer research questions? Please explain.

3. This project had several components: determining the research questions, designing the experiments to address the questions, preparing for the experiments (i.e., pouring water, labeling jugs for the double-blind test, etc.), running the experiment and collecting the data at Oktoberfest, analyzing the results, preparing the posters, and presenting your results at the poster session. Of these which did you find:

   a. The most interesting?

   b. The least interesting?

   c. The hardest?

   d. The easiest?

4. Please comment on how this project contributed to your overall understanding of the material being taught in your class (i.e., Power of Water or Statistical Decision Making).

5. Please comment on the collaborative nature of this project (i.e., the link between the mathematics and science courses). What was good about doing the project collaboratively? What was not so good about doing the project collaboratively?

6. What was the most important lesson you learned from doing this project? Please note that this lesson may or may not be related to course material.

7. What was the best thing about this project? What was the worst? What suggestions do you have for improving the project?

8. Any additional comments?

APPENDIX B

PROJECT DESCRIPTION HANDOUT

Not a drop to drink?
A Longwood "Tap Project"

What comes to mind when you think of an Oktoberfest celebration? Beverages? Taps? This semester you will participate in planning and executing a project that examines beverage choices by Oktoberfest celebrants—but the beverages will not quite be of the variety you might have first imagined.

Did you know that over 1.1 billion people live without access to safe drinking water (WHO statistics, 2005)? As a result, each year over 2 million people die from waterborne diseases, and over 90% of those people are children under age 5 (WHO statistics, 2005). In our community, we are privileged to have more clean drinking water than we could ever hope to drink. When we turn on the tap, good safe water comes out every time. Despite that, many people opt to pay to drink water from little plastic bottles of a dozen different varieties. Why is that? Is it safer? Is there a difference in how the water tastes? How do those simple questions relate to broader issues, like the sustainability of putting small volumes of water into plastic bottles and shipping them around the world?

This semester the Honors students from one science and two mathematics classes will work together to consider this interesting issue of bottled water. The students involved in this interdisciplinary collaborative project are enrolled in the following courses:

GNED 261—Exploring Science in Our World, Section 50,
with Dr. Alix Fink

MATH 171—Statistical Decision Making, Section 50,
with Dr. M. Leigh Lunsford

MATH 270—Introductory Statistics, Honors Enhancement,
with Dr. M. Leigh Lunsford

The key academic purpose is straightforward: to conduct a research project from beginning to end. Meeting that goal requires the development of a research question, design of a study to address the question, collection of data, and analysis and interpretation of the results. Additionally, the research question(s) should provide linkages to Longwood's two-year sustainability theme and should address issues of bottled water versus tap water. For instance, student researchers may seek to conduct a taste test to see if consumers have a measurable preference for tap or bottled water.

Successful completion of this project will require students to work collaboratively and to share knowledge and skills developed in their respective courses. There is an expectation of at least two formal joint meetings to be held in

the evening, and additional collaborative work will be required outside of class. Each faculty member will provide information to her class to make clear how this project is part of the final course grade. Additionally, your professor will give you a grading rubric for how you will be assessed for this project; assessment will include a participation component as well as credit for completion of specific tasks.

Project Timeline

Date	Event	Goal
Week of September 8 (3rd week of classes)	Required evening meeting	Discuss ideas for project including possible research questions and corresponding study designs. You should come to this meeting having already considered some of the key issues and prepared to share your ideas.
Time between required evening meetings	Small group meetings as needed	Finalize study design including a clear statement of research questions and details of how data will be collected.
Week of September 22 (5th week of classes)	Required evening meeting	Presentation of final study designs. Choose at least two studies to conduct and create a clear plan to carry out studies (e.g., who will do what).
Week of September 29 (6th week of classes)	Small group meetings as needed	Prepare for data collection (e.g., collect water, get cups, develop data sheets, create signs for advertising, etc.).
Saturday, October 4	Oktoberfest	Conduct the studies and collect data.
Week of October 6 (7th week of classes)	Small group meetings as needed	Enter data into computer and disseminate to all students.
October and November	Small group meetings as needed	Data analysis and interpretation.
November	Small group meetings as needed	Prepare for poster session.
Week of December 1 (tentative)	Public poster session	Share results with the Longwood community.

Online Resources

The links below have some general information on tap water and bottled water, including some taste tests that have been performed.

<http://www.thirstthemovie.org>

<http://www.lib.berkeley.edu/WRCA/WRC/pdfs/tastetest_21Apr07.pdf>

<http://www.citizen.org/cmep/Water/us/articles.cfm?ID=11094>

<http://chechekonnen.terc.edu/WTT.html>

<http://www.tapproject.org>

Enhancing Environmental Literacy and Global Learning among Honors Students

LIZA DAVIS

KENNESAW STATE UNIVERSITY

In 2005, the National Environmental Education and Training Foundation (NEETF) released a summary of a decade's worth of research into environmental literacy among Americans, collected in collaboration with Roper Reports. The report included some disturbing statistics: 45 million Americans think the ocean is a fresh-water source, for example, and only 12% of those surveyed were able to pass a basic quiz on energy awareness. As the report's author laments, "Our years of data from Roper surveys show a persistent pattern of environmental ignorance even among the most educated and influential members of society" (Coyle v). Like most Americans, honors students are often only superficially aware of environmental concerns. Those who have developed some degree of environmental awareness may be praised or derided for "thinking outside the box," but as Amory Lovins, an energy analyst, argues, "There is no box" (qtd. in Brown xi). We are at a tipping point in our human interactions with nature, a crisis that demands we be more attentive than ever to interconnections and systems-thinking and move beyond the compartmentalization of knowledge that is characteristic of many university curricula.

For this reason, among others, our recent favorable accreditation review at Kennesaw State University was based in part on our success in promoting global learning and appreciation for diversity across campus. While the institution passed that review with no difficulty, the assessment of programs across campus continues to focus on whether global learning and diversity are being adequately addressed. As an honors director who is also co-directing the new Interdisciplinary Studies Program on our campus, chairing the university-wide Environmental Concerns Committee, and sitting on the President's Climate Commitment Board, I feel an especially urgent need to combine global learning with *environmental* learning, so two years ago I set out to design a course that would encourage honors students to analyze environmental issues more closely through the lens of world religions and cultures.

GOALS AND COURSE DEVELOPMENT

The challenge of developing a semester-length course on such a broad topic was intensified by the relative cultural homogeneity of KSU students. My

institution is located in the northwest quadrant of the metro Atlanta area, and its 21,000 students come primarily from northwest Georgia and southern Tennessee. Many also come from conservative religious backgrounds, and these students typically consider responding to environmental concerns less important than advancing their positions on specific social issues and maintaining a strong sense of exclusivity. Even those who brand themselves as more broad-minded nurse misconceptions about other religions.

As I considered all these factors, I decided to design a course curriculum that would meet our accreditation criteria and also raise the level of environmental literacy among our honors students. Fortunately, I received an internal grant to design the course and in the summer of 2007 spent six weeks in Oxford, England reading everything from scientific literature on global warming to books and articles on environmental philosophy. I emerged with a broader and more informed perspective on the complexities of ameliorating environmental ills. As scholars from Lester Brown, President of the Earth Institute, to the Dalai Lama have observed, aggressive advances in technology must also be accompanied by changes in cultural awareness and practical efforts to live more sustainably. These became the touchstones of my honors seminar, "Spirit and Nature: Religion and Environmental Values," taught as Honors 2290, a lower-level "special topics" course (a general designation for a wide variety of innovative courses offered in the program) for all levels of honors students, from those in our joint-enrollment honors program to college seniors. Of the thirteen students who enrolled, the oldest student in my class was forty-one, the youngest seventeen. Since as honors director I teach only one course a semester, I was able to concentrate on accommodating the curriculum to the students' various disciplinary and personal interests.

I found it fortunate that my students had declared a variety of majors, including English, biology, philosophy, and anthropology, and that among them were a practicing Daoist, a Zen Buddhist, a Jew, a Mormon, and several Protestants. Our exchanges were rich with different perspectives yet never rancorous or adversarial. In my thirty years of teaching college students, I have never seen a class make such sophisticated and wide-ranging connections, a process encouraged by the structure of the course and our choice of texts, but the result primarily of the opportunities the syllabus gave the students to facilitate their own learning.

COURSE TEXTS

The two texts I chose for the course played a major role in its success. In looking for an anthology of works examining religious attitudes toward environmental issues, I discovered *This Sacred Earth: Religion, Nature, Environment*, a collection of excerpts from sacred texts, contemporary critical commentary, and formal environmental declarations by figures such as Pope John Paul II and organizations such as the Evangelical Environmental Network. *This Sacred Earth* gave me inspiration for structuring my course, a

more-than-ample reading selection for my students, and abundant primary and secondary material that would provide fodder for student research and presentations. In fact, one of the anthology's most important selections, Lynn White's seminal essay "The Historical Roots of Our Environmental Crisis," became a reference point for many of our discussions. A medieval historian, White traces the deepening contemporary environmental crisis to the early spread of Christianity and its close association with capitalism in the early modern period. Given the dominance of Southern Baptist backgrounds among first-generation college students at KSU, many of whom come from middle-class families with modest incomes, White's essay struck a chord with my students and emerged again and again in our discussions.

Our second text, *Spirit and Nature: Why the Environment is a Religious Issue*, was thinner and less formidable but in many ways even more valuable than the anthology. A compilation of speeches given at a 1990 symposium at Middlebury College, *Spirit and Nature* includes selections by major religious scholars from a wide spectrum of theological backgrounds. Among these are Audrey Shenandoah, an elder of the Onondaga Nation (part of the Iroquois confederacy); Ismar Schorsch, former Chancellor of the Jewish Theological Seminary of America and a professor of Jewish history; Tenzin Gyatso, His Holiness, the 14th Dalai Lama; Seyyed Hossein Nasr, an Iranian professor of Islamic Studies at George Washington University and renowned Muslim philosopher; and Sally McFague, a member of the United Methodist Church, Distinguished Theologian in Residence at Vancouver School of Theology, and former professor in divinity schools at Yale and Vanderbilt. Since the symposium had been designed for a broad academic audience, the readings made unfamiliar concepts accessible to my students just as they had eighteen years earlier for students at Middlebury.

Fortunately, Bill Moyers, journalist, author, and host of the PBS series *Now*, had taken a film crew to the conference, interviewed the speakers, and created a documentary of the experience, also titled "Spirit and Nature." Instead of airing the documentary in one sitting, I showed excerpts of Moyers' interview with one of the symposium speakers and snippets of his or her speech at the beginning of classes designated for discussion of a particular reading from the text; this proved to be a powerful strategy in triggering discussions about the readings.

COURSE STRUCTURE AND REQUIREMENTS

In the first week of the course we read selections from texts by Arne Naess and other proponents of "deep ecology" and its principle of biospheric egalitarianism, which asserts that all species have value independent of their presumed utility to human beings. Its corollary is that environmental ills can be amended only if we rediscover a spiritual connection with nature beyond that to which we have too often limited ourselves, a utilitarian one. I began with this concept for three reasons: its roots in secular humanism, which avoided any particular religious bias; its origins in twentieth-century ecology, which insured

its relevance; and, most important, its resonance within elements of every major religion we were to study. Then, for the remainder of the first half of the semester, we explored how Hinduism, Buddhism, Jainism, Judaism, Christianity, Islam, and selected indigenous religions in North America, South America, and Africa define human interactions with nature. Finally, we looked at whether these traditions, or elements within them, have encouraged or discouraged environmental activism within the last fifty years. The course ended with an examination of movements such as Ecofeminism and Animal Rights/Animal Liberation, not based in any specific religious tradition but resonant with the values inherent in deep ecology, where we had begun.

Asking my students to present their research to the class proved to be the most effective teaching method I employed during the semester. Each of the twelve seminar participants chose a religious or secular movement and gave two presentations, the first accompanied by a literature review of the presentation's sources (handy preparation for the senior capstone thesis). The first presentation explored what carefully selected sacred texts or primary sources suggested about human interactions with nature. The student who selected Hinduism, for example, quoted and explained various passages from the *Vedas*; the student presenting on Daoism summarized parts of the *Daodejing*; and the student examining Islam's mandates regarding the treatment of animals and natural conservation analyzed portions of the *Qu'ran*. The students who chose indigenous spiritual traditions drew from transcripts of stories passed down through oral transmission.

The second assigned presentation addressed whether contemporary adherents to the religions we had discussed actually embraced environmental activism. Here, again, interdisciplinary connections abounded. For instance, in one presentation we learned about the Chipko Movement, in which Hindu women in rural India literally hugged trees in the forest adjoining their land to prevent deforestation by a mining operation. This topic sparked discussion on other expressions of ecofeminism, on the links between colonialism and the oppression of women, and on the power of micro-loans to revitalize cottage industries in India and other nations, even leading us to dissect the inflated rhetoric and faulty logic of a newspaper article written to entice travelers to a new, multi-million-dollar ski resort in the Himalayas—a classic example of "greenwashing," using environmental rhetoric to seduce prospective buyers or customers into believing a product is environmentally friendly. Financed by the grandson of Henry Ford, this "ski village" was roundly opposed by environmentalists, who observed that it would affect 6,000 acres of land and 70 villages (Rao), displacing as many as 40,000 people and compromising the ecology of the Kullu Valley (O'Connor). But a "special report" on "adventure travel" in the July 20, 2008 *Sun Herald* of Sydney, Australia, praised the resort as "the next big North Indian thing," an "eco-friendly" retreat where guests could learn "yogic breathing exercises" and experience "yak skiing"—being roped (improbably) to a yak and pulled uphill to a ski platform at the top of the slopes.

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This and several other seminar sessions were really extended academic conversations, sometimes astonishing in their intensity. While we veered sometimes from the course's primary focus on spiritual belief systems, the interrelatedness of religious, cultural, economic, and political forces appealed to my students and accentuated the course's relevance to their experience.

As you might expect, designing a final exam for these students proved to be my greatest challenge. Since we had focused almost exclusively on a narrow range of religious attitudes toward nature in the first half of the course, I had been able to give my students a traditional midterm, with identifications and a choice of essay questions. But the dynamics of the course had changed by the end of the semester, mandating a take-home final that would test the students' creativity in drawing out the course's main themes and writing a coherent essay. After much thought, I came up with the following assignment:

> Imagine you are the Secretary-General of the United Nations. The world's environmental crisis is deepening, and it is increasingly obvious that a wide array of strategies is needed to address it. The world's best scientists are working on technological solutions, while existing technology is gaining wide acceptance in the world's wealthiest nations. But this crisis demands rapid change on a cultural as well as technological front, so you decide to call an inter-faith summit of representatives from the world's major religions and secular movements such as ecofeminism and animal rights to participate.
>
> As the summit opens, you challenge the participants to do three things:
>
> 1. Describe one *current* environmental issue they see as particularly important to the groups they represent, however narrow its focus.
>
> 2. Identify one *current or projected* initiative, even on a local (as opposed to regional or national) level, to address that issue.
>
> 3. Discuss one or more major tenets of their religion or cause that could radically change attitudes about human interactions with nature—across cultures.
>
> Please write an essay in which you first identify THREE of the summit's participants and *explain why you chose each of them as representatives of a specific ideology.* Don't be afraid to be unconventional in your choices—or to resurrect the dead! Then explain how each participant would respond to the three tasks outlined above.

In almost every case, the students demonstrated an impressive depth of knowledge about specific traditions and texts and made unexpected connections with other branches of learning and current events. One member of the class wrote the final in narrative form, as Ban Ki-moon, introducing Chamundeyi, a Chipko protester; Lea Bill-Rippling Water, a member of the Northeastern American Cree tribe and environmental advocate; and Riane

Eisler, the renowned scholar and activist whose research examines the goddess archetype in various cultures. Another student focused exclusively on indigenous cultures threatened by deforestation, inviting as her guests Luther Standing Bear, a Lakota Indian who has decried the loss of forest in the Black Hills; Brian J. Gareau, who has researched the tensions between local indigenous peoples and forest-preservation groups in Honduras; and biologist and sustainability expert Bruce Byers, who has worked with indigenous populations in Zimbabwe. Even Lao Tzu appeared on the program, where he bantered with Pope John Paul II and Seyyed Nasr. Combinations I would never have imagined were presented coherently and persuasively, suggesting that our serendipitous, free-form class discussions had inspired good writing, not inhibited it.

CHANGE AND INTELLECTUAL TRANSFORMATIONS

Over the course of the term, my seminar students experienced some surprising changes in perspective, particularly in their assumptions about evangelical Christianity. As already noted, they embraced a variety of religious views, from Mormonism to Buddhism—none, in fact, described themselves as evangelicals—but they were all well acquainted with the conservative Christian tradition so deeply embedded in Southern culture. At the beginning of the semester, my youngest student, a joint-enrollment high-school senior attending a private evangelical Christian school, complained that her high-school teachers discouraged discussion of any kind and would have been profoundly suspicious of the idea that human beings should be stewards of nature rather than exercise "dominion" over it, as God demands in the King James version of Genesis. Her teachers were far more concerned, she explained, with gay marriage and abortion rights than with mountaintop removal or deforestation. Another of my seminar students, a non-traditional (older) student and mother of two, regularly shared anecdotes about her Southern Baptist neighbors, who refused to speak to neighbors who did not aggressively demonstrate their commitment to evangelical Christianity.

Most of my students believed, then, that evangelical Christians are uniformly anti-environmentalists, millenarians for whom the imminence of the Apocalypse eliminates any need to protect or conserve the physical world. However, after reading the "Evangelical Declaration on the Environment" created by the Evangelical Environmental Network and signed by Evangelical Christian ministers, organizational leaders, theologians, and lay members, they learned that a growing number of evangelicals are working to get beyond traditional attitudes and advance ecological solutions to environmental degradation. This revelation was the first of many, and as we moved through the semester, we all abandoned preconceptions about various religious and cultural traditions. We also grappled with the difficulty of disentangling the religious aspects of Southern culture from dominant social values—from resistance to gun control laws to contempt for governmental regulation—and came away with a much greater awareness of religious complexity.

The seminar participants also became more critical readers—more sensitive to the nuances of language and expression—and connected what they were reading with larger social and political patterns in Western society. In discussing Audrey Shenandoah's essay "A Tradition of Thanksgiving" (from *Spirit and Nature*), for example, we found ourselves questioning naïve cultural stereotypes of Native Americans as closer to nature than other ethnicities and examining how such simplistic thinking could obscure the complex issues facing this group in contemporary American society. In assessing Seyyed Nasr's condemnation of western colonialism as the ultimate cause of environmental deterioration in Islamic countries, we began to look more critically at the environmental impacts of the war on Iraq. Yet we also pondered the centuries-old progress of desertification in the Middle East, a process enhanced by Western-style development but in force for generations. Sensing my students' ambivalence about what they perceived as a false dichotomy in Nasr's argument that "The modern Westerner . . . owes nothing to anyone or anything. . . . [whereas] the traditional Muslim or *homo islamicus* has always lived in an awareness of the rights of God and of others" (95), I had them read an essay from *This Sacred Earth* by Islamic scholar Nawal H. Ammar, noted for her work on women in Islamic cultures. In "An Islamic Response to the Manifest Ecological Crisis: Issues of Justice," Ammar argues that the "dignified reserve" implied in the Arabic term *hay'a* is central to the principle of a just transaction at the heart the Islamic economic system yet is often belied by the dehumanization of women in Islamic society. Reducing women to "reproductive apparatuses," she suggests, has caused overpopulation and led to "environmental depletion in the forms of pollution, disease, infant mortality, and crime" (287–288). My students liked Ammar's balanced approach to framing environmental issues in Islamic society. In fact, they became so absorbed in comparing her and Nasr's main points that they continued their discussion for fifteen minutes beyond our allotted class time—a rare phenomenon even for honors students.

Finally, several of the students expressed their desire to act on what they had learned by better educating their peers in both environmental awareness and what Kevin Coyle calls "personal conduct knowledge," or the marriage of awareness and action that contributes to environmental improvements in one's immediate context (15). We discussed ways of providing incentives for KSU students to use the recycling bins on each floor of every campus building, and several students expressed interest in joining the student-run "Environmental Alliance" on campus. One joined our honors student advisory board to plan and implement hands-on environmental projects for honors students, from planning an organic garden to working with the Office of Residence Life to encourage recycling competitions in on-campus residence halls.

FINAL THOUGHTS

As with every course I have taught for the first time, I would do a few things differently with the benefit of hindsight. I would narrow the range of topics we

discussed, giving more time to each. In my first effort, I discovered, for example, that the principle of *wuwei*, or "non-action," central to Daoism provided ample material for a presentation on the religion's basic tenets regarding human interactions with nature, but it stymied any attempt to find evidence of environmental activism among its adherents. Yet we devoted two full weeks to Daoism and as a result were forced to limit our discussion of Ecofeminism and the Animal Rights movement to one week. I would also put more works on electronic reserve and mandate more supplemental reading. And I would bring in guest speakers from among our international faculty to provide a wider context for our discussions.

Since KSU's Center for Excellence in Teaching and Learning invites faculty to apply for course development grants every year, I will again pursue summer funding, with the aim of incorporating these changes into the course as well as adding an applied component (hands-on student projects in the local community). Whatever the outcome of my grant application, I will be co-teaching another, very similar honors seminar in the fall of 2009 with a colleague who specializes in environmental philosophy. This time, however, the course will be offered as an upper-level honors elective, Honors 4490, and if it succeeds, we will formalize it, making it a permanent offering within the honors curriculum. However we redesign the syllabus, I hope it will be just as provocative as its predecessor in raising environmental awareness and highlighting the complexity of global learning in the twenty-first century. The need for environmental education is urgent: as Lester Brown, the founder of the Earth Policy Institute, says, "Saving our civilization is not a spectator sport" (286). It demands that as educators we cultivate well informed and politically active citizens for whom environmental action has both spiritual and material rewards.

ENDNOTES

1. To supplement the "Evangelical Declaration on the Environment," we viewed Bill Moyers' documentary "Is God Green?" Moyers interviews environmentally conscious evangelical ministers and parishioners in rural Idaho and West Virginia as well as a conservative evangelical theologian who argues that any suffering caused by human activities such as mountain-top removal (graphically displayed in the video) can be explained by divine will.

2. Most of my students also read books I had placed on reserve, including *Plan B 3.0: Mobilizing To Save Civilization*, an examination of the causes and effects of global warming and new options for addressing it; *A Companion to Environmental Philosophy*, an encyclopedia of sorts with topics in environmental consciousness arranged chronologically; and *The Oxford Handbook of Religion and Ecology*, an anthology edited (as was *This Sacred Earth*) by Roger Gottlieb but focused exclusively on recent essays by an array of international scholars such as O.P. Dwivedi, Rosemary Radford Ruether, and Jacob Olupona.

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Writing War: The Memorial Design Project

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It seems a fortuitous—and frightening—time to be teaching a course on litera-
ture and art of war in the twentieth century. As an assistant professor in a small
English department within Widener University's humanities division, which
serves a range of students through our general education program, I am con-
stantly mindful of making the aesthetic socially and ethically relevant.
Furthermore, as a sometime-teacher in the General Education Honors Program,
I am conscious not only of making the arts and humanities relevant to a diverse
body of students but of challenging some very driven and engaged thinkers and
writers.

My desire both to present the humanities as socially and ethically relevant
and through them to challenge students to question their own deeply held
beliefs led me to propose an honors colloquium entitled "Literature and Art of
War in the 20th Century." Honors colloquia in our program are seminar-style
classes often with an interdisciplinary design and a focus on active student par-
ticipation. Students usually lead a significant portion of the class and complete
less conventional, more interactive projects. (Other recent offerings in the
humanities include "The American Movie Musical" and "The Material Text.")
The colloquia are open only to honors students, who are required to take two
in order to graduate with advanced honors. The classes meet once a week for
three hours.

My course included a range of literary texts from World War I to the pre-
sent (American, British, French, German) as well as the visual arts (painting,
photography, sculpture, film). I drew on my own research in literature of the
First and Second World Wars as well as a background in film to formulate the
syllabus, and I used as a guiding framework my scholarly interest in collective
and individual constructions of subjectivity in wartime.

