A HANDBOOK FOR HONORS ADMINISTRATORS

by

Ada Long

Monographs in Honors Education

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Preface

Honors administrators are singular creatures on their own campuses. Deans have other deans, vice presidents have other vice presidents, but honors directors are one of a kind. Often they have more in common with their presidents than with anyone else on campus in that they are responsible for a huge array of tasks: recruitment, admissions, scholarships, fundraising, curriculum development, advising, student life, crisis management and public relations; but, while college presidents have administrators to whom they delegate those various responsibilities, an honors director often does them all personally.

This handbook is intended, therefore, to serve as an on-campus companion and guide for honors administrators, helping them to define and solidify their positions within their institutions. "Everyone knows" what deans or department heads are: what their responsibilities are, how they fit into the institutional hierarchy, who reports to them and to whom they report. Honors directors, however, can have a hard time explaining their position, much less improving it. This handbook may help the director both to explain and to improve.

A handbook for honors administrators is, admittedly, a somewhat paradoxical proposition since honors directors cherish their diversity and flexibility in a way that is perhaps unique among academic administrators. This handbook is not intended to standardize honors programs or their directors. Its purpose is to provide some options and guidelines to help directors or potential directors establish viable, productive positions for themselves on their own campuses. Since idealism and dedication are uncommonly characteristic of honors directors, the handbook may even help them balance those traits with some common-sense strategies for protecting their jobs, their professional futures, and their sanity.

Previous NCHC publications have touched briefly on the professional and administrative issues addressed in this handbook. Of special interest are the following:

C. Grey Austin, Handbook for the Evaluation of an Honors Program and (an update) Honors Programs: Development, Review and Revitalization

Kandell Bentley-Baker et al, Honors in the Two-Year College

Jacqueline Reihman et al, Evaluating Honors Programs: An Outcomes Approach

Samuel Schuman, Beginning in Honors: A Handbook

Samuel Schuman, Honors Programs in Smaller Colleges

Copies of these handbooks can be ordered from the national office of the National Collegiate Honors Council.

Sam Schuman's Beginning in Honors: A Handbook provides useful information on varieties of administrative structure in its section on model programs (pp. 31-52) and in the section on "Administrivia" (pp. 20-26); however, Schuman explicitly leaves unanswered the questions that this handbook addresses. He writes:

> Honors Directors, like all administrators, should work under reasonably clear contractual conditions, but often they do not. How long is the term of service to be? What is the mechanism of evaluation? How will Honors leadership affect such career developments as promotions, sabbaticals, and salary increases? What goals are being set for the Program, for its administration, and for its administrator? Who sets them? How is it decided if they are being met? (22)

This handbook is designed to provide answers to precisely those kinds of questions.

My first step in writing this handbook was a nationwide survey of honors administrators to ascertain the policies and practices in their programs and their suggestions for improvement. The survey was conducted in 1992 and was sent to all institutional members of the National Collegiate Honors Council. A copy of the survey form is included in the Appendix. Since it was a lengthy form that required much more than checking boxes or filling in blanks, the return rate of about 27% (136 responses out of 500 survey forms sent) was pretty good, especially since most of the responses were highly detailed and thoughtful. As I will mention again, the survey respondents are really co-authors of this handbook, providing most of the information on which it is based.

Other sources of information in the handbook are previous NCHC publications, articles in Forum for Honors and The National Honors Report (especially those listed as references), the wealth of information I have picked up at sessions and in conversations at NCHC conferences over a decade of friendships with (now) hundreds of honors administrators, and my own thirteen years of experience in founding and directing an honors program at the University of Alabama at Birmingham. Since the advice and information contained in the handbook is inevitably filtered through my own experience as an honors administrator, a brief description of that experience (called "By and About the Author") is included in the appendix to help readers identify any editorial quirks or biases.

Because I received only four survey responses from associate or assistant directors, and because I could draw no conclusions based on those responses or my own knowledge about any typical method of delegating

responsibilities to associate or assistant directors, I have focused this handbook only on honors directors or deans. In the chapter on "Responsibilities," however, I have included a description by David L. Barr on how administrative responsibilities at Wright State University are divided between the director and the associate director; that description provides a useful model although there is no standard policy or mechanism for division of responsibilities within honors administration.

I have also focused only on college- or university-wide programs within this handbook. I received three survey responses from coordinators of departmental programs and included those responses in Tables 1-7, but the issues relevant to an administrator of a campus-wide honors administrator are different from those affecting a departmental coordinator, and only the former are considered in this handbook.

In an effort to reduce the complexity of the handbook, I may have given too little attention to issues that are distinct to two-year colleges. I received thirteen survey responses from honors administrators at two-year institutions, and I simply included those responses with the 123 other responses. I have, however, included a model administration for a two-year college in hopes that it will address some of the two-year-college issues that the handbook may have neglected.

I want to thank again the 136 respondents to the 1992 survey, who provided the essential information for this handbook. We all know what a wearisome task it is to fill out surveys, especially ones as detailed and demanding as the one I sent out. I thank them for their dedication and also for their patience in awaiting the results of the survey. Particular thanks go to Carla Blevins and David L. Barr, who provided information included in the chapter on "Responsibilities," and to the many survey respondents who are quoted throughout the handbook.

I also want to thank the six honors administrators who provided model administrations: Ira Cohen, Ted Humphrey, Jocelyn Jackson, George McKnight, Robert McLeod and Dan Rigney. And special thanks go to Grey Austin, Earl Brown, Ron Dotterer, Rew (Skip) Godow, and Sam Schuman, who not only are quoted extensively in the handbook but provided invaluable suggestions and support.

Finally, I want as always to thank Dail Mullins and Debra Strother, Associate and Assistant Directors of the UAB Honors Program, who have been essential contributors to everything I have done in honors, including this handbook, and who are my two best friends.

RESPONSIBILITIES

The administration of an honors program can—and often does—entail a range of responsibilities that overlap with the duties of every other person on a campus: the fund-raising, goals definition, community interaction, overall management and mission-control of a president; the budgetary, curricular and personnel responsibilities of a chief academic officer; the quality control, program development and accountability of a dean; the course scheduling, standards setting, team leadership and diplomacy of a department chair; the recruitment strategies, publicity production and local, regional and/or national networking of an admissions officer; the responsibility for controlling and documenting course enrollments of a registrar; the one-to-one consultations with students and knowledge about all curricular options of an academic advisor; the responsibility for student groups, student services and individual student well-being of a dean of student life; the scholarship, teaching and service of a faculty member; and the openness to new ideas and willingness to learn of a student. Even that list is incomplete, as honors administrators frequently serve also as housing directors, school psychologists, maintenance supervisors, secretaries, grants-and-research officers, recreational directors, career officers and substitute parents. The typical honors director has a wider range of roles and responsibilities than anyone else on campus, yet often with slender resources or staff. Small wonder that several honors directors have summarized their responsibilities as "walking on water."

This section of the handbook will first look generally at two major dilemmas created by the broad range of responsibilities in administering an honors program; then it will categorize specific kinds of responsibilities, with a brief consideration of how to correlate responsibilities with the amount of assigned time and staff of the honors administrator; and finally it will provide advice for directing a program while maintaining one's sanity.

I. The Faculty/Administrator Duality

The 1992 survey indicated that 70% of honors administrators regularly teach courses in their own discipline, in addition to the teaching they often do within their honors programs. Thus, the great majority of honors administrators define themselves as—and are—both faculty and administration. This division of self produces an identity crisis as well as professional hazard. In their duality of purpose, honors directors are most closely akin to department chairs, who also (1) may serve as administrators on a short-term or in many cases permanent (at least indefinite) basis, (2) do not necessarily see their positions as a

launching pad to an administrative track, (3) continue to teach and do scholarly research, and (4) ultimately will be judged on faculty, not administrative, criteria. However, even the chairs of large departments in research universities do not have the range of responsibilities that an honors director has. In addition, a chair remains closely tied to her or his discipline, facilitating the maintenance of a faculty identity. In this way, an honors director is more like a graduate dean—overseeing the whole range of academic disciplines—but with the faculty expectations of a department chair and the responsibilities of a whole slew of different kinds of administrators.

That honors administrators do define themselves at least in part and most often primarily as faculty members was the predominant outcome of the 1992 survey. As Ira Cohen, a past president of NCHC wrote, "You'd need to be crazy to give up teaching." Almost all directors continue to teach in their discipline, and most wish to do so, indicating both a need and desire to stay in touch with their discipline. Correlatively, few honors directors are full-time in honors, and, with the exception of deans of honors colleges, few wish to be full-time. The average percentage of time appointed to serve in honors ranges from 18% in programs with fewer than 25 students to 80% in programs with over 400 students; the ideal amount of time directors would <u>like</u> to be appointed in honors ranges from 40% to 89%. Even directors of very large programs generally do not want to spend all their time in honors but instead want to continue serving a faculty role.

The pull toward a faculty identity has a major impact not only on one's division of labor but on one's academic status. Judgments of merit for raises, promotion and sabbaticals most often are based not on a director's administrative performance but on his or her performance in teaching and research within the home discipline. Moreover, many directors feel that judgment by faculty criteria is appropriate. Those issues will be discussed fully in later chapters; what matters here is recognition that one's performance as a faculty member within a discipline often remains a crucial factor in the success and well-being of an honors director and that this factor has an import that it does not have for other administrators except department chairs.

Consequently, an honors director is wise to work out in detail the division between faculty and administrative responsibilities before taking on the position of director. Both the chair of one's home department and the central administrators to whom one reports should be clear about and agreeable to the percentages of time devoted to each role and to the criteria of merit by which the director will be judged. Moreover, the initial understanding of this division should be acknowledged by all as flexible and subject to change with, for instance, a growth in the program's size.

In addition, a clear understanding should exist at the outset about the academic nature of honors administration; the director's disciplinary chair as well as

the central administration should understand the scholarly component of honors education and take a clear stand on how such scholarship will count in judgments of the director's merit. For instance, most honors directors design courses, do research on honors options, implement broad curricular and extracurricular projects with a distinct scholarly agenda, give papers and other presentations at state, regional and national honors conferences, take leadership roles in honors associations and/or write articles for Forum For Honors, the National Honors Report and other publications. These activities constitute teaching, research and service such as is required of a faculty member within a discipline even though the activities often address issues beyond one's own discipline. These activities should count toward merit judgments as they do for any other faculty member, and a director needs to clarify and affirm their value at the outset and on an ongoing basis so that the value is properly acknowledged by the department chair and central administration.

The academic component (i.e., teaching, research and service in honors) of honors administrators singles them out from other administrators on campus. Only department chairs are as faculty-defined as honors directors are, but there is no equivalent field of "chairing" such as the field of honors education. And other administrators are rarely defined as faculty at all. So the definitional ambiguity in the faculty/administrator status of an honors director must be addressed clearly by all parties.

While the preceding discussion has focused on the professional status and expectations of the honors director as a dual personality, both faculty and administrator, it might also be wise to consider briefly more personal challenges engendered by that duality. As Ron Dotterer has pointed out in the National Honors Report (winter '88), "Honors directors are sometimes torn between their roles as faculty members and their roles as administrators. Occasionally, there is a bit of tension in that shared set of responsibilities" (25). Dotterer goes on to provide a "homemade chart" of various "contrasts between faculty and administrative values and styles":

FACULTY	ADMINISTRATORS
Independence	Collaboration
Asking questions	Providing answers
Logic and reason	Timing and pragmatism
Process valued	Results valued
Theory and thought	Practice and action
Schedule set by individual	Schedule set by institution
Collegial ranking of equals	Hierarchical staff rank
Busiest at week/term end	Busiest at week/term beginning
Completeness valued over speed	Efficiency valued over thoroughness
Clarity and directness	Inscrutability and flexibility
Discord and debate embraced	Harmony and tolerance sought

(Dotterer, 25)

On a good day, an honors director might feel that these opposite values create just the kind of dialectic that makes an honors program excellent; on a tough day, the same director might feel like a baby that Solomon hadn't been around to save. Knowing the source of the tension, however, may be the best hope for creative responses.

II. Multiplicity of responsibilities

On an average day, an honors director might arrive early at the office to get in some research time. She writes two paragraphs of her article on Proust that is due next week, and the phone rings: a student has been evicted from the honors dorm because his father forgot to pay the bill. Two phone calls later—one to the housing director and one to the father—that problem is solved, but now another student is at the door needing advice on what courses to take next term. Time to boot up the computer or check the file cabinets for the student's transcript and her major requirements. Meanwhile, the course schedule for next term's honors courses is due at the registrar's office this morning before the director's 11:00am class, and the vice president has earmarked a thousand-dollar contribution for the honors program provided that a specific proposal for its use can be submitted by noon. And so it goes...

The constant demands of wildly different kinds of responsibilities are no doubt the greatest challenge to an honors director. This challenge is probably felt most keenly by directors of small and mid-sized (up to 400 students) programs, who report in the 1992 survey that they actually spend at least 10% more time on honors than they are appointed to spend (with a 40% difference not at all uncommon). The ideal solution for most honors directors is to increase the percentage of time they are appointed to serve in honors (the average desired increase in the 1992 survey was 20%) so that there is time to accommodate the diverse responsibilities. Documenting one's responsibilities in an itemized list—perhaps even keeping a log of a week's activities—and submitting that documentation with a request for increased time for honors is usually the best solution.

An alternative solution, which may be preferable to some directors, is to submit the same documentation with a request for support staff: an assistant or associate director, or clerical staff. This solution, like the previous one, entails assignment of more financial resources to the program, and so the case for it will be strengthened by additional documentation on the program's success in recruitment and other benefits to the institution.

If additional resources just aren't there, the next option is to streamline and delegate one's responsibilities as fully as possible. In an article for the National Honors Report (winter '92), Jay Ward reports the following suggestions from an NCHC conference workshop in 1990:

A. Computerize documents... [A]ll letters, records, budgets or other program documents, especially those that are needed regularly or repeatedly, should be stored for quick and easy access...
B. Utilize committee... [T]here are certain matters [especially recruitment and publicity] that the director can, and should, share or even fully delegate to the [honors] committee...
C. Utilize students... [T]hey can assume virtually total responsibility for planning social activities such as parties or mixers...[and] can be relied upon to assist the director willingly in a variety of ways...
D. Utilize other institutional facilities or offices... For instance, the admissions office must work closely with the director in identifying prospective honors program participants from among applicants, but the relationship need not end there; admissions may also be able to assist in the designing of brochures and other program materials (and frequently will pay at least a part of mailing costs...)...

(Ward, 25)

Still, even if all of Ward's suggestions were effectively implemented, the hypothetical honors director at the beginning of this section would have the same frantic morning. So, one final strategy is to divide up one's time in a manner commensurate to the division of one's responsibilities. One might, for instance, establish a regular, daily, publicized and non-negotiable calendar such as the following:

08:00 - 10:00am	Research
10:00 - 11:00am	Administrative and student-related activities
11:00 - 12:00pm	Class
12:00 - 01:00pm	Lunch
01:00 - 03:00pm	Class preparation
03:00 - 05:00pm	Administrative and student-related activities

This strategy probably won't work, but it's worth a try.

One strategy that certainly should work is to spell out what responsibilities properly belong under the honors program umbrella and what ones don't. Many honors directors become de facto guardians of excellence on campus, and tasks drift into their sphere of influence that have no direct connection to the honors program. For instance, some honors directors find themselves coordinating all undergraduate and/or post-baccalaureate scholarship programs on campus even though the scholarships are not tied to the honors program. Others find themselves responsible for campus-wide recruitment ceremonies, honors convocations, journal publications, and sundry other activities that are

loosely, if at all, connected to the honors program. The process by which directors "find themselves" responsible for these tasks is oft-times mysterious; the tasks may simply be dumped on the director's doorstep, and he or she thoughtlessly or politely picks them up. An overburdened director should look closely at such responsibilities and consider delegating them or requesting that they be reassigned. Even when a director wants these responsibilities, it is wise to distinguish between commitments that are and are not part of the directorship; the director then needs to make sure that appropriate administrators acknowledge such "extra" tasks as service—not administrative—activities, a distinction which can have important bearing on salary increases and other professional concerns.

III. Kinds and Categories of Responsibilities

The following is a checklist of different kinds of responsibilities, grouped into categories, that can accrue to an honors administrator. These responsibilities do not include departmental commitments to teaching, research and service; they encompass only those tasks which pertain to honors and which are additional to the disciplinary responsibilities held by most honors directors (most directors being appointed to serve part-time—usually through reassigned time—in honors). It is a formidable list and should be interpreted in no way as prescribing what an honors director should do but rather as a description of everything an honors director might do:

HONORS RESPONSIBILITIES

"Normal" Administrative Responsibilities
- budget preparation, implementation and supervision
- short-term and long-range planning
- annual report
- paperwork involved with course listings, program description, admissions, etc.
- maintenance of a student data base
- chairing an Honors Council or Advisory Committee (including recruitment and/or recommendation of members)
- fundraising and grant writing
- staff supervision
- design and updates of an honors handbook
- crisis management
- supervision of an Honors House, Honors Lounge, Honors Residence or other student facility

Curriculum Development
- curriculum design

organization, scheduling and implementation of honors courses
solicitation of new honors courses
design of core courses
room scheduling
publicity for honors courses
orientations for honors faculty
design of student contracts
written guidelines for honors theses and independent projects
oversight of honors theses and independent projects
organization of oral exams
development of honors-related summer study programs for high school students
teaching in the program

Recruitment of students
development of promotional materials (e.g., brochures, course descriptions, etc.
high school visits
personal contacts
special appearances at student orientations, campus-wide recruitment events, high school banquets, etc.

Admissions
processing and acknowledgement of all inquiries
processing and acknowledgement of all applications
interviews and/or set-up of interviews
presiding at meetings of the selection committee
letters of acceptance and rejection

Scholarships
publicity for honors-earmarked scholarships
oversight of scholarship awards process
communication with scholarship donors
coordination with other on-campus scholarship programs
searches for individual scholarships for worthy students
counselling of students for past-baccalaureate scholarship competitions
participation in post-baccalaureate scholarship decisions

Public Relations
regular written and personal contact with all departments and programs in the institution
news stories in local newspapers and university publications
appearances before university and community groups
regular contact with parents of potential and current honors students

newsletters
representation of the honors program on numerous and diverse campus committees

Advising
regularly scheduled formal advising sessions
unscheduled, unpredictable, informal advising sessions
liaison with departmental advisors
career counselling
personal counselling (usually an inevitable and major part of the job)

Recruitment of Faculty
mail campaigns
personal contacts with faculty
personal contacts with chairs and deans

Coordination of Special Activities
organization of annual honors convocations, honors orientations, honors banquets, etc.
organization of lectures, social events, discussion sessions, film series, etc.
promotion and coordination of off-campus cultural activities for honors students
organization of community service projects
organization of field trips
organization of student participation in state, regional and national honors conferences
hosting of honors conferences, sleeping-bag seminars, retreats, etc.
"publication" of honors theses or honors projects
arrangement of honors certificates and awards
editing and promotion of student newsletters
oversight of student committees

Special Services to Students
arrangement of special privileges (inter-library loan, enrollment in closed classes, priority registration, etc.)
housing arrangements, roommate assignments, etc. for new students
letters of recommendation! (usually more than any other faculty member on campus)
design and oversight of mentoring programs
hosting parties
coaching on presentations at honors conferences
coordination of study-abroad options for honors students

Assessment
- administration of student evaluations of honors courses
- administration of student evaluations of the program
- administration of faculty evaluations of the program
- surveys of alumni/ae
- records-keeping on test scores, careers and post-baccalaureate scholarships of alumni/ae

Alumni/ae Contact
- newsletters
- personal contact and correspondence
- more letters of recommendation
- organization and supervision of alumni/ae organizations
- organization of reunions

Local, Regional and National Participation in Honors
- participation in conferences
- committee membership and/or service as officer
- articles for honors publications
- correspondence with other directors, organizations and institutions
- consulting

[Additional responsibilities for Deans of Honors Colleges or Directors with a core honors faculty
- control of hiring, firing, tenure and promotion for honors faculty
- control of salary increases
- career guidance of honors faculty]

While few (if any) honors directors do everything on this list, most do more than they think, and some do an unimaginable variety of tasks that are not included here. It behooves honors directors to make their own lists of current responsibilities—perhaps using the above checklist as a stimulus and guide. Such a list can have numerous benefits:

1) providing documentation for requests for staff, more release time, raises, etc.;
2) targeting responsibilities that might be delegated to other staff, offices, students or committees;
3) helping to set priorities;
4) pinpointing areas that are underdeveloped or overdeveloped; and
5) helping to budget time and other resources.

The extensive and no doubt overwhelming checklist above is hypothetical, based on a composite set of responsibilities provided by numerous honors

directors. Below are the actual job descriptions for honors administrators at two institutions, one relatively small (25-100 students) and the other much larger (more than 400 students).

