University Honors Committee  
February 4, 2011  
306th meeting  
APPROVED  

Voting members present: Greg Conderman (EDUC), Sien Deng (LAS), Michael Duffy (LIB), Nancy Nuzzo (HHS), Tim Ryan (LAS), Scot Schraufnagel (LAS), Bart Sharp (BUSE), and Honors students Nora Lindvall and Alex Porter  

Voting members absent: Sinclair Bell (VPA), Brianno Coller (EET), Paul Stoddard (UCC/LAS), and Honors students Lydia Lindenberg and Ken Wang  

Ex-officio members present: David Changnon (Acting Assistant Vice Provost) and Daniel Kempton (Honors)  

Ex-officio members absent: None  

Others: Honors staff members Kate Braser, Jes Cisneros and Joanne Ganshirt (Recording Clerk) and Nancy Castle (Honors House advisor)  

I. Approval of Agenda  

DUFFY/NUZZO MOVED TO APPROVE THE AGENDA. THE MOTION PASSED.  

II. Approval of Minutes from 5 November 2010  

LINDVALL/SHARP MOVED TO APPROVE THE MINUTES AS PRESENTED. THE MOTION PASSED.  

III. Program Coordinator’s Report  

A. Programs Summary  

The hiring process for fall house leaders has started. There are 12 applicants for two positions. All interviews will be held on Monday, February 7, and Friday, February 11. Six finalists will be selected to be interviewed by the hall director before a final decision is made.
B. 40th Anniversary event

Braser and other working group members met at Maggiano’s in Oak Brook last week. The details are in place for the 40th Anniversary Celebration. Honors Community Leader Laura Fenwick will create a slide show featuring years of photos of Honors students. President John Peters will be the keynote speaker. The working group still needs to select the date for the fall event. Castle said there are arguments to be made for having this event off campus. Alumni do not come back to campus much, she said. She added it would be great to have alumni come to campus to show changes made to campus. The NIU Naperville campus is an option. All ideas for this event are welcomed by the working group members.

The Honors Program Venture Grant has been approved. Huskie Enterprise, Leadership and Philanthropy (HELP) camp will be held for 25 students. There will be presentations and workshops. These will include Dennis Barsema on microfinance, Judy Santacaterina on public speaking and information on international education. The participants will be set up in groups that will be monitored throughout the following year by Honors Community Leaders. Kempton said this is a great use of resources and good way to get to know NIU, representatives like Barsema, and other college students. Braser said the Honors student staff is really excited about the camp. Some of the former staff are willing to come back to work the event. Castle added that campers will be back on campus in April of 2012 to discuss the outcomes of the camp. There is a correlation between participation in forensics camp and attending NIU so it is hoped that correlation will continue with this camp.

The remainder of Braser’s report was presented in written form:

Honors House:
- Letters and emails were sent to accepted freshmen. The room retention process is continuing and updated rosters should be available this week.
- House Leader hiring has begun. There are two open positions for next year. Jack Baker and Rachael Bardell will return. Something worth noting—Cole Lightfoot is the first student to ever serve all three years of his eligibility as a House Leader. Jack Baker will be the second next year. Both deserve major credit for the sense of community there and in the Honors Student Association.
- Community Advisor selection process is also beginning. We have a high number of Honors students currently working as CAs who want to transfer into the Honors House. Two will remain in the House next year and they’ve been excellent.
- Bounce Back welcome back event was successful. Most notable is the fact that Housing and Dining actually allowed it to happen at all.
- Floor Wars continues this semester. We’re embracing the idea of “Quality not quantity”.

1
Honors Student Association

- The first meeting of the semester with a new leadership team was impressive. There was a high turnout but it was a productive meeting. Surveys were administered to see what activities members are most interested in pursuing this semester. The leadership agrees they’ve built the momentum and base they need and are committed to taking themselves more seriously going forward.
- Leadership has agreed to allow floating points for members who assist in honors projects (Research Rookies surveys, etc.)
- Current projects include T-shirt contest, faculty vs. student challenge, study groups, ghost hunter (Honors student) talk.