As part of my general desire to treat such a complicated course as an exper-
iment in intellectual tightrope-walking and to bolster and support the interdis-
ciplinary nature of the work, I included types of assignments I had never tried
before. In addition to oral presentations, a formal analysis of film, and a con-
ventional literary interpretation/reflection paper at the end, I included a creative
assignment: the Memorial Design Project. James Young notes of memorials that
"as part of a nation's rites or the objects of a people's national pilgrimage, they
are invested with national soul and memory . . . Once created, memorials take

on lives of their own, often stubbornly resistant to the state's original intentions" (2–3). Young's statement applies even to the work created by the students. In wrestling with the assignment and what the students brought to it, I came to a renewed understanding of what I can learn from my students, my own limitations as a teacher and assessor, and the commitment necessary to treat our engagement with deep ethical issues respectfully.

It was my goal to engage explicitly with the current conflict in Iraq over the trajectory of my course. Beginning with an intellectual framework elucidated by Margot Norris in her book *Writing War in the Twentieth Century*, the students and I proposed in an individualized, discussion-based setting to define and employ the strategies of the arts and humanities to come to terms with the ethical and aesthetic questions raised by the experience of war. Norris writes:

> Looking back at the twentieth century, we might at first be struck by the incommensurability of two of its hallmarks: modern mass warfare and innovative art. How is the century's burgeoning of rich, new conceptual forms and aesthetic technologies related to the fact that the twentieth century has been the bloodiest century in the human history of the world? Was modern war a stimulus to aesthetic revolution, as early twentieth-century artists and writers claimed, or did art become increasingly aghast and defeated by events and spectacles beyond its powers of representation as war became unspeakably immense in scale and unutterably violent in conduct? (1)

Norris here articulates the key question that would preoccupy us over the course of the semester: what is the relationship between art and war? While a final, closed answer was not and never could be provided, I hoped the issues raised in this course would intrigue and trouble the students. I hoped examination of war through the lenses of art and literature both public and private would facilitate an interrogation of the students' own ideas about war, and I did not shy away from raising the implications of the current war.

I approached discussion of the war in Iraq with some trepidation. Some would call the students of Widener University conservative; many of them come from the surrounding area, which has tended to skew Republican (although less so in more recent elections). A fuller picture emerges by thinking of our students as somewhat homogenous (mostly white, many Catholic), somewhat provincial (coming from several feeder schools within a thirty-mile radius and often the first in their families to go to college), and somewhat less than politically engaged although quite active in various forms of community service. We are a regional school that, in its mission, proposes to combine liberal arts with professional training and civic engagement. Consequently, Widener students, especially those in the General Education Honors Program, are varied in their commitment to study of the humanities but are typically concerned about their career paths and are engaged with the outside world not necessarily through politics but through other forms of civic awareness and commitment.

Additionally, Widener has a small but highly visible contingent of ROTC students—commencement always features some commissioned students who have almost immediate plans to go to Iraq—and a large number of students who have close friends, family members, and acquaintances who are currently serving. My course on the literature and art of war was populated with a number of students who have been touched personally by the war in Iraq over the past five years; furthermore, many of them had close male relatives who served in Vietnam. The military, therefore, was very much a part of their experience, and I was asking them to think deeply about it in a personal and philosophical way.

A colloquium seemed to me a perfect setting for what I hoped to accomplish in the course. Stephen Brookfield and Stephen Preskill claim that an educational setting that gives priority to discussion fosters the co-creation of meaning and an embrace of ambiguity and multiple perspectives; they argue persuasively for its direct correlation to functioning in a democratic society: "In revealing and celebrating the multiplicity of perspectives possible, discussion at its best exemplifies the democratic process. All participants in a democratic discussion have the opportunity to voice a strongly felt view and the obligation to devote every ounce of their attention to each speaker's words" (3). This process was integral to the work I was asking the students to do: questioning assumptions and beliefs, listening to others' arguments and reflections, delving into aesthetic and ethical issues crucial to our sense of ourselves as citizens. This final goal called for the engaged pluralism I hoped to foster (Brookfield and Preskill 17). To explore issues that affect us profoundly as citizens in our democratic society, the students and I needed to (co-)create a learning community that replicated the best of civic debate (even as, at times, society outside the walls of the classroom might have forgotten what such debate might look like).

The course design thus called for the predominance of student voices and a bridging of past and present. Each class meeting was divided into two parts. The first part was devoted to studying literature and art of conflicts past, starting with the First World War: Erich Maria Remarque's *All Quiet on the Western Front*, Helen Zenna Smith's *Not So Quiet . . .* , Joseph Heller's *Catch-22*, and Iréne Nemirovsky's *Suite Française* as well as films (the adaptation of *All Quiet on the Western Front*, *Saving Private Ryan*, *300*) and art (John Nash, Pablo Picasso, Kathe Kölwitz). The second part of the class consisted of student presentations. Each week, in consultation with me, students chose a lens, grounded in the arts and/or humanities, through which to look at the current war in Iraq. They studied and analyzed the work on their own, and then presented it to the class, thus increasing awareness of the ways people use the humanities to think about war today and applying the work of interpreting the humanities to artifacts they had found independently. Students analyzed the poetry of Brian Turner (both his texts and his performance in readings around the country), artwork by Israelis and Palestinians, and pop songs, cartoons, and propaganda from the Vietnam era to today in a comparative study. In this way, by choosing the material and sparking Q & A sessions, students claimed the work of the course and dedicated it to investigating their own world and time. They were

responsible for learning how to read that world through the lens of the arts and for teaching each other how to do so.

In teaching each other how to read, they were also teaching each other how to respond to divergent opinions and difficult responses. From early in the class, a tone was set wherein students felt comfortable bringing in their personal stories and sharing their views. We questioned the received narratives of the war; we debated the place of the individual in a society at war; we defined and redefined concepts like "duty" and "patriotism"; and we asked necessary ethical questions about the value of human life. What is a human life worth once it becomes part of what Margot Norris calls "the death world" (15)—an ontology of trauma that emerges from war experience—and what is it worth when such an ontology becomes embedded in our very culture?

In talking about the Iraq War, I was very conscious of my own biases and just as conscious of keeping them to myself. I saw my role as facilitator to be creating and sustaining an environment of productive collaboration, keeping students accountable for their arguments, respecting their personal feelings, and ensuring intellectual and hospitable openness. I had no idea that my strong biases against the war would come to inform my reading of their work or that my closed perspective would be radically altered.

In preparation for the Memorial Design Project, we spent a class session talking about public art and the role it plays in rituals of memorialization and commemoration. I asked students to bring in examples of memorials, and from these artifacts we constructed a list of qualities memorials have and purposes they serve. We talked about the role of interpretation when applied to public memorials and monuments rather than to other forms of art that we had been covering. We considered the roles that the public—the state and the citizenry—plays in naming, defining, constructing, and reading memorials, and we considered whether these roles are static. Finally, we asked ourselves what public memorials of war can and should do to and for *individuals* as opposed to or in conjunction with *the country as a whole*.

Memorials are meant to serve cultural memory in a ritualized form; Wulf Kansteiner writes, "Cultural memory consists of objectified culture, that is, the texts, rites, images, buildings, and monuments which are designed to recall fateful events in the history of the collective" (182). The operative word in thinking about memorials that commemorate loss on a mass scale is *collective*: the emotional needs of the individual must be weighed against those of the citizenry, both those who fought and those who did not, those who supported the war and those who protested. Memorials must gratify a multiplicity of purposes but themselves cannot be too open to a multiplicity of readings. Thus, in my mind, the study of memorials would serve an interesting interpretive and creative purpose, asking students to apply the delicate balance between individual and collective memory to a concrete event.

For their first assignment, therefore, I asked students to design a memorial for the Iraq War. Imagining themselves in the future, they were to design a piece of public art to commemorate and memorialize the war we are in the middle

of right now (see Appendix). The project would consist of the design description as well as a rationale for their choices that would be persuasive to multiple constituencies. Laura Brandon's conceptualization of public memorial art served as a guiding idea: "It is not so much a work's aesthetic qualities that ensure its significance in the making of memory as the particular meaning that interacting political and social groups impose on the piece or derive from it" (120). The students were to think about the audience the memorial would speak to and the purpose it would serve. They were to consider materials, structure, landscaping, what it would look like in light and darkness, how individuals would physically and psychically approach the site, and how they would deal with people who might hold differing opinions about the war—even whether it should be memorialized or not. I imagined that students would welcome the chance to be creative, that this assignment would provide a perfect opportunity to apply theory to practice, and that it would provide a concrete way to engage with the current conflict.

The quality of the papers was staggering. In their work, the student writers engaged with not just the guidelines of the project but its intellectual and emotional demands. One wrote, "How does one honor a war that no one wants to be part of?...When talking about the construction and meaning of memorials in class, one thing that struck me was that not one memorial can encompass the destruction and change that war causes." The students were detailed and thoughtful in their work, offering aesthetic and theoretical justifications for the design conceptions. They made compelling arguments for their choices, taking into account the divergent political stances and emotional needs of their audience members. They included pictures and models. They were sensitive to the complicated nature of the war and to the problem of trying to memorialize a war that has yet to be resolved.

I could not grade them. They were ungradable. I have been teaching for ten years in a variety of settings, and I had finally received a batch of papers I could not grade. The papers were beautifully written, thoughtful, and patriotic—and almost to a person included some reference to the attacks of September 11, 2001. The events of 9/11 seemed to be so linked to the war in Iraq in the minds of my students that their designs included Twin Towers and airplanes along with statues of soldiers and landscapes of sand. *How could they be so wrong?* I thought. *Didn't they know Iraq had nothing to do with 9/11? Didn't they read the 9/11 Commission Report or even a newspaper?* I was seething and confused . . . and realized I could not grade the papers. They had done exactly what they were supposed to do, and their papers were founded on a misconception that seemed to be shared with almost all of their compatriots. I was afraid to grade them because I disagreed so strongly with what they were doing. Originally, I had intended to grade the papers as I would any other assignment: a qualitative assessment of the writer's argument. I would consider the writer's rhetorical choices and use of appeals, the level and quality of detail, and the deployment of theoretical frameworks we had been considering. But I could

not approach these papers objectively; I could not grade them as I would any other assignment.

The next class meeting, I raised the issue. "You ARE all aware that Iraq had nothing to do with the attacks on September 11, right?" They said yes. I then asked why they chose to include references to 9/11 in their designs. I put myself in the position of an audience: could they persuade me in my role as a "tax-paying, peace-activist member of the community board" or as a "congress-woman who voted against the war and didn't want to appropriate money in the budget for such a memorial" that their design should be considered, that it would meet the needs of a public ritual of mourning and collective memory?

In the end, they not only convinced me but showed me the presumption of what I was asking them to do, and they revealed to me the limitations of my own stance. They argued that, although it was true that Iraq had nothing to do with 9/11 and it was true that many truly patriotic people were against the war, too many people nevertheless see the events as linked, as part of the same national trauma, a moment when we saw ourselves as endangered. One student wrote in his paper, "Cynics may say that national identities and memories are artificial constructs peddled by the powers that be for unscrupulous means, yet these memories can also represent cultural moments that have deeply affected a large swath of the population." For my students, as citizens, the events of the last seven or eight years have a been a time of profound destabilization; their memorials mourn not only the fallen, many of whom they know personally, but an America that has ceased to exist for a large part of the population and that many of them are too young to remember. Finally, they said, *you asked us to memorialize a war that's still going on. This* is *the war that is still going on. Maybe some day it will be different. But how are we to know?*

My students, through the Memorial Design Project, revealed to me the ambiguity and complexity of being an American in a country at war. They engaged directly with the emotional and psychic work of the war memorial and with our collective need for such commemoration. Parker Palmer writes that we as teachers, when we are at our best, "embrace ambiguity not because we are confused or indecisive but because we understand the inadequacy of our concepts to embrace the vastness of great things" (107). My students were willing to question their own beliefs, many of them cherished, in a setting I tried to create for them and in which I then became uncomfortable myself. The assignment demanded uncomfortable intellectual work from all of us; it also brought out the limitations of conventional classroom work and assessment in the face of such difficult issues.

Ultimately, I did not grade the papers. I asked each student to meet with me individually so that we could continue our conversation and hear from each other. In their arguments for their choices, they revealed an understanding of the need for and purpose of memorials and collective meaning-making that eloquently demonstrated their grasp of the emotional and ethical issues we had been grappling with. We learned more from furthering the dialogue about these

issues than we would have from my original assessment approach. Sometimes our honors students deserve more than just good grades; they deserve moments of mutual sharing and connection across questions painful and necessary.

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APPENDIX

THE MEMORIAL DESIGN PROJECT
HUM 388: ART AND LITERATURE OF
WAR IN THE 20TH CENTURY

Paper One: The Memorial Design Project

In reading personal narratives and memoirs of war experiences, we have been talking about private, individual testimonies, and asking how individuals remember and represent war. However, we also need to think about how a society or culture responds to and remembers war. What needs are fulfilled by the creation of war memorials? What tensions arise? Laura Brandon, in her book *Art and War*, writes:

> The literature presents national memory as a fluid phenomenon that can both exist and evolve at the same time. What people make and understand exists within an often-contested dynamic that involves many interests, including power. This dynamic gives shape and meaning to the rituals and objects associated with the ever-changing memory. Further, in art, it is not so much a work's aesthetic qualities that ensure its significance in the making of memory as the particular meaning that interacting political and social groups impose on the piece or derive from it. Within this informing context, we can grasp how memorial art has moved in and out of the shadows of history, art history, identity, and memory in a manner beyond the strictly narrative. (120)

As we discussed in class on Monday night, a great deal goes into thinking about war memorials and the commemoration of war through their creation. As we have also been discussing, our country is still grappling with the meaning and consequences of the war in Iraq: how will we make meaning from this war? how will we remember it? how will we commemorate its dead and wounded?

In this paper, you will design a memorial for the war in Iraq. You will provide details of its design, visual presentation, and significance. You will also write a rationale for why you think your design is the most effective or appropriate. Imagine you are submitting a proposal to a committee charged with creating the memorial; you have to convince politicians, veterans, families, and community members, all with different opinions, that your design is most effective.

Here are some details and questions you should think about:

- what should the memorial be made out of?
- how big should it be?
- where should it be placed: city street, garden, cemetery, park, etc.
- should it be abstract? should it be representational?
- what kinds of symbols, if any, should it incorporate?
- what text, if any, should it incorporate?

- what should be its focus: victory, loss, death, freedom, etc.?
- should it take any particular stance on the war? make any political statement?
- ***key question: how do you want visitors to feel? what thoughts or feelings do you want to evoke?***

Look at some of the memorials mentioned in Brandon's book for ideas (Google them), and think about some of the examples from class. A successful paper will ***describe and argue***; it will:

- be creative
- provide plenty of details in response to the questions above
- make a clear and convincing argument for why this design is best
- show an awareness of audience: people who want a memorial but might not agree on what it should represent—in your argument, you should be aware of possible tensions and conflicts of interpretation and need

Paths to Knowledge as a Foundational Course in an Honors Program

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INTRODUCTION

In this article we describe an honors course titled "Paths to Knowledge," which was created to provide students with an understanding of the ways different disciplines create and evaluate knowledge. This is the only specific course within our honors curriculum that is required of all honors students. After seeing it evolve over several years, multiple instructors, and a variety of approaches to the theme, we believe that Paths to Knowledge may be a good model for a foundational course within an honors program.

INSTITUTIONAL, NATIONAL, AND HISTORICAL CONTEXT

At Drake University, students can complete the general education requirements via two distinct routes: 1) the Drake curriculum or 2) the honors curriculum. The vast majority of students opt for the standard Drake curriculum, which resembles traditional general education programs in its requirement that students complete one or two courses within disciplines/areas of inquiry. The honors curriculum, in contrast, requires a minimum number of honors credit hours, a laboratory science course, a mathematics/quantitative course, and an artistic experience course. The only specific required course is Paths to Knowledge. Beyond this requirement, students are free to select from a range of honors courses representing a wide variety of disciplines and professional colleges (e.g., Business, Education, Journalism, Law, and Pharmacy). To graduate with honors, students must also complete an honors project and have a grade point average of 3.5 or above. Approximately thirty students graduate with honors each year.

While all honors courses contribute to a student's liberal education, courses that directly deal with the creation and evaluation of knowledge play a critical role in a student's intellectual development. Furthermore, such courses, particularly in the way we have structured our offerings, might serve as models

for needed reform in higher education for which many have called. For example, Nussbaum (1997) identified three capacities essential to the cultivation of humanity toward which liberal education aims: 1) the capacity for critical reflection on oneself and one's traditions, 2) an ability to see oneself as a human being bound to all other human beings rather than simply as a citizen of a local or regional group, and 3) an ability to imagine what it might be like to be in someone else's position. By taking a course that explicitly questions sources of knowledge and that examines issues from multiple perspectives, students begin to develop the capacity for critical analysis as well as the ability and disposition to view issues from other people's positions. More recently, the Association of American Colleges and Universities (AAC&U) released two reports that call for a reinvigoration of liberal education: Greater Expectations (2002) and College Learning for the New Global Century (2007). These studies enumerate the intellectual abilities that students should develop while in college. Paths to Knowledge is consistent with many of the educational goals discussed in these documents. For example, by examining how different disciplines create and evaluate knowledge, and by bringing multiple perspectives to bear on issues, the course cultivates the "intellectual flexibility" called for in the Greater Expectations report (AAC&U, 24) and the "inquiry and analysis" skills that are listed as essential learning outcomes in College Learning for the New Global Century (AAC&U, 3). More philosophically, the examination and questioning of knowledge claims from multiple perspectives promotes the "freedom and growth" (Cronon, 74) and the "cultivation of humanity" (Nussbaum, 8) that are the historical legacy of liberal education. For all of these reasons, requiring courses like Paths to Knowledge as a foundation for a student's education is critical, particularly when such a course is the only specifically required course for the completion of the general education component of an undergraduate degree, as it is for Drake's honors students.

CREATION OF PATHS

Paths to Knowledge was begun by Colin Cairns, Clive Elliott, William Lewis, and David Skidmore, representing chemistry, theater, rhetoric, and political science, respectively. The course was first offered in 2000/2001 to introduce students to the types of intellectual inquiry pursued in different disciplines. In this original offering, the course was designed as a two-semester sequence for which students would get four credit hours per semester. An early syllabus in the course's history states,

> The principle aim of this course is to help us better navigate our way through an increasingly information- and knowledge-saturated society. In pursuing this aim, we will explore the modes of reasoning and inquiry that are typically employed in the production of various forms of knowledge. Among the questions we will examine are: Why do we seek knowledge? How is knowledge created? How should we judge the value and validity of knowledge claims? How should society make

decisions about the uses to which knowledge is put? In seeking answers to these questions, we hope to hone those critical and analytical skills that allow us to become sophisticated producers/consumers of creative output.

Thus, the course sought to compare and contrast how individuals coming from different intellectual frameworks and disciplines create and critique new knowledge. We also agreed that a focus on critical and analytical thinking would be an important component throughout both semesters. Given these goals, the course was not initially intended to be an interdisciplinary analysis of a single topic or event, nor was it designed to be an epistemology course, although elements of these approaches have clearly been involved and have taken on larger roles in subsequent offerings. Some additional goals of the course included:

- Help students better integrate their learning experiences.
- Provide students with the skills necessary for life-long learning.
- Familiarize students with various modes of inquiry and styles of learning.
- Promote interdisciplinary learning and collaboration among faculty and students.
- Strengthen social bonds among students by inserting each into a learning community that stretches across an entire academic year.

FIRST SEMESTER

To accomplish our goals, we selected readings and wrote questions that stressed meta-issues. For example, Jane Tompkins' "Indians" article (1986) was the first assigned reading. This article uses the relationship between American Indians and Puritans in early America to address "the difference that point of view makes when people are giving accounts of events, whether at first or second hand" (Tompkins 102). Tompkins details numerous accounts of these interactions from both primary sources and secondary scholarly accounts. By comparing a number of these sources, she details the difficulty of extrapolating from any one source because of the inherent perspective or bias built into it. She concludes:

> The effect of bringing perspectivism to bear on history was to wipe out completely the subject matter of history. And it follows that bringing perspectivism to bear in this way on any subject matter would have a similar effect; everything is wiped out and you are left with nothing but a single idea—perspectivism itself. (Tompkins 117)

Such a realization, she notes, seems to eliminate any possibility of constructing knowledge about any topic or event, but she offers an alternative conclusion. She writes: "What this means for the problem I've been addressing is that I must piece together the story of European-Indian relations as best I can, believing this version up to a point, that version not at all, another almost entirely, according

to what seems reasonable and plausible, given everything else that I know" (Tompkins 118). Students can thus conclude that studying various "paths" or accounts and critically analyzing and weighing them in terms of their merits and drawbacks—including inherent biases of the author—can lead to a more thorough understanding than taking a single path or viewing a single source as authoritative.

Related themes about perspectives, facts, and the effects that disciplinary culture can have on the understanding, production, critique, and synthesis of knowledge emerged through readings such as Lessl's "The Galileo Legend as Scientific Folklore" (1999), Wilson's *Consilience* (1998), and Gergen's *The Saturated Self* (1991).

The course next turned to an examination of Science in Society, focusing on the construction of scientific knowledge through readings such as *Ants at Work* (Gordon 1999), *The Social Construction of What?* (Hacking 1999), *The Racial Economy of Science* (Harding 1993), "Why the Future Doesn't Need Us" (Joy 2000), and Gardner's writing on multiple intelligences (1983). In this section of the course the students' views of science were challenged. In particular, students were asked to question their preconceptions about the rationality of science. Using the standard classical model described in Merton's "The Normative Structures of Science"—communalism, universalism, disinterestedness, and organized skepticism (1973)—we showed how these precepts tend to be "more honor'd in the breach than the observance." In subsequent offerings of the course, students were challenged to explore the boundaries of science: for instance, are fingerprinting, lie detecting, or craniology scientific enterprises? Bruno LaTour's writings on the sociology of science also highlighted the role that subjective social norms, such as the preference for elegance in theory construction or hierarchies of prestige within the scientific world, play in generating scientific consensus around knowledge claims (1979, 1999).

The third and final section of the first semester focused on the arts and society. Themes developed in this section included 1) do the arts have a purpose?, 2) illusion/reality and individual perception, 3) governmental/private patronage, 4) the artist and society, and 5) life without the arts (is it possible?). Students were also introduced to selected music, theater performances, paintings, and sculptures, all chosen to span a range of considerations such as the relationship of art with individuals, governments, morality, and social mores. This section also included an interesting discussion of "what counts as art," "high versus low art," and standards of evaluating art. Furthermore, this section challenged students to recognize that the study and production of art has parallels to the study and production of other forms of knowledge. For instance, artists and art critics, like scientists, develop specialized terminology, agreed-upon methodological principles, common standards of evaluation, and systems for classifying knowledge production. These parallels become easier to grasp if the students have accepted some of the concepts about the social construction of science earlier in the course.

The various sections of the course blurred the lines for students so that they, over the course of their college careers, can view other courses with multiple ways of understanding instead of through the single lens of their major field of study. Throughout the course, writing assignments, group presentations, and in-class discussions engaged students in critical reflection on the readings and experiences they had in the class. A class session near of the end of the semester focused on combining the three major sections of the semester to analyze, in an overarching way, the various Paths to Knowledge that had been examined and to explore comparisons and contrasts between, for example, science and art in the construction and evaluation of knowledge.

SECOND SEMESTER

Many of the main themes and questions introduced in the first semester were carried over to the second. The major sections of the course in the second semester were:

1. Social Construction and Postmodernism,
2. Metaphor and Understanding,
3. Cultural Interpretation, and
4. Reinventing Liberal Education for the 21st Century.

Sequential readings associated with these sections include *Is There a Text in This Class?* (Fish 1982), *Metaphors We Live By* (Lakoff and Johnson 1980), *Notes on a Balinese Cockfight* (Geertz 1973), "Shakespeare in the Bush" (Bohannan 2006), and "On the Uses of a Liberal Education as Lite Entertainment for Bored College Students" (Edmunson 39–50).