First is the job description submitted by Carolyn Blevins, former Director of the Honors Program at Carson-Newman College:

HONORS DIRECTOR

Job Description

1. Supervise the Honors Academic Program
   - *Work with Honors Council to design curriculum
   - *In consultation with the Vice-President of Academic Affairs recruit teaching faculty for Honors Program
   - *Promote and coordinate the design, development, of the senior Honors Projects

2. Promote Enrollment and Retention
   - *Enlist and approve new participants
   - *Work with Admissions, Academic Affairs and Placement Office to coordinate the orientation and registration of new students
   - *Monitor each student's adherence to the basic requirements
   - *Recruitment and develop working relationship with Honors Advisors

3. Chair the Honors Council
   - *Recommend persons for the Honors Council to the Committee on Committees through the Vice-President of Academic Affairs
   - *Chair the Council meetings
   - *Lead the Honors Council in developing Honors Program policies, annual program, and extracurricular activities
   - *Arrange Senior Project hearings

4. Plan and Direct the Annual Honors Convocation and Honors Banquet
   - *Work with secretary in Academic Affairs Office to design plan
   - *Coordinate tasks
   - *Evaluate program and procedures

5. Supervise the Honors House
   - *Enlist residents
   - *Supervise maintenance and use

6. Coordinate Extracurricular Activities
    *Plan fall trip and/or other trips
    *Promote attendance at Tennessee, Southern Regional, and National Collegiate Honors Council meetings
    *Plan and coordinate cultural opportunities off-campus and on
    *Supervise social activities at Honors House
    *Plan and coordinate social activities off-campus (faculty homes, out-of-town, etc.
    *Plan and coordinate on-campus activities (freshmen Coke Party, Very Important Gathering, freshmen orientation dinner, etc.)

7. Encourage Student Participation in Honors Program
    *Work with student representatives on the Honors Council
    *Advise students informally and formally
    *Assess student response to Honors Program

8. Administer the Honors Program
    *Develop budget
    *Supervise expenditures
    *Correspond with state, regional, and national organizations
    *Coordinate with other campus programs and academic departments
    *Inform faculty of program opportunities for students
    *Work with Development Office in fund-raising
    *Publish newsletter for Honors students
    *Publish newsletter for Honors alumni
    *Correspond with potential Honors students
    *Publish Honors Handbook

9. Assess Honors Program
    *Lead Council in annual evaluation (annual planning meeting)
    *Secure student evaluations
    *Seek assessments from alumni
    *Direct comprehensive evaluation

As Ms. Blevins reports, these job responsibilities should require at least a 50% director (ideally 100%) with at least a half-time secretary. Because of budgetary constraints, her administration had been able to provide her with only one-eighth reassigned time and no clerical staff, and so "As a result of weariness in juggling this for 13 years," she wrote, "I am resigning. Am trying to negotiate a better package for the new director!" She succeeded in getting a 25% appointment for the new director, but clearly Ms. Blevins was typical of many honors directors, especially at small colleges, who overwork because they love their job; that situation is not fair to either the director or the program, even when the administration and the director are exercising a maximum of good will.

As illustration of actual administrative responsibilities at a larger university, with a program of over 400 students, here is a set of two job descriptions—one for the Director and the other for the Associate Director— at Wright State University, submitted by David L. Barr, Director.

UNIVERSITY HONORS PROGRAM

Job Descriptions

General Statement

The Honors Program has become increasingly complex and its activities are diverse, involving relationships with current students, potential students (both those not yet in college and those in college but not in the Honors Program), graduates of the program, faculty, departments, colleges, and the central administration—as well as the community and other academic institutions. It now seems best to try to divide the responsibilities of this office, allocating some to a director and others to an associate director, who will have more responsibility and independence than the current position of assistant director. The following division is a preliminary statement of our intention and is subject to revision based on our experience. In addition, it must be stressed that the nature of these tasks is such that both the director and the associate director must be prepared to participate fully in all phases of the program. These are best seen as collaborative tasks for which one person has primary responsibility.

The Director

The director will take primary responsibility for planning the future development of the program:

- -To develop one-, three-, & five-year plans
- -To develop proposals to increase participation by minority and transfer students
- -To develop Honors courses at the Lake Campus
- -To redesign the Honors scholarship program:
  - -Reconceptualize the program
  - -Attract new outside funding
- -To develop a program track in student leadership development, including the preparation of students to compete for national awards

-Plan a program
-Attract outside funding
-To develop a community advisory committee
-To develop summer Honors courses and activities

The director will be responsible for the Honors curriculum:
-To plan a balanced curriculum for each year
-To recruit instructors as necessary
-To plan faculty development sessions
-To work with a faculty committee to invent a new first-year Honors course
-To structure courses and achieve articulation agreements that facilitate transfer students achieving Honors at Wright State

The director will coordinate Honors designations and awards at Wright State:
-To coordinate Campus Honorary Societies
-To develop proposals for new Honorary Societies
-To work with the registrar to insure that Honors work is properly recognized on student records, including the distinction from merely achieving a certain grade point average ("Latin Honors").

The director will be responsible for relating Honors to other programs:
-To serve as liaison with colleges and departments
-To develop joint programs with the Bolinga Center and University Division (including the office of Adult and Transfer Student Services).
-To develop ties to area community colleges and technical schools
-To develop Honors student privileges in such areas as priority registration and library usage.

The director will serve on appropriate committees:
-The Honors Committee
-The Incoming Students Scholarship Committee (chair)
-The National Merit Reception Committee

<u>The Associate Director</u>

The associate director will take primary responsibility for the operation of the program:
-To supervise office operations, including the secretary and student worker
-To manage the budget
-To maintain adequate files and databases of students, faculty, and graduates
-To serve as liaison with Student Services (Admission, Financial Aid, Registrar)

-To plan and oversee the various Honors receptions and events:
    -the National Merit Reception
    -the First-year Orientation reception
    -the Scholarship Recipients reception
    -the Honors Graduates Awards events
    -the Alumni dinner
    -the various faculty and student events
-To track and advise Honors students
-To collect, maintain, and provide information to Honors students on graduate schools, scholarships, and application strategies

The associate director will supervise the Honors curriculum:
-To develop yearly courses that fulfill the curricular goals of the program:
    -soliciting course proposals
    -scheduling classes
    -supervising registration
    -providing evaluations of each course
-To oversee the completion of departmental Honors requirements

The associate director will manage student participation in the program:
-To cultivate superior high school students who might become Honors students:
    -develop ties with area high schools
    -administer the program of Summer Scholars from area high schools
-To supervise the Program's participation in recruiting and orientation meetings on and off campus
-To coordinate the process of selecting incoming Honors scholarship awardees
-To recruit eligible Wright State students into the program both by direct contact and by contact through Honors faculty
-To supervise the admission, advising, monitoring, and awarding of Honors (or dismissal)

The associate director will work directly with Honors students:
-To provide primary oversight for student performance:
    -progress toward graduation with Honors
    -managing the scholarship program
-To provide extra services to Honors students:
    -assist in registration in graduate courses
    -develop personal evaluation process
    -provide housing assistance
-To advise and assist the Student Honors Association
-To serve as liaison with Alpha Lambda Delta

The associate director will take primary responsibility for developing publicity for the program:

-To supervise the production of a quarterly newsletter
-To publish a quarterly bulletin of courses
-To maintain contacts with graduates:
    -develop surveys and correspondence
    -plan annual awards dinner
-To prepare appropriate brochures

The associate director will serve on appropriate committees:

-The Honors Committee (secretary)
-The Financial Aid Advisory Committee
-The National Merit Reception Committee

Like many honors directors, Dr. Barr prefers to remain part-time in his discipline, doing both research and teaching; as a result, he prefers to remain on a 60% basis in honors. The Associate Director, on the other hand, is 100% in honors, and a program of the scope of Wright State's should additionally have at least an assistant director (100%) as well as a full-time secretary and student workers.

The number of variables in an honors program—type of institution, demographics, number of students, goals of program, ambition of curriculum, admissions requirements, size of or access to staff, etc.—make it difficult to set guidelines or give specific recommendations on what amount of time should be reassigned in relation to the particular responsibilities of the honors administrator. Nevertheless, using the original checklist of possible honors responsibilities, one should assume that the minimal administrative structure for a mid-size (100-400) program meeting most (80%) of those responsibilities would be:

Director 100%
Associate or Assistant Director 100%
Administrative Secretary 100%
Additional clerical assistance 75%
Student workers

More details on administrative structure can be found in the chapter on that topic later in the handbook. Nevertheless, the issue of job responsibilities cannot be separated from the issues of assigned time and staff, and the guidelines and examples above may be of use to an individual director in positioning her or his program on a comparative scale.

IV. General Advice

The crucial acts of self-preservation for an honors administrator are (1)

documentation of one's responsibilities in honors, (2) establishment of a clear understanding with one's department chair and administrative higher-ups about how those responsibilities fit into the time appointments and reward systems of the institution, and (3) some rigorous advertisement of the honors program's (and one's own) contributions to the success of the institution.

Even when all those bases are covered, however, there is usually confusion at home plate resulting from multiple identities and heterogeneous tasks. Amid that confusion, the overriding question for most honors directors, who typically are not—or at least do not see themselves as—career administrators, is how to do their jobs well: how to be a good administrator. And so it is fitting to pass on the advice of three seasoned honors directors who have addressed the question of how it might be possible to be a wise and sane administrator.

First we hear from Grey Austin, long-time honors director at Ohio State University, who offers ten "principles of administrative communication":

General Advice for Any Administrator

1. Face to face is best.
2. Be as open as possible. Occasionally you may have to withhold information, but do that as seldom as possible.
3. To the very greatest extent possible, involve in the decision-making process everyone who will be affected by the decision.
4. If you can't talk to someone face to face, phoning is next best. Give the chance for immediate give and take.
5. Use memos only when more direct communication is impossible or when a face to face or phone conversation needs a paper trail.
6. If you have to say something negative about a person, do it one-on-one. Don't ever say something about a person that you would not say to him or her directly. If you need to put it on paper, for the record, send it to the individual and to as few others as possible.
7. If you have to be critical, be factual and document your statements; avoid defamation of character and libel and slander. Limit distribution as much as you can, and mark it "confidential."
8. As Ombudsman, I worked with an excellent president at Ohio State. He often told his staff, "I don't like surprises." And so we were always alert to any problem that might embarrass the institution or any major complaint that might reach his ears before he had learned about it from one of us. Develop a sense of what items to pass along to the next higher level AS THEY DEVELOP, not when they have already become big issues.
9. Maintain a sense of humor. Maybe it can help to lighten a tense situation, but more importantly it can help you not take yourself too seriously.

10. Express praise and appreciation. It takes four "attaboys" to overcome one "aw shoot."

(Austin, "Administrative Communication and Problem Solving," 15-17)

Sam Schuman, previously honors director at the University of Maine at Orono, offers some similar and some additional advice in an expanded sixteen-item list published in The National Honors Report (fall 1990):

1. Be honest. The temptations not to tell the truth are astonishingly beguiling and some of them will even appeal to your better nature. Don't give in: if you do not face the truth today, it will ambush you tomorrow.
2. Be fair. Be prepared to take a stand on issues, but never let yourself be perceived as an ally of some particular academic faction. Ignore past personal history in assessing every issue and every individual anew.
3. Be diplomatic. Think about what you are going to say before you say it; remember that whatever you say (or worse, write) can be captured and used by those who are not interested in making you look good. Most of the time, it is probably better to be blandly cautious than to coin a flamboyant phrase which, out of context, might be embarrassing.
4. Try to maintain a sense of humor and a sense of perspective about what you are doing. One of the nice things about being at an institution with a religious affiliation is that it constantly reminds the harried academic that there are things in heaven and earth more important than educational things.
5. Know what you want and why you are doing what you are doing. If you don't know where you are trying to go, nobody else will help steer you.
6. Take care of yourself, physically. I have never met a person who put a high value on regular, vigorous exercise, who was unable to find time for it.
7. Give credit to those who work for you; be prepared to shoulder a large share of the blame. Even if you did most of the praiseworthy work, be generous in appreciation; even if you had nothing to do with the failure of a subordinate, volunteer to take some of the responsibility.
8. Work hard, but have something other than work in your life—love and fun are two good possibilities.
9. Grow some crust, but don't become cynical. Do not let yourself be hurt by every passing slight, but cherish your freshness and enthusiasm, and don't permit your intrinsic optimism to be corroded.
10. Don't expect everyone to like you; don't expect everyone to appreciate you or your work.

11. Set goals so you'll know when you've succeeded. And let yourself feel successful when you do.
12. Follow up. If you say you will do something, do it and do it sooner, rather than later.
13. Prepare. Try to figure out what you are supposed to do before you start doing it.
14. Don't expect to be perfect, and don't let others come to expect you to be perfect. Make some room in your own psyche, and in the expectations of those you work with, between absolute perfection and abject failure: that space is where humanity resides.
15. Take time to do things right, even if there isn't time. I'm not sure exactly what "quality time" is, but I do recognize when I am being perfunctory, and I am very rarely proud of the work I do in that mode.
16. Take pride in your profession. Academic administrators customarily deny their interest in being academic administrators, and profess themselves, instead, to be faculty members at heart. I would not trust a physician who told me that she really was a lawyer at heart, but someone had to do the dirty work of brain surgery.

(Schuman, "Leadership Secrets...," 18)

Finally, Earl Brown, honors director at Radford University, provides a piece of advice that most honors directors want and need to hear (NHR, spring 1992):

> Relax. If you are half-time an honors director, work half-time. The work will get done. One of the easiest ways to burn out—to be honest, I do not believe in that concept, but since so many academes use it, I'll use it—is to do more work than you're being paid to do. You get angry and frustrated. You say to yourself that this work must be done and since the administration will not give me the support staff I need, they expect me to do it. You are not Mighty Mouse. Do it when you can; do it as time permits.
>
> (Brown, 14)

SELECTION

The criteria and processes for selecting an honors director or dean are as various as honors programs themselves. They range from formal to casual, with good arguments for the whole spectrum within varying sets of circumstances. A very large program, for instance, might need a veteran administrator with strong management credentials while a small program might thrive best under the direction of a friendly and caring teacher. Sometimes a person emerges on campus as the obvious choice for honors director and is tapped by consensus as well as a dean's informal request; other times the legitimacy of a program depends on a rigorous national search and presidential selection.

The contents of this section are thus designed to present options and ideas, not guidelines for selection. At the same time, however, a certain commonality does exist, both anecdotally and in honors literature, about the qualities of a "good director" and about the efficacy of a self-conscious selection process. So, while "anything goes" theoretically—and sometimes in practice—some basic principles merit strong consideration.

I. Criteria

In a 1986 article on "Honors Program Leadership" published in Forum for Honors, Rew Godow provided a portrait of the "ideal honors director." Like Castiglione's courtier, an "ideal honors director" is a mythical creature, with an element of the preposterous in its shining composite of rare and diverse capabilities, but nevertheless a useful myth, helping to portray the range of qualities that are most valued in a culture...or in an honors program.

Godow's specifications for an "ideal honors director" comprise a useful set of guidelines for selecting an honors director. His list of six "qualities" forms a set of criteria for not only selection but evaluation, self-assessment and aspirations of an honors director. Therefore I reproduce that list here with ample selected quotations from Godow's explanations of each quality:

1. The Academic Leader as Lover of Wisdom... My ideal honors director is a person who is genuinely interested in ideas and the pursuit of knowledge, a person who is a role model for students and faculty alike because that love of pursuing ideas is constantly exemplified. The person seems somehow to be at every lecture and concert, is always reading important new books, and is regularly engaged in conversations with students and

faculty about the great books, the great ideas, and the great issues of the times... my ideal honors director would be an ideal teacher.

2. The Academic Leader as Curriculum Reformer... [M]y ideal honors director maintains the highest standards of academic integrity and excellence, is committed to academic tradition, and yet still has a great deal of curricular imagination. Whether it be through interdisciplinary team-taught courses, special research opportunities, special seminars, or whatever, the honors program serves its institution best when it provides a model for curricular enhancement.

3. The General Administrator... Being an honors program director, like being a department chair, requires at most institutions a good bit of administrative work which includes not only the things which are intrinsically interesting to academics—e.g., designing the honors curriculum—but also a good bit of budgeting, attending meetings, negotiating, responding to numerous requests for information, attending meetings, and doing a myriad of organizing, managing and monitoring. For most honors directors, this is a big (and sometimes an overwhelming) part of the job. If you cannot do these things well, you generally cannot be an excellent honors director; and if you cannot stand doing this kind of "menial" stuff, then being an honors director (or any other administrator in today's academic world) is not your ideal job choice...

4. The Entrepreneur... [W]hen I think of the honors program directors who are "famous" around NCHC, they all seem to have an incredible ability at being—please pardon the expression—entrepreneurial. This is not to say that they have built empires or made profits, but they have managed to weave their honors programs deeply into the fabric of their colleges and universities; the result is an honors program that is not just one of many academic programs, but an absolutely critical part of many aspects of the schools... The outstanding honors director develops excellent working relationships with members of the university community and is so persuasive that somehow he or she always seems to convince the provost that his or her latest new idea is worth funding, get the registrar to make a special arrangement so honors program students do not have to stand in line, talk the director of financial aid into increasing a scholarship, get special faculty developments funds, etc. ...

5. The Admissions Officer... On one end of the spectrum, there are programs that do their own brochures and where the director writes recruiting letters, visits high schools, organizes campus visitation days, and organizes activities with current honors program students to recruit prospective students. At some institutions, there is a person specifically hired to plan programs for recruiting students for the honors program (sometimes such people are employees of the honors programs; sometimes they are part of the staff of the admissions office). On the other end of the spectrum are honors programs that have no recruiting programs of any kind. Yet, even in these programs, the director may have occasional meetings with prospective students (and parents). Although I have not done any survey research, my discussions with other directors convince me that more and more honors program directors are engaged in more and more recruiting activity. I think if you had done a survey six years ago asking honors directors about their activities, you would have found that (1) the vast majority of honors directors would not have even listed recruiting as one of their activities, and (2) only a handful would have said that recruiting occupied a significant amount of their time. Now, however, I think such a survey would reveal a dramatic change: virtually all would say that recruiting was among their activities and many would say that they are spending more and more time on recruiting-related activities. It used to be that honors directors and other faculty members saw recruiting as a process that was beneath them; demographics have forced an increasing number of people to give up that view.

6. The Student Activities Coordinator... Every honors program that I know of—well, at least every good one—aims to give its students special attention both in and out of the classroom. To do this, someone in the honors program needs to be sensitive to the intellectual, cultural, and social needs of honors program students, must exhibit a caring attitude toward the students, and must be genuinely concerned with their welfare. Optimally, someone exhibits this sensitivity and concern by showing that he or she truly enjoys spending time with the honors program students. I am convinced that many honors programs fail to flourish because of this failure in the administration of the programs.

(Godow, 4-8)

Godow's portrait of the "ideal honors director" may seem fantastical in its diversity of virtues; yet it reflects the actual diversity of qualities listed by honors directors and deans (1992 survey) as the criteria by which they were selected. Although small-program directors leaned a bit more strongly toward love of wisdom as the primary criterion and large-program directors toward administrative and entrepreneurial skills, Godow's full range of criteria—and then some!—showed up consistently as criteria for selection. The list below includes only those criteria that honors administrators repeatedly listed themselves, in descending order of frequency:

previous experience in honors
proven administrative skills
strong teaching record
interest in and commitment to honors
interpersonal skills
strong research record
creativity and vision
tenure
commitment to students
willingness to serve
strong communication skills
seniority
knowledge of system
commitment to excellence
faculty standing
diversity of interests
capabilities in fundraising and grants
hard work

Additional wisdom comes from Bill Mould, of the University of South Carolina, who adds "speechifying" and "a dash of madness" to the list; from Len Zane, of the University of Las Vegas, who adds "the patience of Job"; and from Betty Krasne, of Mercy College in Dobbs Ferry, New York, who adds "willingness to be a cheerleader, girl scout leader, office worker, curriculum developer, editor, etc."

The list of actual criteria corresponds to the list of ideal criteria provided by current honors administrators, who generally affirm and multiply the broad range of skills required of an honors director. A real-world understanding of ourselves and others is likely to acknowledge that few mortals possess all those skills; nevertheless, the criteria listed above provide a kind of menu from which an individual institution might select those items which are most appropriate to its own circumstances.