General Programming:

- Souper Wednesdays this semester are focusing on Honors student projects and interests. We kicked that off with the photo project by Laura Fenwick which featured many Honors students.
- Success Series is continuing this spring. Scholarship workshops were held last week. Upcoming events include Study Abroad Night, Financial Success and library tour.
- Alumni Series—Dates are set and we are inviting clubs associated with those majors as well. We have visiting Honors alums who are practicing teachers, nurses, a lawyer, and an author.
- 40th Anniversary—Save the Date: April 8, 2011. Invites are (hopefully) done and will be mailed soon. Thanks to Joanne for cleaning our database for this. Next step: Final details and planning the fall event.
- HELP camp—We are planning this now and hope to have promotional materials completed and mailed to high schools soon.
- Community Leader opening—We have hired one Community Leader for spring and will soon hire more for fall. The field was competitive for this position.
- Future Community Leader hiring—We’ll consider those who submitted applications for the spring opening for the fall semester and the rest of the fall applications are due February 28.

IV. Assistant Director’s Report

A. Numbers, recruiting and advising updates

Cisneros presented enrollment numbers for January. He noted there is nothing new to report. Currently, there are 822 members in the Honors Program. Cisneros said he did a good purging at the end of the semester to remove students with GPA problems and those not continuously taking Honors courses. The students reflected in these numbers are engaged in the program. The enrollment is about 100 students more than last year at this time. Native recruiting for the spring semester still needs to be completed.
B. Other information

Cisneros reported:

- Peer Advisor applications will be due soon. There will be three openings for next year.
- He continues to meet with students every day for continuing advising, capstone advising, and lower division to upper division advising.
- He is teaching two classes.
- He continues his committee work.
### Table 1
**Current Active Honors Enrollment**

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<tr>
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<td>571</td>
<td>540</td>
<td>560</td>
<td>462</td>
<td>398</td>
<td>417</td>
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<td>390</td>
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<td><strong>Total</strong></td>
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<td>1033</td>
<td>1015</td>
<td>987</td>
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<td>788</td>
<td>810</td>
<td>718</td>
<td>822</td>
<td>100%</td>
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### Table 2
**Students in Honors by Self-Reported Race/Ethnicity**

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<tr>
<td>Caucasian</td>
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<td>664</td>
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<td>609</td>
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<td><strong>Total</strong></td>
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<td>1033</td>
<td>1015</td>
<td>987</td>
<td>883</td>
<td>788</td>
<td>810</td>
<td>718</td>
<td>822</td>
<td>100%</td>
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<tr>
<td><strong>Total Minority</strong></td>
<td>144</td>
<td>165</td>
<td>149</td>
<td>146</td>
<td>122</td>
<td>105</td>
<td>111</td>
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Table 3
Students in Honors by Gender

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<td>641</td>
<td>644</td>
<td>631</td>
<td>572</td>
<td>510</td>
<td>514</td>
<td>444</td>
<td>534</td>
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<tr>
<td>Male</td>
<td>325</td>
<td>392</td>
<td>371</td>
<td>356</td>
<td>311</td>
<td>278</td>
<td>296</td>
<td>274</td>
<td>288</td>
<td>35%</td>
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<td>987</td>
<td>883</td>
<td>788</td>
<td>810</td>
<td>718</td>
<td>822</td>
<td>100%</td>
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Table 4
Current Active Honors Enrollment by College

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<td>447</td>
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<tr>
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<td>64</td>
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<td>44</td>
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<tr>
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<td>87</td>
<td>106</td>
<td>132</td>
<td>119</td>
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<td>106</td>
<td>113</td>
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<td>87</td>
<td>58</td>
<td>54</td>
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<td>39</td>
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<td>6%</td>
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<td>822</td>
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V.  Director’s Report

A.  Admitted Student days

Kempton reported there has been another change to the open houses for prospective students. In the past, open houses have been held to recruit students. A special open house was held in October for top prospects and it was successful for recruiting. Open houses for admitted students are to be held in February and March. The Honors Program was not to be participating but will now be participating in this new initiative.

B.  Housing Renovations Proposals

Kempton said he is still working on the proposals for Honors housing. He is working with Kitty McCarthy, associate vice president of Student Affairs. She suggested specific data be obtained to include in the proposals. Cisneros and the peer advisors surveyed programs at peer universities to obtain this information. A meeting was to be held with Student Housing staff on Wednesday, February 2, but it was cancelled.