This semester also included comparisons between pre-modern, modern, and post-modern thought. Specifically, James Scott's *Seeing like a State* (1998) offered an important discussion of the differences between universal (or synoptic) knowledge and local knowledge, including what is lost through standardization of knowledge. Also interesting in this regard was the contrast between bottom-up and top-down approaches to urban planning. In one assignment, different groups of students redesigned the physical layout of the university using the contrasting design principles of Le Corbusier on the one hand (cf. The Foundation Le Corbusier) and Jane Jacobs on the other (1961).

The second semester ended with a section based on the theme "Reinventing Liberal Education for the 21st Century," which culminated in a campus conference. The Paths students gave group presentations about the kind of curriculum and educational plan they would create based on what they had learned in the two-course sequence. Clearly, this component of the course was designed to encourage students to integrate what they had learned about the construction and evaluation of knowledge over the two semesters in order to synthesize a new vision of education. Furthermore, this course coincided with a university-wide program review in which all units of the university were under intense evaluation; students were encouraged to place their analyses in this context.

THOUGHTS ON THE FIRST OFFERING

While many parts of the course appear to be discipline-specific, the fact that the course is team-taught broadens the perspective of each section. All four instructors were present at each session, so the students were not just interacting with their fellow students but also with faculty members from across the Arts and Sciences (this has been broadened to the professional schools in subsequent offerings), thus significantly enhancing the range of responses students received to questions they asked or papers they wrote about the readings.

In addition to the traditional class time, there was a lab component of the course, which met in the evenings in a commons area of the student dorms. Each student was assigned to an instructor, and each instructor met with his or her group members in a separate space. We hoped that meeting the students in their living spaces would encourage them to apply the course material to their everyday life rather than thinking about it just three times a week in a one-hour block of class time. These evening sessions allowed further discussion of the class material, peer review of writing, and time for groups to work on their presentations with a faculty member present to answer questions.

In summary, then, the first offering of this course was designed to explore the seeming subjectivity of knowledge as it is created in different disciplines, the mechanisms of the construction of scientific knowledge, the knowledge created by the arts and its interplay with a number of social dimensions, and the way these separate considerations can been seen as fitting together in a broader context of constructing and deconstructing knowledge. As revealed in the sample of readings, the course was not about specific knowledge within the disciplines but rather about how the different disciplines approach and analyze the facts and knowledge they create.

Whether the course succeeded in its goals is largely unknown as no firm assessment mechanism was in place at the time. However, even in that first year, we did learn that the main themes and goals of the course must be repeated often and that students must constantly be asked to view specific assignments within the Paths to Knowledge context for maximum impact and understanding. Otherwise, it is easy not to see the forest through the trees in a course such as this. There were also practical issues in scheduling students (and faculty) for a two-semester sequence of courses. Because of these issues, the course is now a one-semester course, most commonly taught by two faculty members.

PATHS AS A FOUNDATIONAL HONORS COURSE

We originally established Paths to Knowledge as a sophomore- or junior-level course to provide a bridge between Drake's First Year Seminar experience and our senior capstone requirement, and students still routinely take the course at the upper level. However, such a course could serve as a foundational course for an honors curriculum. Furthermore, if instructors teaching honors courses could be assured that their students had already taken Paths, they could

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draw on these ideas and expect students to apply the critical-thinking skills and common vocabulary they learned to the new course. At the same time, one drawback to offering it in the first year is that students may not have had enough disciplinary courses to make the critical comparisons *between* disciplines upon which the course is based. Additionally, a lack of experience with college courses and expectations could also be an obstacle to students' getting the maximum benefits from the course.

EVOLUTION OF THE COURSE

The specific nature and design of the course has changed since it was first offered in 2000/2001. As mentioned above, it is no longer a two-semester sequence but a one-semester course. Furthermore, it is no longer taught by four instructors because of scheduling problems and workload accounting issues. Most commonly it is taught by two instructors, but single-instructor courses have also been offered. In the case of team-taught courses, both faculty members have received a full course credit toward their teaching loads. These changes largely result from the dramatic growth in our honors program from 150 total students completing the honors curriculum in 2000/2001 to 240 students in 2008/2009. In 2000/2001 we offered just a single section of the course, but the demand has grown to three sections in the spring of both 2008 and 2009. We have maintained the enrollment cap at twenty students per section. We offer the courses in the spring semester because of lighter teaching commitments in the primary disciplines and also because of the university-wide demand for instructors of our first-year seminars, which are concentrated in the fall semester. The course still has a laboratory component, which is now usually held in a classroom in the early evening (e.g., 6:00 p.m.) in contrast to the late-evening residence hall meetings (9:00 p.m.) of the original offering. The lab time, however, is still used for peer review of writing, preparation of presentations, and other group work. Changes in the content and focus of the course have also occurred in response to student evaluations, faculty impressions, faculty scheduling pressures, and the specific instructors teaching it.

Another change is the periodic offering of week-long summer workshops in which faculty must participate before teaching their first Paths to Knowledge course. Participants are paid $625 for the five days, with the funds coming from the honors program budget. These workshops introduce faculty to the intent of the course and provide examples of courses that have been taught in the past. They also get new faculty involved and introduce faculty from different disciplines to one another, important effects that often result in the pairings used in the team-taught offerings in subsequent semesters. Last, and equally important to all of the above, the workshops allow for intellectual exchanges that promote the evolution of the course.

In all the workshops, we have used Tompkins' "Indians" article to initiate discussion about the philosophy behind Paths to Knowledge. While this article has been a constant, the conversations about it have varied dramatically

depending on the participants, thus encouraging the emergence of new philosophies about the course, new interpretations of the course title, and new course offerings. The summer workshops have become integral to introducing faculty to each other and to the course while allowing for creative adaptations that maintain the growth and vitality of the course and the faculty.

Because the syllabus is not fixed, the content and style of the course vary depending on the individuals teaching it, with the expectation that the instructors are at times throughout the semester stretching themselves beyond the boundaries established by their disciplines. The types of offerings that have evolved can be categorized as follows:

1. Courses that retain the fundamental approach explained above but with different readings.
2. Courses that take themes such as "things," "nature," "values," and "art" and address them using a multi-disciplinary approach (a more detailed description of such a course is given below).
3. Courses that address the original course themes for part of the semester and then apply them to a specific case-study in the second part of the semester.
4. Team-taught courses that take two case studies (e.g., racism and nuclear weapons) and compare their treatment in different disciplines.
5. Courses that are focused on a single topic (e.g., nuclear weapons) but viewed in a multi-disciplinary way to introduce students to the idea of Paths to Knowledge with an emphasis on the plural—the need to study an issue from multiple perspectives to arrive at an integrated "truth" in the manner Tompkins has described.

In any single semester, multiple sections of Paths to Knowledge are offered, so not all students experience the same type of course or the same content even within a semester. Ideally, students would know the nature of the course and the specific topics/cases to be covered in each section prior to registration, but this ideal depends on advanced planning and staffing that are often difficult given sabbatical leaves and unforeseen departmental needs. Therefore, students more frequently register for a section knowing only the instructor(s) teaching the course and the broad goals of all Paths to Knowledge courses that are articulated to them in honors orientation programs and through other communications.

SAMPLE OF THEME-BASED COURSES

As an example of a theme-based course, one faculty member each from the Department of Art and Design and the Department for the Study of Culture and Society team-taught a course based on the themes of "things," "nature," "values in wartime," and "art," devoting approximately equal portions of the semester to each. The course began with an investigation of the relationship between knowledge and ideology, exploring the often unspoken decisions and assumptions that lead to the cultural consensus known as knowledge. The four themes provided

the means for exploring various forms of knowledge and the way that a specific worldview can license particular actions, values, and priorities in a culture.

As an example, during the "things" segment of the course, students first read excerpts from the writings of Karl Marx about commodities and discussed different forms of value and the dynamics of exchange. They next considered a chapter from Nicholas Thomas' *Entangled Objects: Exchange, Material Culture, and Colonialism in the Pacific* (1991) that examines different cultural attitudes toward objects and the social purpose of exchange for Europeans and native South Pacific islanders, showing that differences in knowledge created miscommunications because neither group fully understood the social system of the other. To accompany this section, clips from the movie "Mutiny on the Bounty" that depict the exchange of objects between British sailors and Tahitians were shown. In an attempt to connect the historical accounts to their own lives, students wrote about an object they possessed, analyzing its personal and social meaning in light of the readings. The students also watched the movie *The Gods Must Be Crazy*, in which an aborigine tries to return a Coke bottle to the Gods.

The 'values' section of the course dealt largely with the values associated with war, including wartime constructions of masculinity and femininity. For example, students

1. read sections of *The Iliad*,
2. watched the movie *Troy* to examine its continuities and discontinuities with the ancient text's view of war and masculinity, and
3. read Christa Wolf's *Cassandra* (1984) which explores the battle of Troy from a woman's perspective of the homefront.

The collage series "Bringing the War Home" by the artist Martha Rosler, which inserted photographs from the Vietnam War into the domestic interiors featured in *House Beautiful* and *Life* magazines, reinforced the warfront/homefront analysis and led to discussions of current conflicts.

One reading that connected the "things" section with the "values in wartime" section was *The Things They Carried* by Tim O'Brien (1990). This novel catalogs the equipment that Vietnam soldiers were obligated to carry (machine guns, helmets, etc.), the personal objects they chose to carry, and the intangible emotions they symbolically carried. Students examined what these objects signify to the individual and to society more broadly.

The "nature" section of the course introduced students to views of nature in which human beings do not take a central role. Examples of readings in this section included the chapter on apples in Michael Pollan's book *The Botany of Desire* (2001), which chronicles how apples "used" humans to spread across the United States. Students also read Jennifer Price's essay "Looking for Nature at the Mall: A Field Guide to the Nature Company" (1996), which illustrates the irony of going to the mall to buy nature—sometimes the very nature that the mall replaced or that it consumes in its day-to-day functions. To continue the

exploration of alternative views of nature while connecting with the earlier part of the course about wartime values, the instructors selected *Ceremony* by Leslie Marmon Silko (2006). The novel traces the experiences of a Native American veteran returning to Laguna Pueblo, New Mexico, after surviving a prisoner-of-war camp, chronicling his attempts to reestablish ties to the land and to his cultural heritage. His persistent feelings of alienation parallel a drought in New Mexico, thereby introducing Dine' beliefs about the interconnectedness of humans and the natural world.

The art section, grounded in the theory of semiotics, focused on the symbolic language of art and how art constructs knowledge about the world. The class attended an exhibition by the contemporary artist Richard Tuttle at the Des Moines Art Center, where the students interpreted one artwork and explained how it referenced the world. Because Tuttle's work is abstract and incorporates unconventional materials, the assignment was difficult, but it encouraged students to think about how meaning is created by non-representational elements. Tuttle's use of unconventional materials also allowed for connections back to the "things" portion of the course.

In general, the instructors felt that the 'things' portion of the course was the most successful in accomplishing its goals. They are currently reformulating the materials to create stronger connections between the themes and to create assignments that ultimately lead students to make those connections more explicitly.

OTHER SAMPLE COURSES

Other courses use specific case studies or topics to exemplify the ideas behind Paths to Knowledge. For example, one course took half the semester to address basic problems in representation and interpretation. Here, students considered 1) how to describe places, other people, actions, and texts, 2) the idea that all descriptions have to be addressed to an audience, and 3) the ways in which describing nature requires modifying habitual practices and conventions of representation. This part of the course also focused on the more extensive task of explicating a complex event. Examples of readings from this section included Durkheim's "What is a Social Fact?" from *Rules of Sociological Method* (1982), Raines' *A Martian Sends a Postcard Home* (1980), Feynman's "The Law of Gravitation" from *The Character of Physical Law* (1964), Bazerman's "What Written Knowledge Does: Three Examples of Academic Discourse" from *Shaping Written Knowledge* (1988), and Chandler's "Denotation, Connotation, and Myth" from *Semiotics for Beginners* (1994).

In the second half of the class, the students applied the theories and ideas they had learned to the analysis of an event. They examined the events described in Foucault's *I Pierre Rivière, Having Slaughtered My Mother, My Sister, and My Brother...*(1982). The book catalogs the police description of murders committed by a Frenchman in 1835, interviews of townspeople who knew him and his family, his subsequent month of hiding in the forest outside

of Aunay, three psychological examinations by different physicians with differing opinions as to "mental derangement," court papers, and most intriguing, part of the murderer's memoirs that he wrote in jail after his capture. In these memoirs, the reasons he gives for the murders vary in quite remarkable ways, including that God compelled him to do it and his acts were equivalent to those of other noble historical figures. His writings introduce the question of his sanity and the difficulty of defining sanity/insanity. They also reinforce the ideas established earlier in the course that, when we write about ourselves or other people, we are positioning ourselves in particular ways. Students examined how the murderer positioned himself within his narrative and why he might have made the decisions he did.

The memoirs and all of the other documents and records about the case provided multiple "Paths" or perspectives to develop a more thorough understanding of "what really happened." They also illustrated some of the different theories and ideas covered in the first part of the class; the psychological examinations of Rivière, for instance, tie back to the descriptions of scientific ideas discussed earlier in the course, and the townspeople's descriptions of the murder illustrate some of the complexities of describing other people. As a culmination of the course, students selected an event and did a thorough analysis of it from as many perspectives as possible and noted those that could have been added to the study. In this way, the general principles of Paths to Knowledge and the different ways of knowing that can be brought to the analysis of a specific event were exemplified through the study of specific cases.

In another course, the semester was broken into case studies of two essentially unrelated topics: race and the atomic bomb (each reflecting interests of the instructors). The syllabus for this course stated:

> Invariably, analysis of situations and concepts leads to the acknowledgement that bringing multiple perspectives to bear on any given situation or topic leads to a more complete understanding than does any single perspective. In that light, the first portion of this course focuses on the issues of race and atomic energy as dynamic and powerful cultural concepts, with the aim of showing how the consideration of multiple perspectives can alter, refine, and perhaps even radically change our ideas and attitudes . . . The goal of the course, then, is to generally make us question what we think we 'know' and explore ways in which questioning what we think we know can enhance our understanding.

In the race section, students read texts focused on Hitler's race ideology, scientific attempts at defining race, interracial couples, issues faced by those who identify themselves as biracial, the legal rulings in Plessy v. Ferguson, and the problematic nature of defining particular races based on geography, phenotypes, etc. In the atomic bomb portion of the class, students studied H.G. Wells' 1914 fictional account of atomic war, which pre-dated the first successful nuclear fission experiments, Bernstein's biography of J. Robert Oppenheimer

(2005), technical readings about the design and construction of the first atomic weapons, government documents about discussions related to dropping the bomb, analyses of the "empty" desert in which the first bomb was tested, and John Hersey's *Hiroshima* (1985), about the experiences of Japanese citizens after the bomb was dropped. Students also viewed interviews with some of the scientists, the TV adaptation of the play *Copenhagen*, and the movie *Dr. Strangelove.*

The goal was to have students understand, through prolonged study of a single topic or case analysis, that a more thorough understanding of issues, events, and topics emerges from multiple perspectives and disciplinary approaches than from a single approach. The purpose of using science fiction, plays, and movies, in addition to scholarly writings and primary documents, was to illustrate to students that such sources also provide perspectives on the topic at hand and serve as paths to knowledge. We further hoped that the pairing of an English professor with one from the sciences exemplified that people from disparate fields can, with preparation, engage in other disciplines and contribute to the analysis of and discourse about an issue, regardless of the topic.

The model of bringing multiple perspectives to bear on a single case study was taken to an extreme in a recent offering focused entirely on the development and use of nuclear weapons. For several reasons, the course had to be offered by a single faculty member. He chose to develop the case study he had prepared for the team-taught course described above. Much of the source material was similar, but it was expanded to include the environmental legacy of atomic weapons, post-WWII attempts at controlling the proliferation of nuclear weapons, Cold War nuclear weapons policies, increased emphasis on the scientific developments that led to the conception of atomic weapons, and readings about "just war" theory as a way to consider the ethical issues surrounding the first use of atomic weapons. To offset the limitations presented by a single instructor, colleagues from multiple disciplines were asked to contribute readings and to lead class discussions/lectures; these included an environmental historian, an ethicist, and a historian of the Cold War. The course culminated in group projects in which students prepared a written report and oral presentation to President Truman advising him to use, or not to use, the nuclear bombs on Japan. Moreover, they were asked to base their recommendations solely on sources and facts available in 1945 and to do so from a specified perspective of either scientists or government/military officials who were for or against using the bombs. After each presentation, the other students in the class asked questions of the presenters, often using the arguments they had learned in preparing their own presentations and papers. Requiring students to take a given perspective and argue from that viewpoint illustrated to them the complexity of the decision at the time and also illustrated the multiple perspectives that must be considered when making modern-day judgments about a decision to drop atomic bombs.

Another recent offering called "Dominant, Subjugated, Local, Alternative and Subversive Knowledge(s)" used the case-study approach, again preceded

by a sequence of readings that attempted to familiarize students with two over-lapping themes of the course. The first theme could be described as modernism vs. pre-modernism. Students read texts that showed the differences between typical pre-modernist and modernist thinking in order to recognize that the distinctions between the two are not clear-cut. For example, J.R.R. Tolkiens's essay "On Fairy Stories" (1947) demonstrated that pre-modern, or perhaps more accurately anti-modern, beliefs persist. The second theme of the course—dominant vs. alternative knowledge(s)—asked the question "what reasons have we to believe that what we know (or think we know) is in any way superior to other beliefs?" Students read texts that demonstrated strategies used by non-dominant groups—classified, for example, by race, ethnicity, geographical location, or religious beliefs—to resist dominant ideologies. Since these dominant ideologies—liberalism, capitalism, scientific modernism—tend to be those that students themselves take for granted, this section of the course challenged students to practice perspectives that do not come naturally to them. In the final section of the course students read several chapters from the Scott text *Seeing Like a State*, which to some extent tied these two preceding themes together; chapters on "The High-Modernist City," "Soviet Collectivization," and "Taming Nature," among others, showed how a particular form of modernist ideology, which Scott calls "High Modernism," has led to a variety of planning disasters. The text also enumerated ways this dogma has been resisted or subverted by local populations. Thus, throughout this course students were confronted with the possibility that the present state of affairs is contingent, not natural, and that "things need not be the way they are." In Hacking's (1999) scheme showing various gradations of commitment to social constructionism, this strategy corresponds most closely to the "unmasking" level.

The courses described above are not exhaustive in the variations of Paths that have evolved since 2000/2001. Rather, they give some indication of the types of styles and content that broadly fit into our understanding of Paths to Knowledge. Also, as noted above, in any given semester several Paths sections are offered, so sections with a broad range of content and style are offered concurrently.

SUCCESSES, FAILURES, AND STUDENT REACTIONS

When Paths began, assessment was not a major focus at the university, and the assessment of the honors program that was done for an accreditation visit did not assess the Paths to Knowledge course(s) independently from the entire program. While that assessment provided evidence that the overall program was achieving its goals, all that could be inferred about Paths was that it was part of that success. Thus, at this point, we have no firm evidence that the goals of the class are being met.

Student evaluations of the individual sections of Paths can, however, provide some insights into how students are responding. Since the course's inception, Arthur Sanders, Director of the Honors Program, has read the evaluations of all

sections, so one individual has followed the evaluations over several years. Obviously, each faculty member has also seen the evaluations for his or her individual sections. Such evaluations have been largely positive. Students overwhelmingly agree that the course belongs in the honors program, and most found the mix of reading, writing, and longer projects that characterize most classes to be challenging and valuable. In the years that Paths has been taught, two sections have received poor evaluations. In both cases the complaints centered on a lack of challenge (for example, assigned readings that were glossed over and not debated) and a lack of communication from the faculty about expectations and goals. Students in those two sections felt unclear about what they were supposed to be doing, but in the vast majority of classes, students did, at least to some extent, "get it." We should also note that the quality of the final projects also indicates that students generally understand what the course is aiming to elicit. However, we think that a fair reading of the evaluations indicates a need to better assess how well students understand the purpose of the class. A more comprehensive assessment is scheduled to begin in the next academic year.

CURRENT PERSPECTIVES

William Perry's *Forms of Intellectual and Ethical Development in the College Years: A Scheme* (1970), as modified by Belenky *et al.* (1986), provides a useful model for how we now perceive Paths to Knowledge. Perry describes how students develop intellectually and morally through their college years, starting from a position of dualism/received knowledge and developing through stages of multiplicity/subjective knowledge and relativism/procedural knowledge to a mature position of commitment/constructed knowledge. A summary of the scheme is available on-line (Rapaport 2003). While none of us had this scheme in mind when we developed the course, it does describe how we approach it. The course asks a fundamental question of the student: "what grounds do you have for your commitment to any particular belief?" The Tompkins article, which students read at or near the beginning of most versions of this course, serves a critical, if somewhat problematic, role: critical because it clearly sets out the problems inherent in constructing knowledge in order to come to a belief; problematic because students do not see how it gives a way out of a relativistic position toward knowledge. Perhaps Tompkins states the goal of the course best:

> . . . the subject of debate [changes] from the question of what happened in a particular instance to the question of how knowledge is arrived at. (Tompkins 118)

RECOMMENDATIONS

Based on what we have found, we would make five recommendations for those wishing to establish a course such as Paths to Knowledge as a part of their honors program. First, and most important, is the need for faculty to meet and talk about the course. The original teaching team met regularly over a period of

a year and a half before stepping into the classroom; while this may seem extreme, it is essential that participating faculty be willing to invest considerable time and thought into course preparation. After all, few faculty, no matter how interdisciplinary their educational background, possess the breadth to address knowledge creation across the spectrum of academic life. In that regard, we have found our week-long summer workshops on the course to be particularly valuable. We have had these workshops approximately every two summers. They involve an experienced instructor leading sessions on the class with faculty members willing to consider teaching Paths in the future. All participants, including the discussion leader, are compensated with faculty development funds for their participation. The basic structure of the workshops is two days of readings and discussions about the types of issues that are covered in Paths and then a couple of days spent thinking about and discussing how to design a section. This structure has had two positive impacts. First, it allows the class to evolve over time. With each workshop we have seen the development of different structures of the course, thus keeping the class fresh and exciting. Such evolution tends to spread beyond the participants of the workshop to other Paths teachers, since we try, whenever possible, to pair new instructors who just came from the workshop with "veterans" who have taught the class before. Second, it provides a steady supply of new instructors for the class. Faculty members often find it hard to find space in their schedules for a class such as this since it is not part of any major or disciplinary program, so we have opened up these workshops to people with a *potential interest* in teaching the course. Taking part in the workshop has not required a commitment to teach the class but only to think about it. However, the vast majority of faculty members who have participated in the workshops have, within three years, taught the course. Besides facilitating course development, the summer workshops—and the experience of teaching the course itself—serve as a valuable learning experience for faculty. Teachers of the course emerge with a greater appreciation for the value of liberal education and develop a more personal stake in this dimension of the university's mission.

Our second recommendation is to be clear and consistent with students about the purpose of the class and to continue to articulate it throughout the semester. Reminding students of why they are required to take the class and what its goals are helps students put together what they are doing and why they are doing it; it makes the learning environment more open, helps students become more vested in the class, and shows them how to use what they have learned in their other classes.

Our third recommendation follows from the second. The faculty involved in teaching a course like Paths should create a one-page document describing the core principles and learning goals that all sections should have in common. Periodic review (or revision) of the document can help maintain the course's basic identity and integrity even as it evolves with the participation of new faculty. Distributing the document to the students can also help create a common understanding of the fundamental nature of the course and its objectives.

Fourth, students should be required to complete the course no later than the end of their sophomore year. If one of the goals of the class is to help students see how different ways of exploring the world can enrich our understandings of ourselves and the world around us, then students need to apply these skills in other classes. More importantly, it has been our experience that the students who do not enroll until their senior year are more likely to see the class as "just a requirement" and therefore engage less deeply with the material. Of course, it may be that those students who wait to take the class until the senior year would not have been engaged in the material had they taken it earlier, but we have seen significant differences between the seniors in the class and students at other levels.

