

2012

# 2011-2012 Annual Report of the Honors College

Honors College

Follow this and additional works at: [http://thekeep.eiu.edu/honors\\_college\\_reports](http://thekeep.eiu.edu/honors_college_reports)

---

## Recommended Citation

Honors College, "2011-2012 Annual Report of the Honors College" (2012). *Honors College Annual Reports*. 1.  
[http://thekeep.eiu.edu/honors\\_college\\_reports/1](http://thekeep.eiu.edu/honors_college_reports/1)

This Article is brought to you for free and open access by the Honors College at The Keep. It has been accepted for inclusion in Honors College Annual Reports by an authorized administrator of The Keep. For more information, please contact [tabruns@eiu.edu](mailto:tabruns@eiu.edu).

# **2011 – 2012 Annual Report**



**Honors College  
Eastern Illinois University**

## **2011 – 2012 Annual Report from the Honors College**

This document is the annual report to the President, Provost, Honors Council, Faculty Senate, and other interested parties at Eastern Illinois University.

The 2011 – 2012 year marks the 30<sup>th</sup> year of Honors Programming being on the campus of Eastern Illinois University. First envisioned by the Dr. Hebert Lasky in 1982, the Undergraduate Honors Program was

... designed to attract, stimulate, and retain talented students. The students will improve the learning climate at the University, in part because much of their course work will be in regular University courses. In addition, the Honors Program will set an example of academic excellence.

- Program proposal present to the Council on Academic Affairs, 8 October 1981.

In the ensuing 30 years, the program has been all that was proposed of it, and more.

In 2003 the Board of Trustees approved a change in name to the Honors College. Since it's founding, it has been led by three deans (Dr. Herbert Lasky, 1982 – 2004; Dr. Bonnie Irwin, 2004 – 2010; and Dr. John Paul Stimac, 2010 – present) and has seen over 4300 students graduate through its University and Departmental Honors programs.

This report was prepared by the Dean of the Honors College using data collected during the course of the academic year and available in the Banner and Argos reporting systems. The report covers the period of July 2011 – June 2012.

Dr. John Paul Stimac  
Dean, Honors College

## Table of Contents

Missions Statement .....	4
Vision Statement.....	4
Goals .....	4
Core Values .....	4
Students .....	5
New Student Recruitment .....	5
Student Melt.....	6
Student Characterization.....	7
Demographic Distributions.....	8
College Distribution of Honor Students.....	9
Student-Athletes in the Honors College .....	11
Presidential Scholars .....	12
Honors Courses .....	14
Honors College Awards Day .....	16
National Council on Undergraduate Research (NCUR) .....	17
Showcase EIU .....	19
Goals for the 2012 – 2013 academic year.....	22
Academic Excellence .....	22
Global Competition and Changing Demographics.....	23
Emerging Technologies.....	24
Appendices	
Appendix 1: Map of Incoming Honors Students from North America, 2012. ....	25
Appendix 2: Honors College Administrative Councils .....	26
Appendix 3: National Fellowships and Scholarships Administered in the Honors College ...	28
Appendix 4: Organizations in which Honors Students are Officers or Members.....	31
Appendix 5: The Torch – Summer 2012 .....	34

## **Missions Statement**

Building on its strong foundations of excellence and innovation, the Honors College strives to enrich the academic culture of Eastern Illinois University by providing challenging, engaging learning experiences for academically talented and motivated students working in concert with an outstanding faculty and dedicated staff.

## **Vision Statement**

The Honors College will be a nationally recognized leader in the education and personal development of academically talented undergraduate students.

## **Goals**

The Honors College empowers students to become independent, mindful scholars and responsible citizens and leaders by espousing the following goals:

- To provide students with a variety of disciplinary and interdisciplinary perspectives from which to interpret, analyze, synthesize, and communicate information and ideas;
- To engage students and faculty in shared intellectual experiences and critical reflection upon those experiences;
- To enable students to integrate their learning and life experiences in order to promote a clarity of purpose and higher level of motivation;
- To promote university-wide undergraduate research, scholarship, and creative activity, based on faculty-student mentoring partnerships in all disciplines;
- To inspire a lifelong passion for learning, achievement, and service.