Castle said if a housing change could not be made by the fall, then a request to return the fifth floor of Douglas Hall C-wing should be made. The Honors House is getting oversubscribed and the fifth floor would help alleviate that problem. Kempton said his understanding is that some Honors and Honors-eligible students are currently living on C-5. The current proposal is to have Gilbert Hall renovated to modern standards while maintaining the old-style exterior. Student Housing staff said Gilbert Hall had been promised to the Fine Arts House. If that happens the Honors proposal would be take the Fine Arts House space in Neptune. Kempton said this had sounded like it was a done deal, but now he is not so sure. Nuzzo asked if it will be expensive to renovate Gilbert. Kempton said funds have already been approved and design plans are now being completed. NIU is at the bottom of Mid-American Conference schools in attracting the top schools. The Honors House will be a unique way to increase those numbers.

VI.  Old Business

A.  EYE Grant Form & Rubric

Kempton informed the committee that the new proposal form will require submission of all grant proposals once per semester to allow awarding on a more competitive basis. This will start in April for fall grants.

**NUZZO/duffy moved to approve the new eye grant form.**

Lindvall asked what was meant by “Honors component.” Kempton said this refers to mini-section or in-course contract courses. Lindvall then asked about
study abroad wondering if that would be different from a normal program. Kempton said study abroad would include an Honors course. **THE MOTION PASSED.**

B. **Summer Grants 2011**

Kempton reminded the committee of grants given last year to improve Honors education across campus. Midway through that process Honors committee members decided new criteria was needed. This year, Kempton said he would like to concentrate on creating new Learning Communities (two or more courses linked together with the same students enrolled in all at the same time). At this time there is one created for fall with Kempton, Duffy, and Braser teaching the courses. There is also one being considered for the spring 2012 semester.

Kempton will release a memo to all faculty members. This will give much better criteria than last year. Earl Seaver, vice provost, has promised to fund three such grants with the possibility of a fourth.

**NUZZO/DUFFY MOVED TO APPROVE THE GRANT INITIATIVE AS PRESENTED. THE MOTION PASSED.**
University Honors Program: Enhance Your Education (EYE) Grant Proposal

The University Honors Program has limited funds that it will provide to support Honors student activities. These activities are most often directly related to the Honors component of an academic Honors class, but can also be related to trips to present Honors projects and some activities not directly related to a class. All activities are funded on an individual case-by-case basis. Every Honors course has an Honors component and it is the Honors component that is funded, not the course work itself. The Honors component is an extra activity that may be research, artistry, or some other appropriate educational activity proposed by the student. This component provides more than the normal educational, intellectual, and enrichment experience in addition to that normally a part of the course, research, or artistic activity. Students seeking to obtain funding for capstone projects, study abroad, and to present, or defray the cost of a conference presentation, academic competition, performance recital, or artistic exhibition originating from a course taken for Honors credit should must apply by November 15 for funding in the subsequent spring and summer semesters, and by April 1 for funding in the subsequent fall semester. In the semester prior to the activity (by November or April). For other activities related to Honors contracts students seeking to obtain funding for other activities in the semester of the activity (before October or March) preference will be given to those who apply by the above deadlines. In order to be eligible to request funds a student must be a current Honors student in good standing at the time the proposal is made and at the time funding is received. Because the resources of the Honors Program are limited, the program may cease funding grants, or create a waiting list of fundable grants.

EYE Grant applications will be considered for research or artistry related to an Honors capstone or to the Honors component of another course taken for Honors credit, study abroad or to defray the cost of a conference presentation, academic competition, performance recital, or artistic exhibition originating from a course taken for Honors credit. They will not be considered to promote political or social advocacy on the part of a political party or cause. EYE Grants are awarded for the following types of projects:

1. Research projects directly related to an Honors capstone or to the Honors component of another course taken for Honors credit.

2. Artistry projects directly related to an Honors capstone or to the Honors component of another course taken for Honors credit.

3. Study abroad in which at least one course is being taken for Honors credit.

4. To support a conference presentation, academic competition, performance recital, or artistic exhibition originating from a course taken for Honors credit.

The student must submit a proposal, no longer than five pages, containing the following information:

1. A description of the project for which funding is needed. This must include an Honors
component if the course is not an Honors capstone. The description must clearly identify which of the four types of projects for which funding is being requested. The description must substantiate the value of the project and provide evidence the student has the necessary background to complete the project. Proposals for research projects should include a literature review and a methodology, when appropriate.

2. A supporting literature review to substantiate the value of the project and provide evidence the student has researched the topic. This implies a brief discussion of the literature, not just a bibliographical list.