Finally, if different sections of a course like Paths offer different models and different topics but use the same course title for all of the sections, we recommend making the differences in the sections clear to students by posting specific section descriptions before they register for classes. In other words, provide more information about each section than the title and the general course description. Some students might be more attracted to particular topics and models, and allowing students to match their inclinations to the approach and intellectual focus of the class is likely to improve the quality of the learning environment.

SUMMARY

We hope we have provided some general ideas and a few specific models for a foundational course in an honors program that encourages students to question the nature of knowledge and how we construct it, in both general and specific disciplines. Because the course is still evolving, it is difficult for us to be definitive about what works and what does not, but we have given some indication of potential pitfalls that can be avoided, or at least mitigated, through continuous discussion between faculty involved in the course (or interested in getting involved) and through direct and frequent communication of the course's purpose of the course to the students.

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An Honors Director's Credo

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"Finis Origine Pendet" wrote Manlius: the end depends upon the beginning. True enough. But what if we looked at a desired end to work backward and see what steps we might take to get to that place? What do we want for our children, for our students, and for the graduates of our schools? What do hope to see when we look across our desks at job applicants? What do we watch for on television when candidates for office are explaining their reasons for wanting to serve and what they intend to accomplish if elected? What do we want for the people we love and for those we might not know but whose future prospects will affect our own?

My hope for students, regardless of their age, is the same as my hope for my children: full brains, open minds, the ability to read, write, think, and speak clearly, the optimism and service ethic to believe that they can change the world for the better, and the initiative and *savoir faire* to figure out how to do that. I want them to know when to lead, when to follow, and when to stand against the crowd because the crowd, while often wrong, is seldom uncertain. I want them to treasure their loved ones and treat them well, to know that the troubles they face in life have been faced and overcome (or endured) by others, to be able to be alone without being lonely, and to respect themselves. I want their souls to be full and their bodies to be clean of so-called recreational drugs and excess alcohol. I want them to challenge me, to make their own way through life, and to help others.

Here's what I believe: to help them get to this desired end, every student deserves the sort of education currently reserved for the economically and culturally fortunate. All students should have the opportunity to be engaged as active participants in their education and its application, to think about Falstaff's notion of honor, to analyze Thatcher's foreign policy, and to assess their own place in the world. Student education, rather than grades and test scores, should be our nation's concern; achievement in the school, community, and world ought to be valued above the ability to fill in the correct circles on scantron sheets. While I don't care whether I personally agree with students' political and religious leanings, I think they ought to be given the opportunity to think about their beliefs, test them, challenge them, and, when appropriate, either return to them or replace them.

I am espousing an old-fashioned, liberal-arts, "free your mind" education, but I am not proposing that schools ought to consult E. D. Hirsch's lists of cultural literacy or that students ought to read Plato's "Allegory of the Cave"

because doing so will somehow make them better people. Like Richard Ira Scott and Phillip L. Frana, I believe that "We study great books not simply because the canon is what one studies but because its answers have stood the test of time in coping with recurring human problems" (28). Plato's "Allegory of the Cave" raises such issues as how we construct rules and ways of living despite having only very partial knowledge about the true nature of the world around us. Our assumptions are going to be wrong; however, as human beings we must construct such hypotheses as we go through life or risk everything. What person couldn't benefit from wrestling with this concept as well as the myriad others encompassed by Plato's allegory? This allegory isn't important because it is canonical. It is canonical because it raises issues that are important to us as we go through our lives and try to make sense of the world and because it has spoken to readers through the generations.

We all live in a material world and have to be equipped to participate in it, but it is just as important that students be equipped to think about the reasons they make the choices they do and have the aspirations they have. In fact, most of us could probably use more space and time to think about the world, about reality, about what we value, and about the sort of legacy, if any, we hope to leave. Plato, Toni Morrison, Thomas Jefferson, and Goethe all offer the possibility of engaging with these ideas and leaving that engagement enriched and deepened; this is more worthwhile than equating the value of reading these texts to increased scores on a final exam or the GRE.

Students should leave secondary school and college with the ability to read well, write and speak clearly, think deeply, be honest, do effective research, and be skeptical, although not cynical, about the various voices and institutions vying for their allegiance. These abilities aren't "instilled": they have to be taught, modeled, encouraged, and developed over time. Too often I think we lose sight of the bigger picture, which is that we are all engaged in the practice of preparing students for their lives. In our own lives, how often have we assumed that if *our* child or *our* nephew earns a poor grade in a class, he must be exhorted to work harder or should be transferred to a different section of the same class so that he will excel; however, later that day, at work, we are baffled by a student's horror and shaken self-image at having earned a B+ on an exam. Where, we wonder, did our students learn to confuse grades with learning?

At a practical level, I have protected the honors program scholarship of a first-year English major who thought it would be "interesting" to take Calculus during his first semester, flunked his first two exams, and had to remain in the class in order to retain his full-time status. He flunked the class, but he had tried heroically all semester long, which seems far more important than the fact that his grades temporarily fell below our suggested minimum 3.4 GPA. This student tried, learned, and came to grips with the new concept of himself as a man who could neither work nor think himself out of every situation. We have talked several times about Calculus and about that F, and he tells me that this class and grade were among them most important experiences of his life.

Of course, complications abound. Liberal-arts education is expensive, and our universities and schools often lack the funds to offer small classes and focused guidance to everyone. Further, reflecting upon Falstaff's discourse on honor is not practical in a world in which jobs skills and the ability to learn new skills are prized. In addition, some would argue that there is no point in asking students to question accepted truths when we ought to be providing more certainty in an uncertain world. Some might argue against pie-in-the-sky dreaming that has no practical application and that does not distinguish between the strengths, weaknesses, and backgrounds that students bring with them when they matriculate. If the end depends upon the beginning, we in higher education have no way of allowing for what has happened to our students before they arrive on our campus.

In response, I propose that we consider students' first day on campus to be day one in our efforts to help them attain a first-rate, timeless education for active, thoughtful, and even influential citizenship. The specific details of this first-rate education differ from school to school, but the qualities I have described above ought to be ones that any curriculum strives to inculcate, whether the student is enrolled at a community college, a private liberal arts college, or a large land-grant university. Sadly, though, William Deresiewicz is persuasive when he asserts that ". . . when students get to college, they hear a couple of speeches telling them to ask the big questions, and when they graduate, they hear a couple more speeches telling them to ask big questions. And in between, they spend four years taking courses that train them to ask little questions—specialized courses, taught by specialized professors, aimed at specialized students" (6). What can we do to take students where they are on day one and guide them through college asking the big questions and attaining an education that will equip them to lead good, productive lives?

Here is one possibility. Knowing that my first-year honors students at Clarke College in the fall of 2005 came from a variety of backgrounds (good schools; poor schools; sheltered family life; co-parenting of younger siblings), I set them all to reading Michel Foucault's *Discipline and Punish* as the second class text after Mark Haddon's *curious incident of the dog in the night time*. Haddon's text and our conversations about it had given me some idea of their facility as decoders of text as well as their willingness to participate in the give-and-take of class discussion. When we started *Discipline and Punish*, a notoriously intimidating book, I assured students that nobody on campus, from first-year through senior year was at that moment engaged in reading and reflecting upon a more difficult text. What I didn't tell them was that I had no illusions that they would understand the text particularly well. If, at graduation, they remembered the concept of the panopticon or the original and purposes of the penitentiary, I would be thrilled.

I had chosen this book because I knew that none of them would have read it, and so it would put all of them in the same situation. The alumni of "good" high schools, who had read novels instead of short stories in English class and

had taken a raft of AP classes, were as confused as the less well-read students even though they had a wider array of coping strategies to use as they read the text and could share these strategies with their classmates. In discussions, my more academically confident students expressed uncertainty about what Foucault was "getting at" while students who had let the much less rigorous discussion of Haddon's novel wash over them hazarded opinions, ideas, and questions about the panopticon and whether mastery of the body would yield mastery of the soul. With me acting the part of goalie, keeping the ball in play, the class nibbled away at *Discipline and Punish*, complained about it, and bonded over their shared sense that they were doing something difficult but kind of cool. If they read it again, they will be surprised by how much they missed as first-year students; however, I am surprised and heartened by how much they caught and how they both critiqued it and wove it into their academic lives.

For instance, in the spring of that academic year, Clarke College's first-year honors students gave group presentations at the regional honors conference that drew on their study of Foucault. Messing around with an unwieldy text, sharing and debating ideas about it, seeing the implications of what they'd read in their world and in their research, practicing their arguments in front of their classmates, making Powerpoint presentations for their audience, and then going off to Minnesota to share their work with strangers: these are only some of the results of having a disparate group of smart students engage with a text too obdurate for them to master during their first semester of college. Rather than setting them up to fail, this text and the discussions, research work, and writing assignments it entailed helped give the students a confidence that comes from meeting a tough challenge and from developing the intellectual skills they will need in other contexts.

Taking on a difficult text is only one example of how a curriculum or a classroom teacher can provide solid, thought-provoking opportunities for students at various levels of ability and with varied educational backgrounds. Day one of their college experience was day one of our work together, and we didn't look in the rear view mirror at their earlier education; rather, we built upon the tools they had and helped them move to another level. Every student became a better writer, problem-solver, and public speaker than before, regardless of the quality of their early education.

This class also required that I learn to cede control of the speed and focus of our conversations about Foucault. I could not walk into the classroom with a list of goals to accomplish or words to define and be ready for the starts and stalls of a discussion about the text. On one day, it seemed that the room was populated by the brightest minds on earth, but on the next day, when they were cranky and convinced that I had answers I refused to share, I wondered why I chose to become a teacher. I would be tempted to give them a mini-lecture on the contexts in which *Discipline and Punish* was written and published and the ways scholars have responded to it; instead, I would ask if anyone wanted to hazard a guess about the answer to the question a classmate had just asked and then show us what in the text yielded that possibility.

As I learn anew each time I decide to imagine the first day of classes to be the first step in my students' educational process, I cannot predict what will happen in class; I can only control the tenor or productivity of discussion, not the content. I leave class with my head reeling from seventy-five minutes as the referee of a free-wheeling, spirited discussion that comes close to going into some weird direction, and then I overhear one student tell another that I—the teacher who sat there listening to everything, reading body language, prodding one student to develop her thought and another to engage that thought—didn't "do" much of anything in class. If "doing" means performing, they are probably right; however, if "doing" means encouraging students to figure things out for themselves and with each other, they are not. They may take a while to realize what has happened in class, but they probably will. In the meantime, with my head aching from mental exertion, I may well become cranky about that "did nothing" comment and toy with the notion of putting myself front and center of the classroom the next day so that my students can see how hard I work.

I could never say that the activities of this two-semester sequence of classes at Clarke College were definitive in students' education or that they ought to be replicated in curricula across our colleges and universities. Rather, I would assert that the courses enacted some of the practices many of us want for our students. First, the Foucault reading assignment mitigated some of the differences in students' previous educational experiences by putting everyone in the position to be confused and then to work their way out of the confusion. Second, while Foucault was addressing himself to an older, more academic audience, his observations and anecdotes lend themselves to both theoretical and practical application, allowing both future engineers and future poets to be intrigued enough to imagine themselves doing the research and the experiments required to culminate in fifteen-minute presentations at the regional conference in Saint Cloud, Minnesota.

Interestingly, the shyest students in August of 2005 turned out to be among the most polished presenters at the conference. Multiple speeches with constructive peer feedback, constant revision of their research topics, experimentation with Powerpoint, and a year with a solid peer group dedicated to their own and their colleagues' improvement all combined to help these students imagine themselves as experts prepared enough and worthy enough to hold the floor at a conference of students and faculty members from other schools.

Yes, the end depends upon the beginning. We teachers and administrators cannot reach back to our students' first days, assuring them ideal upbringings and educations; however, instead of despairing about what we cannot do, we can do our best to work with our students where they are and to help, guide, and cajole them toward the places they and we would like them to be. We can coach our students to free their minds to pursue the big questions of life and question the meaning of the education they are undertaking. These questions are worth asking, and we owe it to our students to give them the tools to ask them and to come to their own conclusions.

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Programmatic
Designs

Networking an Honors Community out of Fragmentation

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CONTEXT

What makes an honors program a community? And how does one build a vibrant honors community at a commuter community college? In the City University of New York's LaGuardia Community College Honors Program, we have been grappling with such questions especially because ours is an urban, non-residential campus that serves a diverse, non-traditional student population. Our student population is roughly 38% Hispanic, 21% Asian, and 20% Black; in 2007, 58% of our students were foreign born, 19% took evening classes, and 46% were part-time students. How can we provide the program with a sense of cohesion without the infrastructure of a residential college, and with most of our students holding jobs (part-time or full-time) and/or taking care of family? Furthermore, having no dedicated space, budget, or administrative support for managing the day-to-day affairs of the honors program makes it difficult to sustain an active program, let alone grow it and build an engaged honors community.

The above factors mean that we have had to be creative and innovative in the way we conceive of an honors community at LaGuardia. The appointment of the current Director of the Honors Program in the fall of 2006 afforded honors faculty the opportunity to informally assess the program's goals and strategies. Since its inception, LaGuardia's honors program has undergone a few incarnations. In the late 1980s and 1990s, the program's vision centered on offering students a "non-program honors experience," as noted by Joanne Reitano (26). At a time when the very place of honors programs in community colleges was controversial, this model—which offered honors sections but did not track honors students, and did not establish an independent honors curriculum or honors contracts—gave students a taste of the honors experience without requiring many resources or changes in curriculum (Reitano 25). In 1999, the Honors Program Planning Committee proposed "transforming our current honors experience into a formalized honors program with a required honors curriculum leading to an 'honors diploma'" (October 19, 1999 memo from the committee). This fundamental change provided structure for the

program and brought to focus the goal of nurturing students' success in their applications for major scholarships and transfer to selective colleges. However, precisely because no new resources were provided to complement the broadening of the program's agenda and to address the specific challenges of growing a true honors program on our campus, the work of realizing this new vision remained an uphill battle and ultimately became unsustainable. Hence, despite years of success at the college, by 2006 the program's presence on campus had been significantly diminished, even at the level of maintaining the number of honors sections offered each semester.

At this juncture the new program director and the core honors faculty began brainstorming ways to revive and re-imagine the honors community concept. Chief among our priorities were the following:

1. ensure that honors sections become a staple in the college's course offerings each semester;
2. provide curricular continuity for honors students as they progress towards degree attainment in their major;
3. develop program activities that foster a sense of community among honors students and faculty; and
4. implement honors curricula so that students are stronger transfer candidates.

HONORS CURRICULUM

In reviewing the honors curriculum, we concluded that, while the existing curriculum provided some structure for the attainment of an honors diploma on completion of seven honors courses, nothing was in place to provide honors students a sense of belonging to a program or community while they were taking honors courses; indeed, an honors student was truly in the program only when s/he had completed the curriculum requirements. Furthermore, the curriculum was created to meet the needs of liberal arts (social sciences and humanities) majors but not those with mathematics, science, or business majors. Throughout the 2006/07 academic year, we reached out to all thirteen academic departments on campus to learn how each department could contribute to and benefit from participation in the honors program. Our consultations with each department chair and departmental curriculum committee chair were time-consuming but illuminating, providing us with invaluable lessons in negotiating campus politics while keeping the interests of honors students foremost in the conversations. After much negotiation and over twenty drafts, in April 2007 the new honors curriculum was approved by the college-wide curriculum committee and the college senate (Appendix A).

The revamped honors curriculum offers a more streamlined course of study for honors students in the liberal arts by creating two tracks—one for the humanities and social science majors and another for mathematics and science majors. Importantly, we also created a new program for honors business majors. Since the new curriculum came into effect in the fall of 2007, we have seen a steady increase in honors course enrollment. We have grown from

running six honors section in the fall of 2006 to thirteen in the spring of 2009 and these sections are running at the full capacity of twenty students per section, with overtallies for some sections (Appendix B).

The ratification of a business honors curriculum—done in collaboration with the Department of Business and Technology—has enabled us to draw in more honors students. Significantly, however, although we understood that business students have curriculum needs and interests different from those of other majors, we did not want to create a separate honors program for business majors. We wanted to integrate these honors students (out of approximately four thousand business majors) into the college's overall honors community. Thus, the business honors curriculum is not significantly different from that of the honors liberal arts majors; we simply modified the latter slightly to include requirements of the three largest degree programs for business students: business administration, business management, and accounting. We believed it important that business students take honors classes not only in their major but also in courses throughout the liberal arts curriculum.

HONORS COMMUNITY AS NETWORK

With the honors sections up and running, the honors program planning committee could then turn its attention fully to co-curricular programming to foster community, a trickier undertaking given the institutionally fragmented context in which the honors program is situated. In order to provide the program with a sense of a center where there had not been one, the committee first focused on creating effective channels of communicating to students and faculty regularly. In addition to maintaining an updated database of honors students' email and home addresses, we developed an online presence with a website that includes not only information about ways to participate in the program, honors faculty guidelines, honors courses offered each semester, and an online application form, but also material on upcoming honors events, scholarships, blurbs from honors students, and photos of honors classes and activities (lagcc.cuny.edu/honors). Establishing this presence enabled us to reach out to current and potential honors students as well as the general college community since the latter is a crucial partner in our work. In conjunction with our college's chapter of Phi Theta Kappa (PTK), we launched a blog for the honors community to create a virtual space where students can discuss connections between their honors classes and the honors co-curricular activities (ptkbarbaricyawp.blogspot.com). Soon to be launched in the coming semester is a Facebook presence to foster another kind of user-generated, networked honors community.

THE HONORS CLASSROOM: LAYING THE GROUNDWORK FOR THE NETWORKED COMMUNITY

We believe that the goal of an honors program is to create opportunities for human minds to come together and create a kind of educational magic, an intellectual community of faculty and students committed to academic excellence and service to the institution and the world beyond. Therefore, honors classes at LaGuardia are conceived of as vibrant intellectual communities, cohorts of reflective thinkers who are exploring important ideas and working together to achieve mutual goals. The work of building a college-wide honors community in a diverse and fragmented environment begins in the classroom and branches out from there, networking with other communities in the college.

One essential networked-community partner is Alpha Theta Phi, the college's chapter of PTK. While PTK is its own distinct entity as a national honor society, it is also integrally connected to the honors program. Not only do these two overlapping populations prize academic excellence, but the service and leadership initiatives of PTK are also linked to the honors program. For example, the current PTK honors study topic, "The Paradox of Affluence: Choices, Challenges and Consequences," generated a memorable fall 2008 event that featured the Venezuelan Consul General in New York City and several other distinguished panelists. Entitled "The Paradox of Wealth in Latin America: Perspectives on Venezuela," the event was attended by honors and non-honors classes. Emphasized at the event was the theme of our membership in the world community, a theme best captured by the exhortation in the Consul General's presentation, "Human rights are not negotiable." The event generated articles posted on the honors student blog. Additionally, themes from the event were explored in several of that semester's honors classes. For instance, one Honors Ethics and Moral Issues student observed:

> The classroom is not the only means of learning: there are many kinds of ways that we can learn. This event was enlightening for me due to the little knowledge that I had about Venezuela. For instance, before this event I could neither pronounce "Venezuela" right nor point out the geographic location of this country on the globe. My ignorance and unawareness toward this country made me feel embarrassed. That is why I appreciate the opportunities that Phi Theta Kappa and the Honors Program have provided for me.

Such co-curricular events help us build an honors program that is based on a model of community-networking and consciousness-raising.

In addition, during that fall 2008 semester, we paired honors Macroeconomics with a college-wide student project: preparing LaGuardia's team in the national College Fed Challenge competition, an annual contest held at local branches of the Federal Reserve Bank in which teams of students

present their analysis of the U.S. economy and give their recommendations for whether interest rates should be increased, decreased, or kept the same by the Federal Reserve Board. The concepts and issues these students confront are highly complex. Beyond making sense of the current crisis regarding sub-prime mortgages, the 2008 student team, by putting themselves in the role of the Federal Reserve Board, contemplated and examined such issues as Congressional bail-out proposals, the global impact of the U.S. crisis, and the effect of the latter on labor markets.

These issues and the College Fed Challenge were brought into the fall 2008 Honors Macroeconomics course, in which students explored economic and financial concepts in relation to what was happening in the world. In turn, the students took this project out of the classroom and into the general college community. The honors program sponsored a college-wide event at which these honors students presented their work on the College Fed Challenge team and their research on the current economic issues; this also led to the publication of student blog articles on the economic crisis, which added yet another dimension to the virtual discussion on the previously described honors study topic, "The Paradox of Affluence."

NETWORKING THE HONORS PROGRAM WITH OTHER DEPARTMENTS/DIVISIONS

The honors program's collaboration with the business department mirrors the connections we are forging with other academic programs, including philosophy, English, and biology. In the case of philosophy, the honors courses Ethics and Moral Issues, Introduction to Philosophy, and Philosophy of Religion form a keystone of the philosophy program, and the activities of the philosophy area serve to support and energize the honors program as a whole. For example, the visit to LaGuardia by the influential Princeton philosopher Peter Singer in 2007 to speak on the subject of world hunger was a dynamic event attended by a full house that included many students of the honors program. Themes from the evening were then further explored in honors classes through assignments and discussions, and students' articles, like "The Morality of Eating," were posted on the honors student blog.

In addition, the honors program has a long-standing collaboration with the office for transfer services based on our mutual commitment to supporting students in their transfer efforts. This collaboration has taken the form of a jointly-run transfer workshop series each fall semester. Workshop topics include: how to begin the transfer process; identifying transfer colleges that are good fits; how to solicit strong letters of recommendation; drafting the personal essay; and researching transfer scholarships. Together with giving students the tools with which to move successfully to the next step in their academic career, these workshops also enabled honors students to make connections with each other. *Ad hoc* mini-peer-support networks of workshop attendees have emerged as a result of these workshops.

Our efforts to provide increased educational opportunities for students in this area have met with encouraging results as an increasing number of students have been awarded major scholarships by, for instance, the Kaplan Educational Foundation Leadership Program; participated in summer transfer programs such as those hosted by Vassar College and Barnard College; and been accepted with financial support to a widening circle of selective four-year institutions.

HONORS COLLOQUIA

The inaugural honors colloquium was held in the spring of 2008. Our idea at the time was to bring together students and faculty from the different honors courses to share their experiences of that semester. Because our co-curricular activities are always open to all students, such an event would also help us reach out to the general student population. Interest ran high at this event, teaching us that there is a hunger among students to connect with each other through the exchange of ideas. Consequently, we organized the fall 2008 honors colloquium so as to maximize the opportunities for students to do precisely that. Because of the fall 2008 events described above, honors faculty that semester had the chance to discuss the PTK honors study topic in their classes. Naturally, we used "The Paradox of Affluence" as the theme around which to organize an end-of-semester colloquium featuring a student panel and a town-hall discussion.

Honors faculty selected seven students, including a moderator, from across that semester's honors classes. Prior to the colloquium, these students shared ideas about "The Paradox of Affluence" in preparation for the moderated panel discussion, which would be opened up to a town-hall discussion during the second part of the event. We billed this as an "intellectual and social gathering," invited the University's Director of Student Awards and Honors to give the closing remarks, and, thanks to a donation from the Department of Natural and Applied Sciences, bought a "green" token for each student participant. The discussion that afternoon reflected, indeed encouraged, a diversity of perspectives and ranged from John Rawls to the prevailing economic and financial crisis, from the rising costs of education to learning from cultural differences. During those couple of hours, students met, listened, debated, broke bread (so to speak; we supplied modest snacks), and, we hope, left the event intellectually invigorated and having a new friend or two. Certainly, we were encouraged to see pockets of colloquium participants lingering on to continue their conversation even as the meeting room was being cleaned up for the next event.

CONCLUSION

Our experiences in networking an honors community have been heartening, and we plan to continue building on the foundation established these last couple of years: increasing the honors course offerings and the number of students completing the various honors program curricula; fostering community through the honors program website and blog; enriching our honors community through a

diversity of co-curricular activities such as guest speakers and colloquia; and promoting students' success in their applications for major scholarships and transfer to selective colleges. We also dream of a dedicated space for the program, a budget, and meaningful administrative support. But we also know that dedicated teachers and students are finally the central ingredient in creating a vital and intellectually dynamic honors community.