II. Process

Like all else related to honors programs, the processes for selecting a director are diverse. One honors director reports, for instance, that he was "appointed by some mysterious administrative forces twenty years ago." Casual and mysterious selection processes can have happy outcomes, but they are hazardous to the health of both the director and the program. A formal selection process has at least three major advantages:

1) it assures a wide-based support for the new director, whose legitimacy in the role is validated by the process and who receives the support and blessings of all those involved in the process;
2) it provides the potential director with the opportunity to study and discuss the job, clarifying and negotiating the terms and expectations of the appointment so that her or his professional well-being is safeguarded; and
3) it provides an occasion, during the crucial period of initiation or transition of a program, to call campus-wide attention to the program and enhance its visibility.

While some honors directors are more comfortable with informal selection, others advocate a process consisting of the following steps:

1) establishment of a search committee, either by administrative appointment or by the designation of a standing committee (e.g., an honors advisory committee) as the search committee;
2) campus-wide (or nation-wide) advertisement of the position, including a job description and a statement of criteria for selection;
3) an application process;
4) an interview process; and
5) formal approval of the committee's selection by the administrative hierarchy up to and including the president.

In other words, the selection process for an honors director would follow the same steps as the selection of a dean. While honors directors— both actual and potential—are often the kind of people who are impatient with bureaucracy or even formality, the process need not be as cumbersome or as regimented as it looks on paper; it can—and usually does—incorporate the personal *esprit* that is often the essence of an honors program. It will often be the case that "everyone knows" in advance who will be selected, but the formal selection process will consolidate the consensus in a way that boosts the new director and the program. If this boosting is not done during the selection process, then the new director will have to expend considerable time and energy consolidating support for him(her)self after assuming the position.

A final word about the search committee: Broad representation of faculty, students, administrators and (when appropriate) community members is crucial. The honors administrator will work closely with all those groups and needs their support from the outset.

EVALUATION AND TERM OF OFFICE

The processes for evaluating honors administrators range from regular, structured, internal and external review to what one survey respondent called "random and covert musings by the dean." Among the respondents to the 1992 survey, forty-eight (40%) indicated that their process for being evaluated was unclear, informal or nonexistent (see Table 10); only one respondent indicated that this (usually benign) neglect was desirable. Although I suspect many of us enjoy the independence wrought of neglect, many may suffer from it, remaining lost in the shadows of more powerful programs on campus whose administrators are included in a formal evaluation process. The advantages of a structured evaluation process are similar to those of a formal selection process: it consolidates and validates the role of the honors administrator; it creates an ongoing dialogue about the health of the program; it provides an opportunity to showcase the successes of the program and its administration; and it helps to safeguard the honors administrator's professional well-being.

This section will provide recommendations for effective processes of evaluation and consider the criteria on which evaluation should be based. First, however, it will address the issue of term of office since that is likely to weigh heavily in the consideration of appropriate evaluative procedures.

I. Term of Office

Jay A. Ward, director of the honors program at Thiel College in Pennsylvania, stated the issue nicely when he wrote in his survey response: "Honors programs need new creative ideas, so no one, in my judgment, should direct a program forever; on the other hand, in the interest of program continuity this position should not rotate annually from one faculty member to another." While some life-term directors manage to remain perpetually innovative and some rotating directorships achieve stability within the institution, the goals of creativity and continuity can sometimes collide. The collective wisdom of honors administrators points to renewable terms of three to six years as the ideal solution for all but the smallest programs, where shorter renewable terms may be preferable. (See Table 9 for survey data relevant to term of office.)

A high percentage (58%) of honors administrators indicated that their terms were either indefinite or permanent while only 22% felt that such an arrangement was ideal. By contrast, 33% had renewable terms of three to six years while 58% found that arrangement ideal. The survey also indicates that only 10% had renewable terms of less than three years, with 18% finding such

an arrangement ideal. Finally, only 4% (five respondents) favored the idea of a maximum or nonrenewable term.

The renewable term—three to six years ideally, except for smaller programs—has the beauty of encouraging continuity as long as it remains creative. At the end of the set term, the administrator must inevitably consider whether the position still offers personal and professional excitement, and the evaluation process accompanying consideration of renewal should encourage everyone connected to the program to assess its vitality. Thus the renewal process can take place on many levels, renewing not just the term of office but the sense of commitment, plans for the future and level of excitement about the program.

C. Grey Austin addresses the need for personal and programmatic renewal in his article called "Maturing in Honors" in the National Honors Report (winter 1988):

> Those honors directors who decide to stay the course after the honeymoon of beginning in honors is over may find that they are in need of professional, programmatic or personal revitalization. Survival and continuity of program and self become vital issues. These middle years are a time for settling in to one's own administrative style, for making peace with warring elements of identity with discipline and with honors, for learning when to stand firm, for balancing stability with innovation.
>
> (Austin, 9)

The process of term renewal can be a stimulus to this larger renewal of purpose and creativity.

Austin's article on "Maturing in Honors" also makes the point, however, that many honors directors are short-term.

> The honors directorship, like the department chairmanship, is usually an entry level administrative position. The director or chairman is usually a proven teacher and/or scholar, but that fact has little to do with whether the appointee will become a good administrator. It is appropriate, then, that many who try administration will shortly return, most often by their own choice, to their professional duties.
>
> (Austin, 9)

The frequent transience of honors administrators is indicated by the membership patterns in the NCHC; currently, for instance, 59% of all members have been directing honors for two years or less, according to data collected by Bill Mech, Executive Secretary-Treasurer of NCHC.

The turnover in honors directors may be in part a consequence of the youth of the "honors movement," which is predominantly a child of the sixties, but it also may result from the nature of the position, as Austin has suggested. Not surprisingly, long-term directors (including myself) tend to argue that long-term directors lead to more established and viable programs, but it is more than personal bias which would cause us to argue that a bare-minimum commitment of two years by a new honors director is essential to the health of a program.

II. The Process of Evaluation

For both short- and long-term honors administrators, some kind of annual report, by way of an evaluation process, is advisable. Most honors administrators keep regular records of recruitment efforts, admissions, retention, course offerings, special events and so forth anyway; it is a good idea to gather this information at the end of the year and submit it in report form, even if no report is required or requested, to one's administrative supervisor and also to the honors committee.

For short-term directors, an annual report is essential to the continuity of the program; future directors will be able to use it as a guide to their own activities. Long-term directors are well-advised to submit annual reports not only for the history and the health of the program but for their own professional well-being; documentation of the program's and one's own achievements can be crucial to one's rank and status, not to mention salary, in the institution. In addition, keeping the higher administration and other factions of the academic community informed about the activities of the program through distribution of an annual report is good public relations.

The following is a sample list of items which might be appropriate for inclusion in an annual report on an honors program:

course offerings
extracurricular activities
recruitment efforts
admissions data
retention data
advising activities
description of graduating seniors
student evaluations of program
student evaluations of honors courses
alumni/ae information
data on diversity
recent policy changes
fundraising activities

student accomplishments
involvement in state, regional
and/or national honors activities
current needs
funding priorities
teaching, research and service activities
of honors administrator(s)

An annual report will probably be sufficient evidence for evaluation of a short-term director. A long-term director, in addition to filing annual reports, will probably want to go through a more elaborate process at the time of term renewal and/or at some regular interval (e.g., every five years). Additional activities at those intervals might include:

an alumni/ae survey
an open and documented meeting with faculty
an open and documented meeting with students
a campus-wide survey
a series of formal meetings with one's
supervisor, including visits to honors
classes, accompaniment on recruitment
trips, attendance at extracurricular
activities, etc.
external review of the program

An external review can be especially useful if an honors program is underfunded, inadequately visible, in the doldrums or on the rocks. The National Collegiate Honors Council has a Committee on Evaluation which can suggest outside evaluators best suited to the nature and needs of a particular honors program. For information on external evaluation, contact the NCHC Executive Secretary-Treasurer or the Chair of the Evaluation Committee.

III. Criteria for Evaluation

The success of the honors program inevitably will and should be the primary criterion for evaluating an honors administrator. If students are eager to join the program; if the course offerings are exciting, challenging and diverse; if faculty enjoy teaching in the program; if the campus benefits from the presence of the program; and if students stay in the program and value the experience they have there—then the director must be doing a good job.

There are instances, however, when a director may be facilitating all those successes but nevertheless be out of tune with some or many powerful factions on campus. Usually this disharmony arises from an incompatibility of

mission or vision. The program may, for instance, be an elitist enclave in an institution committed to multiculturalism and open access; or it may be a hotbed of innovation on a campus committed to conservative tradition. Such incompatibilities are rare but can be highly problematic; a director may end up being evaluated not on the standard criteria of the program's success but on the nature of the program itself. I cannot offer a solution to this problem; I can only offer the advice that the evaluative process be clear about its criteria and not confuse administrative weakness with difference in opinion. Having a precise mission statement for the program is essential to reduce that confusion and distinguish between different kinds of criteria; in such an eventuality, a director might be evaluated as an excellent administrator but the wrong person for that campus.

Inversely, one can be fully in tune with the campus mission but a poor administrator. Faculty are often appointed to direct honors programs because they are stellar teachers and/or scholars, the kind of people who best exemplify the goals of an honors program. The criteria for excellence as a faculty member, however, do not necessarily coincide with administrative criteria for excellence even though, in my view, they often do.

The requisite skills for directing an honors program include rapport with students, good relations with other institutional units, and public relations skills as well as facility with budgets, attention to organizational details and managerial prowess. Whether personal or managerial skills take precedence as the criteria for excellence of a particular director will depend on the size and goals of the program; with that caveat, the appropriate ranking of criteria for evaluating an honors director should usually be:

1) the success of the program
2) administrative skills
3) personal skills
4) teaching and/or research

More detailed ideas for defining criteria can be gleaned from the previous chapter on criteria for selecting an honors director (also Table 7).

The problematics of evaluating an honors director were dramatically rendered in the 1992 survey; not only did many respondents (40%) indicate that there was no clear process for evaluating them, but their comments on what the process should be were so scant and diverse that I couldn't tabulate them. In addition, no more than three or four people indicated what criteria are or should be used in the evaluation. While my first impulse was to regret this lack of information or clarity, on reflection I am more inclined to correlate these phenomena with the diversity and innovativeness of honors education. And so I will conclude this section by suggesting that its contents should be viewed skeptically as a small lamp in a dark room, not an illumination.

PROFESSIONAL STATUS

If the previous chapter was a small lamp in a dark room, this one is a match flicker in the wilderness. The issues of tenure, promotion, sabbaticals and merit raises as they relate to honors have never, as far as I know, been addressed in honors literature, conference sessions or, until recently, idle chat. Nevertheless, such issues weigh heavily on the minds of individual honors administrators and merit public attention for both professional and therapeutic reasons.

Responses to the 1992 survey on these issues were very difficult to tabulate because of the diversity and ambiguity of responses to the questions about actual and ideal criteria for awarding tenure and promotion, sabbaticals and merit raises to honors administrators. I have included tables of the responses on tenure, promotion and raises (Tables 11, and 12), but I need to emphasize their ambiguity and possible distortion of what is intended by the respondents. My discussion below will attempt to reflect the few clear trends that emerged from the survey so that at least we can have a starting point for considering the issues in the context of honors.

I. Criteria for Tenure and Promotion

The vast majority of survey respondents indicated that the criteria for awarding tenure and promotion to honors administrators at their institutions are the same as for any faculty member: namely, the triumvirate of research, teaching and service in most cases. Moreover, most expressed the view that honors administrators not only are but should be judged by the same criteria as all faculty members.

Since tenure and promotion are almost universally linked to faculty—not administrative—status, such results are hardly surprising. The clear message is that an honors administrator's affiliation with and status within a discipline and an academic department are and should be the context for determination of faculty rank and tenure.

Consequently, the other most prevalent view emerging from the survey was that a faculty member typically does and should earn tenure and full professorship before taking on the position of honors administrator. Of the survey respondents, 54% were full professors, and quite a few believed that ascension of the academic ladder should occur before making an administrative commitment to honors.

Nevertheless, 32% of the respondents were associate professors, presumably with tenure, and 5% were untenured assistant professors. (How issues of tenure and promotion might affect the 8% who are instructors, lecturers or "other" is probably unknowable.) For those 37% who are tenurable and/or promotable, the problem remains whether honors does, can and should count in the process. The survey would seem to indicate that, when honors counts at all, it counts rather little and primarily in the realm of service. But this is where the picture starts to blur. Opinions were expressed—sometimes forcefully—that honors should count as service and also should be considered in the categories of teaching and research. It is also not clear in the survey whether the actual and ideal criteria for tenure and promotion within a department do or do not include the following: research and publication in honors; development of honors courses; effectiveness in teaching honors courses; and institutional services within the context of honors that are not directly related to program administration.

The dilemma here is that the categories of teaching, research and service do exist—and indeed flourish—within the field of honors, but that field is not an academic discipline per se. How is, for instance, an English Department to assess activity within the field of honors? And should it? My own answer is, yes, it should count, but how and how much can only be answered within the context of specific institutions.

The general message here is that assistant and associate professors who agree to be named honors administrators need to plan ahead and beware. Precise expectations should be spelled out in writing by the person's department chair, with clear indication of how and how much honors activities will count within each of the categories of teaching, research and service. If such clarity cannot be ascertained in writing, it would be wise to attain tenure in the highest academic rank to which one aspires before taking on administration of honors.

While this advice has, I hope, some value to individuals, it leaves open the question of how professional status can or should be defined within the field of honors. The following three comments by survey respondents might help to orient that discussion. Robert F. Brown, from The University of Delaware, wrote, "On our campus, our program wouldn't function well if it weren't headed by a senior faculty member who could be respected as such by those whose cooperation and confidence he/she needs to have." One of the tenured full professors who responded provided another slant on the issue: "Ideally the job should be done by a younger person—one with more vigor... This person should not suffer in personnel decisions because of Honors activity." And an interesting caveat was offered by Sister Elena Francis Arminio of The College of Saint Elizabeth: "... I would not like to have persons seeking directorship solely for advancement of salary, promotion, or tenure..."

One final note on this issue: Some honors colleges and honors programs do have the power to hire, fire and grant tenure and promotion in honors. In

these cases, "honors" functions as an independent academic discipline with the prerogatives of an academic department. Such cases are so far very rare; nevertheless, the option can exist to be tenured and promoted totally or primarily in honors. (See the chapter on "Honors Faculty and Support Councils" for further information relevant to this issue.)

II. Criteria for Sabbaticals

The survey responses were virtually unanimous in indicating that eligibility for sabbaticals is and should be the same for honors administrators as for other faculty and/or administrators on campus. Again, the ambiguity of honors administrators' status, typically defined more in the faculty camp than in administration, created some ambiguity in opinions on this issue. Since administrators on most campuses are not eligible for sabbaticals, this was one area where emphasizing faculty status was especially beneficial.

Policies for awarding sabbaticals to faculty vary from campus to campus; at the extremes, some campuses award no sabbaticals, and others award them automatically to all faculty and administrators. The norm, if there is one, is eligibility for tenured faculty after seven years of service with criteria based on a good proposal and a strong record in teaching, research and service (especially research). The question arises again, then, of whether teaching, research and service are counted only within the discipline or also within honors. Especially if sabbaticals are granted within academic departments by department chairs, the relevance of honors work might be questioned. And, again, an honors administrator would be wise to obtain a written statement about the relevance of honors work to eligibility for sabbaticals before accepting or renewing a position in honors.

In many cases, administrative units higher than departments in the institutional hierarchy are responsible for awarding or approving sabbatical requests. In these cases, honors work is more likely to meet the criteria. However, it is also more likely that these administrative units will have to know who will run the program while the administrator is on leave. Thus, a sabbatical proposal will need to include a detailed explanation of who will fulfill the administrator's responsibilities in his or her absence.

The percentage of time devoted to honors is also a major consideration in one's eligibility for a sabbatical. A director who is 25% in honors will need to have a disciplinary record that is roughly equivalent to her/his peers in the discipline. Deans and directors who are primarily housed in honors should—if, as administrators, they are eligible for sabbaticals at all—have stronger grounds for using honors work to meet the criteria.

Finally, an honors administrator may be able to negotiate a sabbatical or "retreat" as a condition of retirement or of resignation from honors administration and return to full-time faculty status.

III. Process and Criteria for Salary Raises

The process for awarding raises depends on issues of administrative status within the institutional structure, discussed in the next chapter. Typically, honors administrators of small programs whose appointments in honors are a relatively small percentage of their total responsibilities are more likely to be evaluated for raises by a department head or dean rather than a higher administrator; thus they are less likely to be credited for their work in honors administration. This kind of situation where "honors doesn't count," however, is far less common than situations where nothing counts for anybody except seniority, rank and/or cost of living.

Except when salaries are computed by a formula that excludes merit altogether, honors work should certainly be a major factor in salary determinations. For that reason, it is inadvisable to have a situation where a department head has the only voice in determining an honors administrator's salary raises. Ideally—and, in most cases, actually—raises should be determined by the university administrator to whom an honors director or dean reports, in consultation with the chair of the honors administrator's department.

The weight of honors work in determining raises is likely to be proportional to the amount of time a dean or director is committed to honors. If an honors director, for instance, is 80% in honors, then typically her salary should be determined primarily by her institutional supervisor on the basis of excellence in fulfilling responsibilities within honors. Unless an honors administrator is 100% in honors, however, consultation between the department chair and the institutional supervisor is crucial. There may be years when the program is holding its own nicely (without major triumphs) but the director has distinguished himself through publication, teaching or service. Similarly, there may be years when a small-program honors director has accomplished major feats of glory in the program that are worthy of rewards beyond what would be normally proportional to his commitment to honors.

In short, when salary raises are based on merit, then an honors administrator's raise should be based on teaching, research and service (both in honors and in the discipline) and on honors administration. The raise determination should be made, therefore, not just by a department chair but also (and primarily) by the institutional supervisor who is most familiar with the honors administrator's work in honors.

While tenure, promotion and sabbaticals are perquisites tied in most instances exclusively to faculty, raises are not. Indeed, in most of our institutions, the salaries of administrators are considerably more handsome than those of faculty. An individual dean or director of honors would do well to consider the trade-offs: if she wishes to define herself primarily as faculty, then she should be fully eligible for tenure, promotion and sabbaticals; if she wishes to define herself primarily as an administrator, then she should receive the salary of an administrator. In initiating or renewing an appointment in honors administration, it is crucial to make these considerations in advance—and in writing. Otherwise, one can quickly find oneself "enjoying" the worst of both worlds.

The most poignant and disturbing comment made on the 1992 survey was, "I seldom receive raises because they don't know what I do." As I emphasized in the chapters on "Responsibilities" and "Evaluation and Term of Office," it is crucial to tell them what you do. Unlike other faculty and administrative positions on campus, an honors administrator is often the only person who knows what he or she does or is supposed to do. An annual report on the program's and one's own activities is essential for the well-being of both the program and its administrator, who is often in the position of explaining the basis not only for her program's budget but her own salary raises. The previous sections on "Responsibilities" and "Evaluation" will, I hope, provide ideas abut how to make those appeals effectively.

ADMINISTRATIVE STATUS AND SUPPORT STAFF

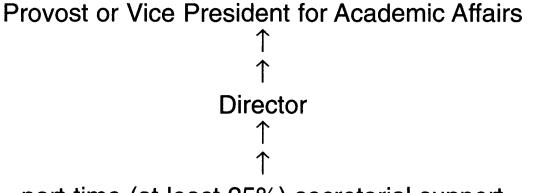
Since issues of administrative status and paid support staff vary widely in relation to the size of a program, this chapter will be divided into separate sections related to program size. A concluding section will address general questions about status and support and will also consider issues of administrative autonomy.

I. Programs of Less Than 25 Students

In small programs, a slight majority of directors reported some support staff while the rest reported none. The staff consisted of (a) a part-time secretary, (b) a "program assistant," or (c) a student assistant. Even in a small program, some assistance is more than just desirable. If an institution is not even willing to commit a work-study student to the honors program, one has to question its commitment to honors. The position of honors director in such an instance should come with the caveat that only saints need apply.

Small program directors indicated that they report in most instances to deans or to the vice president for academic affairs. Since small programs are likely to be located in small colleges, a dean of instruction or of academic affairs may be an appropriate supervisor, but ideally a vice president or provost is the most suitable supervisor. In an honors program of any size, a director who reports to the highest academic officer in the institution is likely to have the best support and greatest empowerment as well as visibility.

A realistic as well as desirable model, then would be:



II. Programs with 25-100 Students

Survey results indicated the following amounts of paid support staff:

full-time assistant director	2	(4%)
full-time secretary	2	(4%)
administrative assistant (25-75%)	3	(7%)
half-time secretary	5	(11%)
part-time secretary	3	(7%)
less than 30% secretary	3	(7%)
student staff only	14	(30%)
no staff	14	(30%)

Thirty-three of the respondents (72%) reported that their amount of staff was inadequate.

That 60% of programs with this many students operate with no professional support staff is disturbing. Again, lack of staff would seem to reflect a lack of institutional support for the program as well as exploitation of the director. Half-time secretarial support is the minimum required in order to direct a program of this size effectively, and a full-time secretary should be the norm.