3. A brief presentation of the study, research, or artistry methodology.

2. A discussion of how this project, if funded, will enhance your Honors education. Also, what portion of the project will be completed if funding is not available?

3. A statement of the time period over which the project will be conducted. A time line with important target dates and steps leading to the completion of the project.

4. A brief statement of evidence the student has the necessary background to carry out the project.

4. A budget explaining each element of the funding request. (While the budget may exceed $1,000 the grant will not exceed this amount.)

5. EYE Grant recipients must submit a one page report summarizing the results of their grant-funded project, indicating its educational value with original receipts within one month of the completion of the project. A copy of the report made for any previously funded project. (No new or additional grants will be awarded to students who do not submit a report).

6. Proposals that involve human subjects, animal research, or are subject to bio-safety review must provide evidence that the appropriate approvals from NIU’s Office of Research Compliance are being pursued. (For relevant information, see http://www.orc.niu.edu/orc/)

7. A letter of support from the sponsoring faculty member. (If the EYE Grant is tied to faculty research, the proposal or letter must delineate what resources are contributed by the faculty member and how the student’s research or artistry is separate from that of the faculty member.)

All submissions for funding received by the required dates (see above) will be reviewed approved by the University Honors Committee. On completion of the funded activity a report about the activity and its outcomes will be submitted to the University Honors Program. The report will include a copy of the proposal and will be about the outcomes of the funded project.
Please attach a rubric for either a research-based or an artistry-based project to the cover of your project.

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<tr>
<th>Title of Project</th>
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<table>
<thead>
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<th>Z-ID</th>
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<th>Minor</th>
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<table>
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<tr>
<th>Type of EYE Grant Proposed:</th>
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<tr>
<td>* Research support related to Capstone or other Honors course</td>
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<tr>
<td>* Artistry support related to Capstone or other Honors course</td>
</tr>
<tr>
<td>* Study abroad for honors credit</td>
</tr>
<tr>
<td>* Conference presentation, academic competition, performance recital or artistic exhibition originating from an Honors course</td>
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### Research-based Project

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<td>Narrative is unfocused and provides little useful description of the nature of the project. Description not well organized. Narrative has a significant number of grammatical errors.</td>
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</tr>
<tr>
<td>Literature review is present but does not adequately support the purpose of the project. Annotations are minimal or missing.</td>
</tr>
<tr>
<td>Literature helps to clarify the purpose of the project. Annotations provide some assistance in describing content of supporting documentation. Modified application of MLA or APA citation style.</td>
</tr>
<tr>
<td>Literature review is comprehensive and helps to clarify the purpose of the project. Annotations helpful in describing content of supporting documentation. Proper use of MLA or APA citation style.</td>
</tr>
</tbody>
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<th>Description of methodology</th>
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<td>Methodology well designed and provides a high likelihood of success for the implementation of the project.</td>
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<table>
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<td>The student has provided minimal or no evidence that this grant will enhance their Honors education.</td>
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<td>The student has provided evidence that this grant likely will enhance their Honors education.</td>
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<td>The student has demonstrated that this grant will greatly enhance their Honors education.</td>
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<td>Budget appropriate for nature of project and expenditures well justified.</td>
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<table>
<thead>
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<th>Letter of support from faculty member</th>
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</thead>
<tbody>
<tr>
<td>Not present.</td>
</tr>
<tr>
<td>Weak—provides little support for the student and project</td>
</tr>
<tr>
<td>Moderate—provides some support for the student and project</td>
</tr>
<tr>
<td>Strong—provides strong support for the student and project</td>
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The Northern Illinois University Honors Program (HP) is pleased to invite applications for the 2011 Summer Grants for the improvement of honors education at Northern Illinois University. These grants are designed to provide for the future improvement of honors education at Northern Illinois University. Although the award may be shared among multiple recipients, the total award for any one grant is limited to $6,000. All teaching faculty and instructors are eligible.

Applications must be received in the HP office by March 2, 2011 and awards will be announced on or before May 6, 2011.

Use of these grants is recommended for, but not limited to:

a) mini-section improvement;

b) the development of new honors courses; and

c) the development or improvement of departmental or college honors and capstone experiences.

This year the HP is especially interested in awarding grants that will increase the number of honors students, particularly among underrepresented majors, schools, or groups. The HP is also eager to award grants that will initiate or develop departmental or college honors programs in ways that grow the HP and increase the cooperation between the HP and those departments and colleges in which the number of honors students is disproportionately small.