Over twenty-five hundred years ago, Plato contrasted the model of education that seeks simply to transfer information with that which has as it goal the enlightened transformation of the individual. The latter, "the art of . . . turning around," "is not the art of putting the capacity of sight into the soul; the soul possesses that already but it is not turned the right way or looking where it should. This is what education has to deal with" (232). The LaGuardia Honors Program aspires to this goal and sees the work of community-building as crucial to the realization of this vision. However, we have had to look at the concept of community from a fresh perspective. Ours is an approach that gradually develops an expanding honors consciousness, not unlike how the networking of the neural connections in our brains creates a personal consciousness, a sense of our "selves." Certainly, to the extent that this approach has enabled us to reinvigorate the honors program and significantly raise its profile among students and the general college community, it is a model uniquely adapted to an urban commuter-college experience, transforming the challenges of fragmentation and diversity into strengths of dynamic and creative community networking.

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APPENDIX A

Students may participate in the Honors Program in two ways. They may enroll in individual Honors courses (*Honors Participation*) if they meet the minimum requirements (see below). Students may also elect to be involved in the comprehensive program (*Honors Concentration*) following the curriculum below.

FORMER HONORS PROGRAM

A.A. in Liberal Arts

Total of 20–22 Honors credits (7 Honors courses) required

- 6 credits of Honors English
  ENG102 (or ENG elective for students who have completed ENG102) and ENG elective
- 3–4 credits of Honors Math or Science
  MAT200/MAT201/MAT120
  Or
  SCB201/SCC201/SCP201
- 3 credits of Honors Social Science
- 3 credits of Honors Humanities
- 3 additional credits of Honors History, Humanities or Math/Science
- 2–3 credits Honors Cooperative Education Internship
  CEP151/CEP201

NEW HONORS PROGRAM

A.A. or A.S. in Liberal Arts

Minimum of 20–22 Honors credits (7 Honors courses) required

ELA, English, Humanities and Social Science Requirements

Liberal Arts A.A. majors:

- 3 credits of Honors English
- 3 credits of Honors Humanities
- 3 credits of Honors Social Science
- 3 credits of Honors ELA

Liberal Arts A.S. majors:

- 3 credits of Honors English
- 3 credits of Honors Humanities
- 3 credits of Honors Social Science

Math and Science Requirements

Liberal Arts A.A. majors:

- 3–4 credits of MAT120/MAT200/MAT201 (non-Honors course permitted)
- 4 credits SCB115 (non-Honors course permitted)*

Liberal Arts A.S. majors:

- 3–4 credits of Honors MAT120/MAT200 or above
- 4 credits of SCB115 (non-Honors course permitted for A.S. students with a Mathematics Concentration)*
- 8 credits of Honors SCB201-SCB202 or SCC201-SCC202 sequence (for A.S. students with a Science Concentration)

*Honors students who meet the prerequisites for a 200-level NAS course directly can substitute one of these for SCB115 with permission of the NAS Chairperson and the Honors Program Director.

Honors Electives

- Liberal Arts A.A. majors: minimum of 3 courses with at least 8 credits
- Liberal Arts A.S. with Math concentration: minimum of 3 courses with at least 8 credits
- Liberal Arts A.S. with Science concentration: minimum of 1 course with at least 2 credits.

In addition to meeting the above requirements specific to their degrees, Honors students also take Honors electives offered by the liberal arts departments (ELA, English, Humanities, Math, NAS, Social Science), and/or the following additional Honors electives to complete the program requirements:

- Honors CEP201
- Honors CIS
- Honors Communication Skills
- Honors LIB200
- Honors Urban Studies
- Honors LRC102

Not all Honors electives will be offered every semester. Instead, each semester's offerings will be tailored according to the program's needs.

Appendix B
BUSINESS HONORS PROGRAM

The required courses were chosen in part so that students majoring in any of the three largest degree programs of the AMS Department (AS in Business Administration, AAS in Business Management and AAS in Accounting) can participate in the program.

The required honors courses for Business Honors majors are:

- 3 credits of Honors Writing Through Literature
- 3 credits of Honors Humanities
- 3 credits of Honors Social Science
- 3 credits of Honors Elementary Statistics I*
- 4 credits of Honors Principles of Accounting II**
- 3 credits of Honors Principles of Management**
- 3 credits of Honors Business Law I**

Total: 22 credits

*This requirement may also be fulfilled by taking MAT200 or MAT201 instead of MAT120.

**Additional AMS elective courses may be offered in the future at the discretion of the AMS Department, including Honors Principles of Marketing.

Honors Ambassadors: A Framework for Enhancing Student and Program Development

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Many honors programs struggle with how to attract the best and brightest students, primarily because the students we seek often have multiple lucrative offers from highly rated institutions. At Miami University, we found ourselves in the unfortunate position of losing top-tier students to competitor programs in the region and state and thus needing to take action. Our first step was to take a critical look at the scope and type of communication we were having with prospective students. What we found was that although we offer an excellent honors program with learning opportunities that are equivalent to or perhaps better than those of our competitors, we were not doing an adequate job of communicating our strengths to prospective students. In our quest to attract top scholars to our institution, we determined that the answer to staying competitive would be drastic expansion of our marketing and communication efforts.

The decision to increase the scope of our recruitment plan immediately presented a new challenge: resources. Any new recruitment initiatives would have to draw from the resources currently available to our program. With an inflexible budget, we had to look beyond the dollar signs. Ultimately, our sights landed on our greatest untapped resource: the students who are currently in our honors program. Involving a greater number of current students in the program would serve the dual purpose of affording us a large recruitment base to support our new efforts and providing students with opportunities to develop their cognitive, interpersonal, and intrapersonal capacities through a variety of experiences and interactions.

As a recruitment base, we found no better entity to serve as a liaison between the university and prospective students than our current students who already made the choice to attend our institution. Reputation is built on experience, so those who have had experience have an effective voice in any recruitment efforts (Schultz, 2008). In addition, the first question high school students ask themselves when making their college decision is "Will I fit in at this school?" (Geyer, 2007). Who better to give a prospective student a glimpse

into what life will be like for the next four years than current honors students? Our own research (Burton, 2008) as well as that done by others suggests that students who make a personal connection with someone on campus are much more likely to enroll at that institution. These data prompted us to rethink and expand our definition of our honors community so that it now included students who were seriously considering our program. We decided to begin forging an integrated honors community at the point of acceptance into the program rather than at summer orientation or after move-in day; to make this happen, we would need to mobilize a sizeable number of current honors students.

At this point, we could have followed the formula of setting up a volunteer ambassador program as many honors programs and admission offices across the country do. We could attempt to lure current students into becoming volunteers for various events or communication venues. But we decided to aim higher and construct with our students a mutually beneficial relationship that would promote development on the part of the students involved and the program itself. Not only would our students help to advance and develop our program, but we would also help them develop as students and individuals through a series of purposefully planned experiences, reflections, and interactions. Because the mission of our program focuses on the holistic development of our students and is founded on the research of adult development by Marcia Baxter Magolda (Taylor & Haynes, 2008; Baxter Magolda, 2004), we decided to transform the traditional ambassadors model from one that strictly focused on completing service hours to a comprehensive, developmental, and multi-year learning experience that would promote students' capacity for research, leadership, ethical reasoning, collaboration, community service, and ultimately self-understanding in increasingly sophisticated ways.

Grand ideas often yield grand dilemmas. As we began to envision this new model, we wondered how we would be able to involve a sufficient number of our current honors students with the depth needed for this plan to come to fruition. The traditional volunteer ambassador model, which we had attempted to use in the past, had always posed a common set of problems for us, including:

1. difficulty securing a large number of students to volunteer on a sustained and reliable basis;
2. inability to encourage students to donate a significant amount of time to the ambassadors program; and
3. lack of a measurable learning component.

Because our former ambassador initiative offered little incentive for participation, it only attracted about ten students per year, with each student donating about five hours of time at various admission and recruitment events. In our conversations about how to address these issues, an epiphany of sorts occurred: we could address most of the problems by offering Honors Ambassadors as a non-graded, credit-bearing course rather than as a solely volunteer opportunity.

Shortly thereafter, the first incarnation of the Honors Ambassadors course was created. The course was a year-long, one-credit course that featured a

series of activities and assignments designed to prompt students to reflect on their college choices, conduct first-hand research on our recruitment efforts, and engage authentically in recruitment activities with their peers. For participating in this course, students would receive a total of two university credit hours and credit for one honors experience. To design the curriculum, we relied upon Marcia Baxter Magolda's Learning Partnerships Model (2004), which emphasizes three guiding principles to help students gain greater intellectual, personal, and relational maturity: (1) acknowledging students as constructors of knowledge; (2) situating learning in the learner's experience; and (3) offering opportunities for the mutual construction of ideas.

As we created assignments and activities for this new course, we purposefully incorporated the Learning Partnerships Model into all components of the design. Honors ambassadors were no longer "volunteers" for the honors program. They were now researchers, leaders, project managers, and co-instructors. They became the driving force behind all new recruitment efforts, and they were able to see proposals based on their own original research come to life in the course of a semester. Their ideas were not only respected, but they were implemented by staff in both the honors program and in other offices in the larger university community. They were encouraged to reflect on and define their past and future experience at Miami and were encouraged to share the vision of their experiences with others. By offering them an appropriate mix of responsibility, autonomy, challenge, and support, we transformed a lack-luster volunteer effort into a dynamic and transformative learning experience for them and for us. The Honors Ambassadors Program was a concept conceived out of necessity, but it has since grown into a robust curricular and co-curricular model that promotes student learning and development; provides opportunities for student involvement and service to both the honors program and larger university community; and acts as a support structure for a complex personalized recruitment plan for prospective students.

FRAMEWORK FOR STUDENT INVOLVEMENT IN RECRUITMENT

Honors Ambassadors was originally conceived as a single year-long course, which honors students at any level could take once while at Miami. However, after our first year offering the class, many students who had completed the course were looking for a way to continue their involvement. Asking to them to re-enroll in a course they had just successfully completed did not seem an appealing option. If we wanted these students to continue to develop, we needed to create options that would enable them to advance their knowledge and skills. Our solution was a three-tiered framework that students can move through as previous levels are completed. The first tier, Honors Ambassadors, is open to all honors students while the second and third tiers are restricted to students who have completed the previous tier(s).

TIER I: HONORS AMBASSADOR (APPENDIX A)

As noted earlier, students enter the recruitment framework through Honors Ambassadors and are required to complete the one credit-hour course during the fall and spring semesters. Assignments include producing a learning-competency-based resumé, researching different data collection methods, and exploring student-development theory through self-reflection and interviews of others.

After completing these assignments, ambassadors then embark on a comprehensive recruitment project that incorporates many elements of previous assignments. The goal of the recruitment project is to produce a detailed proposal for a new recruitment initiative for the honors program that addresses a current programmatic need or substantially improves a current recruitment effort. These projects require students to conduct research using various methods such as benchmarking against peer or aspirant institutions, expert interviews, and online surveys. After proposals are completed, those deemed likely to succeed are approved, revised (based on the instructors', peers' and other experts' feedback), and implemented in the second semester.

In addition to implementing new recruitment initiatives, ambassadors participate in every aspect of the program's spring recruitment efforts. These tasks include planning and overseeing overnight visits for prospective students, conducting information sessions, serving on student panels, and completing a communication series for an assigned caseload of prospective students.

TIER II: UNDERGRADUATE ASSOCIATE (APPENDIX B)

Once students complete a full year as an honors ambassador, they have the opportunity to apply for an undergraduate associateship. Undergraduate associates (UAs) serve as assistants in the Honors Ambassador (Tier 1) course. Among their principal duties is to help facilitate the research and design projects the ambassadors conduct in groups during the first semester. Having completed similar projects themselves, UAs provide ambassadors with a unique perspective on a more intimate level than a course instructor can. UAs attend training seminars prior to their being assigned to a group to learn about effective context-specific leadership styles, identify their own leadership strengths and weaknesses, and explore group dynamics.

Undergraduate associates complete weekly reflections to assess their progress in developing as better leaders. The weekly reflections also serve as assessment tools for course instructors to evaluate the learning experience provided to UAs. During the second semester, UAs assist in the implementation of ambassadors' recruitment projects by serving as a guide or consultant for the teams. Additionally, UAs participate in recruitment events and complete a comprehensive reflection on their learning as well as that of the other students in the course.

Tier III: Student Recruitment Coordinator (Appendix C)

After successful completion of the second tier as an undergraduate associate, students are then presented with a culminating opportunity to apply for a student recruitment coordinator (SRC) position. This position is considered a professional internship in the honors program, and SRCs collaborate directly with honors recruitment staff to enhance every component of the program's recruitment efforts. Based on their individual strengths and interests, SRCs are given specific responsibilities within different functional areas of recruitment work. They attend and participate actively in staff meetings and instructional design sessions for the Honors Ambassadors course. They assist with assessment and evaluation efforts and offer suggestions for program improvement.

Previous divisions of responsibility have included student development, outreach, and event-planning. The SRC for Student Development assists honors staff in all aspects of running the class, which include creating course assignments and grading students' work. Additionally, this SRC is charged with organizing and supervising the UAs throughout the academic year. The SRC for Outreach serves on the Honors Program Recruitment Committee and also coordinates and runs daily information sessions for prospective students. Finally, the SRC for Event-Planning coordinates recruitment events in addition to developing brochures and marketing materials.

CONCLUSION

The Honors Ambassador Program at Miami University has multiple benefits. First, on the administrative level it helps alleviate the time constraints of the honors program faculty and staff, allowing for the implementation and assessment of more ambitious admission and recruitment projects. Second, the admission and recruitment work carried out by the honors program has been transformed into an ongoing experiential-learning and development opportunity for those involved at every level. Additionally, as a result of the program's success, it will serve as a model for similar programs in other realms of the honors program such as student advising and service learning.

An in-house benchmark survey conducted in 2006 found that, "when comparing our staff size to other honors programs or colleges of similar size and complexity, we have the fewest number of staff of all the benchmark institutions" (Haynes et al., 2006). As is the case for other honors programs and colleges across the country, the University of Miami Honors Program competes for the best high school seniors—for the betterment not only of the honors program itself but also of the greater Miami University community. Despite our small staff size and a decreasing operations budget, we have been able to greatly increase recruitment and admission efforts since the conception of the Honors Ambassador Program in 2004.

In the first Ambassador Program configuration, we had approximately fifty student hours available for recruitment projects for the entire year. Since the creation of our three-tiered framework, we benefit from approximately 1,125

student hours to achieve a more complete and simultaneously more individualized annual communication plan. Other outcomes of this new framework include a 300% increase in phone calls to prospective and accepted students (increasing from 467 calls in 2004–05 to over 1,200 in 2008–09). We now have been able to send personalized emails to our 1,200 accepted students in the first months of 2009. The honors ambassadors have researched, designed and implemented accepted student honors overnights, which have quickly become our most successful yield effort. With the assessment, research, planning, and participation of our fifty-five honors ambassadors, seven undergraduate assistants, four student recruitment coordinators, and two staff members, we are now able to offer six honors overnight programs for accepted students each spring, communicate with all admitted students, and revise all of our promotional print and electronic materials.

Although the honors ambassadors are recompensed for their recruitment work in the form of honors course credits, the more consequential gains are in line with our program's student development goals. As part of their training, ambassadors research the underlying student development theory of the honors program, reflect on the motives behind their own college search choices, research current recruitment practices, propose improvements to the MU Honors Program's recruitment methods, and learn to convey messages and engage in meaningful dialogue with prospective students and their parents. Furthermore, because the framework is founded upon Baxter Magolda's Learning Partnerships Model, students have a unique opportunity to develop personally and academically as a result of their engagement with authentic inquiry-based projects; close collaboration with peers, instructors, and professionals across the university; and in-depth critical reflection.

With the success of the Honors Ambassador Program, plans are underway to use a similar three-tiered framework in all components of the honors program. For example, the MU Honors Program is committed to an ambitious individualized student advising agenda. However, with one of the country's largest honors constituents (as a percentage of overall university enrollment) and a small staff, the Honors Academic Advising Team faces similar constraints. By following the Learning Partnerships Model, the advising team envisions a team of peer advisors who will help with their mission and who, in turn, will gain valuable knowledge, training, and experiences.

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APPENDIX A

SYLLABUS TIER 1
HONORS AMBASSADORS: HON 180Z

Course Description

In this course, students will enhance their scholarly, leadership, and service skills through the process of recruiting prospective students to the Honors community and serving as Honors Ambassadors. The fall semester will consist of personal development, team-building, Ambassador training, and unique research geared towards Honors recruitment; students will enhance previous recruitment techniques and implement new recruitment strategies through comparative researching and surveying of other similar institutes. The spring semester will focus on developing leadership and service skills by participating in recruitment events and program development. Students will actively engage in virtual recruitment techniques; interact individually with prospective and accepted students in face-to-face recruitment practices; interact individually and as a team member with prospective and accepted students in large-scale events and overnight visits; plan and implement presentations or small events within the structure of a larger program; and implement research-based initiatives proposed during first semester.

Course Structure and Philosophy

The framework for this course is based upon the philosophy that knowledge is not something that can be collected or imparted, but rather something that is created by individuals in collaboration with others, based upon their varied experiences and viewpoints. Therefore, you will not find the traditional teacher (as source of all knowledge)-student (as absorber of all knowledge) model in this course. We will all be learning from each other as the course progresses. The instructors have put together activities and assignments designed to move you forward in your intellectual and personal development, but much of what you take away from this class will depend on what you put into it. Therefore we encourage active participation and value your opinions and input throughout the year.

Honors Credit

This particular section of HON 180Z requires participation in both semesters of the academic school year. Completing an entire year of the course will give you a total of two credit hours (one for each semester), and credit for one Honors Experience.

Learning Goals

- Communicate by presenting a main point and supporting evidence
- Explore a contemporary or enduring question about society
- Think critically by identifying multiple perspectives on an issue
- Identify one's strengths and areas for improvement
- Interact with others to engage with provocative or complex ideas, disciplines, or cultures

Requirements

HON 180Z requires highly motivated and enthusiastic University Honors students who are willing to become familiar with Miami's undergraduate mission as well as the Honors Program's tenets and goals.

Students may miss NO MORE THAN ONE class meeting in order to receive course credit. If a class is missed, the student is responsible for obtaining information distributed during that class. A student who misses more than one class without prior approval will be automatically dropped from the course. Course requirements include:

First Semester

- Complete all assignments as outlined on the course calendar.
- Actively participate in group assignments and activities.
- Attend all scheduled group meetings.
- Attend one Honors Information Session for prospective students.
- Participate in two hours of prospective student tele-recruiting.

Second Semester

Complete 30 Recruitment Points throughout the semester as follows:

- EVERYONE must sign up to help run ONE Accepted Honors Student Overnight (6 pts).
- EVERYONE must complete a communications series with their assigned caseload of 30 students (this responsibility includes tele-recruiting, sending emails and responding to any questions you receive, and sending hand-written postcards) (6 pts).
- EVERYONE must work to complete an accepted project proposal from first semester (10 pts).
- You may sign up to serve on student panels for various admission events (1 pt./hour).

You may sign up to conduct an Honors information session (1 pt./hour).

You may sign up to help with additional Accepted Honors Student Overnights (2–10 pts).

You will be informed of other opportunities as they become available (in general, 1 hour = 1 point).

Grading

This is a credit/no credit course. You will not receive a regular letter grade on your transcript. Students must complete all assignments with a passing grade. Assignments that do not receive a passing grade will be returned to you for revision. You can revise any assignment as many times as necessary to meet the minimum requirements to pass.

FALL Assignments

Personal Profile

All students will reflect on their personal experience in choosing or attending college and develop an on-line profile which will include answers to the following questions: What are the top three reasons you chose to attend Miami? When you arrived at Miami, what surprised you most about college life? What is the most important piece of advice you would give to a high school senior going through the college decision-making process? What has been your most significant in-class or out-of-class learning experience at Miami? These profiles will be posted on the Honors web site, so that high school students can learn more about current Miami students.

Paper and Presentation on the Honors Framework

This project is as much about how you can learn about the new framework on your own as it is about what you can learn. Using any sources of information available to a high school student, put together a written summary of the Honors Program Three-Tiered Framework. Your potential source list is vast, so comprehensive research is expected for this project. Your summary must include the following components: Admission (the selection process and how to apply), Requirements, Benefits, Honors Community, Merit Scholarships (including the Harrison full-ride scholarship), Frequently Asked Questions (FAQ), the source list from which you retrieved your information. Also, please identify which source would be most helpful from the perspective of a high school student. Each group will be required to lead a class discussion on one section of their summary.

G.O.A.L.S. Program and Reflection

All students will participate in a group initiatives program which will help your group explore group dynamics by developing communication, leadership, problem solving, strategic planning and trust through a number of team-based challenges. This program will be led by trained staff from Miami's Outdoor Pursuit Center. Team work and collaboration is a central theme of this class throughout the year, so after the program we would like for you to take some time to reflect on how your group operates, your group dynamics, and your role on the team. Then write a reflection paper which addresses the following questions:

- What was your overall impression of the GOAL Program?
- Describe a time during the GOAL Program when your team was functioning well together. Describe a time during the GOAL Program when your team was having difficulty. Comparing those two instances, what major factors contributed to how well your team functioned?
- Describe your typical personality or role in group situations. Identify one strength that made you a good team member during GOAL. Identify one thing you could have done to be a better team member during the GOAL program process.
- Describe your group's dynamics. What do you feel are your group's greatest strengths? What do you feel may be areas that your group needs to address?
- Imagine that you are in the ultimate group to work with in this course. In fact, you enjoy working with this group so much that every other group you have ever worked throughout your education pales in comparison to this group. How would you describe this group? What makes this group better than other groups you have worked with in the past? What are the main characteristics of this group?

Student Development Project

As Ambassadors for the Miami University Honors Program you will be inter-acting with prospective students and their parents, so it is essential that you have an understanding of student development theory upon which the new Honors framework is based. In this assignment, you will be gaining valuable first-hand evidence for a the typical developmental process that occurs for most students at a four-year, liberal arts college. For this project, you will: 1) research proper interview and question-formation techniques; 2) use this knowledge to develop appropriate questions and conduct a proper interview with either a first-year student, middle-years student or a college graduate; 3) transcribe and post your information on the class Blackboard site; 4) review the posted inter-views for the cohort you were assigned, and identify typical traits for individu-als within that cohort; 5) participate in class discussions and sharing of ideas; and 6) write a final paper with your work group. The final paper should include:

- An introduction summarizing your understanding of student development theory;
- A section describing what you see as typical traits of first-year students, and a rationale for how you came to that conclusion. Include at least one trait from each developmental foundation (i.e., view of knowledge, view of self, and view of others);
- A section describing what you see as typical traits for sophomore and junior students, and a rationale for how you came to that conclusion. Include at least one trait from each developmental foundation (i.e., view of knowledge, view of self, and view of others);
- A section describing what you see as typical college graduate traits, and your rationalization for coming to that conclusion. Include at least one trait from

each developmental foundation (i.e., view of knowledge, view of self, and view of others); and

• A concluding section on the transitions that students typically undergo throughout college and after graduation. In the concluding section, you might hypothesize about the causes of the development you witnessed (or lack of development, if this is the case).

Investigating Research and Data Collection Methods

The purpose of this assignment is to introduce you to various research or data collection methods that can or will be used during your final class project and which are valuable for you to know as you become independent researchers. For this assignment, each group will be assigned a particular method (e.g., survey, interview, participant observation, competitor analysis/benchmarking, case study, focus group, questionnaire) to investigate. You will then use the information that you gather to create a one-page hand-out on this method to be distributed to the entire class. The handout should include an introduction, a description of common uses or situations when that method is commonly used, a description of best practices or how best to use the method, and a list of resources your fellow students could reference for more information. In addition to the handout, each group should be prepared to present and discuss their assigned method in class.