Directors of programs this size indicated that they report to the following higher administrators:

Provost or VPAA	11	(28%)
Dean	17	(44%)
Assoc. or Ass't. Provost/VPAA	7	(18%)
Assoc. or Ass't. Dean	3	(8%)
Department Chair	1	(2%)

Three respondents indicated that they would prefer to report to a higher central administrator, and in principle the provost or vice president for academic affairs is the appropriate supervisor for the director of a program this size. Circumstances vary, and personalities matter. Sometimes directors are more comfortable reporting to deans or various associates because they have more access, like them better or feel they are more supportive. The down side of such arrangements is that the honors program risks parochialism or invisibility.

An ideal model for a program with 25-100 students would be:

Provost or VPAA
↑
↑
Director
↑
↑
Full-time Administrative Assistant or Secretary
Work-Study Student

III. Programs with 100-400 Students

Programs of this size virtually all have multiple support personnel from which no table can be deduced. A significant percentage (about 20%) have Associate or Assistant Directors; most have (in addition or instead) full-time secretaries and/or administrative assistants; several have only part-time secretaries; virtually all have additional student support; a couple have only student support; and one has no support. Most (65%) report a need for more staff.

Since effective honors programs require vast amounts of correspondence —relating to recruitment, admissions, curricular/extracurricular options, scholarship opportunities, letters of recommendation, alumni relations, public relations, faculty development, and more—a full-time secretary is the absolute minimum an honors administrator needs to run a program of more than a hundred students. Futhermore, because of the curricular innovations, academic advising, and extracurricular activities associated with an effective honors program, an assistant or associate director is desirable, if not essential. Even a cursory glance at the responsibilities of an honors administrator (listed in an earlier chapter) demonstrates the need for substantial secretarial and administrative support in the routine operations of an honors program. In most cases, a comparison with departments (or larger units) within the institution makes for a convincing argument: many departments at mid-size institutions have fewer than 100 majors and few have more than 400 majors; yet departments routinely have at least one and often several full-time secretaries and other support staff even though departments are usually not responsible for recruitment, admissions, and many of the other activities of an honors administrator.

As in programs of other sizes, the amount of support staff is a reflection of the institution's commitment to the honors program. The same principle applies to the honors administrator's position with the institutional hierarchy. The higher the level of administration to which an honors dean or director reports, the greater the visibility and credibility the program enjoys. The responses to the 1992 survey indicated the following administrative supervisors:

Provost or VPAA	22	(46%)
Assoc. Provost/VPAA	11	(23%)
Dean	14	(29%)
Assoc. Dean	1	(2%)

Twenty-five percent of the respondents would prefer to report to a higher-level administrator. As one wrote, "The Program would be in a stronger position if the Director reported to the Provost."

Although circumstances and personalities may vary among institutions, the ideal arrangement is a direct line of report to the chief academic officer of the institution.

For a program of 100-400 students, the following might serve as a model:

Provost or VPAA
↑
↑
Director or Dean
↑
↑
Associate or Assistant Director (full-time)
Full-Time Secretary
Work-Study Students

A final note: In the 1992 survey, only three respondents within this size category indicated that they were deans of honors colleges, but there is a growing trend to convert and/or rename honors programs of this size or larger to honors colleges. In those instances, of course, the need for support staff is especially compelling, and the line of reporting to a provost or VPAA is automatic.

IV. Programs with More than 400 Students (including Honors Colleges)

Among programs this size, the 1992 survey indicated that 25% were honors colleges. That percentage is growing as the trend toward converting programs to colleges builds momentum. This section will concentrate first on directors and programs of more than 400 students and then will address the same issues for deans and colleges.

A large majority (83%) of the programs have at least one full-time associate or assistant director, and most have at least two or three full-time clerical personnel. At the extremes, one program has an associate director, two assistant directors, a director of undergraduate research, five secretaries and two gradu-

ate assistants, while (at the other end) one program has only a work-study student (which is preposterous!). An estimate of the norm might be an associate director, an assistant director, two full-time secretaries, and five student assistants. Almost every respondent reported a need for more staff, both clerical and administrative.

Within the administrative hierarchy, program directors report to:

Provost or VPAA	10	(42%)
Assoc. Provost/VPAA	8	(33%)
Dean	5	(21%)
Assoc. Dean	1	(4%)

Certainly it is a very peculiar statistic that a lower percentage of large-program directors report to the chief academic officer than mid-size program directors. The principle that an honors director should report to the highest academic officer seems doubly strong among programs of this size, and several respondents indicated distress at having to report to lower-level administrators. As the National Collegiate Honors Council has emphasized in its publication of "Basic Characteristics of a Fully-Developed Honors Program" (included in the Appendix), "the honors director should report to the chief academic officer of the institution."

The deans of honors colleges who responded to the survey indicated that their support staffs were roughly equivalent to those of programs with over 400 students. All reported to the Provost or Vice President for Academic Affairs except for one, who reported to the Vice Chancellor for Academic Affairs.

A model for both programs and colleges with over 400 students might be:

Provost or VPAA
↑
↑
Director or Dean
↑
↑
Associate Director
two Assistant Directors
two full-time Secretaries or Administrative Assistants

For this model, however, I should add the caveat that it might not be adequate for all programs and colleges.

V. General Issues of Administrative Effectiveness and Autonomy

What the 1992 survey revealed was that programs of all sizes were typically understaffed and that program administrators were often not well situated in the academic hierarchy. I cannot overemphasize the point that these shortcomings, above all others, reflect inadequate institutional support. Of course, all components of our academic communities are likely to feel under-supported; however, I believe honors administrators are more likely than most to aspire to sainthood and to give something for nothing. This admirable trait does not always serve the future interests of honors education, either locally or nationally. If the institution refuses or declines to make a commitment to the honors program, then the program can flourish only as long as the life or energy of its saintly director holds out. Future honors students, faculty and administrators may suffer the consequences.

Nevertheless, one area where there are clear rewards for honors administrators—perhaps sufficient rewards to compensate for understaffing and low positions on the institutional ladder—is amount of autonomy. As Table 13 reveals, honors administrators are, on the whole, very satisfied with their level of autonomy, with 39% expressing complete satisfaction and only 10% expressing dissatisfaction. In-between responses included satisfaction except in budgetary matters (16%), curriculum (12%) or both (6%). However, it is hard to imagine <u>any</u> administrator who doesn't want more budgetary control(!), and the problem of having to struggle with departments for access to faculty and control of curriculum seems virtually inherent to the interdisciplinary nature of honors education. Finally, 8% indicated that their autonomy was qualified by working in cooperation with an honors committee, but everyone seemed to welcome rather than regret that cooperation.

Autonomy in designing and implementing excellent educational opportunities for undergraduates may well be the primary motive and reward for directing an honors program. That has certainly been the case for me, as I was reminded when—amid all the problems revealed in the survey—I tabulated the results on the issue of autonomy. Many of us went into academia in the first place because we sought intellectual and professional autonomy, and it seems that in directing honors we have managed to find it.

HONORS FACULTY AND SUPPORT COUNCILS

The two major sources of intellectual, pedagogical and organizational support for an honors administrator on his or her home campus are the honors faculty and an honors committee or council. These two groups share with the honors director or dean the responsibility for the integrity and reputation of the program. Without their cooperation, good will and enthusiasm, an honors administrator is one voice crying in the wilderness. While we often don't have the money, equipment, facilities or support staff we need, a strong faculty and support council can go far in counterbalancing our deficits.

I. Honors Faculty

There are six basic models for connecting faculty to an honors program, with options 4 and 5 being by far the most common:

1. full-time appointment in honors;
2. joint appointments in honors and an academic discipline;
3. part-time appointment in honors;
4. reassigned time from departments to teach in honors, funded by the honors program;
5. reassigned time from departments to teach in honors, funded by departments;
6. teaching in honors on an overload basis.

The first of these options—full-time faculty appointments in honors—is extremely rare. The University of Oregon, Arizona State University, Indiana University and The University of New Mexico are examples of programs or colleges that do have full-time faculty in honors with no other institutional (e.g. departmental) affiliations. The University of Oregon has full-time faculty who are both tenurable and promotable in honors, those decisions being made by a committee consisting of tenured faculty in honors and in an academic discipline. At Indiana University, faculty cannot be tenured in honors, but they can be promoted on the same basis as other faculty (research, teaching and service). The others do not, as of 1995, award tenure or promotion in honors.

Joint appointments in honors and an academic department, though also rare, exist on several campuses, including the University of Kentucky, Washington State University, The University of New Mexico, and Indiana University. Issues of hiring, tenure, and promotion—how those decisions are

divided between a department and the honors program—vary from campus to campus; information on details would be best obtained by contacting honors administrators on the campuses I have mentioned.

Part-time or adjunct appointments in honors—most typically, on a semester or annual basis—are fairly common. Within this option, the honors program or college hires some of their faculty from the community to teach honors courses; these faculty members may or may not also have adjunct appointments in other departments. Such appointments are virtually never the primary method for hiring honors faculty.

The fourth option—honors-funded reassigned time—occurs when the honors budget contains all or most of the funding for instructional resources and monies are transferred from honors to departments to pay for individual courses in honors. My own program at the University of Alabama at Birmingham uses this option for roughly three quarters of its honors courses, with departments funding the other 25%. Our program transfers $2,500 per faculty member per course; since a department can hire a part-time replacement for a faculty member teaching an honors course for approximately $1,500 (to cover the faculty member's regular course assignment in the department), the department gets an incentive of $1,000 to reassign the faculty member to honors for one course. Other options would be to pay only for the part-time replacement or to pay the appropriate percentage of the faculty member's salary; the former option provides no incentive, and the latter is usually very (too) expensive.

The fifth option—department-funded reassigned time—is the most common. Essentially, departments contribute honors faculty and courses. There are three primary strategies, in descending order of viability, for inducing departments to make this contribution: (1) assuring that the contribution is in the best interest of the department, by providing excellent opportunities for faculty development, innovative course design, stimulus for bright undergraduates to major in the field, credit hour production, intellectual excitement, etc.; (2) fiscal incentive through a modest honors-funded stipend to the faculty member and/or the department; (3) institutional pressure from higher-ups. While the support of higher administration is essential to the success of any honors program, administrative pressure alone is not a reliable or welcome incentive for the long term. In most institutions, departments contribute to the honors program because they have a lot to gain for their faculty, students, curriculum, integrity and reputation.

The final option—honors courses taught on an overload basis—should not be an option except in extraordinary circumstances. When adopted as a routine policy, overload teaching yields an unstable and unpredictable faculty base of teachers who are likely to suffer from exhaustion. The adoption of this policy almost always reveals a failure to institutionalize the honors program so that it, like the honors courses, is simply an add-on.

Since in virtually all cases the existence—much less the success—of an honors program depends on university-wide support from the departments and their faculty, a good relationship with the faculty is one of the highest priorities of an honors administrator. The administrator needs persistently to refresh this relationship through correspondence, thank-you letters, letters of recommendation, favors, orientation sessions, shared meals, cheerleading, and other forms of personal and professional support. That support will be returned not only to the honors program but to its director, who will be rewarded with an exciting community of scholars.

II. Support Council

Called variously the Honors Council or Honors Committee or other titles, a support council is essential to an effective honors program, providing unpaid support, advice and assistance that can help make up for the (usual) deficit in paid support. I was surprised, therefore, to learn that 19 (15%) of the survey respondents had no such council. There may be circumstances that would militate against the existence of a council, but I cannot imagine what they are. And I presume any honors administrator can arrange for the appointment of a council, even if she simply does it herself—but I may be wrong.

The composition of a support council can vary (see Table 14), usually consisting of all faculty or of combinations of faculty, students and/or administrators. The process of appointment can also vary: members may be appointed by the director, a higher administrator (with or without the director's consultation), a faculty senate, or the council itself. In some cases, representatives (especially student representatives) are elected by their peers. Committees also vary in size, typically ranging from a minimum of five to a maximum of twenty-five.

The composition, appointment process and size of a support council reflect local institutional circumstances; nevertheless, some recommendations can be made based on survey comments and on my own experiences and conversations with colleagues.

Appointment of faculty and/or administrators to the council by a higher administrator (preferably the chief academic officer) with advice from the honors administrator has the advantage of bestowing upon both the council and the program the blessing of the institution. Furthermore, good candidates are unlikely to refuse the invitation of a higher-up. If student representation is included, an election process or appointment by the director—possibly with approval and a formal invitation from the provost or equivalent—is probably more viable.

While all-faculty committees are the most common according to the survey, the inclusion of other constituencies has distinct advantages. Students,

because they have the most stake in the outcomes of the council, are usually among the most responsive and responsible participants, and their presence on the council allows other members to see into the heart of the program and to know some of its students personally. Administrators on the council can give weight and clout to the program, helping to publicize its strengths and address its needs. Other constituencies which can contribute representatives are alumni, parents, and community members; these representatives can provide a broader context, a larger vision, and perhaps help with fundraising.

Nevertheless, faculty are and should be the mainstay of a support council and should be as widely representative as possible of the university constituencies directly involved in the honors program. Some programs select faculty from those who teach regularly in the honors program, a policy which has both assets and drawbacks. Because those faculty are directly involved with the program, they provide the most informed base for decision-making. On the other hand, more inclusive representation on the honors council is a way to gain the attention and support of a broader base of faculty than those who are directly involved with the program. Therefore, a mixture of honors teachers and other faculty representatives might be ideal.

The size of an honors council needs to be large enough to include essential constituencies but small enough to get things done. I am in the position, therefore, of the cook who recommends "enough yeast to make it rise"; no one can say how much is enough or excessive. Fewer than five leaves you at the mercy of individual idiosyncrasies; more than 25 risks committee-paralysis (unless, of course, only a few of them attend); "just right" is somewhere in between.

One way to address the need for broad representation without cumbersome numbers is the constitution of multiple committees: a student steering committee; an honors alumni organization; a community board of advisors (good for fundraising). But some cross-fertilization between these groups is important, perhaps at a couple of joint meetings per year accompanied by refreshments and opportunities to socialize.

The council itself, however, should be the main organizational group for policy development and other decisions which directly affect the operations of the program. Such a council is, no doubt, an infringement on the power of the honors administrator. As one survey respondent commented, a council "can be restrictive as well as time consuming." Those risks can be mitigated, however, by careful scheduling of meetings, which might be as infrequent as once a term. And the benefits of a council are far greater than the risks. Its members will provide the extensive network of public relations and good will that no person can achieve alone but that is absolutely essential to an honors program; by delegating responsibilities to members, a director can unload some of his or her numerous responsibilities in areas like recruitment, admissions (perhaps including

interviews), curriculum development, advising, program enrichment, and community service projects. Above all, the honors administrator can have some company in managing and fostering a program which is like no other on campus.

MODELS OF HONORS ADMINISTRATION

Contained in this section are six models of honors administration in honors programs of different sizes, formats and regions. They are "models" in that they are good examples, not standards or ideals of honors administration.

SALEM COLLEGE
COLLEGE HONORS PROGRAM

submitted by
George F. McKnight, Director

Description of Institution and Honors Program

Salem College is a liberal arts college for women founded by the Moravians in 1772. It has a FTE student population of about 700: 352 traditional-age, 288 continuing-studies and 60 graduate students. The college follows a 4-1-4 calendar with the normal load being 4 courses in the fall and spring terms. The mission of the college is to encourage its students "to recognize and strengthen their human faculties and their capacities for service, professional life and leadership." Following its Moravian heritage in education, Salem is committed to the education of women in a predominantly residential setting.

The College Honors Program was instituted in the Fall of 1985 "to enrich the curriculum, to expand cultural and intellectual activity on the campus, to preserve or initiate the enjoyment of learning, and to attract and retain the best students at Salem College." There are approximately 15-20 students participating in the program at any one time and there are normally three honors courses offered each year. There are a number of eligible students who will take honors courses but who are not working toward College Honors. It is open to all students enrolled at the college and requires the completion of six honors courses: two disciplinary, one interdisciplinary, two honors independent studies and one free choice. The student must maintain a cumulative GPA equal to or greater than 3.5 and be approved for college honors by the Honors Program Committee. The program is separate from the Departmental Honors Program. The program is supervised by a director and the College Honors Program Committee. The committee is chaired by the director and is composed of the Dean of the College and four faculty, one from each of the academic divisions, elected by the faculty from those divisions.

Responsibilities of Honors Director

The director's responsibilities include:

a. informing eligible students of the existence and nature of the College Honors Program,
b. encouraging qualified students to participate in the program,

c. soliciting honors course proposals from the faculty at large,
d. deciding (in conjunction with the committee) which courses will be offered,
e. shepherding new honors course proposals through the Curriculum Committee,
f. reviewing (with the committee) student petitions for Honors Options in regular courses,
g. keeping track of the students in the program in terms of standing, courses taken, eligibility, etc.,
h. deciding (with the committee) whether a student has fulfilled all requirements for College Honors.

Selection and Evaluation of Honors Director

The director was selected primarily because he had the time to devote to the program, and he has served in the position for 4 years. There is no prescribed term and, to my knowledge, there is no formal review process for the director.

Professional Status of Honors Director

Issues of tenure, promotion and salary raises for the director are decided in the same way as for all faculty, with the directorship being viewed simply as a part of his load. The present director has faculty status and has all the rights and responsibilities associated with this status. The present director happens to be on a non-tenure track. He receives one course release time per year for directing the program. The current teaching load at Salem is seven (7) courses per year plus 2 out of 3 January terms.

Institutional Status and Paid Support Staff

The director reports to the Dean of the College. Staff support for the program comes from the faculty secretary for the science division (the director is a chemist). It is not possible to estimate what percentage of the secretary's time is spent on the program's business. The secretary types memos to students, faculty and committee members. Given the smallness of the program this support is adequate.

Honors Faculty and Support Council

Each year a memo is sent to faculty requesting honors course proposals. The proposals are reviewed by the Honors Program Committee and those

courses to be offered the following year are selected. If the course is a new course the proposal is forwarded to the Curriculum Committee for its approval and then to the full faculty. The course will count as part of the professor's teaching load. In cases where this would result in an overload, an adjunct will be contracted to give one of the professor's other courses. Faculty elect to give honors courses because they have had an idea for a course they have always wanted to offer and/or because they enjoy the opportunity of working with a small group of very bright young women. Faculty who have offered one course frequently return with others. The College is not in a position to pay faculty extra for giving honors courses nor can it provide release time to prepare them. Despite this fact we have always been able to offer three courses every year. Fortunately, there have not been too many repeat offerings. But the courses offered have not covered the curriculum as well as one would like (heavy in the humanities, light in the sciences and social sciences).

The Honors Program Committee is charged with deciding policy with respect to the program, deciding which honors courses will be offered each year, reviewing petitions for Honors options in regular courses, reviewing petitions for exceptions (e.g. substituting a disciplinary honors course for an interdisciplinary course), and approving students for College Honors. These it has done quite well. It is also charged with encouraging students to participate in the program and encouraging faculty to offer honors courses. Committee members have not done these things because the director has never encouraged them to do so. It is also responsible for reviewing the program periodically (every three years). Membership on the committee does not relieve the faculty member of his/her other committee responsibilities. The teaching and normal committee responsibilities of the members normally do not give them much time to devote to this committee. In an effort to make less work for the committee, the director tries to conduct most business via campus mail. The nature of the program has allowed this to be done reasonably well.

Conclusion

The director has a small budget which has been used to pay xeroxing costs and to pay the expenses for a social function held each fall to introduce the new students eligible for the program to students already in the program. Since the program has centered on the classroom experience of the students, this budget has been adequate. Contracts for adjuncts are handled by the Dean's office. In designing an Honors Program at a small school, where available resources (time and money) are limited, one might begin with what is thought essential for an Honors Program and do that in the best way possible. If more resources become available, then the scope of the program can be broadened.

ST. MARY'S UNIVERSITY HONORS PROGRAM

submitted by
Daniel Rigney, Director

Description of Institution and Honors Program

St. Mary's University is a private Catholic institution in San Antonio serving nearly 4,000 students, including 2,500 undergraduates. Located on the cusp of Latin America, St. Mary's draws its predominantly Hispanic undergraduate population mainly from the south Texas region. Its academic mission, and hence the mission of its Honors Program, is to combine pre-professional training with value-centered liberal arts education to prepare students for productive lives of leadership and service to their communities.

The Honors Program was founded in 1985 to attract larger numbers of exceptionally well-qualified students to St. Mary's and to offer them an advanced curriculum emphasizing critical analysis, oral and written expression, creative problem-solving, an appreciation of the arts, and mature moral judgment. Operating on a shoestring budget, the program has sent the majority of its graduates on to post-graduate study. We estimate that about half of our graduates will go on to earn doctoral degrees in medicine, law and a host of other academic disciplines. We attribute this success, at least in part, to the close personal attention and encouragement that a relatively small program like ours can offer.