If interested, please see the announcement and application forms (below), or contact me at d kempton@niu.edu, or 753-9399.
2011 Honors Program Improvement Summer Grants

What the Honors Summer Grant Program Is:
The Honors Program (HP) is now inviting applications for the 2011 Summer Grants for the improvement of honors education at Northern Illinois University. These grants are designed to provide $6,000 for three faculty members or instructors committed to the future improvement of honors education at Northern Illinois University. Use of these grants is recommended for, but not limited to, the following categories of projects.

1. **Improvement of Departmental or College Honors and Capstone Experiences:** Grants may be awarded for the creation of, or significant improvement of, a departmental honors program. Proposals which improve the ease with which honors students may complete both departmental and university honors, or enrich and improve a joint capstone experience, are especially encouraged. Normally recipients of this award are expected to commit to coordinating their department’s or college’s honors program for the next four years. This year the HP is especially interested in awarding grants that will increase the number of honors students, particularly among underrepresented departments, colleges, or groups. The HP is also eager to award grants that will initiate or develop departmental or college honors programs in ways that grow the university HP and increase the cooperation between the HP and those departments and colleges.

2. **Mini-Section Improvement:** Grants may be awarded for creation of, or significant improvement of, an honors mini-section. Applications for general education courses and popular, high enrollment, upper division seminars are especially encouraged. In general, a desirable mini-section is one that includes a more creative, and more challenging experience than is offered in the regular section of the course, and entails greater faculty student interaction than normal. In sum, the preferred mini-section is not more work, but in its creativity or challenging nature “goes above and beyond” the regular version course. Recipients of summer grants for mini-section improvement should commit to teaching the new mini-section at least four times in the subsequent 10 years.

3. **Course Development:** Summer grants may be awarded to develop new stand alone honors courses. Such courses may be used as a pilot to develop creative courses that will eventually opened for wider use. However, faculty who propose such grants cannot assume that the program will always have funding for overload teaching. Thus in proposing new courses they should be willing to teach such courses on load if necessary.

What It Provides: Each grant will provide one month’s summer salary, up to $6,000, for the completion of the project during the summer of 2011.

Who May Apply:
All regular NIU teaching faculty and instructors are eligible to apply for the award. Applications from award winning teachers, or those with a documented record of excellence in teaching, are
encouraged and will be given special consideration. Recipients of Honors Program Improvement Summer Grants should be in a position to commit to continue to work on the improvement of honors education for the four years following their receipt of the grant. Unsuccessful applicants for 2010 Summer Grants are encouraged to reapply.

**Application Process:**

• Applicants should submit to the university honors program, Campus Life 110, all of the required application materials on or before March 2, 2011. (Please note that ALL items are **required**):

  □ a completed application signature page for each applicant;

  □ a recent resume or curriculum vitae for each grant recipient;

  □ one brief project description (150 words or less);

  □ one project narrative (3 single-spaced pages or less); and

  □ a brief letter of support for the project from the department chair of the applicant’s department, or dean if the department chair is applying. This letter should evaluate both the applicant’s teaching potential and the potential benefits of the proposed project.

• Receipt of this grant requires all recipients to allow the Honors Program to administer a student evaluation at the end of each semester when the course is taught and to share the results of that evaluation with the HP. Recipients may also be asked to give a brief presentation on their course or project to those interested.

• Completed applications must be received in the HP offices on or before March 2, 2011. Recipients of the 2011 grants will be announced on or before **May 6, 2011**.
2011 Honors Program Improvement Summer Grant Application, Northern Illinois University

1. Project Title:

2. Applicant Information
   Name:
   Department:
   Novell Login ID (eg. ti0svk1):
   Academic Rank:
   Tenure Status (fall 2011): □ tenured □ untenured □ non-tenure track

3. If this proposal is selected for funding, I agree that it may be read by other interested faculty. □ Yes □ No

4. __________________________________________________
   Applicant’s signature (entails teaching commitment described)   Date

5. __________________________________________________
   Chair’s signature (entails commitment to teaching described)   Date

6. __________________________________________________
   College Dean’s signature (entails commitment to teaching described)   Date
   If the applicant is a temporary employee and may not be reemployed, or if the applicant may be needed to teach other courses instead, please not any reservations below.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Please print the completed form for your records before submitting. If the grant is to be shared among multiple participants, please include one copy of this page for each participant. The HP recommends leaving at least a week for your dean and chair to review your proposal.
Criteria for Evaluation Honors Summers Grants 2011

Please read each of the proposals for a 2011 Summer Grants for the Improvement of Honors Education at Northern Illinois University. Please score each of the proposals on the following three criteria, with ten being the highest possible score and 1 being the lowest. Average combined scores will then be provided at the Honors Committee meeting. These will serve as a starting point to create the committee’s final ranking.