Re-writing the Traditional Resume

For this individual assignment, you will create a resume that showcases your skills and abilities in areas that employers have identified as crucial to success: communication, inquiry and problem solving, critical thinking, collaboration and team-work and self-understanding and that are the learning outcomes of the Honors Program. Unlike a traditional resume, which is often a chronological list of activities, this resume will feature your learning competencies and personal strengths, as exemplified by your past and current performances on specific jobs, projects, responsibilities, and education achievements. Although you will be employing an atypical resume format, you should strive for a professional appearance and grammatical perfection.

Marketing Research/Recruitment Project

Using your research skills, knowledge of the Honors Program, and familiarity with our program's student demographics, each group will develop and present a proposal for an innovative recruitment project which can realistically be implemented by the Honors Program. Both the written proposal and presentation must achieve the following aims: 1) identify and describe the new recruitment initiative you are suggesting; 2) discuss the rationale behind your selection of that initiative; 3) identify data you have collected which support implementation of your proposed initiative; 4) describe how this initiative will be implemented, including (but not limited to) projected cost and necessary resources; and 5) discuss why your topic should be selected for implementation. All groups will be required to conduct research to support the ideas put

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forth in their proposal. At a minimum, each group must: interview an expert; conduct consumer research (including developing questions related to your topic, collecting relevant data, and then analyze your results) using two of the data collection methods discussed in class; and benchmark against other similar institutions. A committee of Honors students and staff will select proposals at the end of fall semester for implementation during spring semester and possibly beyond. Not all proposals will be selected for implementation. When selecting proposals for implementation, we will consider the following criteria: originality, practicality, degree to which proposal is supported by data, affordability, and availability of necessary resources.

Final Reflection Paper

In addition to a regular course evaluation, each student will complete a reflection paper describing their experience in the course. This paper should go beyond your likes and dislikes and delve into subjects such as what you have learned throughout the semester in the various assignments and activities, what your goals and expectations were for the class (and for yourself) and how the class did or did not meet those, and what your own strengths and weaknesses are (which can be gleaned from reflecting on assignments where you shined and when you struggled).

SPRING Assignments

"Why Miami?" Reflection Paper

To be prepared to interact with prospective students and their parents—who will be asking themselves, "Why Miami?"—you must first answer that question for yourself. For this paper, explore the various factors that went into making your college decision and evaluate the significance of each; reflect on your goals for college as an incoming student and evaluate the degree to which your goals and expectations were met; reflect on how your goals and expectations have changed and what has influenced that change; and list both positive and negative experiences at Miami and reflect on your role in those experiences.

Preferencing Your Project Group via a Personal Assessment Inventory

All students will be required to work in groups to implement a new recruitment project that has been selected to be utilized by the Honors Program. The topics of these projects will vary based on the proposals presented and selected during first semester. Because we want this to be a rewarding experience for every student in class, you will be assigned a topic as well as an identifiable role which complements your strengths, develops those areas where you need challenge, and advances your personal goals. To identify this role you will complete a personal assessment in which you identify your personal strengths and challenges, articulate your personal and professional goals, and reflect on how the various projects might provide an avenue for you to learn, to develop, and to refine your interests.

Create an E-mail, Tele-recruiting Script and Postcard for Your Accepted
Student Caseload

The key to successful recruiting is effective communication. This group of
assignments is designed to develop your communication skills and to involve
you in service to the university. Each Ambassador will be assigned a group of
30–50 high school students who have been accepted into the Honors Program.
This group will be referred to as your "caseload." You will complete a person-
al communication sequence with these students, which requires you to initiate
contact via a personalized e-mail, respond to their replies, call each student at
least one time during spring semester, and send a hand-written postcard to their
home. For these students, you will be the "face" of the Honors Program at
Miami University, so it is important that your communication with them is clear
and accurate, employs an appropriate tone, vocabulary and organizational
structure, and authentically draws upon your personal experiences as a student.

Re-writing the Traditional Resume

For this individual assignment, you will update the resume created last
semester, which showcases your skills and abilities in areas that employers
have identified as crucial to success: communication, inquiry and problem
solving, critical thinking, *collaboration* and team-work and self-understanding.
Using the same resume format, revise your resume to include both in-class and
out-of-class learning experiences from the spring semester. Although, we can-
not legislate your actions once you leave our class, updating this resume at the
end of each subsequent semester may prove to be a rewarding experience and
a valuable tool when you attempt to gain employment or acceptance into pro-
fessional or graduate schools.

Marketing Research/Recruitment Project

You will work in groups to create and implement an innovative recruitment
project for the Honors Program which was selected from last semester's pro-
posals. The work you do as part of this assignment will actually be used by the
Honors Program when recruiting the next incoming class. Therefore, a high-
quality professional product is expected. Using the research and information
provided by the selected group, each implementation group will: 1) design a
prototype of their product or service; 2) test their prototype with their target
audience; 3) revise and refine their prototype based upon feedback; and 4) pro-
duce and present a final product for implementation.

Final Reflection Paper

In addition to a regular course evaluation, each student will complete a
reflection paper describing their experience in this course. This paper will go
beyond your likes and dislikes and delve into subjects such as what you have
learned throughout the semester through the various assignments and activities
and how those activities and assignments could be improved.

APPENDIX B

Syllabus Tier 2
Honors Ambassador Undergraduate Associates (UA)

Experience Description

During this experience, students will continue to enhance their personal, academic, and collaborative skills by leading students in the Honors Ambassadors course through the process of recruiting prospective students to the Honors community. During the first semester, you will act as group facilitators and discussion leaders for groups of 7–10 students enrolled in the Ambassadors class. In this role, you will serve as a sort of consultant—that is, helping to facilitate students and projects without inserting your own perspective into the mix, giving students in your groups the answers, or solving the problem for them. This will allow you to observe group dynamics, distinguish similarities and differences among individuals, and learn about negotiating roles and motivating people from a different vantage point than you typically experience in a traditional classroom setting.

During the second semester, UAs take a more active role in the group project by servng as project managers rather than group facilitators. You will each be responsible for implementing a particular recruitment initiative with the assistance of your group members. Drawing from your first semester experience, you will be required to ensure that all students in the group are engaged and working productively with each other; negotiating time and responsibilities appropriately; organizing tasks, process and team members productively; and resolving conflicts and troubleshooting challenges as they arise.

Learning Goals

- Communicate using appropriate tone and organizational structure and advancing a compelling message or argument
- Assess and refine your educational goals
- Discover nuanced similarities and differences between one's own beliefs and values and those of diverse others; connect these comparisons to cultural contexts

Requirements

Undergraduate Associates requires highly motivated and enthusiastic University Honors students who are familiar with Miami's undergraduate mission as well as the Honors Program's tenets and goals. UA's may miss NO MORE THAN ONE class meeting, UA meeting, or group meeting in order to receive credit.

UA responsibilities include:

First Semester

Complete all assignments as outlined below:

- Actively facilitate group assignments and activities.
- Attend all scheduled group meetings.

Second Semester

- Attend all scheduled group meetings.
- Actively participate in group projects and activities

Assignments

1. Complete a weekly written reflection on the topics provided (due weekly, throughout semester).
2. Participate in a preparatory leadership retreat (due first week of class).
3. Read appropriate articles on professional learning communities and organizations, student development theory (specifically the Learning Partnerships Model), and the community standards model (assigned throughout first semester).
4. Specifically define, assess, and refine educational goals through a three-part reflection paper which spans both semesters (due second semester upon application for position, end of first semester, and end of second semester).
5. Take a leadership role in completing a group project (achieved throughout second semester).
6. Update and revise outcomes based resume (due at end of first semester and end of second semester)

APPENDIX C

Syllabus Tier 3
Honors Ambassadors Student Recruitment
Coordinator Position (SRC)

Experience Description

Students will collaborate, as professional interns in the Honors Program, with Honors staff to serve the recruitment needs of the program. While individual responsibilities vary by functional area of recruitment work, each SRC has a vital role within the team. The success of recruitment events, as well as the educational and development value for Ambassadors and UAs, depends on the competence and enthusiasm of each SRC in carrying out his or her duties. SRCs are expected to act as a professional staff member in the Honors Program.

Experience Structure and Philosophy

This Honors experience is designed as the culmination of students' recruitment work. Having completed a year as Ambassador and then another as Undergraduate Associate, students have gained an intimate understanding of the complex intricacies that constitute the process of recruitment. As such, students are expected to assist in defining their responsibilities, proactively perform those responsibilities, and then assess and reflect on their strengths and weaknesses of their performance. Just as the leadership responsibilities increased as students moved from Ambassador to UA. SRCs are expected to undertake even more ambitious responsibilities, including guiding their own experience and development as leaders. Thus the value derived from this experience depends wholly on the student's attitude and perspective towards it.

Learning Goals

- Develop leadership abilities through self-guided work.
- Enhance critical thinking abilities.
- Improve teamwork abilities in a professional setting.
- Assess and refine educational goals.

Requirements

Each SRC will be required to do the following:

- Update the Outcomes Based Résumé created as an Ambassador and refined as an UA;
- Reflect upon and redefine learning goals;
- Complete quarterly self-evaluation and performance review with supervisor.

Additionally, individual responsibilities are as follows:

Student Recruitment Coordinator: Student Development

- Assist course instructors in designing and implementing class assignments.
- Coordinate Ambassador involvement in recruitment events.
- Lead UAs through all aspects of class work, student development, and project implementation.
- Assist SRC: Events and SRC: Outreach as needed.

Student Recruitment Coordinator: Events

- Analyze and improve current marketing efforts and materials.
- Design, plan, and execute second semester recruitment events.
- Assist SRC: Student Development & SRC: Outreach as needed.

Student Recruitment Coordinator: Outreach

- Serve on HSPARC (the program's admission and recruitment committee).
- Coordinate and hold information sessions; perform related logistical duties.
- Assist SRC: Student Development & SRC: Events as needed.

The Role of Peer Leaders in an Honors Freshman Experience Course

Melissa L. Johnson

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INTRODUCTION

The purpose of this paper is to describe the role peer leaders play in Introduction to Honors Professional Development, a 1-credit, graded, honors course for first-year students at the University of Florida. Peer leaders are experienced undergraduate students who co-instruct the course along with an honors advisor. While the specific roles of peer leaders may vary from section to section, in general all peer leaders are expected to be advisors, resources, and role models to first-year students.

PEER LEADERS AND OTHER PARAPROFESSIONAL LEADERSHIP POSITIONS

Peer leaders are a part of a growing number of student positions falling under the umbrella category of peer educators. Other similar positions may include paraprofessional staff, peer mentors, tutors, peer counselors, residence hall assistants, and orientation leaders. Generally these educators have specialized, although limited, training to assist with student transition issues such as satisfaction, adjustment, and goal setting (Ender & Newton, 2000). Additionally, peer educators are cost-effective to the institution in that they are supplementing the work of professional staff in major service and department areas (Rode & Kubic, 2002; Ender & Newton, 2000). The goals of peer mentoring programs tend to focus on developing relationships with such students who are adjusting to college although the hope is to maintain those relationships throughout the college experience (Jeske & Rode, 1999).

Rode and Kubic (2002) found in their study of peer instructors at their own institution that these educators were able to assist students in achieving academic and personal success. Mentees have the potential to grow intellectually, socially, and emotionally through their involvement with their peer mentors (Jeske & Rode, 1999). Peer mentors can serve as the liaison in the classroom between the students and their faculty instructor (Rode & Kubic, 2002). Astin (1993) found that every aspect of undergraduate students' development in college that he studied was somehow affected by their peer group. In fact, "the

student's peer group is the single most potent source of influence on growth and development during the undergraduate years" (p. 398).

Serving as a peer educator has shown positive benefits for the educator as well. Typical peer mentor tasks may include recording attendance, sharing their experiences, presenting class topics, and discussing current events with students (Rode & Kubic, 2002). Astin (1993) found that student-faculty interaction, including assisting a faculty member with a class, created positive gains in student satisfaction such as satisfaction with faculty, quality of instruction, support services, and the college experience as a whole. Harmon (2006) found that the peer mentors he studied were learning skills such as time management, communication, group dynamics, and group planning, which not only helped them become better mentors but also helped them with their own academic and career goals.

Although research has shown that mentor programs and peer support in general are some of the most effective ways of retaining students (Astin, 1993; Tinto, 1987), there is limited research on the actual experiences and outcomes of peer educators on college campuses. The National Resource Center for The First-Year Experience and Students in Transition serves as the clearinghouse for much of the research and activity on first-year experience programs. In their summary of the 2006 National Survey on First-Year Seminars (National Survey, n.d.), they found that almost 85% of the institutions responding to the survey (n=968) offered some type of first-year seminar for their students. Almost 8% of the institutions responding noted that undergraduate students taught those seminars. It is not clear if institutions include undergraduate students as co-instructors or as sole instructors.

HONORS PROGRAM AND COURSE BACKGROUND

The University of Florida Honors Program focuses on academic programs developed primarily for freshmen and sophomores. Out of an overall freshman class of more than 6700 students, the honors program typically enrolls 725–750 new students through traditional admissions procedures and 70–80 students through the spring-semester lateral admissions process. The program features specialized academic advising, honors housing, honors courses, and academic opportunities such as study abroad, internships, and research. The program staff is composed of one interim director, two assistant directors/academic advisors, an office manager, a program assistant, and a database administrator.

The Introduction to Honors Professional Development course (originally called Honors Freshman Experience) first began in the fall of 2004 as a specialized offering of the university's freshman experience course. Offered during the fall and spring semesters, more than 500 first-year students have completed the course since it was first offered. I was charged with revamping the curriculum upon my hire in 2005 to align it more closely with the needs and interests of honors students. Peer leaders for the course were selected and matched with honors advisors by the Office of New Student Programs, which coordinated the overall freshman experience course.

In 2007 the honors program formally separated its course from the university's program and began offering it under the title "Introduction to Honors Professional Development." Since that time students interested in serving as peer leaders have approached honors advisors directly to inquire about position openings. Each individual instructor is now responsible for selecting his or her own peer leader. Most peer leaders have held other leadership positions within the honors program, serving as either summer orientation leaders or Honors Ambassadors, a student organization tasked with developing programs for prospective students and families. Other peer leaders have been former students from the class. Instructors look for peer leaders whom they know personally, with whom they share a similar teaching philosophy, and who have taken advantage of many of the opportunities they will be discussing in class. The peer leaders may receive independent study credit for their service as they are not paid for their position. Most peer leaders have opted not to receive credit and simply to assist with the class as a leadership opportunity.

As one of the assistant directors, I currently coordinate all sections of the course. I design the curriculum and offer assistance to any instructors or peer leaders who need help implementing components of the course. The administrative time needed to coordinate the course varies although the bulk of work takes place just before and during the fall semester when the majority of sections are offered. The instructors spend at minimum one hour per week on the course—the actual instructional time. They may also spend time each week meeting with their peer leader, meeting individually with students in the course, and planning upcoming class sessions.

A former peer leader and I currently are developing an assessment plan for the course. We have recruited focus groups of students who have taken the course and students who have not taken the course, and we have distributed an online survey. The assessment is at the very early stages, but we hope to have completed our initial review by the end of the spring 2009 semester.

COURSE DESCRIPTION AND REQUIREMENTS

In Introduction to Honors Professional Development, students work closely with an honors advisor and a current honors student leader (peer leader) to develop an action plan for university involvement. Students learn how to find and apply for scholarships and awards, internships, study abroad programs, research opportunities, and leadership and service projects. Students get to know the inner-workers of the university and discover available resources and opportunities, all while working with other highly motivated honors students. Finally, they learn how to display the skills and experiences gained through these activities. Approximately six sections of the course are offered in the fall, and one section is offered in the spring each year. Sections are capped at 25 students, and the six sections offered during the fall of 2008 ranged from 12 to 25 students.

The course objectives include helping students become familiar with opportunities for academic involvement such as undergraduate research, internships, and international experiences. Students also begin applying the knowledge gained in the course and to developing skills in writing, oral presentation, and teamwork. They learn practical skills in writing resumés, interviewing effectively, understanding academic documents such as degree audits, and working with faculty. Lastly they build a positive mentoring and working relationship with their honors advisor and peer leader.

Course highlights include panels on undergraduate research, study abroad, and internships. Honors students who have participated in these opportunities are invited to participate on the panels to share the nuts and bolts of their experiences and what they gained from them. Students also participate in three workshops on resumés, mock interviews, and academic advising prior to course registration for the following semester. Finally, each section of the course selects a nonfiction book to discuss throughout the semester. Previous book selections include *My Freshman Year: What a Professor Learned by Becoming a Student* (Nathan, 2006), *A Hope in the Unseen: An American Odyssey from the Inner City to the Ivy League* (Suskind, 1999), and *The Last Lecture* (Pausch & Zaslow, 2008).

Students are graded on a variety of projects and reflection papers. They respond to ten online discussion topics throughout the semester and participate in a class community service project. They submit an updated resumé after the resumé workshop, and they write a reflection paper following the mock interview workshop and an interview with one of their faculty members. They are required to make separate appointments with their honors advisor and peer leader. They attend two university events outside of class and write review papers, and they partner with a classmate to review a local attraction or restaurant, then presenting the review to the class. At the conclusion of the course, they submit their action plan for involvement based on the panels, activities, and meetings in which they have participated throughout the semester.

PEER LEADER ROLE IN THE COURSE

As mentioned earlier, each honors advisor is responsible for selecting his or her peer leader. Half of the peer leaders who taught during the fall 2008 semester took the course themselves as freshmen. The other half were returning peer leaders who opted to continue teaching the course for the second or third time with their honors advisor. Four of these peer leaders were juniors, and the other two were seniors. While the general curriculum for Introduction to Honors Professional Development is provided by the course designer, each teaching team of honors advisor and peer leader can customize the syllabus to fit their strengths and interests. Many teaching teams opt to meet weekly to plan the following week's session while other teaching teams meet for an extended time at the beginning of the semester and then touch base periodically throughout the semester.

The specific roles of the peer leaders are outlined at the beginning the semester as the teaching teams agree on how they will split the course duties. In many sections the peer leader is responsible for coordinating the online discussion forum for the students. The peer leaders develop and post the discussion topics and then track the responses for the final grade. They also coordinate the three panels on undergraduate research, study abroad, and internships. They are responsible for finding the appropriate panelists and then facilitating the actual panels in class. Peer leaders meet with each student in class, either individually or in small groups, so they can get to know each other better, relate to their students' transition questions, and suggest opportunities for involvement. Honors advisors generally reserve at least one class session as an open topic for the peer leaders to develop on their own with guidance from the advisor.

STUDENT ASSESSMENT OF PEER LEADERS

At the conclusion of the semester, students complete the standard university evaluation of the instructor and course. The course designer developed a separate peer leader evaluation given at the same time as the standard evaluation. A peer leader evaluation has twice been distributed to students, but the results have been compiled in aggregate only once. The peer leader evaluation consisted of five Likert-scale questions and four open-ended questions. The Likert-scale questions asked students to rate the following descriptions of their peer leaders on a scale of excellent, above average, average, below average, poor, or not applicable. The descriptions included:

- Facilitation of learning
- Availability to assist students in or out of class
- Enthusiasm of subject
- Knowledge of campus resources
- Ability to serve as an academic and social role model

The four open-ended questions included:

- What personal qualities or teaching skills of your peer leader contributed to the success of this course?
- What personal qualities or teaching skills of your peer leader hindered the success of this course?
- What impact did your peer leader have on your first semester at UF?
- Additional comments

The results of the Likert-scale questions are outlined in Table 1. Ninety-six students completed the evaluation. At least two thirds found that their peer leaders performed at an excellent level in each of the five areas. At least 95% found that their peer leaders performed at an above average level or higher in each of the five areas.

Table 1: Summary of Likert-Scale Answers

Question	Excel	Above	Aver	Below	Poor	N/A
Facilitation of learning	72%	26%	2%	0%	0%	0%
Availability to assist students	71%	26%	4%	0%	0%	0%
Enthusiasm for subject	82%	13%	5%	0%	0%	0%
Knowledge of campus resources	85%	14%	1%	0%	0%	0%
Ability to serve as a role model	75%	19%	5%	0%	0%	1%

The answers to the open-ended questions were categorized based on themes. For the first question—"What personal qualities or teaching skills of your peer leader contributed to the success of this course?"—the students logged 37 comments about their peer leaders being friendly, personable, and nice. Students noted 34 times that their peer leaders displayed enthusiasm and 33 times that the leaders' knowledge about resources contributed to the success of the course. Twenty-eight comments focused on the peer leaders' availability, approachability, and helpfulness while 19 comments focused on the peer leaders' experiences with campus involvement. There were 94 total comments listed for the first question although some comments contained multiple themes.

The question "What personal qualities or teaching skills of your peer leader hindered the success of this course?" elicited only seven responses out of the 96 evaluations. Most evaluations listed "none" or left this question blank. Four of the comments related to course facilitation, such as an activity not going as planned or grading taking longer than the student desired. The other three comments related to the peer leaders' personalities; one student found her peer leader "too peppy, but only occasionally," while another student found his peer leader "kind of quiet."

Students listed 76 comments in response to the question "What impact did your peer leader have on your first semester at UF?" Only five students said that their peer leader did not have a significant impact on their first semester. Most of the comments focused on the general guidance and assistance provided to the students as well as the specific advice about getting involved on campus. The following statements are highlights of the responses about the peer leader impact:

- He showed me that balancing activities is difficult, but entirely possible.
- She shared very relevant information on research. She also introduced me to an after-school mentoring organization for elementary school kids.
- He showed me how good it is to be involved and how much fun it can be. He reassured me that I could balance activities and school work.
- His super-involvement is encouraging, and he is a wonderful role model of a well-rounded student.
- He really inspired me to get involved by serving as a role model and also by encouraging me as well as my peers to keep applying for things. He was definitely a valuable connection to make.

- She made me aware of numerous opportunities that I would not have discovered on my own.
- He definitely helped me become more familiarized with the school and the abundance of resources and opportunities I may not have known about without his help and the help of this class.
- She helped me to realize that it is a huge, hard transition, but give it time and everything gets a whole lot better.

These comments demonstrate the variety of roles that peer leaders played in influencing the lives of first-year students in their courses.

IMPLICATIONS FOR PRACTICE

Although the peer leader roles detailed above may not be appropriate to every honors program or college, several may be adapted to multiple contexts. Institutions with a freshman experience course for honors freshmen should consider roles for upper-division students in such courses. Whether they serve as teaching assistants, co-instructors, guest speakers, or panelists, peer leaders provide a wonderful opportunity to share first-hand accounts coupled with realistic advice, tips, and tricks about involvement in a variety of arenas. At least in our situation, our upper-division students served as credible resources about research, study abroad, and internships because they actually had participated in these activities. The honors advisors then could supplement the panelists' experiences with information about related university programs and resources if the students wanted more information.

In programs with a freshman experience for honors students, the peer leaders should have an active role in planning and implementing the course, as allowed by university policy. In many freshman experience courses, peer leaders are relegated to the "fun activities," managing icebreakers and out-of-class activities but not much else; when they take a more substantial role in the course, students see them as a more credible resource, and the peer leaders benefit from increased responsibility.

In programs without a freshman experience course, student panels can be offered as part of a workshop series. Again, the key is to find upper-division students who have participated in relevant activities and can share their experiences and advice, supplemented by information provided by advisors or administrators. These workshops can be offered in an honors residence hall or as part of a brown-bag lunch series. Freshman mentoring programs are another possibility; they can provide first-year students with access to successful upper-division students.

CONCLUSION

The peer leader component of our Introduction to Honors Professional Development course has been very successful as evidenced by our peer leader evaluations. Peer leaders and other upper-division students who serve

as panelists play a key role in our course. They have substantial responsibilities in implementing our course, and students rely on their advice and guidance about getting involved during their first semester in college. We plan to continue offering this leadership opportunity to students as there are numerous benefits to the program, the advisor serving as instructor, the students taking the course, and the peer leaders themselves.