Responsibilities of Honors Director

The director's responsibilities are many and varied. They include chairing an advisory Honors Council, reviewing and revising curriculum, recruiting and selecting candidates for admission, scheduling and staffing Honors courses, advising students, planning and coordinating cultural events (including treks to several concerts and plays each semester), administering the program budget, teaching a one-hour freshman orientation course each fall, and sponsoring a student organization (the Society of Honors Scholars) affiliated with the program.

Selection of Honors Director

The director is selected (most recently, at least) through an open internal search process in which all interested faculty are invited to apply.

Evaluation of Honors Director

There are no explicit criteria for evaluating the director's performance beyond the duties enumerated in the official job description.

Professional Status of Honors Director

The director holds a joint appointment in an academic department and is governed by the tenure, promotion and sabbatical policies of that department.

Institutional Status and Paid Support Staff

Because the Honors Program is institution-wide, it falls under the direct jurisdiction of the academic vice president, to whom the honors director reports. The program budget, including the honors component of the director's salary, is negotiated directly with the academic vice president, whose continued support (within the limited means available) has been unfailing.

With the assistance of the Honors Council, the director conducts an annual program evaluation, a planning report, and a budget proposal. The program evaluation is based largely on consultations with students through surveys and/or focus groups. Results of the evaluation are submitted as part of an official annual report to the academic vice president at the end of each academic year. The director and the academic vice president then meet formally in June to discuss the future of the program and to plan for coming years. As part of a university-wide planning cycle, the director submits a planning report the following fall, proposing new objectives for the future. This planning report is in turn followed by a budget proposal in December. Through this annual cycle of evaluation, planning and budgeting, we continually seek to improve the quality of the program.

Honors Faculty and Support Council

The Honors Council assists the director in matters of policy, planning and recruitment. Members are appointed by the academic vice president in consultation with the honors director. Membership is composed of four faculty representatives (two from the humanities/social sciences, one from science/engineering, and one from business), a representative of the Marianist religious order, a student representative, and two ex-officio members (the honors director and the vice president for enrollment management). Faculty and religious representatives are appointed for two-year renewable terms. The student representative is nominated by election of the honors student organization and is

appointed for a renewable one-year term. The assistance of the Honors Council is especially critical during the spring recruiting season, when weekly meetings are needed to evaluate applications. Though we have tried to streamline the application process in recent years, it still demands enormous time and energy from the director and council.

Staffing courses requires borrowing faculty from participating departments and compensating these departments with a pittance from the Honors budget to hire part-time replacements for courses lost to released time. (Less often borrowed faculty teach honors courses as overloads and are compensated directly by the honors program budget at the paltry rate of one part-time course stipend.) The Honors Program exists largely through the good graces of participating departments and faculty. Therefore, diplomacy and collegiality are important requisites of the director's job.

Conclusion

The model presented here has both strengths and limitations. On the positive side, it offers an extremely cost-effective means of delivering a program with a proven record of success in launching graduates into higher academic and professional orbits. The costs of the program are essentially these: (a) one half-time director's salary; (b) eight part-time course stipends per year to compensate participating departments and faculty, plus independent-study stipends to compensate senior thesis advisors; (c) a cultural events budget of approximately $35 per student per year; and (d) office and incidental expenses (such as guest lecture and senior banquet costs). All of these add up to a modest budget that is nonetheless adequate for our purposes. On the negative side, this model economizes by providing no administrative support staff (beyond work-studies). The result is that the honors director is also the program secretary, and both are overworked. Moreover, the director ("coordinator" would be a more apt title) has little real authority and must go hat in hand to solicit honors faculty from department chairs, only some of whom are a joy to work with. Still, there is the moral compensation of knowing that the program's graduates really do go on to accomplish remarkable things and that, at the end of the day, one's labors have been worthwhile.

MOREHOUSE COLLEGE HONORS PROGRAM

submitted by
Jocelyn W. Jackson, Director

Description of Institution and Honors Program

Morehouse College has had as the primary mission since its 1867 founding the development of "men with disciplined minds who will lead lives of leadership, service, and self-realization." The 3,000-student, urban, liberal arts college educates students from 40 states, the District of Columbia, and 15 foreign countries. Morehouse is one of six undergraduate, graduate, and professional institutions comprising the Atlanta University Center consortium. Of its 130 faculty members, 70% hold doctorates in their fields. Undergraduate degrees are granted in 20 academic areas, including the dual-degree engineering program with the Georgia Institute of Technology and the dual-degree architecture program with the University of Michigan. Morehouse was awarded a chapter of Phi Beta Kappa in 1967. The historically African-American college is noted for its tradition of educating men "qualified and committed to solving the problems of society with special attention given to those of African-Americans."

The 1995-96 enrollment of the Morehouse Honors Program will be over 225 students. Honors Program students are recruited each year from the pool of accepted students whose SATs and/or ACTs exceed 1100 and 26 and whose high school GPAs exceed 3.0. Members of the Honors core faculty are asked to assist the director in choosing a few "marginal" students each year—those freshmen who fall just below the stated minimums but who evince unusual capacity for Honors work and are willing to enter the Program on conditional status. If a freshman for any reason does not join the Program first semester, he is able to apply after one semester of 3.25 and above work or at the beginning of sophomore year. As Honors Program students concentrate in their majors at junior and senior years, there are no Honors Program courses. The Program does offer a senior, interdisciplinary seminar which is very stimulating and popular. As the Honors Program has gained visibility, several instructors in various departments have offered to design special seminars or colloquia for juniors and seniors. One of the long-range projects is to increase the number of seminars so that, in any given year, there are at least three interdisciplinary offerings. Another project to be brought before the College's Committee on the Academic Program next year is the institution of a senior thesis requirement. Although not all departments at Morehouse require a senior thesis, some of them do; so also

do the Honors Programs at Clark Atlanta University and Spelman College. It is the director's belief that any four-year Honors Program needs a senior thesis component to give the Honors experience intellectual legitimacy.

Responsibilities of Honors Director

Responsibilities of the director include the following: she supervises the secretary; monitors progress of the student worker; teaches three classes in her department—a one-course reduction of the full-time load of four courses at the College; chairs one standing committee and serves on three Collegewide standing committees; negotiates with certain departmental chairpersons for Honors Program courses each year and attempts to interest non-involved departments to offer courses; handles and processes all Honors Program students twice annually at preregistration periods (November and April); evaluates and readies seniors for graduation; maintains minimal telephone and written contact with parents throughout the year and establishes close contact with those parents of students with special concerns; serves as liaison between Georgia Honors Council, SRHC, and NCHC and between Morehouse faculty/students, including preparing them for annual conference participation and other forms of leadership; maintains records of all students and core faculty members; and serves as the College's coordinator for national competitions (e.g., Rhodes, Truman, Marshall).

Selection of Honors Director

Criteria for Honors director include experience and success in previous positions, thorough knowledge of curriculum, ability to involve students and faculty in four Honors levels (with local institution, statewide, regional and national), ability to work with departmental chairpersons and academic dean to move program forward, administrative skills, and interpersonal skills.

Evaluation of Honors Director

The director is evaluated annually by the vice president for academic affairs, but the evaluation is not structured or written. The only kind of evaluative data available to the Honors director is that provided by students taking Honors Program classes taught by the director (two each semester, in this case). All program coordinators and directors, including the Honors director, would be helped by having to submit to the same kind and level of scrutiny as those of departmental chairpersons. With the College's new administration and the already revised curriculum in Fall 1995, the recent insistence in some academic quarters for a thorough evaluation system probably will result in a Collegewide process.

Professional Status of Honors Director

The present Honors director at Morehouse was appointed in July 1987 and charged with revitalizing/restructuring the program. In addition to her assignment as Honors director was the full-time appointment as professor in English; tenure was earned in 1992. Both positions at Morehouse are considered full-time. This practice is standard at most small colleges and at African-American institutions with thriving honors programs. The faculty/administrator duality faced by many Honors directors is negotiated by the Morehouse director, but the "wearing of two hats" sometimes results in diminution of time and planning needed both for course preparation and administration of the program. The director is more than overseer; she is directly responsible for the program's day-to-day operations and the academic success of students. In terms of percentages, the director devotes two-thirds of her time to the Honors Program and one-third to teaching and to departmental responsibilities in the English Department. Her departmental chairperson evaluates her performance annually as a member of the faculty—not as Honors Program director. While the continuing success of the Program is surely a factor in the chairperson's annual evaluation, he bases his decisions about promotion, merit raises, and sabbaticals on departmental involvement.

Institutional Status and Paid Support Staff

The Honors director reports to the vice president for academic affairs. Administratively, the director is assigned a full-time staff person (secretary) who serves also as office manager and supervisor of the work-study student assigned annually. The secretary does all computer and duplicating work for the office as well as typing for some Honors Program core faculty members. In addition, she maintains telephone contact with parents and other constituencies. The secretary also works closely as liaison between the director and the officers of the students' Honors Program Club.

Honors Faculty and Support Council

All courses in the Honors Program are taught by instructors "released" from their departments to design and offer their courses. There is no special remuneration and no reduced time. Honors Program core faculty members now number 21, most of whom teach in the program every semester. At Morehouse, the director has the opportunity to request certain instructors from chairpersons as well as the assurance that they will be assigned, but a few departmental chairpersons make their own assignments without consultation with the director. In this area, however, much headway has been made since 1987 when virtually all chairpersons made their decisions.

The establishment of an Honors Program Council was approved by the vice president for academic affairs in 1990. It is composed of the vice president, four selected departmental chairpersons, four Honors core faculty members, three Honors Program Club representatives, the director of admissions, the director of housing, and the Honors Program director. The Council serves primarily in an advisory capacity to the director and makes recommendations on the rotation of core faculty, additional courses and seminars, and other matters related to the academic aspect of the Honors Program. It also addresses matters of policy and procedure within the program.

The students' Honors Program Club elects its own officers annually, plans its own social and academic activities, raises money for special events, and works closely with the director and secretary on behalf of the entire program. It is governed by the College's regulations for campus groups and by its own constitution and by-laws. The Honors Program Club is dedicated to engendering leadership in its members. It recommends to the director individuals who wish to attend and present at conferences. The president's executive committee takes initiative in calling meetings and scheduling activities with the two other honors programs in the Atlanta University Center. As the Honors Program Club has evolved, it has been instrumental in sponsoring Collegewide symposia and in bringing to campus luminaries such as Cornell West, Nikki Giovanni, State Senator Leroy Johnson, and the Reverend Joseph Lowery. Finally, Honors Program Club officers are encouraged to discuss issues, lodge complaints, and offer suggestions to the director about the academic life of the program.

ILLINOIS STATE UNIVERSITY HONORS PROGRAM

submitted by
Ira Cohen, Director

Description of Institution and Honors Program

Illinois State University is a school of some twenty thousand students. It describes itself as, "a multipurpose institution committed to providing undergraduate and graduate programs of the highest quality." It is a Carnegie Doctoral I institution. However, its principal strength is in its undergraduate programs. Illinois State University is the oldest public university in Illinois. It was founded as a Mormon school and remained so for more than a century. Until recently the bulk of its students were first-generation college students.

The Honors Program was created in 1964 both to meet the needs of its better students and as a response to the call for programs for the superior student that emanated from the ICSS—the forerunner to the NCHC. Illinois State University has been a member of NCHC since the founding of the organization. The Honors Program enrolls roughly a thousand students (five percent of the general undergraduate population is the normative figure for the program). Given the history of the school, and the large number of students who discover their academic ability later, the program is open to all students who qualify for admission. There are three paths into the program: those directly out of high school, those at the university who meet the minimum grade point average as defined by the University Honors Council, and transfer students who have the minimum entry g.p.a. The program oversees all aspects of honors at the university. Within the framework of the program there is a special program the Presidential Scholars Program, which is geared to the best students entering ISU from the high schools and has significant financial support—no more than forty-five freshmen a year are admitted to this four-year program. In addition, the honors program features paid mentorship opportunities as well as an extensive credit-generating undergraduate research program.

Responsibilities of Honors Director

The Director's position is a full-time administrative position. It is viewed as such by the university's administration. The defined work week is 37.5 hours. Like most jobs in academe the actual work week is considerably longer. The job

entails running the program—especially budgets, supervising the staff, advising, recruiting; the Director is also the program officer, or contact, for the undergraduate Fulbright, Goldwater and other scholarships. In addition the Director serves on the University Commencement Committee, Council on University Studies and, of course, the Honors Council. It is a very full time job. Despite this I have continued to teach one course a semester either for my home department—history—or an honors colloquium. I do this as a response to my deep belief that honors programs are about students and the easiest thing for any administrator to do is to fall out of touch with the classroom setting.

Selection of Honors Director

The Honors Director is selected through a search process. The search committee was chaired by an associate provost and consisted of three faculty and two students. The Director had to be a tenured faculty member with experience in honors. This would still probably be the agenda of the committee when it is time to search for a new director. I believe that the search committee's agenda was to find an individual who would be able to hit the ground running. That is someone who knew the campus and was able to pick up the job from the prior director, who had started to resuscitate a program that had been moribund. Given my background the committee felt that I could do this. The committee, like all academic administrative search committees on this campus, reported its findings to the Provost and then the Provost made the decision.

Evaluation of Honors Director

The Honors Director is evaluated by the Associate Vice President for Instruction. Input for this evaluation is sought from all who deal with the director. One of the principles that I have fought for is that Honors should be like any other administrative unit on campus; thus the Director does not have a term. Rather, like all administrative offices the director can be terminated with a year's notice. The Honors Program is subject to a periodic review by the Illinois Board of Regents that is undergone by academic units and programs. Since I have been director we have submitted documentation on three such reviews. In addition, the program is expected to submit materials that are part of the university's reaccreditation process.

Professional Status of Honors Director

The professional status of the honors director is one that I have always been interested in. I have long advocated that honors should be viewed as any other serious academic program on campus and deserving of the same status

as other programs. It is almost inconceivable to me that a director would be hired who was not either tenured or, if from off campus, tenurable in a department. Thus, the honors director must meet the criteria for appointment to a regular faculty line. Since the director is a full-time administrator, the salary determination is made through administrative channels. However, promotion and tenure decisions do reside with the departments and colleges. Thus, my salary is decided by the Associate Vice President for Instruction, while my promotion to Professor was decided by my department. In this area honors is no different than a new dean or provost.

Institutional Status and Paid Support Staff

The honors director reports to the Associate Vice President for Instruction. The program is fairly well staffed—this too is a reflection of the status of the program. The current full-time staff consists of the director, an associate director, an assistant director and two full-time secretaries. In addition there are two graduate assistants who work as advisors and two social work faculty members, one half-time and one on a quarter-time overload. The half-time social worker is assigned to coordinate the public service requirement within the presidential scholars program. Both social workers teach one section each of the Presidential Scholars Public Service Participation Colloquium each semester. The associate director is currently charged with coordinating the Presidential Scholars Program, overseeing the orientation classes for new presidential scholars, and coordinating with academic advisement. In addition, that office is charged with alumni and public relations activities. The assistant director is specially charged with alumni and public relations activities. The assistant director is specially charged with overseeing honors student organizations (Honors Students Association and Presidential Scholars Club), running the honors residential program, and coordinating honors learning communities. Both also have advisement responsibility for honors students in specific majors. The two of them work with the director in overseeing the honors mentorship program as well as helping the director in deciding the recipients of a limited number of half tuition waivers.

Honors Faculty and Support Council

The Honors Program is governed by the University Honors Council, which consists of six faculty members and six honors students appointed by the university's Academic Senate. The director serves as an ex-officio member. The council is very useful in articulating the needs of the students in the program. The faculty on the council are primarily boosters of the program in general and honors students in particular. The faculty on the council frequently have taught honors courses. Honors courses come in two varieties: the first is an honors

section of a regular course; the second is an honors colloquium. All courses (with the exception of the public service colloquia) are taught as part of the faculty members' departmental load. It should be noted that it took the better part of a decade to finalize the mechanism for departments to get credit for enrollments in honors colloquia. Perhaps the willingness of departments to assign faculty to the roughly fifty honors sections a year is evidence of institutional status and support.

ARIZONA STATE UNIVERSITY
UNIVERSITY HONORS COLLEGE

Submitted by
Ted Humphrey, Dean

Description of Institution and Honors College

Arizona State University is a Carnegie Research 1, state-supported institution with an expenditure authority of approximately $500 million, fifty percent cent of which comes from state appropriations. The only major university serving the Phoenix metropolitan area, with a population of more than 2 million, ASU has had to pursue a strategy that permits it to meet the educational needs of a highly diverse population, entering university with widely differing preparations and goals. The university now comprises three campuses, located, roughly, on the northwestern edge, ASU-West, southeastern edge, ASU-East, and center, ASU-Main, of the area it serves. ASU-Main has a total student body of 41,000, 29,000 undergraduate and 12,000 graduate students, who study in almost 100 departments and centers and more than 250 degree programs. Of the fourteen colleges housed at ASU-Main, four, including the University Honors College, have university-wide responsibility, and 10, the disciplinary colleges, have responsibility only to that campus.

The University Honors College is responsible for organizing the resources of the university to meet the educational and developmental needs of talented and highly motivated students choosing to pursue their undergraduate education at ASU. As such, the college is charged to develop admissions, curriculum, and graduation standards whereby students pursuing majors in all disciplinary colleges and other instructional units and all of ASU's present and future campuses can participate in honors education and successfully complete the requirements for the honors degree. Furthermore, it must do this within an environment in which a large percentage—more than 50%—of eventual graduates from the university begin their education at community college. The college presently enrolls approximately 1,500 students, a high percentage of whom—80%—matriculate as Freshmen. Freshmen enrollments have increased in each of the college's seven years of existence, rising from 150 to more than 400 for Fall, 1995. Students have now graduated from all disciplinary colleges and from two of the three campuses—the third campus just came into existence in 1995. Entering Freshmen must complete 36 hours of coursework for honors credit—including a mandatory two-semester, six-semester-hour Freshman seminar and a required six-semester-hour honors thesis—to receive the honors degree. This

constitutes 33% of the undergraduate curriculum. Transfer students must complete 21 semester hours—including a one-semester, three-semester-hour mandatory honors seminar and a six-semester-hour honors thesis—again, about 33% of the total curriculum for the honors degree. The college has its offices in a residential facility devoted to honors and has a second residential facility also dedicated to honors students, providing bed spaces for more than 600 college participants.

Responsibilities of the Dean

The Dean of the University Honors College is an institutional officer with multi-campus, university-wide authority for the development and integrity of honors education. The dean reports directly to the Senior Vice President and Provost of the University, sits on the Council of Deans—the university's principal academic decision-making body, and undertakes such occasional tasks—e.g., heading task forces, chairing search committees—as the Office of the President deems appropriate. The decanal appointment is a full-time administrative assignment of a person holding a (tenured) academic appointment, normally as a full professor. Deans' terms are of indefinite duration, though they are subject to in-depth review each three years and can be terminated at the President's discretion at any time.. Deans are expected to teach regularly, but the selection of courses they teach and the schedule on which they teach them is generally left to their discretion, though it is rarely exercised independently of the chair of their disciplinary department. Research expectations for deans are far less well-defined and few find it possible to sustain programs of serious research and writing. One-hundred percent of my time—between 60 and 72 hours per week—is devoted to leading and developing the college. This is less than ideal, and in a better established college one should be able to devote no more than 75% of one's time and effort to administrative effort, the rest to the activities of teacher-scholar. This is especially imperative in the role of dean of an honors college, which turns on one's intellectual leadership.

Most operational administrative detail is delegated to the college's staff, which is substantial and includes a full-time associate dean, business operations manager, administrative assistant, secretary, receptionist, director of honors information services, two academic advisors, an office automation specialist, a program coordinator, and student workers. Staffs require mentoring and evaluation, both of which activities require time, insight into persons and their motivations, and willingness to work with the talents and needs of the individual while never losing sight of well-being on the whole. The responsibility of the dean is to establish the mission of the college, work with the staff and other institutional officers to fulfill that mission, develop appropriate community support for the college, secure resources, and, in my instance, recruit students for the university and college. The dean also sits on such committees to establish policy for undergraduate education and scholarships.

The single most challenging and rewarding feature of a deanship is becoming an institutional officer, whose breadth of responsibility far exceeds that of any director or department chair. Acquiring and maintaining the proper perspective—that of making decisions that further the interests of the institution as a whole—demands re-education and considerable self-control. Further, chairing task forces and senior level searches, representing the university to political bodies and other focused constituencies, and seeking endowment support for one's college are tasks that require levels of flexibility, patience, and openness to possibility that are both enormously gratifying to have, once acquired, and highly frustrating before one has done so.