1. **Contribution to the Honors Program**: How great is the potential positive impact of the proposal on the university Honors Program?
   - Highest priority will be given to grants that create or develop honors programs in colleges, schools or departments in which honors programs do not exist or are historically under enrolled.
   - This may include an assessment of applicability of the proposal as a transferable model for other departments or colleges.
   - This should include an assessment of the number of students affected.
   - This may include an assessment of the depth and quality of impact on Honors students.

2. **Contribution to undergraduate education at NIU**: How would you assess the proposal’s “value-added” to the university as a whole?
   - This may include assessments of the degree to which it furthers the implementation of NIU’s Strategic Plan.
   - This may include contributions to university General Education or Baccalaureate Goals (see NIU Catalog), and innovative approaches to meeting these goals.
   - This may include an assessment of the degree to which the proposal will engage NIU with broader communities on and off campus.
   - This may include an assessment of the proposal’s “marquee” effect in promoting not only Honors, but as a public exemplar of best practices in undergraduate education at NIU.

3. **Likelihood of successful completion**: How would you assess the applicant’s likelihood of successfully completing the proposed project?
   - This may include an assessment of the candidate’s experience, abilities, and record of success in previous endeavors.
   - Additional credit should be given to candidates with evidence of excellence in teaching, especially winners of campus-wide teaching award.
   - This may include an assessment of the candidate’s previous commitment to Honors education at NIU.
   - This may include an assessment of the feasibility of the project given constraints in the relevant department or college.
   - This may include an assessment of the level of support within the relevant department or college.
VII. New Business

A. CHANCE Bridging Scholars Proposal

This proposal was mentioned in previous meetings. Kempton has been working with Denise Hayman of the CHANCE Program to find a mechanism to help students from CHANCE become members of the Honors Program. Kempton said it would be good for the CHANCE Program to be able to say to students “you came to NIU through this program, but we would like to see the best of you move to become members of the Honors Program.” The proposal would be for four or five CHANCE students each year who meet the Honors criteria of 3.2 or better to be admitted to Honors. As a part of this, a small one-time scholarship ($250) would be given to these students to join Honors. The Honors Program would admit these students and assign an Honors peer advisor to mentor each new admit. This proposal caused some controversy amongst Honors staff members. Staff members like the idea of bringing CHANCE students to the Honors Program. Honors is currently underrepresented in the minority area (minorities are not the only ones served by CHANCE). The problem comes in that there are many Honors students with better scores coming into the university and earning better grades overall who are not getting any funding from the university. Is this fair?

Nuzzo asked if CHANCE students already have funding when they enroll at NIU. She said she would not want to jeopardize that funding if they receive money from the Honors Program. Seng asked how many students are in CHANCE. Cisneros said that 500 participate each year. The initiative would be for just one percent of them to be admitted to the Honors Program.

Lindvall asked for clarification that grade point average was not the concern for these students, but the funding was the problem. Kempton confirmed that was the concern because the Honors Program admits a lot of students with high grade point averages and ACT scores and they do not receive funding.

Castle said the money should come from the CHANCE Program not the Honors Program. It would look like paying students to join the Honors Program and that is insulting. She said what bothered her most is why these eligible students are not joining the Honors Program now. Why are the CHANCE advisors not urging them now to join the Honors Program? Why isn’t the Honors Program attractive to these students? She added that having them mentored by peer advisors might not be a good idea. Research shows that peer mentoring is more effective when mentor and mentored share many similarities. The Honors Program should not be doing the outreach. CHANCE advisors should be encouraging these students to try to join the Honors Program. CHANCE has a career fair and Castle attended one for her department but was told bright students major in business and the Honors Program is currently not attracting business majors. She does not think this initiative is a bad idea but does not think these students should be paid to join.
Lindvall asked if these CHANCE students would be joining Honors as juniors. Kempton said some of the students could be sophomores and then work for three years on Upper Division Honors. Lindvall said it would be a lot of work to transition from CHANCE to Honors, i.e. working individually with a professor or being in courses with all Honors students. She said these CHANCE students need to be selected earlier so they have a chance to take Lower Division Honors courses to make a better transition.