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Honors Living-Learning Communities: A Model of Success and Collaboration

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INTRODUCTION

All too often on college campuses, academic affairs and student affairs work in near isolation from each other. In their traditional roles, academic affairs promotes students' learning in the classroom while student affairs cares for students' personal development outside the classroom. Yet, if higher education aspires to graduate students who can meet the challenges of the modern world, then universities have an obligation to launch collaborative projects that bring together the disparate facets of students' lives. Living-learning communities, a model for collaboration between academic affairs and student affairs, can meet that goal (Schroeder & Mabel, 1994).

Prior research on the effectiveness of living-learning communities has showcased the positive effects of living-learning communities on students' cognitive and psychosocial development while providing a blueprint for both academic affairs and student affairs to follow (Shapiro & Levine, 1999). Boyer's (1987) research on the experiences of undergraduate students highlighted a necessity to build communities in which students are treated both as individuals and as members of a community of developing scholars. In his foundational work, Boyer called for students to approach their academic work through their connections with each other, their living space, and their experiences together outside of the classroom. Pascarella and Terenzini's (1991) research reviewed over three thousand studies that addressed cognitive and affective domains of undergraduate students and found positive gains in motivation, persistence, and retention, as well as in other psychosocial domains, by increasing students' engagement with peers in smaller groups, primarily in their housing arrangements and co-curricular activities. Astin's (1993) widely cited research and analysis of over two hundred institutions of higher education, consisting of over twenty thousand student participants, illustrated the positive impact that linking certain types of courses (notably writing and history) with certain environments (such as the residence halls) in intentional student-student and student-faculty settings can have on cognitive and psychosocial development. Ultimately, all of these studies praise the components of

what is known today as the living-learning community, in which students live together in a residential environment and share common courses, projects, and experiences while being actively engaged by faculty and staff.

Depending on their design, which can be organized by curricular interests, by career intent, or even by various themes, living-learning communities operate at the intersection between the classroom and the residence hall. As such, they help students to bridge the sometimes difficult gap between the academic world and the so-called real world, and they can bring together faculty and students in exciting ways, allowing faculty to inhabit the world of the students and not always the other way around (MacGregor, Smith, Matthews, and Gabelnick, 1997). Yet to create such an environment is no easy task; it requires space, funding, programming, organization, and, perhaps most of all, a common goal for academic affairs and student affairs.

Honors programs are not exempt from these challenges. Indeed, as Nancy L. Reichert (2007) has observed in a recent article in *Honors in Practice*, not all universities embrace the advantages of honors housing, the cornerstone of any honors living-learning community (111). Yet, according to the results of her survey, the majority of honors administrators believe that honors housing creates community among honors students, aids in the recruitment process, and promotes student success (115–16). This data helped Reichert move forward her plans to secure honors housing on her campus, but, at the close of her article, she issues a call to the honors community to share other strategies for convincing campus administrators to commit space and funds for honors housing. The present essay, which addresses housing alongside other aspects of living-learning communities, responds to that call for more information.

A few years ago, Mississippi University for Women, a small liberal-arts institution in the South, launched an honors living-learning community with the shared vision that academic affairs and student affairs should combine the curricular and the extra-curricular with the aim of promoting student success. This level of collaboration between respective areas was, to the best of our knowledge, unprecedented on our campus. In what follows, we share the evolution of this honors living-learning community from a one-semester experiment to a two-year multi-faceted program. In doing so, we demonstrate how the program evolved in response to meeting student needs as we evaluated assessment data and drew on our individual expertise. We offer our experience as a model for collaboration in the design of successful honors living-learning communities.

YEAR ONE

The honors living-learning community at our university began as a one-semester experiment. The Vice President of Student Services thought that a living-learning community could be successful on campus and, moreover, thought that the Honors College might be the place to start. Indeed, for better or for worse, honors programs often become laboratories for new experiments on college campuses. To explore the feasibility of this project, the Vice

President of Student Services called together an *ad hoc* committee comprised of representatives from academic affairs and student affairs. The committee decided to invite fifteen first-year female students from the larger cohort of incoming honors students to participate. Considering our institutional size of just over 2000 undergraduate students, our predominantly female student population, and our restriction to single-gender housing under current statewide policies, the makeup of this group was both logical and practical. Because the honors living-learning community was an experiment without precedent on campus, the committee had no way to gauge the initial response to the program so, with funding for brochures and applications from the Office of Student Services, the committee sent out an open invitation to all qualified students. The response being better than expected, the committee decided to admit twenty, rather than fifteen, first-year female honors students.

With the members of the community selected, the committee needed to identify a living space for the community. At the time, our university did not have the luxury of reserving an entire residence hall for one community, especially one comprised of only twenty students. Yet the committee wanted to house the students in a residence hall that was intimate, recently renovated, and well located because the committee felt strongly that, in order to get the program off to a good start, the community deserved the best space possible. Thanks to the cooperation of the Office of Community Living, the housing department under the umbrella of Student Services, the committee identified one floor in a small residence hall close to major academic buildings. The residence hall already had resident assistants, but the committee felt that the community needed the mentorship of upper-level honors students who could guide the participants through their first semester at the university. To that end, the committee identified two senior female honors students who, though not formally interviewed for the positions, seemed equipped with the necessary academic and social skills to promote student success. The committee asked the mentors to interact with the community primarily on programming nights but, due to the mentors' previous housing obligations (one living on campus and the other living off campus), did not ask the mentors to live with the community. The mentors were paid hourly wages by Student Services.

Turning to the academic side of the program, the representatives from academic affairs on the committee took the lead. The committee decided that program participants would take together honors English Composition and honors History of Civilization along with an honors section of our freshman seminar. This choice was practical: English Composition and History of Civilization are typical first-year courses. The choice was also convenient: one of the most enthusiastic committee members was then head of the Division of Humanities, where those courses were housed. Because these students would have most likely taken these courses as honors or regular sections, even if the living-learning community had not existed, the Humanities Division incurred no additional costs. The division head simply earmarked those courses for the community

and selected, in coordination with the honors director, two of the division's most dynamic, student-centered faculty. In addition to taking these courses together, students participated in bi-weekly programming, typically course-related discussions, with either their faculty or their mentors. The Honors College compensated faculty for their work in the residence hall with modest stipends.

At the end of the semester, students completed evaluations comprising open-ended questions. (See Appendix A for sample questions.) According to evaluation results, students found community-building, academic and social support, and the mentors among the most positive aspects of the program, though some students did not find the bi-weekly sessions particularly benefi-cial. Why is not entirely clear because the comments do not reveal clear trends. However, it appears that some students may not have understood the goals of some sessions and thus became frustrated. Nevertheless, other students enjoyed the overall program so much that they requested a separate section of honors history the next semester.

YEAR TWO

As a result of positive feedback, we decided to replicate the experiment the following fall. We repeated the previous year's program in every way—cur-riculum, participant demographics, and so forth—with two exceptions. The previous year's mentors argued that their work could not be easily quantified in terms of hourly wages, so Student Services compensated the mentors by paying them modest stipends for the semester. In addition, due to some changes in Community Living, the program moved from its home on one floor of a small residence hall to one wing of one floor of a larger residence hall that housed over one hundred and thirty students. The latter change proved unexpectedly decisive.

The effects of the change to a larger residence hall appear in the end-of-the-semester evaluations. In those evaluations, many students cited, once again, community-building and support networks as positive components of their program experience while some students claimed that the bi-weekly pro-gramming lacked structure and goals. However, they leveled new complaints against the residence hall. These evaluation results illustrate that the location of the residential component of the program, in this case the choice of the resi-dence hall, can have a great effect on a program. Indeed, from aesthetics to size and location of the living space, the residence hall can make or break a pro-gram. No matter what the Honors College hoped to accomplish in the area of curricular and co-curricular programming, everything could falter if the stu-dents' living space—the place where they studied, met, and socialized—did not support the programming. The students also leveled complaints against one of the mentors. Their complaints taught us about the importance of the mentor selection. In years one and two of the program, an *ad hoc* committee selected mentors who seemed suited for the position without a formal interview process.

In year one, the selection was a success; in year two, one mentor lacked the academic and social skills to promote a cohesive community. Despite these rather disappointing evaluations, some participants did indicate a desire to continue at least some facets of the program, not just for another semester but for a second year.

YEAR THREE

Building on prior success, but aware of some shortcomings, we decided to overhaul the program significantly in year three. We gave the program a distinctive name to differentiate it from other living-learning communities formed on campus. Indeed, once others on campus saw the positive effects that living-learning communities could have on student success, they wanted to launch their own communities. Along with the name, we made substantial changes to the program in response to student evaluations. We expanded the program from one semester to two years so that participants could benefit from the positive effects of the community for a longer period of time. The selection of participants also changed dramatically in an effort to improve the match between participants and program. We incorporated the program recruitment process into the overall recruitment and scholarship process for the Honors College. As part of that process, prospective students wrote essays and sat for interviews in which they were asked questions about the importance of community, their role in a community, and so forth. The essays and interviews thus allowed the Honors College to assess the appropriateness of the students for the program while communicating to them more clearly the goals and features of the program.

Not only did the participant selection change, but the living space also changed. As a result of academic affairs and student affairs working more collaboratively with a shared commitment to student academic and social growth, the Honors College moved into its own residence hall. Well placed near major academic buildings and the honors office, the small and intimate honors residence hall houses approximately forty freshman and sophomore honors students. In year three, this group was composed of twenty students drawn from the larger pool of incoming freshman honors students as well as some students drawn from the pool of rising sophomore honors students, giving priority to students who had participated in the community the previous fall as freshmen. After we had filled the residence hall with twenty incoming freshmen and some interested sophomores, room still remained. Thus, we invited additional freshman honors students who were not in the full living-learning community to participate in the residential part of the program only. While that decision may at first seem to create a division in the program, it had the benefits of keeping class sizes at twenty, having interested students available for the full program in case of mid-year attrition, and, most of all, spreading the benefits of the residence hall to as many students as possible. Participants included both female and male students because new university housing policies made it possible for female and male students to live together in one building. This change alone

illustrates how university housing can have profound effects on academic programs and how student affairs and academic affairs should work collaboratively to create a more synergistic effect on student growth and development. With a place that it could truly call its own, the Honors College was better positioned to plan programs and promote community.

The community was not complete without the mentors, whose selection and role also underwent change in year three. Because of the problems we experienced with one of the mentors in year two, the honors director asked an honors faculty member to join him in interviewing the mentors to assess their appropriateness for the position. In so doing, we could ensure that they had the skills necessary to nurture the academic and social lives of the students. We also asked the mentors to live in the residence hall to promote community-building. Once we moved the mentors into the residence hall, we had to decide how to compensate them. The Honors College took over the role of paying the mentors their stipends, while Community Living gave the mentors free rooms. We also had to decide what role the mentors would play. On the one hand, the Honors College needs a staff with skills in academic and social mentoring. However, Community Living needs a staff capable of handling emergencies, behavioral problems, and maintenance issues. We decided, on a trial basis, to give the mentors the primary role of mentorship and to ask them to report residence-hall issues to a resident assistant living in a nearby residence hall. This decision created an additional unnecessary layer of communication for maintenance problems; it also naively assumed that honors students would stick to their books and stay out of trouble. We were wrong. One student in particular challenged housing policies as well as the prerogative of the mentors, whom the student did not recognize as authority figures. As a result, we were faced with a dilemma: The student's social behavior merited reprimand or even expulsion, but the student's academic performance did not deserve dismissal from the academic part of the living-learning community. Which part of the program—the living or the learning—trumps the other when different campus policies regulate those parts and when the two parts are, after all, so closely intertwined? Without precedent, we favored the academic over the residential that time, but this situation has taught us to consider in advance the implications that violations in one area can have on another.

We altered the curriculum and enhanced the programming to match our great expectations for this newly revised program. We retained honors History of Civilization, expanding the offering to include the entire two-semester sequence, and, in response to the increasing number of students with credit for English Composition, we enrolled these students in a two-semester survey of English literature. Both sets of courses ran during the first year of the students' participation in the program. We also retained the honors section of the university's freshman seminar. The most innovative curricular change, a study-abroad program in London, became the culmination of the first year of the program. For four weeks, program participants joined their honors faculty in

London for honors seminars that built on their learning from the previous year. To offset at least some of the students' expense, Student Services generously supplied a pool of scholarship money that, once added to students' regular university scholarships, enhanced the Honors College's ability to recruit top students for the program.

In addition to revising the curriculum, we enhanced the biweekly programming. In response to students' complaints about the purpose and content of the programming, the Honors College added group dinners, films, and field trips. Not only were these new programming features more socially and academically stimulating, but they also provided students with more opportunities to bond as a community on and off campus and with more occasions to enrich their learning in the classroom, especially in preparation for the study-abroad experience. For instance, going to a regional museum allowed students to connect aesthetic traditions back to their literature courses on campus and to draw on those connections while in national galleries in London. To fund these off-campus programs, Community Living offered a budget of a few hundred dollars that the Honors College supplemented.

These changes clearly put the program back on the right track. Indeed, evaluations, which shifted from open-ended questions to Likert-scale questions, prove that point. According to evaluations, 88% of respondents were very or extremely satisfied with their physical environment while 78% said they were very or extremely close as a community. Moreover, 70% found the bi-weekly programming in and around the honors residence hall very or extremely engaging, and 81% found taking honors courses together very or extremely beneficial. Finally, 96% found the mentors very or extremely adequate. (See Appendix B for sample questions. For the sake of convenience, the evaluation results from fall and spring semesters were combined above into composite percentages. Also, both freshman and sophomore students completed the surveys.)

YEAR FOUR

In the program's fourth year, the freshmen from year three took the sophomore spots in the residence hall, and we invited twenty incoming freshman honors students to participate in the full program and a couple of other freshman honors students to participate in the residential part of the program only. As new students came into the program, the program did undergo some changes. On the academic side, the Honors College decided to stretch out the honors courses over two years to match the students' length of residence in the honors residence hall. Although this curricular decision had the disadvantage of reducing the number of courses that the community took together in a given semester and thus reducing the intensity of that learning experience, it had the advantages of reducing potential course conflicts for twenty students and of filling out the sophomore year, in which the honors curriculum was otherwise thin. The Honors College also dropped the honors section of the freshman seminar because some students complained that, despite the benefits of the

community, they spent too much time together—a common downside of living-learning communities. Thus, the Honors College will need to balance the merits of community-building with the need to diversify social contacts. On the student-affairs side, Community Living doubled the amount of programming money that it allotted the Honors College as a way to show its faith in the program and its desire to promote it. In response to the problems that they experienced the previous year, the mentors were made resident assistants so that they could communicate maintenance and behavioral problems directly to Community Living. Their dual role as mentors and resident assistants underscores the cooperative nature of this program.

With these changes in place, the program continued to show signs of success on student evaluations, which indicated that 78% of respondents were very or extremely satisfied with their physical environment while 74% said they were very or extremely close as a community. Moreover, 80% found the bi-weekly programming in and around the honors residence hall very or extremely engaging, and 80% found taking honors courses together very or extremely beneficial. Finally, 91% found the mentors very or extremely adequate. With the exceptions of the physical environment (the rating for which went significantly down) and the bi-weekly programming (the rating for which went significantly up), evaluations remained virtually the same from year three to year four.

RETENTION DATA

Student-satisfaction surveys are not the only way to assess program success. Retention both in the program and at the university can also indicate the degree to which a program keeps students engaged academically and socially. For program retention, we examined the first-to-second-year retention rates of honors students, both in the living-learning community and not in the community, who entered the Honors College their first year and returned to the Honors College their second year, even if they left the community for the general honors population by the second year. (The reason for broadening the definition of honors participation in the second year from specific tracks within the Honors College to the Honors College as a whole is that the program length of the community has varied from year to year. Thus, the broader definition allows for greater ease of comparison among the cohorts. Each of the four entering cohorts described below corresponds to a program year as described above.) The honors community in cohorts one, two, and four outpaced other honors students by approximately 10% each year, and the honors community in cohort three outpaced other honors students by approximately 33%. Thus, living-learning community students returned to the Honors College at a higher rate than did honors students not in the community, suggesting that something about the multi-faceted intentional programming of the community encourages students to remain in the Honors College. However, the lack-luster retention of the students not in the community is troubling. Part

of the reason for this dip in retention may have resulted from the possible division between two groups of students that we explain in a later paragraph.

For university retention, we examined the first-to-second-year retention rates at the university, whether the students stayed in the Honors College or not, for students in the community and not in the community as well as for first-time-full-time freshmen as a whole for comparison purposes. Both groups of honors students outpaced first-time-full-time freshmen every year. In fact, the honors community in cohorts one and two outpaced the freshmen as a whole by approximately 20%, the honors community in cohort three outpaced the freshmen by approximately 19%, and the honors community in cohort four outpaced the freshmen by approximately 7%. However, the difference in retention rates between the two honors groups was less dramatic and consistent. The retention rates of the two groups in cohorts one, two, and three were within approximately two to three percentage points of each other while the students not in the honors community in cohort four unexpectedly outpaced the honors community that year by 25%. The retention data for cohort four is perplexing. Although more honors-community students in that cohort are remaining in the Honors College than other honors students, more students not in the community are returning to the institution than honors-community students. Certainly, we should be glad that, even if the Honors College could not retain the students not in the community, they remained at the institution, suggesting that the Honors College may have instilled some positive habits even if the students left the program. However, we would have assumed intuitively that the benefits of the community would promote even greater persistence in its participants than it did. Clearly, the Honors College will need to track the students who enter and leave the program and the university to learn if cohort four is an anomaly or if the Honors College needs to revise its programming. (All data come from Honors College records and from institutional fact books.)

CONCLUSION

Like all learning innovations, this honors living-learning community will continue to evolve. Part of that evolution may occur while rectifying a possible division in the honors population. Indeed, as we have experimented with one subset of honors students, we have unintentionally neglected the rest of the honors students. As a result, it now appears that a split has emerged among our honors students, who, according to anecdotal evidence, perceive a division between learning-community and non-learning-community students and between students in the first two years and students in the last two years of the program. In brief, non-learning-community students claim that they lack the benefits of the residence hall, in particular the in-house discussions, the field trips, and the study abroad. Former participants in the living-learning community who reach their junior and senior years complain that, after their first two years, they have lost the benefits of the first two years and, with those benefits, their cohesive community. To rectify this problem will require creative energy

and financial resources. On the academic side, the Honors College could create a new curriculum that would allow students to move through a set of common required courses so that they could build a shared body of knowledge. Yet, as we all know, curriculum changes take time and, though exciting, sometimes meet resistance. On the student-affairs side, Community Living could locate a larger four-year residence hall that could accommodate virtually all our honors students. Unfortunately, current resources do not permit such a strategic move. Nevertheless, if the two offices could meet these challenges, the living-learning community could hypothetically encompass the entire Honors College. Ironically, then, the living-learning community may come full circle: an experiment for a group of honors students may end as a wholesale renovation of the Honors College.

This one-semester experiment, which later metamorphosed into a two-year Residential Honors Program, began under the auspices of an *ad hoc* committee that included neither one of us; we came on board as administrators just before and just after the program's first year. Now both of us have assumed new positions, one on another campus. In the interim, we have worked with numerous faculty, administrators, and students who have shaped our thinking and facilitated our work. Indeed, the 'we' in this article often includes them, but the 'we' also refers to us, the authors of this article, whose joint goal of promoting student success has brought us together in a common mission. Being willing to communicate and to share our respective expertise has benefited our students as they navigate a successful program. Yet this collaborative experiment has benefited us as well. Without this project, we might never have had the opportunity to work together and to learn from each other. Perhaps, without even realizing it, we have been more than program administrators working on the sidelines of this successful living-learning community. Indeed, we have fulfilled one of the outcomes of any honors program: to promote life-long learning. For that experience, we are both grateful.

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APPENDIX A

Sample open-ended questions used in years one and two of the program.

1. Describe your experience of taking UN 101, EN 101, and HIS 101 with other Learning Community students? Were there advantages or disadvantages of doing so?

2. Describe your experience of living with other Learning Community students in the residence hall? Were there advantages or disadvantages of doing so?

3. Describe your interaction with the mentors. What were the advantages and disadvantages of having mentors?

APPENDIX B

Sample Likert-scale questions used in years three and four of the program.

1. How would you rate the quality of the physical environment in the residence hall?

not at all satisfactory	somewhat satisfactory	moderately satisfactory	very satisfactory	extremely satisfactory
1	2	3	4	5

2. How would you rate the overall sense of social community in the residence hall?

not at all close	somewhat close	moderately close	very close	extremely close
1	2	3	4	5

3. The mentors served the role of assisting with the bi-weekly programming and of assisting with the overall social dynamics for the community in the residence hall. How would you rate their overall performance in those roles.

not at all adequate	somewhat adequate	moderately adequate	very adequate	extremely adequate
1	2	3	4	5

Honoring Experiential Education

Debra K. Holman, Tony R. Smith, and Evan C. Welch

UNIVERSITY OF NORTHERN COLORADO

INTRODUCTION

In the Center for Honors, Scholars and Leadership at the University of Northern Colorado (UNC), we are actively pursuing expansion of our experiential-education offerings and are working collaboratively with a variety of community partners and key campus offices to develop, track, and promote opportunities for students. Our efforts focus on providing honors and leadership students with a variety of experiential-education placements and giving students across the campus opportunities to engage more fully in service, internships, and research. Central to our efforts is a philosophy that all students can choose to exercise honor in their academic careers not solely through outstanding achievement but also through out-of-classroom activities and engagement with community. Honors programs and colleges are in a unique position to foster such student experiences and promote a culture of honorable civic engagement on our campuses.

BRIEF BACKGROUND INFORMATION ON EDUCATION TRADITIONS INFORMING OUR ACTIONS

In moving to expand experiential-education offerings within our center and on our campus, we have drawn from a variety of philosophical traditions within education. The promotion of democratic and peaceable societies, views on civic and global engagement, and national honors traditions of student-centered learning have all informed our actions.

EXPERIENTIAL EDUCATION AND PEACEABLE DEMOCRATIC SOCIETIES

The philosopher John Dewey was a major contributor to the experiential-education tradition and wrote extensively of its importance to democratic society. In *Democracy and Education*, he proposed that "since democracy stands in principle for free interchange, for social continuity, it must develop a theory of knowledge which sees in knowledge the method by which one experience is

made available in giving direction and meaning to another" (2007, p. 248). Providing practical guidelines for such educational delivery in *Experience and Education*, he argued for "a sound philosophy of experience" (Dewey, 1938, p. 91) with educators serving as facilitators connecting learning to students' experiences; helping shape student understanding through "cooperative enterprise, not dictation" (Dewey, 1938, p. 72); and, ultimately, aiding in group social development as well as the development of individual judgment and exercise of power (Dewey, 1938, pp. 56–58).

Elise Boulding, renowned for her extensive academic work on the study and promotion of peace, has noted the power of experiential education and service-learning, in particular, in promoting peaceable communities (2000, p. 232). In *Cultures of Peace,* she expresses her appreciation of experiential education for its ability to connect students to "real-life situations," expand student "personal development and capacity for intellectual analysis," and help students gain "hands-on peacebuilding [sic] skills" (Boulding, 2000, p. 231). Such activities are part of "open learning systems" that Boulding sees as rooted in "values of human relationship and relationship to the planet" and that she believes universities ought to pursue to connect students to the world meaningfully and peaceably (2000, p. 232).