Selection of the Dean

Because the position is institutional, the deanship is subject to appointment by the Provost or Academic Vice President, normally with the approval of the President and Board of Regents. The appointment will be guided by a search committee made up of faculty, one or more students, one or more members of the community, ore or more members of the college's staff, and chaired by a dean. The search may be either internal or national, as determined by the Provost. A complete application will require a current CV, letter of intent, letters of reference, and names of references to be contacted at late stages of the search. Principal criteria for selection will include knowledge of undergraduate education generally, and honors education specifically, a superior record of teaching, research, and service, tenure and, probably, rank of professor, and a record of significant administrative achievement. Potential for maintaining strong relationships with students and working with other institutional officers, ever in the absence of fiscal clout, will be important to one's selection.

Evaluation of the Dean

The dean's performance receives an in-depth evaluation each three years. This evaluation is conducted by the Vice Provost for Academic Personnel on behalf of and for the Provost. The evaluation is based on quantitative and qualitative documents prepared by the dean for distribution to those who will be asked to assess the last three years' performance. Those invited to participate in the assessment include current students, recent graduates of the college, the college's staff, the deans and associate deans, vice presidents, appropriate staff from Student Life, department chairs and other unit directors, and members of the community who are knowledgeable of the dean and college. The Provost presents the results of this assessment to the dean, along with suggestions or requirements for improvements in performance or redirection of effort. In addition, the dean also receives an annual review based on the college's annual report. Both reviews provide the basis for salary adjustments.

Professional Status of the Dean

Ordinarily, the dean will have attained tenure and full rank, and thus those issues should not arise. However, if a search produced an otherwise fit external candidate, the search committee would clear the suitability of an appointment at full rank with tenure with the appropriate department. Were a dean to be appointed without either tenure or full rank, those matters would always be referred back to the appropriate disciplinary department and the person would have to meet its established criteria for promotion and tenure. As the dean is an institutional officer with administrative assignment, salary increases will be subject to the conditions placed on raises for such persons. Normally, such raises are awarded at the discretion of the Board of Regents and Provost. At ASU, institutional officers are not eligible for sabbatical leave; however, the Provost has the discretion to grant leaves of absence with pay, which does occasionally occur. These conditions of employment derive from the fact that at ASU institutional officers, the President, vice presidents, deans, and their senior professional staff are regarded as persons holding administrative appointments who also have faculty responsibilities, rather than as faculty with administrative assignments, which is the position of chairs and directors. It is a fine line, but one that divides those for whom administration is recognized to be the principal consumer of time and effort and those of whom one can continue to expect a more nearly even balance of faculty and administrative activity. As faculty tend naturally to regard deans and other senior administrators with a certain suspicion, the distinction does not substantially damage the dean's status among faculty, and it clears the way for evaluating her performance in accord with actual expenditures of effort.

Institutional Status and Paid Support Staff

At ASU, deans have great autonomy. They tend to define their goals and objectives, inform the Provost of them, and set about achieving them in accord with their own best lights. Persons unable to follow such a course tend not to be selected as deans. We are expected to consultatively develop strategic plans fitted to our role in the university, organize our resources so as to implement those plans, and then proceed to fulfill them. Were the Provost or President to perceive that a dean had formulated inappropriate goals or that he were not capable of achieving them—except, perhaps, for demonstrable want of resources, though maybe not even then—and they felt it necessary to intervene in the college, the dean would be relieved of the position. Generally, deans receive resources on the basis of their mission, plans, and achievements. But having received them, deans have nearly complete discretion over their use. Again, chronic misuse of resources or failure to achieve reasonable goals is cause for relief of responsibility. Besides the dean and associate dean, the Honors College has nine one-half or full-time staff as described above, a half-time development officer, and five full-time faculty.

The caveat in all this is that at ASU every college is expected to produce the same reports and to subject itself to the same level of accountability, no matter what its size, and this can put a great deal of pressure on a college so relatively small as in most circumstances an honors college will be. I sometimes miss the infrastructure the College of Liberal Arts and Sciences provided when we were still a university-wide program. Furthermore, when we take personnel matters to Human Resources, we often have to fight—because of our relative size—to be recognized as a college with a college's span of responsibility and control, rather than as a large department, where staff/faculty size and budget may actually be larger, but interaction with external agencies and institutional responsibility may be much less. This is a besetting problem. It is altogether counter-balanced by the independence of collegiate status.

Honors Faculty and Support Council

In general, the college does not pay for honors courses offered by disciplinary units. We have taken the stance that honors education is a normal expectation—a privilege!—of the regularly appointed disciplinary faculty. This strategy has met with relative but uneven success, and for all its deficiencies I would not want to abandon it. Honors students are one of our diverse populations to whom we must devote resources, and no honors college can itself support the faculty necessary to provide an appropriate honors education for students in all majors without itself recreating the university. Thus, it is our responsibility to organize the resources of the university to provide that education. The only faculty the college directly appoints are those who teach its required freshman and junior level seminars. Those faculty are not eligible for tenure, but they can receive multiple multi-year contracts.

The Honors College is guided by three major committees: the Dean's Council, the University Honors Council, and the Honors College Council. The first is a support group of community leaders who provide the college with the benefit of their time, talent, and treasure. The second is a faculty council, consisting of appointed representatives serving three-year terms from all disciplinary colleges, two Honors College faculty, the President of Honors College Council, the Associate Dean of the College, and the dean serving as chair. This council advises the dean on matters of academic import. The Honors College Council consists of elected student representatives charged with representing the interests of students to the dean.

El Camino College
Honors Transfer Program

submitted by
Robert S. McLeod, Director

Description of Institution and Honors Program

El Camino College is a public two-year college located in a suburban setting in the Los Angeles, California, area. The student body of approximately 22,000 is highly diverse in terms of culture, economics and age. In its mission to offer quality comprehensive educational opportunities to its diverse community, the college offers a wide variety of vocational and academic programs, including the Honors Transfer Program (HTP), which since its inception in 1984 has grown steadily to its present size of approximately 250 students.

The HTP offers highly motivated students attending a large college the opportunity to participate in a smaller academic community where they interact with outstanding faculty and other students who have similar goals—to obtain a quality education and be better prepared to transfer to a university and pursue a bachelor's degree. To complete the program students are required to pass a minimum of six honors courses with a C or better and be a member for at least three semesters while maintaining better than a 3.0 cumulative GPA. In addition, students are required to attend enrichment seminars each semester. Twelve to fourteen honors courses are currently offered each semester. Honors contract courses are allowed on rare occasions to accommodate special academic needs. The HTP coordinates with the Study Abroad Program to allow interested students to do honors work abroad.

A cornerstone of the program is the high level of support it receives from several major universities; they offer priority admission to students who complete the requirements of the HTP. These honors transfer agreements have been established between the HTP and the University of California at Los Angeles, the University of Southern California, the University of California at Santa Cruz, Pepperdine University, Pomona College and the California State University at Dominguez Hills.

Responsibilities of Honors Director

I have held the position of director of the HTP since 1989 and currently have an 80 percent appointment to this assignment. Considering the level of

responsibility and the amount of work involved, I feel that this amount of time is reasonable and necessary for running and maintaining the program; however, it does not allow much time for development and innovation. I must also attend to some duties during periods of time when classes are not in session and other faculty have time off.

I am a member of the teaching faculty as well as the director of the HTP. Because many courses are greater than 20 percent of a teaching load, including all courses in my discipline of chemistry, teaching one course in my discipline always puts my total load well over 100 percent. For this reason, it would be desirable if my commitment to the HTP could be reduced. Of course, this would require other staff to take care of some of the duties that I currently perform. We haven't pursued this goal due to concern about fragmenting a program that is running smoothly, lack of appropriate support staff to take on new responsibilities, and because staff would not be compensated for these additional duties.

The contracts that I have developed with surrounding universities benefit not only the honors students but also the Transfer Center and the articulation process at El Camino. Because it has become widely recognized at the local high schools and in the surrounding community, the HTP adds significantly to the image and reputation of El Camino College. An enrichment program such as the HTP, which is strongly supported by major universities, attracts university eligible students to El Camino as a closer-to-home, less costly alternative to freshman entrance to a four-year school.

In addition to directing the HTP, I also teach one chemistry class (50 percent load, lecture and lab) and am expected to participate in additional departmental, divisional and/or campus-wide responsibilities typical of two-year college faculty. In fact, my campus-wide activities are substantially more than is typical. There are two main reasons for this. First, it is beneficial to the honors program if I am aware of campus activities and politics. I feel that it is important for me to either be serving on or somehow keeping in touch with important committees such as the Academic Senate Council, accreditation committees, the Budget Development Committee and the College Curriculum Committee. Second, my honors position causes me to be more widely known around campus. As a result, I receive a large number of requests to serve in a variety of capacities.

The HTP director shoulders responsibility for all phases of the program and for the day-to-day operations of supervision, appointments, phone calls, and paperwork which are connected with each phase. These phases include the following:

1. review applications to accept new students.
2. track student progress and maintenance of eligibility.

3. meet with students and/or faculty as needed.
4. coordinate with academic divisions and deans to schedule honors classes and faculty.
5. chair the HTP Advisory Council meetings.
6. take care of the budget and the budgeting process.
7. attend off-campus conferences and numerous local meetings.
8. coordinate and review the evaluation process and results for the program and the courses.
9. visit high schools to recruit potential honors students.
10. coordinate methods of publicity through a brochure, the college catalog, the schedule of classes, and informing counselors and faculty.
11. meet with university staff to maintain or to develop honors transfer agreements.
12. coordinate and supervise honors activities such as the new student receptions, new student orientation workshops, enrichment seminars, spring banquet and honors faculty luncheons.
13. implement changes.

As El Camino's honors program has grown with more students and more honors transfer agreements with universities, my time assigned to honors has remained unchanged. I have kept pace thus far by developing ways to run the program more efficiently as it grows and changes. Unfortunately, time constraints cause me to make some decisions that do not give quality top priority.

There is never enough time to do all that I want to do or think should be done. For example, I think that publicity and recruiting are being done at a level which is significantly below what is desirable. Because students often ask about the possibilities for honors transfer agreements with various universities of their choice, I wish I had more time to seek out more of these agreements.

Selection of Honors Director

The process by which I was selected as the director of the HTP was agreed upon by the Vice President of Academic Affairs and members of the HTP Advisory Council. I responded to a position announcement that was circulated campus wide. The position required a full-time member of the teaching faculty. In addition, some knowledge about the program and some previous leadership experience was desirable—I had both. I was selected following a process whereby all applicants were interviewed by the vice president and the members of the HTP Advisory Council.

My term as the HTP director is unspecified. It will be over when I resign. I presume that I could be asked to leave the position if the advisory council and/or appropriate administrators felt that it was in the best interest of the program.

Evaluation of Honors Director

There is no formal process by which I am evaluated as the HTP director. El Camino's professional evaluations of me focus on my duties as a member of the chemistry department. These evaluations note my activities outside of chemistry in a way that reflects positively on me, but the evaluations do not evaluate these activities per se. Informally, I may have discussions with members of the advisory council or an appropriate administrator. There may also be comments made by students in the annual program evaluation completed by students in the program. This evaluation is administered by the program and provides information to me and the advisory council.

Professional Status of Honors Director

My professional status is not affected by my position as director of the HTP. All aspects of my professional status are determined by my role as a full-time faculty member, even if part of that time is assigned to administrative duties. Salary is dictated by seniority and degree level. Tenure is bestowed once a full-time faculty member has received favorable evaluations for four years. Sabbaticals are determined only by seniority and length of time since a previous sabbatical.

Institutional Status and Paid Support Staff

The HTP director has always reported to the Vice President of Academic Affairs. Starting in the Fall 1995 semester, this is going to change to the Dean of Behavioral and Social Sciences. I don't believe that this is very critical to the HTP either way because the program has been relatively autonomous.

The HTP has a part-time (no benefits) program assistant for four days (32 hours) per week. The assistant runs the honors office as well as performs most of the clerical/secretarial duties and helps the director in many capacities. To be effective, this position requires someone who is dedicated to the HTP. Fortunately, this is currently the case even though the paid hours and the compensation are insufficient. This position should be a full-time position with benefits. Unless we offer substantially better compensation, I fear that it would be difficult to find another person with the dedication and skills of the current program assistant. Without such an assistant, I do not believe that the director's position would be tenable as an 80 percent appointment.

Sometimes we are able to get a work-study student to help us for a few hours a week; we don't have to pay such a student from our budget. Of course, there are always some students in the program who will help us voluntarily, but we need capable student help on a more regular basis.

The program assistant reports to me. Although any students working for the program may be my ultimate responsibility, they are actually supervised by the program assistant most of the time.

Honors Faculty and Support Council

The Honors Transfer Program Advisory Council is a faculty-based committee that oversees the Honors Transfer Program and works with the program director to set standards, procedures, and policies. It meets regularly with the program director to provide input on program development and to make decisions on substantive issues. The program assistant attends meetings and records the minutes. The council currently is comprised of six faculty (including the director), the honors counselor, the Dean of Student Services and the Coordinator of Relations with Schools. New council members are selected through suggestion and discussion by current council members. I then meet with the selected person and ask him/her to join. Our intent is to have campus wide representation on the council.

The HTP policy is to have full-time faculty teaching honors classes; however, exceptions exist when necessary or desirable. The academic divisional deans retain the right of class scheduling and assigning faculty to honors classes, but they do so in cooperation with the honors director. Faculty salaries are not affected by the HTP. In my several years of experience, this cooperation with the academic deans has worked very well.

Conclusion

I have found that directing an honors program is a major commitment with a tremendous variety of responsibilities; it has become a substantial portion of my life. It involves much more than teaching an extra class or taking on an additional task. The position has become central to my professional self- awareness. If I did not approach the position with a high level of dedication, I do not think it would be enjoyable and fulfilling.

My experience in honors has been incredibly rewarding. It has allowed me a much broader range of professional and personal growth than I could have obtained by staying within my discipline. I have especially enjoyed the opportunity to interact with a wide variety of students, faculty and administrators across my campus as well as honors directors at other two-year colleges and a variety of professionals at four-year schools.

APPENDIX

RESPONDENTS TO THE 1992 SURVEY

Joe F. Allison	Eastfield College
Lois C. Ambash	Suffolk Community College
Margaret C. Anderson	University of Maine at Farmington
Sister Elena Francis Arminio	College of Saint Elizabeth
Frances K. Bailie	Iona College
John S. Baird, Jr.	Bloomsburg University
Michael Balint	
Paula L. Barbour	Florida State University
David L. Barr	Wright State University
Steven Blasberg	West Valley College
Carolyn D. Blevins	Carson-Newman College
Mildred M. Boaz	Millikin University
Frederic Bock	Central Missouri State University
Donald W. Boyd	University of Wyoming
Bernice Braid	Long Island University
Sandra Breil	Longwood College
Earl B. Brown, Jr.	Radford University
Ronald C. Brown	Southwest Texas State University
Robert F. Brown	University of Delaware
Stewart F. Bush	University of North Carolina-Charlotte
Donald J. Cannon	Saint Peter's College
Robert J. Cantrell	Clinch Valley College
Ellen Miler Casey	University of Scranton
Jeffrey Chown	Northern Illinois University
Ruth M. Cimperman	Milwaukee Area Technical College
Dennis Cogan	Texas Tech University
Ira Cohen	Illinois State University
Maureen Connelly	Frostburg State University
Chris Crowe	Brigham Young University-Hawaii
Wallace Daniel	Baylor University
Robert Denham	Roanoke College
Pauline M. Donaldson	Liberty University
Charles J. Dudley	Virginia Tech
Barbara Engler	Union Community College
Sandra Y. Etheridge	Gulf Coast Community College
Patricia K. Fessenden	University of Wisconsin-Madison
Michael A. Foley	Marywood College
Fred D. Funk	Northern Arizona University
Faith Gabelnick	Western Michigan University
Robert J. Gariepy	Eastern Washington University
Andy Geoghegan	Longview Community College
Arthur F. Gianelli	St. John's University
Robert Grammer	Belmont University

Bonnie J. Gray	Eastern Kentucky University
Rose C. Hamm	College of Charleston
Maria Luisa Alvarez Harvey	Jackson State University
Jutta A. Helm	Western Illinois University
Wesley L. Henry	Tennessee Technological University
Robert S. Hilt	Pittsburgh State University
Nancy Hoffman	Temple University
Bob Holkeboer	Eastern Michigan University
Joseph M. Hornback	University of Denver
David Hothersall	Ohio State University
Elizabeth Anne Hull	William Rainey Harper College
Judson L. Ihrig	University of Hawaii-Manoa
John Quinn Imholte	University of Minnesota-Morris
Earl G. Ingersoll	SUNY College-Brockport
Ralph Johnson	Montana State University
Wallace Kay	Boise State University
Howard Kerr	University of Illinois at Chicago
Earl D. Kirk	Baker University
Dale T. Knobel	Texas A&M University
Betty Krasne	Mercy College
David Kuschner	University of Cincinnati
Andrea G. Labinger	University of LaVerne
Edward LaMonte	Birmingham-Southern College
Phyllis Lang	University of North Carolina-Asheville
Elizabeth Larsen	West Chester University
Herbert Lasky	Eastern Illinois University
Curtis P. Lawrence	Southwest Missouri State University
David Leigh	Seattle University
F. David Levenbach	Arkansas State University
Irwin P. Levin	University of Iowa
Patrick C. Lipscomb, III	Louisiana State University
Robert Littlejohn	Liberty University
Kathleen Logan	Florida International University
Bernadette Flynn Low	Dundalk Community College
Mark Malinauskas	Murray State University
George Mariz	Western Washington University
Lillian F. Mayberry	University of Texas - El Paso
Douglas McDermott	California State University-St. Anislaus
Sam McFarland	Western Kentucky University
George F. McKnight	Salem College
Robert S. McLeod	El Camino College
Robert E. Mickel	University of Wisconsin-Eau Claire
Harold L. Miller, Jr.	Brigham Young University
Michael E. Mooney	University of New Orleans
Stanley R. Moore	University of Wisconsin-Platteville

Manuel Moreno	Northeastern Illinois University
Joseph G. Morse	Utah State University
Lynn Moseley	Guilford College
Bill Mould	University of South Carolina
Brian Murphy	Oakland University
Ruth Nadelhaft	University of Maine
Philip Novak	Dominican College
Tom Oosting	Albion College
Stuart B. Palonsky	University of Missouri
Terry Parssinen	University of Maryland
Joan Penzenstadler	Mount Mary College
Edward J. Piacentino	High Point University
Barbara C. Pope	University of Oregon
Brenda J. Powell	University of St. Thomas
Ann Raia	College of New Rochelle
Vera Blinn Reber	Shippensburg University
Georg Retzlaff	Voorhees College
Robert T. Rhode	Northern Kentucky University
Stanley Rich	University of South Carolina-Aiken
Daniel Rigney	St. Mary's University
Judith L. Rizzi	University of Massachusetts-Dartmouth
Elaine Rodney	Central State University
Chet Rogalski	Central Wyoming College
Bruce Roscoe	Central Michigan University
Ronald A. Royer	Minot State University
Jeannette Runquist	Birmingham- Southern College
John Ryan	University of Southern Colorado
Maureen Ryan	University of Southern Mississippi
Rosalie C. Saltzman	University of Nebraska-Omaha
David Sanders	East Carolina University
Donald B. Saunders	Appalachian State University
Diane R. Schulman	Erie Community College
Billy M. Seay	Louisiana State University
Stuart Sprague	Anderson College
Robert L. Spurrier, Jr.	Oklahoma State University
Mark Stern	University of Central Florida
John Tanaka	University of Connecticut
Peter Carl Thelin	West Valley College
Eugene F. Thuot	Belmot Abbey College
Dorothy Echols Tobe	Ramapo College
Maria Vecchio	Felician College
Thomas Visgilio	King's College
Stephen H. Wainscott	Clemson University
Joseph J. Walsh	Loyola college
Jay A. Ward	Thiel College

Ronald H. Warners	Curry College
Doug Watson	Oklahoma Baptist University
Glenn Weisfield	Wayne State University
Arno F. Wittig	Ball State University
Terry Woodin	University of Nevada-Reno
Martha C. Woodward	Marshall University
Len Zane	University of Nevada-Las Vegas
name not given (Associate Professor of Communications)	Howard University

SURVEY OF HONORS ADMINISTRATORS

Name _____

Administrative Title _____

Faculty or other title(s) _____
(e.g., Professor of History)

Campus Address _____
_____
_____
_____

Phone Number _____

Type of Institution:

_____ 2-4 year college
_____ 4-year College
_____ university

_____ public
_____ private

Size of Institution:

_____ 3,000 or less
_____ 3,000 to 10,000
_____ 10,000 to 20,000
_____ over 20,000

Type of Program:

_____ honors college
_____ institution-wide honors program
_____ departmental honors program
_____ other: _____

Size of program

_____ 25 or less
_____ 25 to 100
_____ 100 to 400
_____ over 400

1. Your administrative responsibilities:

Actual | Ideal

2. Percent of time appointed to serve in honors:

Actual | Ideal

3. Percent of time devoted to honors:

Actual | Ideal

4. Other (non-honors) responsibilities in your institution:

Actual | Ideal

5. Process by which you were selected:

Actual | Ideal

6. Criteria for selection:

Actual | Ideal

7. Term of Office:

Actual | Ideal

8. Process and criteria for evaluating your performance:

Actual | Ideal

9. Eligibility and criteria for award of tenure and promotion:

Actual | Ideal

10. Eligibility and criteria for award of sabbaticals:

Actual | Ideal

11. Process and criteria for award of salary raises:

Actual | Ideal

12. Position within the administrative hierarchy (to whom you report, who reports to you etc.):

Actual | Ideal

13. Amount of autonomy within the administrative structure (in decisions affecting curriculum, admissions, budgeting, etc.