Nuzzo pointed out that freshmen in the CHANCE Program often take remedial courses. Kempton said the registration of the students recommended was checked and most of them are in normal courses. Changnon suggested looking at the number of hours earned and waiting until a major is declared. The concern is that a number of these students may start the second academic year with freshman status. Lindvall said she is not concerned about the number of hours a student has earned, but the transition from CHANCE to Honors could be a problem. She said she would not want anyone to be put off by the Honors Program so there needs to be a way to be inclusive and still be challenging. Ryan said he understands the need to find a way to be sure these bridging students are helped along the way.

Using the peer advisors does not address the mentoring concern. Castle asked if the first bridge students could be used as mentors along the way. Or, it might be better to have faculty members as mentors.

Sharp asked if there are other ways to achieve this goal. The Honors Program seems to be rolling back qualifications to let students join. If the Honors Program and NIU could reach back into these high schools and mentor those students, they may get higher ACT scores and higher grades. That way they could join as full-fledged Honors students. Kempton said it sounds like a good idea, but the students may go to the University of Illinois because of what that university does. Sharp countered that using NIU staff and students would make those high school students more likely to enroll at NIU. Cisneros said that if one goes back to the main reason that minorities are not joining the Honors Program, it is the same as for Caucasian students—they may not think of themselves as honors students. Cisneros said it would great to have matching funds to give to CHANCE students and also those students who entered NIU under normal admissions. Braser said this would be unfair to the 4.0 students who are eligible for the Honors Program at the start, who worked hard to get good scores, and are not getting funded. Duffy said there are a lot of scholarships that do not require a high grade point average, so it is not a bad thing to offer scholarships to these CHANCE students. Castle agreed but said the Honors Program does not have that type of funding. Cisneros said he would like to see matching funds go to first-generation college students.

Castle asked what Hayman says as to why the eligible CHANCE students are not joining. Kempton said the feedback he has received is that they do not see themselves as Honors students. The CHANCE advisors are really excited about
this prospect. This would be a way for the advisors to say to students that as they do well, they can move to the Honors Program. Porter said it sounds like the problem is in getting advisors to see the Honors Program as an option. Kempton said the Honors Program staff has tried to do outreach with a peer advisor (who is a minority student) and other minority Honors students. It has not seemed to help.

Lindvall said the Program needs to go back and discuss how to change that way of thinking. She suggested bringing back Honors alumni from underrepresented groups and also faculty from these groups to speak with students. This may inspire students to change the mind set. Nuzzo said CHANCE does that but we don’t know if any of those speakers were Honors alumni.

Duffy asked if it is known how the CHANCE students feel about this. Is it possible to have focus groups to find out these feelings? Kempton said it is unknown what the students feel about this initiative. Sharp said the Honors Program also needs to know how the Honors students may react to this as well. Would funding CHANCE students be a problem for the Honors Program? Braser said Honors Program staff members hear complaints about lack of funding all the time. Kempton said the university and the Honors Program give decent funding to start students at NIU, but then nothing is given to them later, so NIU loses them as a result.

Duffy proposed creating a working group to deal with this issue. Kempton said it could be done by the underrepresented working group or volunteers. Duffy, Porter, Sharp, and Lindvall volunteered to form a working group to work on the bridging program.
MEMO

3 February 2011

To:   Earl “Gip” Seaver, Associate Provost
      Dave Changnon, Acting Assistant Provost
      Anne Hardy, Director, Scholarship Office

From:  Daniel R. Kempton, Director, University Honors Program
        Denise Hayman, Director, CHANCE Program

RE:  CHANCE to Honors

We would like to propose a formal program to annually transition a limited number of successful CHANCE students directly to the Honors Program. Henceforth, we will refer to these students as bridging scholars. Each year, the CHANCE Program would select five to ten freshmen or sophomores students in the program who CHANCE advisors believe have the best “chance” of succeeding in the University Honors Program. These bridging scholars would then be encouraged to join the University Honors Program. Each bridging scholar would be asked to complete an application, to demonstrate their willingness to participate and their admission would be guaranteed if they complete the application. Each admitted bridging scholar would then be assigned a peer mentor from the Honors Program’s staff of four peer advisors (typically junior or senior honors students who are high performing continuing honors students). The bridging scholars would each be required to meet with their peer mentor at least four times each academic year. The goal is to have each bridging scholar complete upper division honors. To add to the prestige of the program, we would like to ask that a small one-time scholarship be granted to each student who accepts the recommendation to joining the program, possibly $250 each.