EXPERIENTIAL EDUCATION AND CIVIC AND GLOBAL ENGAGEMENT

Leaders in both the American Association of State Colleges and Universities (AASCU) and the Association of American Colleges and Universities (AAC&U) have advocated for experiential education as a means of fostering civic and global engagement in our time. In a May 2008 concept paper for AASCU, George Mehaffy, Vice President for Academic Leadership and Change, and Harry Boyte, the Co-Director of the Center for Democracy and Citizenship at the University of Minnesota, challenged institutions of higher education to remain connected to the communities in which their students are themselves engaged (p. 3). Mehaffy and Boyte stated their belief that higher education ought to be promoting "citizen learning" that connects students to place and gives them opportunities to develop the "skills and learning habits" to live fully and integrally in community (Boyte & Mehaffy, p. 5). Incorporating both local and global perspectives in their Greater Expectations initiative, AAC&U leadership also declared in 2002:

> Liberal education in all fields will have the strongest impact when studies look beyond the classroom to the world's major questions, asking students to apply their developing analytical skills and ethical judgment to significant problems in the world around them. By valuing cooperative as well as individual performance, diversity as a resource for learning, real solutions to unscripted problems, and creativity as well as critical thinking, this newly pragmatic liberal education will both prepare

students for a dynamic economy and build civic capacity at home and abroad. (p. xii)

EXPERIENTIAL EDUCATION AND NATIONAL HONORS TRADITION

In undergraduate honors tradition, experiential education has figured prominently in curricular and co-curricular programming for decades. In the National Collegiate Honors Council (NCHC) monograph on *Teaching and Learning in Honors*, Rinda West describes honors as education that seeks to "empower students to take ownership of course material and . . . foster learning through active engagement" (2002, p. 3). The *Teaching and Learning* monograph offers many examples of the strong communal nature in honors (Fuiks, 2002), with students working collaboratively "to teach themselves and each other, as well as enlighten the instructor" (Edman, 2002, p. 106). NCHC's *Place as Text* monograph further affirms the role of experiential education in honors-based studies (Braid & Long, 2000). Highlighting Honors Semesters, for example, William W. Daniel connects the "active learning" (2000, p. 9) in place-based education to David Kolb's theory on learning through experience (1984). Student-centered learning is at the core of honors education tradition and richly enhances student experiences on our campuses.

EXPANDING EXPERIENTIAL EDUCATION AND CIVIC ENGAGEMENT OPPORTUNITIES AT UNC

GETTING OUR HOUSE IN ORDER

In the fall of 2005, the UNC Honors Program, the President's Leadership Program, and a variety of smaller undergraduate scholarly programs at the University of Northern Colorado were formally charged with working collaboratively under a center structure. The charge came from the provost following two years of strategic planning in which faculty, staff, and students from honors, scholars, and leadership areas on campus laid the groundwork for the center design.

In establishing the Center for Honors, Scholars and Leadership, we jointly made a commitment to enrich the university campus through academic opportunity, scholarship, leadership, civic engagement, and community service. Our mission provided immediate benefits to honors and leadership students through expanded promotion of national and international student exchange, internships, field experience, and community service opportunities. Additionally, we instituted undergraduate and graduate course-by-contract options to allow students to engage in independent non-thesis research as a means of enriching their learning.

In the fall of 2007, center faculty, through the direct contributions of our award-winning Life of the Mind program, focused more specifically on student

civic engagement in relation to experiential education, and we began to think about how the center might expand our offerings to all undergraduates. Subsequently, we began delivering three-credit semester-long courses in which students at large, as well as those in honors and leadership, could actively apply knowledge and theory to real-world experiences. In the first course offered that fall, students identified local concerns of importance to them, such as gang violence in our community and child-care needs on our campus. In spring, a select few had the opportunity to engage in cross-cultural and international engagement through a course on Western and Middle-Eastern perspectives and took part in weekly video uplinks with other students in the United States and the Middle East through Soliya, an organization based in Massachusetts that is "using new technologies to facilitate dialogue between students from diverse backgrounds across the globe" (Soliya, 2008).

In both Life of the Mind courses, student connections to local and global communities were enhanced, and students were able to take part in a dynamic exchange of ideas and meaningfully contribute to community through projects aimed at deepening their understanding of the issues they examined. The courses also gave us a new foundation from which to launch expanded opportunities for experiential education on our campus and to focus more specifically on civic-engagement initiatives.

REACHING OUT TO COMMUNITY PARTNERS

Our new curricular offerings in experiential education and our focused efforts to foster student civic engagement have led the center leadership to form partnerships with a variety of local, regional, and national organizations in order to generate service, internship, and research-based opportunities for our students. At the local level, for example, we have helped lead the establishment of a community Youth Gang Prevention/Intervention Initiative and are working with our students and members of the local school district, law enforcement, and other organizations to help address issues related to gang violence; students are helping with after-school programs for at-risk youth, tutoring at-risk high school students, and conducting independent honors thesis research on how gangs and gang violence are portrayed in the local media. Also at the local level, our honors and leadership students have been collaboratively expanding community service opportunities by partnering with organizations such as Habitat for Humanity and the United Way. At the regional level, we have worked with Colorado Campus Compact and AmeriCorps/VISTA to obtain AmeriCorps stipends for students willing to commit to long-term service placements, and nationally we are one of the lead universities within the National Collegiate Honors Council helping to develop Partners in the Parks placements for honors students in our own program and across the nation.

By seeking to focus on civic engagement within the broader experiential-education tradition, we have, in short, found ourselves and our students passionately connected to community and actively redefining what it means to

take part in honors experiences on our campus. While not all students may be eligible for or, in truth, interested in undertaking the rigors of our honors program requirements, those affiliated with the center can engage in meaningful experiential-education placements and find ways to apply their in-classroom knowledge to out-of-classroom experiences. Students from across campus can take part in the center's Life of the Mind courses, community service activities, and AmeriCorps service placements just by demonstrating a willingness and commitment to engage.

COORDINATING WITH CAMPUS STUDENT AFFAIRS UNITS

The metamorphosis in the Center for Honors, Scholars and Leadership has inspired us to forge new university connections to further benefit the students in our center and across campus. Since the fall of 2008, we have been working with our Student Activities Community Connections office and with Career Services to actively track all service, internship, and student research opportunities brought to our attention through campus and community partners. Focusing our civic engagement initiatives through collaboration with these student affairs units has proved beneficial in centralizing the data collection for such placements and managing the work in fostering the related community connections.

Early on, we had important discussions on what kinds of data management tools would be needed to track service, internship, and research placements. Career Services Online (CSO), an online database maintained by Career Services on our campus, was identified as capable of supporting our collaborative efforts. The CSO system allows students and faculty, as well as employers and organizations such as governmental agencies and nonprofits, to have online access to job listings and career events; it also allows for consistent management of contacts with those employers and organizations. With the approval of our assistant vice president of undergraduate studies, CSO data tracking has subsequently been expanded to include service and service-learning placements generated from the Student Activities Community Connections office; it continues to maintain the internship contacts and placements generated by Career Services staff; and it now tracks the service, internship, and research opportunities being developed with community partners engaged with the Center for Honors, Scholars and Leadership. With CSO features for managing these contacts, automatic, system-generated emails are sent to community partners to notify them of expiring placements, confirm event-related updates, and request additional placement opportunities for students. The comprehensive nature of the data system is helping us build integrity into the coordination of the placements and will help ensure good working relationships between the university and our external partners going forward.

Our next phases of implementation include making sure that CSO keyword search functions are fully utilized to help students quickly find placements of interest to them. We will be formalizing the processes between

Student Activities, Career Services, and the Center for Honors, Scholars and Leadership for contacting community partners so that we have a uniform and mutually supportive system for fostering placement opportunities; such processes should also eliminate any potential future confusion caused by two or more offices inadvertently contacting the same employer or organization. Additionally, Career Services is planning for the development of CSO web portals tailored to specific student populations and based out of academic department or unit sites that the students access on a regular basis.

ASSESSING AND SUPPORTING STUDENT LEARNING

In our work, we remain mindful that the delivery of experiential-education opportunities—in whatever form—must be based in appropriate student-development theory and be measured with effective assessment tools to meet students' developmental needs. Since we recognize that "education in an academic discipline represents for the individual student a process of socialization to the norms in that field" (Evans, Forney, & Guido-DiBrito, 1998, p. 213) and since we understand that the role of our honors program is to support the academic disciplines on campus while providing enhanced opportunities for student learning, we have worked closely with faculty in all colleges at the university to develop appropriate assessment tools to aid students in their learning and help us in evaluating their experiences. Additionally, we have worked closely with Career Services to standardize our center's student learning agreements and liability waivers as well as provide students with technology-based resources in relation to their honors service and internship placements. Finally, our assessment of experiential education has benefitted from the inclusion of student portfolio development (Zubizarreta, 2004)—both print and electronic.

HONORS IN THE VANGUARD OF EXPERIENTIAL LEARNING

Those of us in the Center for Honors, Scholars and Leadership recognize, in our roles as teachers and researchers, that we have a responsibility to support and foster educational experiences that aid in student moral and ethical development as part of our university's mission and the broader social contract to which the university adheres as a public institution. We are seeking to provide experiential-education opportunities to help students apply their learning and come to understand values and principles of civil, democratic, and peaceable societies. Through our active engagement with community and campus partners we hope to support the development of a mutually respectful and ethically conscientious global citizenry one student at a time.

Honors programs and colleges have consistently been in the vanguard in helping foster such new avenues for student learning on their campuses. As stated in NCHC's Basic Characteristics,

> The Honors Program [or college], in distinguishing itself from the rest of the institution, serves as a kind of laboratory within which faculty can try things they have always wanted to try but for which they could find no suitable outlet. When such efforts are demonstrated to be successful, they may well become institutionalized thereby raising the general level of education within the college or university for all students. In this connection, the honors curriculum should serve as a prototype for things that can work campus-wide in the future. (National Collegiate Honors Council, 2007)

Indeed, our evolving activities and philosophy on experiential education are helping reshape our campus and our community, challenging us in the great tradition of honors to think about how our Honors Program can contribute more meaningfully to undergraduate student education at the University of Northern Colorado.

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John Chaffee is Professor of Philosophy and an advisor to the honors program and the Phi Theta Kappa chapter at LaGuardia Community College, The City University of New York. He directs a program in philosophy involving twenty-five faculty and three thousand students annually. His textbooks include *Thinking Critically* and *The Philosopher's Way*.

Donna Chamely-Wiik is Assistant Scientist and Director of Introductory Labs in the Department of Chemistry and Biochemistry at Florida Atlantic University. She has worked with other faculty to successfully implement curricular reforms at FAU for the past seven years. In addition, she has taught introductory chemistry courses, implementing active learning approaches to engage students in critical thinking. She has published research papers in chemical education, chromatography, and polymer chemistry.

Eric Daffron is Interim Associate Vice President for Academic Affairs and Professor of English at Mississippi University for Women. Prior to assuming his current position, he was Director of the MUW Honors College. He has presented at several past NCHC conferences on study abroad, learning communities, and assessment.

Patrick Damo is a junior majoring in both finance and management information systems and is a member of the Miami University Business Honors Program. He has been involved with the Honors & Scholars Program in an extracurricular manner since his freshman year in various roles, culminating in his current role as Student Recruitment Coordinator.

Liza Davis, Professor of English at Kennesaw State University, administers both the Honors and Interdisciplinary Studies Programs and has served as vice-president and president of the Georgia Collegiate and Southern Regional Honors Councils. Her academic interests include Romantic poetry, Arthurian literature and film, and environmental philosophy, sustainability, and literacy.

Kevin Donovan, Professor of English at Middle Tennessee State University, teaches in the University Honors College and directs the English Department's graduate program. His teaching and research interests include Shakespeare and Ben Jonson, modern Irish literature, and bibliography and research. Donovan is the co-editor of a two-volume anthology, *Irish Drama of the Seventeenth and Eighteenth Centuries,* and is currently completing a historical survey of criticism on *King Lear* for the New Variorum Shakespeare, for which he serves as associate editor.

Clive Elliott joined the faculty of Drake University's Department of Theatre Arts twenty years ago as Artist in Residence, following over thirty years of professional experience in Britain as an actor on stage and television, director, and playwright. He teaches predominantly acting, voice, musical theatre, and classic pantomime, and occasionally he performs in department productions.

Alix D. Dowling Fink is Associate Professor of Biology and Assistant Director of the Cormier Honors College at Longwood University. While she continues an active, student-centered research program in vertebrate ecology, she is currently involved in collaborative interdisciplinary projects across the university, working with colleagues in mathematics, political science, and art.

Jeffrey R. Galin is Associate Professor of English and Director of both the Center for Excellence in Writing and Writing Across the Curriculum at Florida Atlantic University. He has co-edited *The Dialogic Classroom: Teachers Integrating Computer Technology, Pedagogy, and Research* and *Teaching/Writing in the Late Age of Print* and has published articles in *College Composition* and *Communication, Computers and Composition*, and *Kairos.*

Edward Goodman is Assistant Professor of Accounting and an advisor to the honors program and the Phi Theta Kappa chapter at LaGuardia Community College, The City University of New York.

Jerome E. Haky is Associate Professor and Associate Chair of the Department of Chemistry and Biochemistry at Florida Atlantic University. He has been teaching introductory, intermediate, and advanced-level chemistry courses for the past twenty years and has won several teaching awards. He is director of a project that seeks to reform introductory chemistry courses through peer-led team-learning sessions, interactive web-based activities, and full integration of lecture and laboratory assignments.

Christopher J. Holland is Dean of Students at Brevard College. He earned an Ed.D. in higher education administration from the University of Alabama and has conducted research on the experiences of gay male students at traditional women's colleges, identifying how the culture of the campus influences their development and, in turn, how their experiences influence the culture. He is active in state, regional, and national organizations in collegiate housing and student affairs practices.

Debra K. Holman is Associate Director of the Center for Honors, Scholars and Leadership at the University of Northern Colorado. A past president of the WRHC, she currently serves as co-chair of the NCHC External Relations Committee and as a member of the Partners in the Parks Committee. She is also engaged in interdisciplinary doctoral studies focused on environmental education and social justice.

Timothy L. Hulsey is Associate Professor of Psychology and founding Dean of The Honors College at Virginia Commonwealth University. He has published numerous journal articles as well as a book, "Moral Cruelty: Ameaning and the Justification of Harm." He has received several teaching and research awards, including the Presidential Award for Excellence in Teaching from Texas State University and the Fellowship Award of the American Psychoanalytic Association.

Melissa L. Johnson is Assistant Director of the Honors Program as well as a doctoral student in higher education administration at the University of Florida. With the honors program, she oversees a university-wide undergraduate research program and coordinates the professional development course for first-year students. Her current research focus encompasses several areas of undergraduate education, including undergraduate research, peer leaders, and general education.

Beata M. Jones is Director of the Neeley Fellows Program and Associate Professor of Professional Practice in Business Information Systems at Neeley School of Business, Texas Christian University. A Fulbright Scholar, she was born in Warsaw Poland and earned her Ph.D. in computer science from the City University of New York.

Krista Kasdorf is Visiting Instructor of Chemistry at Florida Atlantic University. She has earned both a Ph.D. in organic chemistry from Imperial College, London and an M.A. in English from Florida Atlantic University. Her current interests include improving pedagogical approaches in general chemistry lectures and labs, creating an effective introductory chemistry course for the university, and incorporating writing into the chemistry curriculum in order to foster critical thinking.

Karlyn Koh is Associate Professor of English and Director of the Honors Program at LaGuardia Community College, The City University of New York. She is the college's faculty representative for major scholarships and its Phi Theta Kappa contact advisor. She received a 2008 Paragon Award for New Advisors and is author of numerous articles on Asian American and postcolonial studies and on poetics.

William Lewis is Professor of Rhetoric and Communication Studies in the Department for the Study of Culture & Society at Drake University. He is also Co-Director of and a teacher in the Law, Politics, and Society Program. Some of his research interests turned out to be particularly well suited to developing and teaching Paths to Knowledge, particularly contemporary social theory and popular trials.

M. Leigh Lunsford is Associate Professor of Mathematics at Longwood University. She earned her Ph.D. in applied mathematics from the University of Alabama System (Huntsville) in 1995. Her academic interests are varied and include teaching statistics and applied mathematics, assessing student understanding of statistical and mathematical concepts, and collaborating on research and pedagogical projects with colleagues from other disciplines.

Philip M. Mathis is Professor Emeritus of Biology and former Dean (2004–2008) of the Honors College at Middle Tennessee State University. He currently carries out special assignments that promote the honors college. He holds four earned degrees, including advanced degrees from Vanderbilt-Peabody and the University of Georgia.

Erin Wheeler McKenzie serves as Assistant Director of Admission and Recruitment for the Miami University Honors Program, where she works directly with prospective and accepted students and their families and teaches first-year honors seminars. Her training is in finance and French literature although her interests currently lie in experiential learning and student development.

Jesse Peters is Dean of the Esther G. Maynor Honors College at UNC Pembroke and is an associate professor of English and American Indian Studies. His area of specialty is Native American literature, and he has also recently developed and offered a new honors seminar, "Cultures in Contact." This seminar builds on Mary Louise Pratt's notions of the "contact zone," and it exposes students to cultural differences through a variety of methods, including travel to another country.

Angela M. Salas is the founding director of Indiana University Southeast's honors program, where she works with almost eighty intelligent, hard-working, and thoughtful honors students. She has recently become active in MEHA and the National Collegiate Honors Council after years of watching with interest. She earned her Ph.D. in English from the University of Nebraska-Lincoln, after which she taught at Adrian College and Clarke College before moving to Indiana for the excitement of being able to implement a new program.

Arthur Sanders is Professor of Political Science and Chair of the Department of Politics and International Relations at Drake University. His research has focused on citizen politics in the United States, and he has written four books and numerous chapters and articles in that area. His most recent book, *Losing Control: Presidential Elections and the Decline of Democracy*, was published in April 2007 by Peter Lange Publishers. For the past nine years, he has served as Director of Drake's Honors Program and is a past president of the Upper Midwest Honors Council.

Hallie E. Savage is Director of the Honors Program at Clarion University and Professor of Communication Sciences and Disorders. She was President of NCHC in 2008, and she co-chairs the Assessment and Evaluation Committee. She is a member of the *JNCHC* Editorial Board and in the past served as Co-Chair of the Publications Board of the National Collegiate Honors Council.

Samuel Schuman is a former president of NCHC, creator of the "Beginning in Honors" workshop, and author of the BIH Handbook. He is past Chancellor of the University of Minnesota, Morris. Sam has two new books forthcoming: one is a study of contemporary religious colleges and universities, to be published by Johns Hopkins University Press and titled *Seeing the Light*; the other is a collection of essays he has edited for the ACE, to be published by Rowman and Littlefield, focusing on effective leadership of branch campuses.

David Skidmore is a professor in the Department of Politics and International Relations at Drake University. Skidmore currently serves as Director of the Drake University Center for Global Citizenship and is past Director of the Drake Curriculum and First-Year Seminar programs. His research and teaching interests lie in the areas of international political economy, American foreign policy, international relations theory, and Latin American politics. Skidmore is author, co-author, or editor of five books and has published numerous articles and book chapters.

Tony R. Smith is Experiential Education Coordinator for the University of Northern Colorado, where he has created and implemented a university-wide internship program. He serves as state representative for Colorado (Western Region) and 2009 Planning Committee member for the National Society for Experiential Education.

Janine Utell is Assistant Professor of English at Widener University in Chester, PA. Her research and teaching focuses on twentieth-century British literature. In addition to publishing her work in such venues as *Journal of Modern Literature*, *James Joyce Quarterly*, *The Space Between*, and *Feminist Teacher*, she also serves as Associate Editor of *The CEA Forum*, the online journal of teaching and learning for the College English Association.

Mark F. Vitha is an associate professor of chemistry at Drake University. His interest in teaching Paths to Knowledge grew out of his liberal education at the University of St. Thomas, St. Paul, MN. His interest in the history of atomic weapons started with an interest in fission and grew to include politics and related issues.

Peggy W. Watson is Associate Professor of Spanish and Director of the Honors Program at Texas Christian University; she will be Dean of the John V. Roach Honors College in fall 2009. Her B.A. and Ph.D. are from Tulane University. In addition to teaching interdisciplinary honors courses, she has published on the literature of Spain and the Caribbean and frequently takes students to study abroad in Seville, Spain.

Evan C. Welch is Director of Student Activities at the University of Northern Colorado. He and his staff are currently assessing and evaluating how UNC Student Activities can more effectively incorporate civic engagement principles in leadership development.
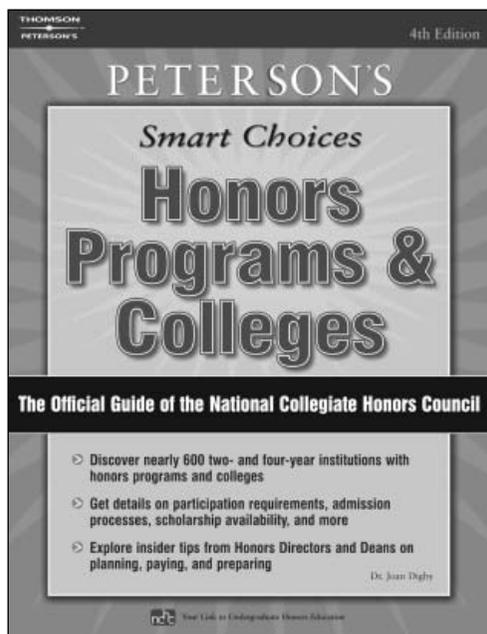
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Assessing and Evaluating Honors Programs and Honors Colleges: A Practical Handbook by Rosalie Otero and Robert Spurrier (2005, 98pp). This monograph includes an overview of assessment and evaluation practices and strategies. It explores the process for conducting self-studies and discusses the differences between using consultants and external reviewers. It provides a guide to conducting external reviews along with information about how to become an NCHC-Recommended Site Visitor. A dozen appendices provide examples of "best practices."

Beginning in Honors: A Handbook by Samuel Schuman (Fourth Edition, 2006, 80pp). 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.

A Handbook for Honors Administrators by Ada Long (1995, 117pp). Everything an honors administrator needs to know, including a description of some models of honors administration.

A Handbook for Honors Programs at Two-Year Colleges by Theresa James (2006, 136pp). A useful handbook for two-year schools contemplating beginning or redesigning their honors program and for four-year schools doing likewise or wanting to increase awareness about two-year programs and articulation agreements. Contains extensive appendices about honors contracts and a comprehensive bibliography on honors education.

The Honors College Phenomenon edited by Peter C. Sederberg (2008, 172pp). This monograph examines the growth of honors colleges since 1990: historical and descriptive characterizations of the trend, alternative models that include determining whether becoming a college is appropriate, and stories of creation and recreation. Leaders whose institutions are contemplating or taking this step as well as those directing established colleges should find these essays valuable.

Honors Composition: Historical Perspectives and Contemporary Practices by Annmarie Guzy (2003, 182pp). Parallel historical developments in honors and composition studies; contemporary honors writing projects ranging from admission essays to theses as reported by over 300 NCHC members.

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

Inspiring Exemplary Teaching and Learning: Perspectives on Teaching Academically Talented College Students edited by Larry Clark and John Zubizarreta (2008, 216pp). This rich collection of essays offers valuable insights into innovative teaching and significant learning in the context of academically challenging classrooms and programs. The volume provides theoretical, descriptive, and practical resources, including models of effective instructional practices, examples of successful courses designed for enhanced learning, and a list of online links to teaching and learning centers and educational databases worldwide.

Place as Text: Approaches to Active Learning edited by Bernice Braid and Ada Long (2000, 104pp). Information and practical advice on the experiential pedagogies developed within NCHC during the past 25 years, using Honors Semesters and City as Text™ as models, along with suggestions for how to adapt these models to a variety of educational contexts.

Shatter the Glassy Stare: Implementing Experiential Learning in Higher Education edited by Peter A. Machonis (2008, 160pp). A companion piece to *Place as Text*, focusing on recent, innovative applications of City as Text™ teaching strategies. Chapters on campus as text, local neighborhoods, study abroad, science courses, writing exercises, and philosophical considerations, with practical materials for instituting this pedagogy.

Teaching and Learning in Honors edited by Cheryl L. Fuiks and Larry Clark (2000, 128pp). Presents a variety of perspectives on teaching and learning useful to anyone developing new or renovating established honors curricula.

Journal of the National Collegiate Honors Council (*JNCHC*) is a semi-annual periodical featuring scholarly articles on honors education. 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.

Honors in Practice (*HIP*) is an annual journal that accommodates the need and desire for articles about nuts-and-bolts practices by featuring practical and descriptive essays on topics such as successful honors courses, suggestions for out-of-class experiences, administrative issues, and other topics of interest to honors administrators, faculty, and students.