Actual | Ideal

14. Support staff (paid):

Actual | Ideal

15. Support Council (unpaid):

Actual | Ideal

1992 Survey

Table 1

Program Types, Organized by Size of Program

Type of Program	less than 25	25-100	100-400	more than 400	TOTALS
Honors College	0	0	3	8	11
Institution-wide Program	8	39	45	23	115
Departmental Program	0	1	1	1	3
Combination or other	0	5	1	1	7

1992 Survey

Table 2

Institutional Demographics, Organized By Size of Honors Program

Type of Institution	less than 25	25-100	100-400	more than 400	TOTALS
2-year	3	5	5	0	13
4-year	4	24	8	0	36
university	1	16	37	33	87

Funding of Institution	less than 25	25-100	100-400	more than 400	TOTALS
public	2	12	34	22	70
private	3	13	10	1	27
no answer	3	20	6	20	39

Size of Institution	less than 25	25-100	100-400	more than 400	TOTALS
less than 3,000	4	22	6	0	32
3,000-10,000	3	16	13	2	34
10,000-20,000	1	5	25	9	41
more than 20,000	0	2	6	22	30

1992 Survey

Table 3

Administrative and Faculty Titles, Organized by Size of Program

Administrative Title	less than 25	25-100	100-400	more than 400	TOTALS
Director	7	39	40	24	110
Dean	0	0	2	6	8
Coordinator	1	4	4	0	9
Other (or unclear)	0	1	3	1	5
Assistant Director	0	1	0	0	1
Associate Director	0	0	1	2	3

Faculty Title	less than 25	25-100	100-400	more than 400	TOTALS
Professor	2	19	29	24	74
Associate Professor	5	16	17	6	44
Assistant Professor	1	3	2	1	7
Instructor or Lecturer	0	4	1	0	5
Other (or no answer)	0	3	1	2	6

1992 Survey

Table 4

Average Percentage of Time in Honors, Organized by Size of Program

Percentage of Appointment in Honors

	less than 25	25-100	100-400	more than 400	Honors Colleges (regardless of size)
actual*	18%	39%	58%	80%	83%
ideal*	40%	58%	78%	89%	94%

Percentage of Time Devoted to Honors

	less than 25	25-100	100-400	more than 400	Honors Colleges (regardless of size)
actual*	28%	51%	67%	84%	86%
ideal*	38%	67%	74%	81%	91%

*"ACTUAL" refers to what the survey respondent reports as (a) the contractual designation of percentage of time in honors and (b) the percentage of time the respondent spends on honors activities.

*"IDEAL" refers to the percentage of time the survey respondent believes that (a) he/she should be contractually designated to spend in honors and (b) he/she would like to devote to honors.

Table 5

Academic Disciplines of Honors Administrators

English	29
history	14
psychology	12
chemistry	9
philosophy	8
biology	6
political science	6
theology/religion	5
mathematics	4
communications	4
classics	3
sociology	2
foreign languages	2
comparative literature	2
French	2
education	2
drama/theater	2
economics	1
science	1
interdisciplinary studies	1
literature	1
computer & information sciences	1
nursing	1
Spanish	1
arts	1
microbiology	1
biochemistry	1
geography	1
geology	1
women's studies	1
anthropology	1
legal studies	1
individual & family studies	1
physics	1
architecture	1
library science	1
none indicated	5

1992 Survey

Table 6

Responsibilities Outside of Honors, Organized by Size of Program

Responsibilities	less than 25	25-100	100-400	more than 400	TOTALS
disciplinary teaching	8	32	31	14	85
committee work	5	20	24	17	66
research	1	5	7	10	23
other administration	2	16	8	6	32
other advising	1	5	5	1	12
other	1	1	1	5	8

1992 Survey

Table 7

Criteria for Selection, Organized by Size of Program

Criteria	less than 25	25-100	100-400	more than 400	TOTALS
experience in honors	0	13	9	11	33
administrative skills	1	6	16	9	32
teaching record	1	7	12	8	28
commitment to honors	1	9	7	7	24
interpersonal skills	0	3	13	4	20
research record	2	2	8	6	18
creativity and vision	0	3	5	5	13
tenure	1	0	6	6	13
commitment to students	2	3	3	4	12
willingness to serve	1	5	6	0	12
communication skills	1	2	5	3	11
seniority	0	0	4	2	6
knowledge of system	0	1	2	2	5
commitment to excellence	1	1	1	2	5
faculty standing	0	0	1	3	4
diversity of interests	1	0	0	2	3
ability to raise money	0	1	1	1	3
hard work	0	2	0	0	2

1992 Survey

Table 8

Process for Selection, Organized by Size of Program

Process for Selection	less than 25	25-100	100-400	more than 400	TOTALS
on-campus search	0	0	15	14	29
appointed by vice-president or equivalent	0	11	7	4	22
application and interview process	0	7	12	1	20
recommendation by committee of faculty, students and administration	0	0	14	5	19
appointed by dean	5	10	2	0	17
appointed by president	2	4	4	2	12
recommendation by faculty committee	1	7	1	3	12
national search	0	2	1	3	6
default	0	2	2	0	4
election by honors faculty	1	2	0	0	3
consensus	0	1	0	0	1

1992 Survey

Table 9

Actual Term of Office, Organized by Size of Program

Term of Office	less than 25	25-100	100-400	more than 400	TOTALS
1 year*	1	3	1	1	6
2 years*	1	5	0	0	6
3 years*	1	10	10	3	24
4-5 years*	0	0	9	8	17
Indefinite	5	16	20	15	56
Permanent	0	6	4	5	15

Ideal Term of Office Organized by Size of Program

Term of Office	less than 25	25-100	100-400	more than 400	TOTALS
1 year*	1	1	0	1	3
2 years*	2	5	0	4	11
3 years*	2	8	5	3	18
4-5 years*	0	6	16	5	27
Indefinite	1	6	2	4	13
Permanent	0	1	1	2	4
Other	0	2	0	0	2

*In the large majority of instances, respondents indicated that these were renewable terms; some simply indicated the number of years and may or may not have meant to imply renewable terms; a small minority (5 respondents) indicated an actual or ideal limit on the term of office

1992 Survey

Table 10

Evaluation Process, Organized by Size of Program

Process	less than 25	25-100	100-400	more than 400	TOTALS
review by higher administration*	4	11	9	7	31
informal/unclear	2	6	13	8	29
review by combination of administration, faculty and students (often including Honors Committee)	1	8	10	10	29
none	1	5	11	2	19
regular external evaluation	0	1	2	3	6
student evaluation	0	2	1	1	4
other	0	1	0	0	1

*In the large majority of instances, this review was based primarily or solely on an annual report submitted to the dean, vice-president or vice-provost.

1992 Survey

Table 11

Actual Criteria for Tenure and Promotion, Organized by Size of Program

Criterion	less than 25	25-100	100-400	more than 400	TOTALS
teaching/research/service (same as other faculty)	3	19	17	18	52
already tenured/full	2	8	14	14	38
honors doesn't count	0	5	3	0	8
honors as service only	1	2	1	0	4
honors counts "some"	0	0	3	0	3
no tenure at institution	0	3	0	0	3
not on tenure track	0	0	2	1	3
seniority	0	2	0	0	2
research only	0	0	1	0	1
grantsmanship	1	0	0	0	1

Ideal Criteria for Tenure and Promotion, Organized by Size of Program

Criterion	less than 25	25-100	100-400	more than 400	TOTALS
teaching/research/service (same as other faculty)	2	6	4	9	21
honors administrators should be tenured	0	1	5	3	9
effectiveness in honors	1	3	1	0	5
honors as service	1	0	4	0	5
honors & discipline	0	0	3	0	3
honors as scholarship	0	2	0	0	2
honors as teaching & service	0	1	1	0	2
special evaluation	0	2	0	0	2
publication	1	1	0	0	2
administration	0	2	0	0	2

1992 Survey

Table 12

Actual Criteria for Salary Raises, Organized by Size of Program

Criterion	less than 25	25-100	100-400	more than 400	TOTALS
same as for other faculty	3	13	11	3	30
union-negotiated or based on rank/seniority or cost-of-living formula (not merit)	2	14	9	2	27
honors is factor	0	3	10	11	24
arbitrary or nonexistent	0	0	5	5	10
honors doesn't count	0	7	2	0	9
same as other administrators	0	0	1	3	4
merit and cost-of-living	0	1	3	0	4
honors stipend in addition to regular salary	0	2	0	0	2
based on evaluations	0	0	1	1	2

Ideal Criteria for Salary Raises, Organized by Size of Program

Criterion	less than 25	25-100	100-400	more than 400	TOTALS
merit	0	4	4	2	10
combination of discipline and honors	0	4	3	3	10
merit & cost of living	0	2	3	0	5
union negotiated or based on formula not including merit	0	3	0	0	3
same as other faculty	0	1	2	0	3
same as other administrators	0	0	2	0	3
more consideration of teaching	1	1	0	0	2
degree, seniority & publication	0	1	0	0	1
honors work only	0	1	0	0	1

1992 Survey

Table 13

Perceptions of Autonomy, Organized by Size of Program

Level of Autonomy	less than 25	25-100	100-400	more than 400	TOTALS
good/total/high	1	11	19	17	48
good except on budget	2	8	5	5	20
good except on curriculum	1	1	9	4	15
poor/limited/low	3	6	1	2	12
subject to approval/ consultation of honors committee	0	2	0	8	10
good except on curriculum and budget	0	6	2	0	8
fair/partial	0	2	5	0	7
good except on admissions	0	1	1	0	2
good except on admissions and budget	0	1	0	0	1
same as academic department	0	0	1	0	1

1992 Survey

Table 14

Composition of Support Council, Organized by Size of Program

Composition	less than 25	25-100	100-400	more than 400	TOTALS
all faculty	2	10	9	8	39
composition not defined	2	6	7	11	26
none	2	6	9	2	19
faculty & students	0	7	5	6	18
faculty, students & administration	0	6	8	0	14
faculty & administration	0	4	2	0	6
separate faculty & student committees	0	1	1	1	3
multiple support councils (e.g., students, alumni, advisory, etc.)	0	0	0	3	3
all students	0	0	1	0	1

NCHC MEMBERSHIP DATA

Submitted by
William P. Mech, NCHC Executive Secretary/Treasurer

The following collection of charts is offered to assist honors directors in obtaining a sense of how their own programs compare with others. We have included only those institutional members who have provided a response to the associated request for information. NCHC had 537 current institutional members as of July 1995. Of these, we used data from the 381 programs which provided at least partial data; there were 156 members for which these items are blank.

The programs are grouped into classes: class a consists of programs which have 1-25 students, class b programs have 26-100 students, class c programs have 101-400 members, and class d are all remaining programs with more than 400 students.

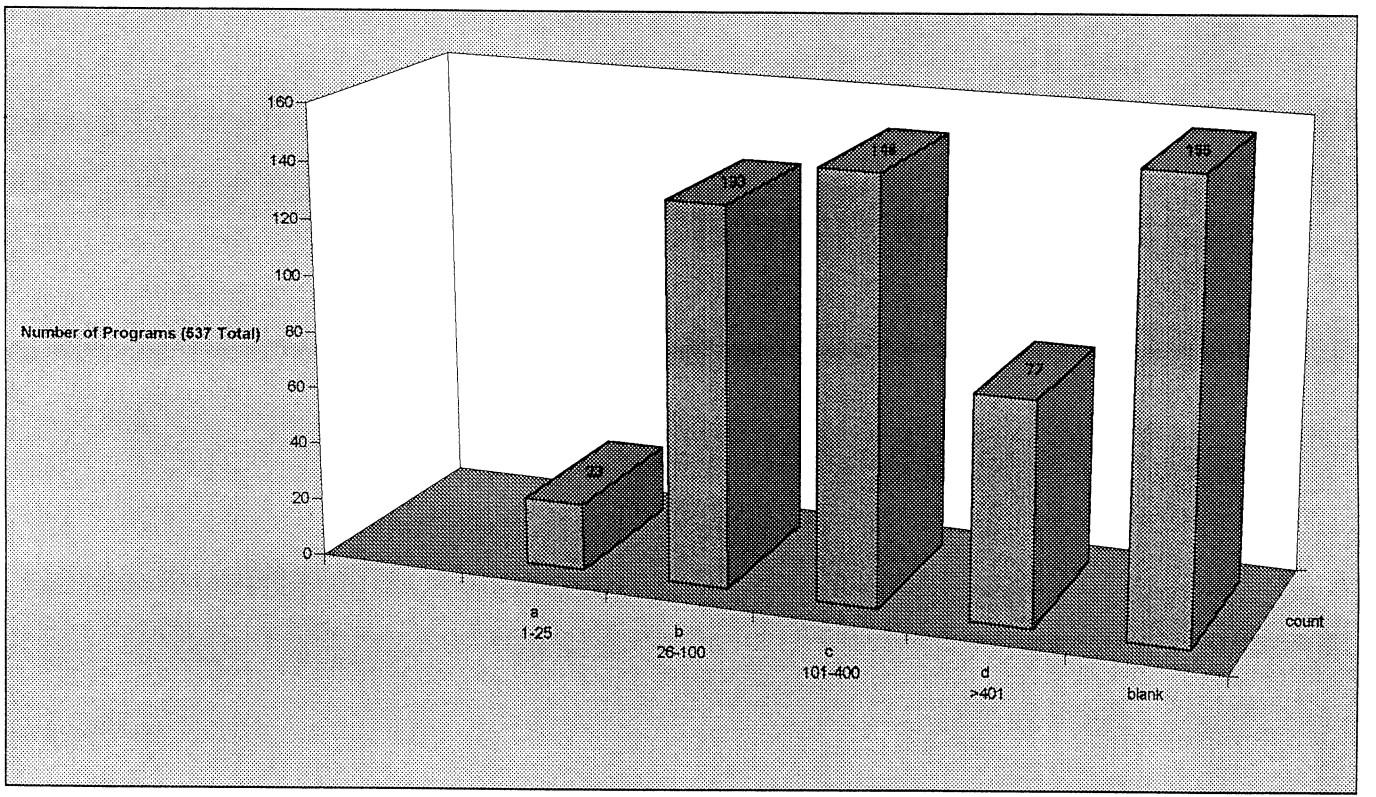
Within each chart, only those programs for which there is a response are included. Individual programs may have responded to only some, but not all, of the items for which charts are offered. Consequently, the numbers and selections of programs are not strictly comparable from one chart to another.

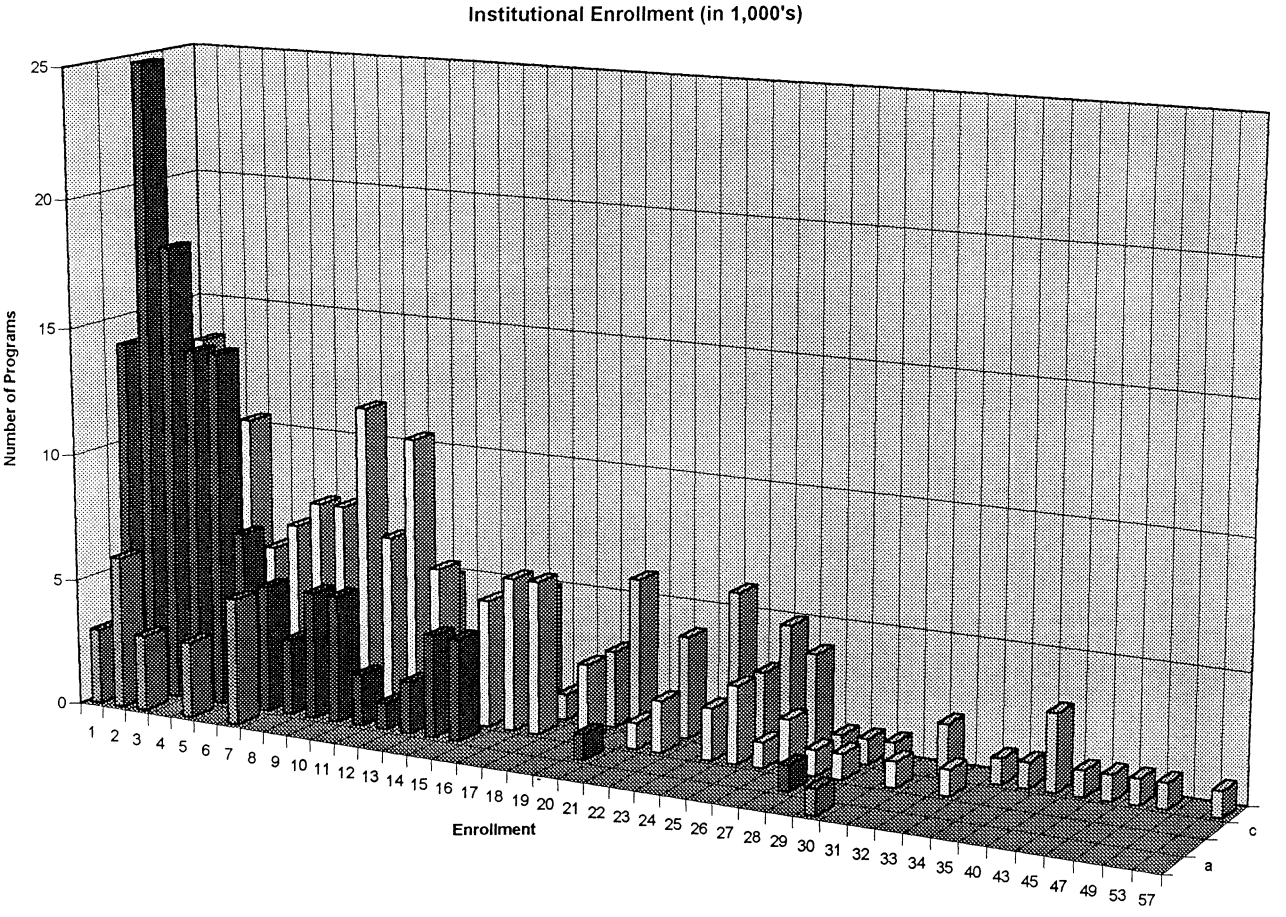
The chart of directors' salaries needs to be read with particular caution. It is clear that the data include both gross salaries and salaries pro-rated to Honors. All salary figures have been rounded to the nearest $5,000.