We believe that this program would, at a relatively low cost to NIU, serve a number of goals. First, it would reward those CHANCE students who perform well and give them a clear sense that their efforts have brought tangible results. Their new status as honors students and the small tuition award would demonstrate that their commitment and effort will pay off. Second, it will create an incentive for entering CHANCE students. Their advisors could explain to them that if they perform well, they may be recommended for similar advancement the following year. Third, the mentorship provided by the Honors peer advisors should increase the likelihood of the bridging students successfully completing upper division honors. Fourth, the program will help the Honors Program quickly recruit potential honors students from high schools that typically under perform on the ACT and thus send relatively fewer students to the Honors Program. Finally, because a disproportionate number of CHANCE students are drawn from the minority community, this will help the Honors Programs continued efforts to serve underserved communities.

Thank you for considering this proposal.
B. Working Groups Phase II

There were no reports for any of the working groups. A meeting schedule was set for each of them as follows: Underrepresented groups, February 11 at 1:30 p.m.; 40th Anniversary, February 18 at 1:30 p.m. and EYE Grant/Handbook, February 25 at 1:30 p.m.

Referring to previous discussion about recruitment, Schraufnagel said at his former university there was no issue regarding the value of an Honors education. Everyone seemed to know the value. It spread through the faculty. Here he said he has had students with high GPAs say it never dawned on them to join the Honors Program. They were not getting the word about the value. He added that all faculty need to think about the value of the Honors Program. Kempton said the Program sends letters to the students. Nuzzo said Schraufnagel is saying this value discussion needs to be told to students by faculty members. Castle said the Program staff needs to talk to the college advisors. Lindvall said she agrees. She asked if the letters sent were generic or more personal. She added it is nice when one hears that one has done well, but it means a lot when a member of the faculty specifically recommends that a student join the Honors Program. Kempton said the Program staff has been hearing that students are being told the Honors Program is too difficult. Lindvall concurred because she has friends doing teaching certification who have been told they cannot do Honors.

VIII. EYE grant proposals

SHARP/LINDVALL MOVED TO APPROVE THE EYE GRANT SUBMITTED BY AMANDA MURPHY AND ERIN KURILLA. Conderman asked why the Honors Program should pay for a mini-fridge. He also asked what would happen to it when the study was done. He also asked about paying for parking. Nuzzo said some of the items being refrigerated needed to be kept in a refrigerator. She also said that everyone must park at the Speech and Hearing Clinic, where the study will take place. It was also explained that the mini-fridge becomes the property of the Honors Program. THE MOTION PASSED.

LINDVALL/SHARP MOVED TO APPROVE THE EYE GRANT SUBMITTED BY SHEILA BIRKINBINE. THE MOTION PASSED.

DUFFY/SCHRAUFNAGEL MOVED TO APPROVE THE EYE GRANT PROPOSAL SUBMITTED BY VALERIE BERG. THE MOTION PASSED.

A fourth proposal was presented to the committee for input, as the proposal was missing a letter of support from a faculty member. Ryan said the students should be able to find a faculty member to support this project, even though the details had not been fully completed. Nuzzo said there was no strong indication of an Honors component, and Conderman said he did not see a goal.
Committee members asked Honors Program staff to contact the student and inform her that the proposal will not be considered without a support letter, a listing of the Honors courses being taken for which the grant would apply, and what the Honors component will be.

Cisneros said the Honors Committee and Program needs to encourage EYE grant recipients to do a poster for the research fair. Ryan said that could be added to the EYE grant proposal form. Kempton said a line could be added encouraging the students to seek funding for creating the poster from Julia Spears, Coordinator for Engaged Learning.

IX. Announcements

There were no announcements.

X. Adjournment

DUFFY/NUZZO MOVED TO ADJOURN. THE MOTION PASSED. The meeting adjourned at 3 p.m. The next meeting will be Friday, March 4 at 1:30 p.m. in Campus Life 110.