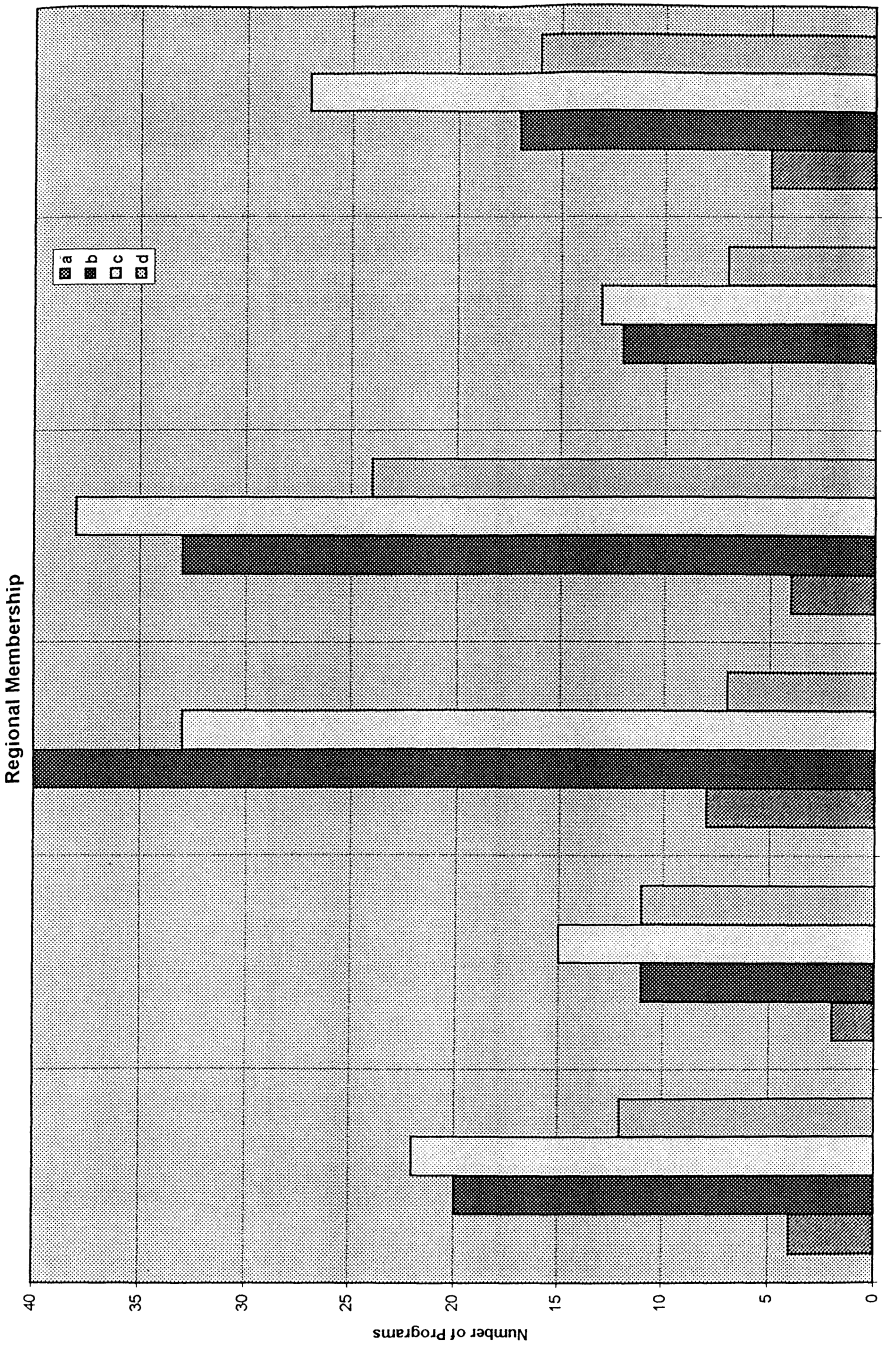
For further information about the data, contact Dr. William P. Mech, NCHC Executive Secretary/Treasurer, Boise State University, 1910 University Drive, Boise, Idaho 83725-1125.

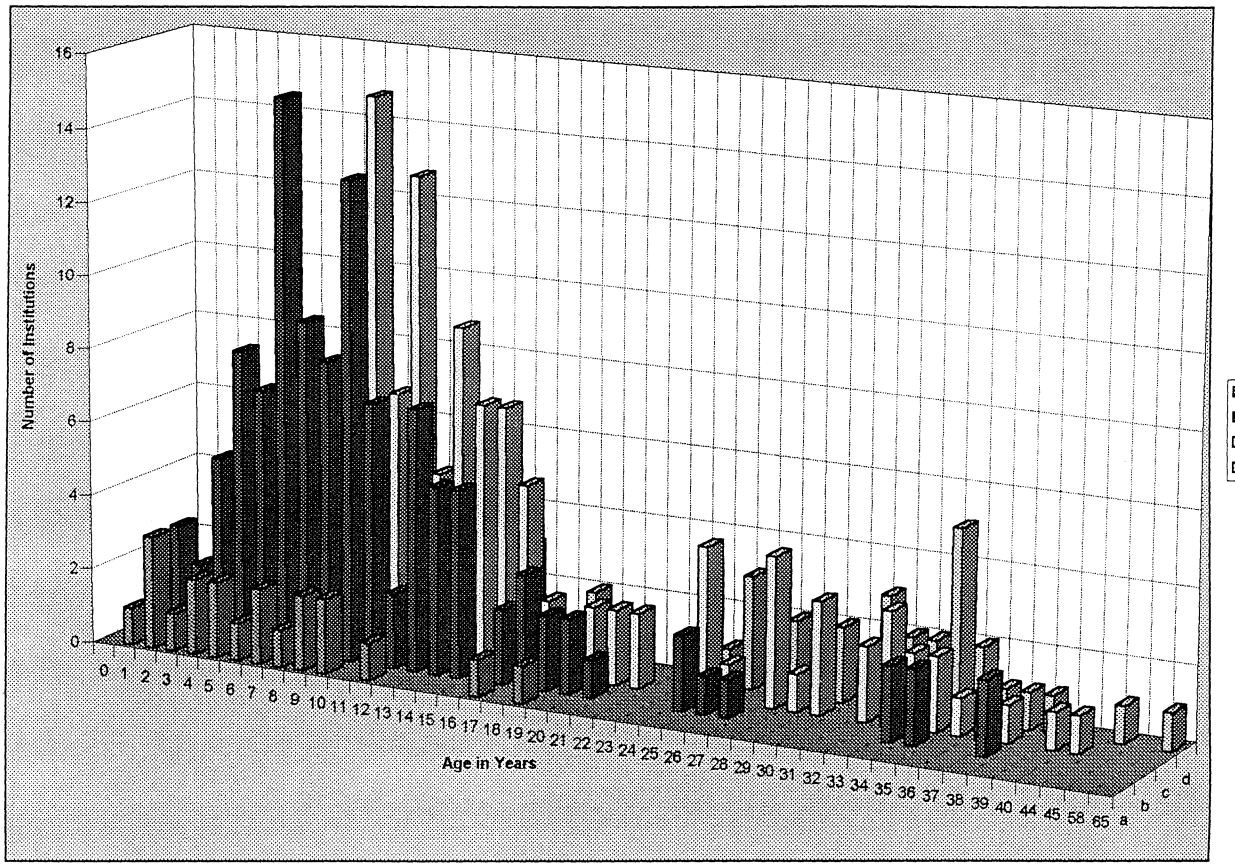
Key: All charts are reported in terms of these classes:

Code	Size of Program
a	1-25
b	26-100
c	101-400
d	>401

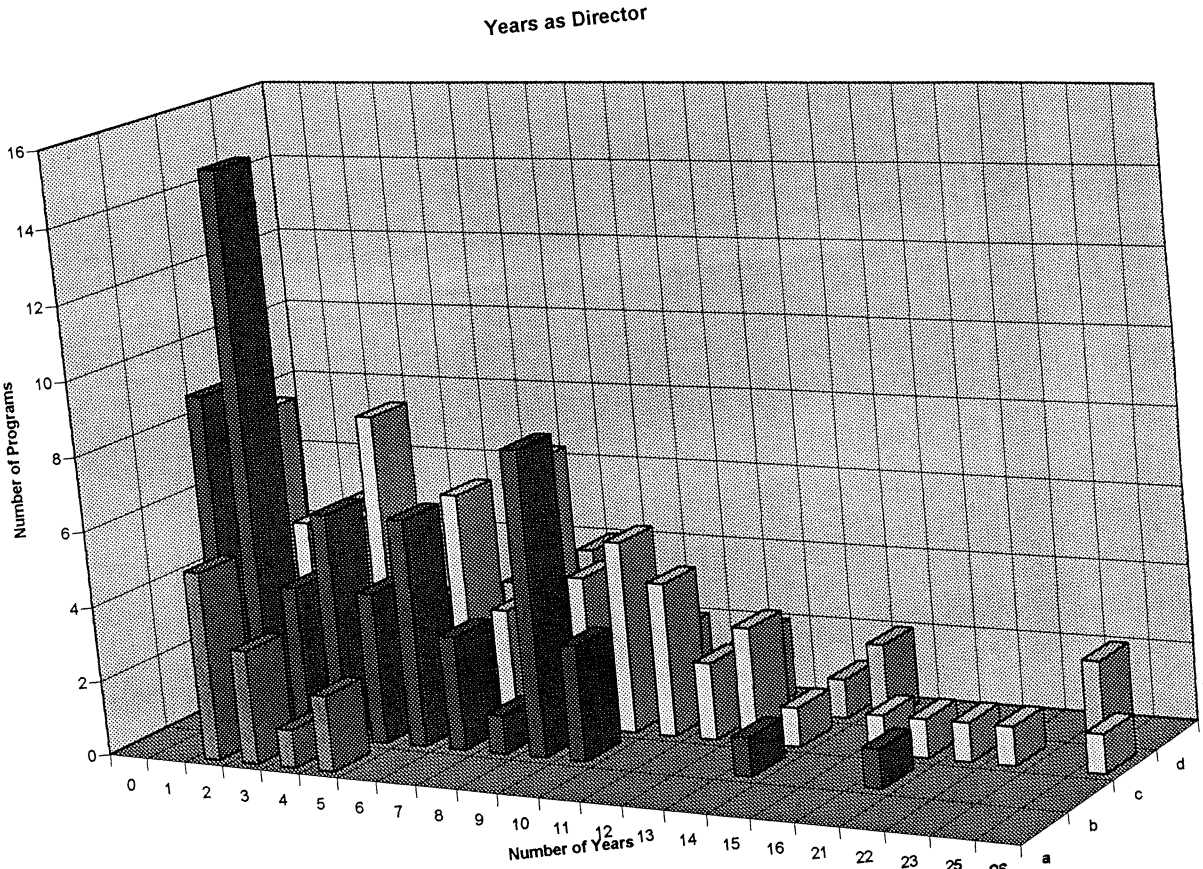

Counts by Program Size
Number of Programs (537 Total)
160
140
120
100
80
60
40
20
0
42
133
144
77
153
a
1-25
b
26-100
c
101-400
d
>401
blank
count


Institutional Enrollment (in 1,000's)
Number of Programs
25
20
15
10
5
0
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 40 43 45 47 49 53 57
Enrollment
c
a

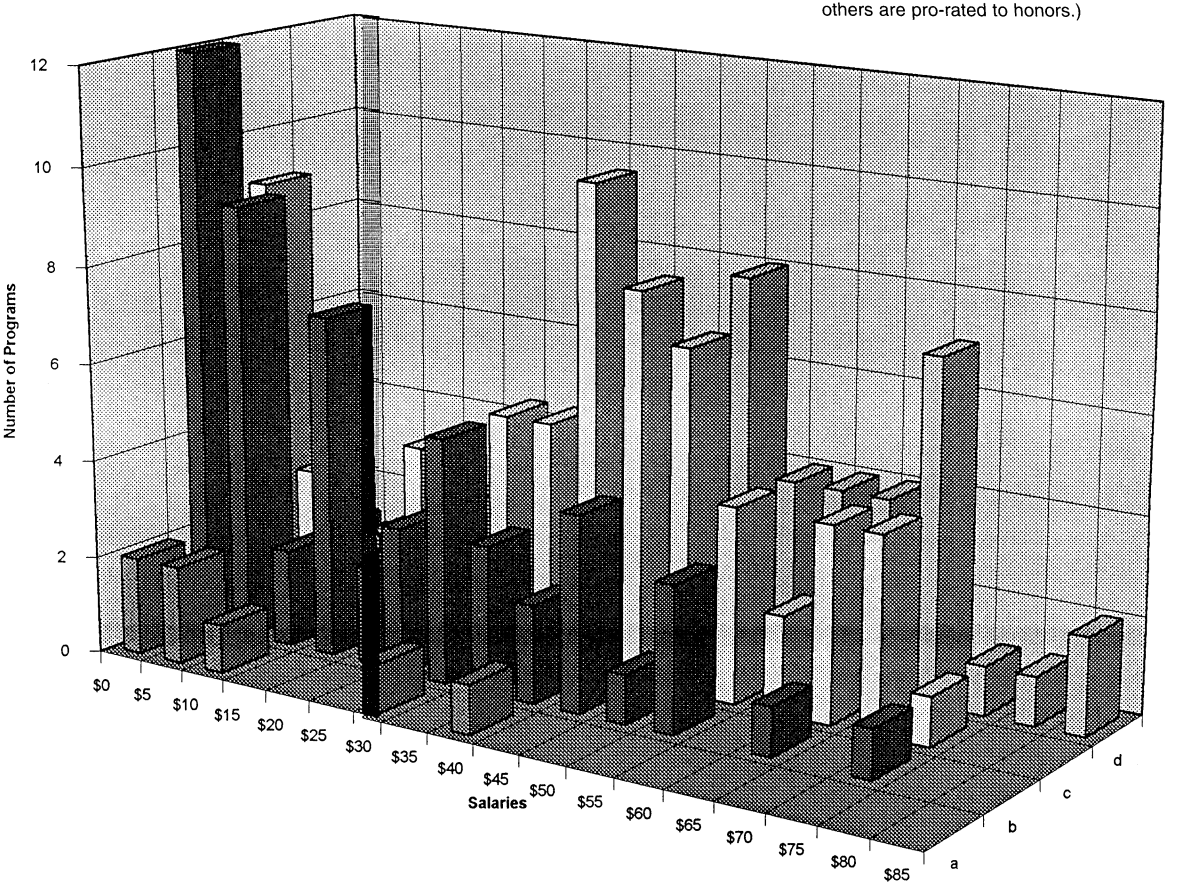

Regional Membership
a
b
c
d
40
35
30
25
20
15
10
5
0
Number of Programs
Great Plains
Mideast
Northeast
Region
South
Upper Midwest
West

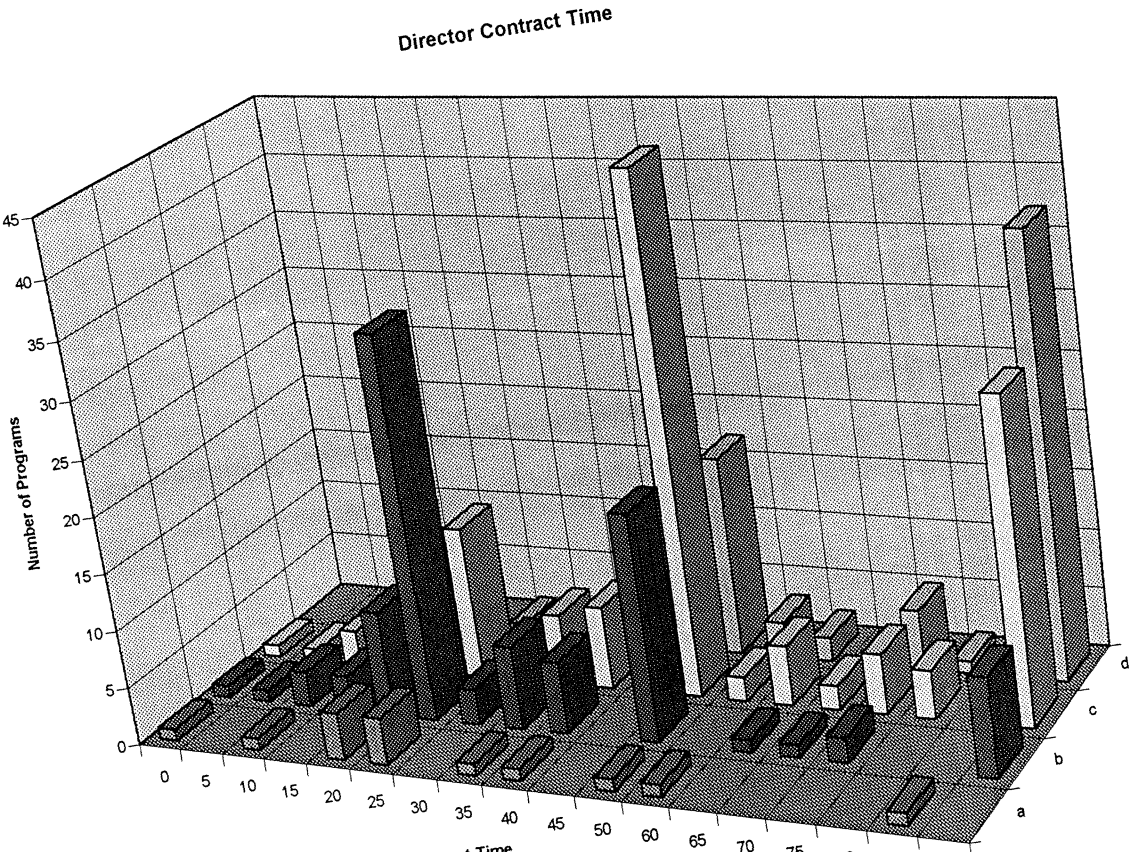

Program Age
Number of Institutions
16
14
12
10
8
6
4
2
0
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 44 45 58 65
Age in Years
a
b
c
d

Honors Budgets (in Thousands)
Number of Programs
0
5
10
15
20
25
Budgets
$0
$10
$20
$30
$40
$50
$60
$70
$80
$90
$100
$110
$120
$130
$145
$160
$170
$180
$200
$210
$230
$240
$265
$280
$300
$320
$385
$400
$425
$475
$500
$625
$775
a
c


Years as Director
Number of Programs
0
2
4
6
8
10
12
14
16
Number of Years
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 21 22 23 25 26
a
b
c
d

Director Salaries (in $1,000) (Caution: Some are reported as gross salaries, and others are pro-rated to honors.)




Director Contract Time
Number of Programs
45
40
35
30
25
20
15
10
5
0
0
5
10
15
20
25
30
35
40
45
50
60
65
70
75
80
85
100
Percent-Time
a
b
c
d

NCHC Recommendations for "Basic Characteristics of a Fully-Developed Honors Program"

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

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

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

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

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

5. The program requirements themselves should include a substantial portion of the participants' undergraduate work, usually in the vicinity of 20% or 25% of their total course work and certainly no less than 15%.

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

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

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

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

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

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

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

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

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

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

16. Fully-developed two-year and four-year honors programs should have articulation agreeements by which honors graduates from two-year colleges can be accepted into four-year honors programs when they meet previously agreed-upon requirements.

By and About the Author

The following is a description of my own professional/administrative background and status as an honors director. This description may provide insight into my editorial slant on the issues discussed in the handbook.

I taught in the McMicken Honors Program at the University of Cincinnati during the years 1973-77 before coming to the University of Alabama at Birmingham, which had no honors program or honors courses of any kind. In 1982, the Vice President for Academic Affairs asked me to start an honors program here. I made a list of over 25 reasons not to accept and then accepted on the weight of a single positive reason: it was an opportunity to create, and teach in, an educational environment that was what I thought education should be. I've never had a moment's regret for that decision, even during budget cuts.

When I started directing honors, I was Associate Professor of English (the most common discipline of honors administrators, it seems: see Table 5). During the ninth year of my directorship, I was promoted to Professor of English; the English Department as well as all the upper levels of decision-making gave heavy weight to my teaching, research, and service in honors during the promotion process, and letters of recommendation from colleagues in honors were invaluable to that process.

For an institution the size of UAB (10,800 undergraduates; 5,500 graduate students), our honors program is small and designed to stay that way; enrollment is limited to 140 students, who take 36 semester hours of honors coursework (28% of their total requirements). My time is divided between honors (75%) and English (25%). The honors staff also includes an associate director (25%), an assistant director (100%), a half-time student secretary, and a work-study student. My term of appointment is indefinite, and I am evaluated on the basis of a voluminous annual report on the program, annual student evaluations, and alumni evaluations that are conducted every four years. My responsibilities include virtually every one of those listed in the chapter on "Responsibilities"...and then some. My salary is roughly equivalent to that of department chairs at this institution.

I report to the vice president for academic affairs, who has responsibility for three schools representing the basic Liberal Arts (Arts and Humanities, Natural Sciences and Math, and Social and Behavioral Sciences) and three professional schools: Education, Business and Engineering. Students from all those disciplines as well as nursing and health-related professions participate in our program, which replaces the core curriculum at UAB.

The UAB Honors Council has seventeen members: the director, associate director and assistant director; eight faculty representatives, one from each of the six schools listed in the previous paragraph, one from nursing and one

from the medical school; four student representatives, elected annually by their peers; one community representative; and one administrative representative. The council usually meets five or six times a year to make all decisions about the curriculum, the faculty, program policies, admissions and scholarships. Council members are responsible for conducting all the half-hour personal interviews of students applying to the program (about a hundred students a year). I have found that the most conscientious and dedicated members of the council are always the students.

In addition, the UAB Honors Program has a student steering committee, comprised of the chairs of the fourteen student committees within the program (external events committee, community service committee, newsletter committee, etc.); the chair of the committee is elected by the honors students. The program also has an alumni club, affiliated with our national alumni society; the club sponsors an annual reunion, an annual fundraising drive, and a mentorship program.

I have been blessed with constant and enthusiastic support for the program and for me from the community, the central administration, my academic department, the administrative and support staff of the program, the faculty who teach in the program, the faculty who don't teach in the program, the alumni/ae, and—above all—the honors students. Even so, directing the honors program is an incredibly demanding job. The advice contained in this handbook has helped me in meeting those demands and staying afloat; I hope it will do the same for others.

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