## **Core Values**

Aspiration  
Creativity  
Curiosity  
Excellence

Integrity  
Knowledge  
Mindfulness  
Service

# Students

## New Student Recruitment

Eastern Illinois University, as well as other quality comprehensive institutions across the United States, is currently in a recruiting environment that is characterized by a decreasing population with an increasing number of colleges and universities vying for academically talented students. Together, these two external forces are requiring that recruitment efforts be more focused and appealing to our target population. In an effort to target recruitment, analysis of historic recruitment efforts and their associated yields is being done in order to identify and expand on high impact recruiting strategies and eliminate poor strategies. Historic yields within the recruiting classes 2003 until 2011 is shown in Table 1. A recruiting goal is to increase the 3-year moving mean of yields to  $\geq 70\%$ . The current 3-year mean of yield is 65.7%.

Cohort Class	Accepted	Yield	Mean Composite ACT
2003	227	62%	27.5
2004	219	70%	27.6
2005	228	70%	27.9
2006	257	70%	27.9
2007	200	74%	27.6
2008	240	59%	27.7
2009	246	59%	27.7
2010	236	69%	27.7
2011	213	67%	27.6

**Table 1.** Enrollment yields from the matriculating classes of 2003 – 2011.

Prior to the 2012 matriculating class, all prospective Honors Students had to apply to both Eastern Illinois University, in order to be considered for admission to the university, and to the Honors College in order to be considered for admission to the Honors College. Starting with the matriculating class of 2012, students admitted to Eastern Illinois University who meet the admissions criteria for the Honors College are also automatically admitted to the Honors College. This process eliminates duplication of efforts on behalf of the student, reduces potential confusion on admission status, and reduces the cost to the student since they do not need to submit a second official transcript from their high school.

Banner Term	Semester	Admits	Starting	1st Day Freeze	10th Day Freeze	EOT Freeze	Graduating	Summation
201090	Fall	122		552	555	562	32	530
201130	Spring		530	512	499	542	83	459
201160	Summer			121	108	105	4	102
201190	Fall	102		528	526	526	24	502
201230	Spring		502	460	488	504	80	424
201260	Summer			87	n.d.	n.d.	n.d.	n.d.
201290	Fall	116*		n.d.	n.d.	n.d.	n.d.	n.d.

**Table 2.** Historic enrollments on each semester's "freeze" dates as well as number of students graduating and admitted. The asterisk indicates that fall 2012 admits, based on freshmen enrollments, are still continuing at the time this report was being written. EOT is the end of term census. The abbreviation n.d. indicates that those data have not yet been gathered, or determined, at the time of this report.

Beginning Fall 2012, “Honors Ambassadors” will help the Office of Admissions one designated Friday each month to give tours highlighting the Honors College and opportunities afforded the students. This recruiting model will feature more personalized campus visits for prospective honor students and their parents. The Honors Ambassadors will also be available to aid the Office of Admissions and the Athletic Department when they have an Honors College prospective among the regular tours.

A potential additional recruiting model will be a Summer Academy geared to sophomore/junior/senior high school students who show academic promise and are recommended by their high school teachers and counselors. While still a work in the proposal stage, it is envisioned that students could receive dual credit that carries honors designation.

### Student Melt

Simply counting students does not address those students who “melt” out of the system (see Table 3) owing to causes such as low GPA, low hours in Honors, financial difficulties, transfer, medical reasons, or other reasons. Within the Honors College at Eastern Illinois University we have attempted to keep track of the reasons why students no longer continue with the program and “melt” from the system.

Banner Term	Semester	Fall - Spring Melt	1st - 10th Days Melt	10th Day - EOT Melt	1st Day - EOT Melt	Net Loss
201090	Fall		-3	-7	-10	
201130	Spring	18	13	-43	-30	-12
201160	Summer		13	2	15	
201190	Fall		2	0	2	
201230	Spring	42	-28	-16	-44	-2
201260	Summer		87	0	87	

**Table 3.** “Melts” in student enrollments within, and between, semesters for the 2010 – 2011 and 2011 – 2012 academic years.

While not all students could be contacted, and not all students contacted were willing to give a reason for not continuing with the program, those who did give reasons cited “financial aid” difficulties and worries more often than not, especially with “melts” that happened between semesters. Intra-semester “melters” most commonly cited “other” as a reason from withdrawing from the Honors College. Students who were dropped from the Honors College administratively, e.g., low GPA, or low number Honors hours, were removed at the ends of semesters. Data and analysis of the “melts” are given in Table 4.

Reason Given	Number	Percentage
Low GPA*	5	15.6%
Low Hours*	2	6.3%
Financial Difficulties	14	43.8%
Transfer	2	6.3%
Medical	1	3.1%
Other	8	25.0%

**Table 4.** Reasons given for those students leaving the Honors College. The asterisks indicate an administrative removal.

## **Student Characterization**

Recognizing the variation of student characteristics in a population is important when designing learning environments in which they will succeed. While Honors College students tend to mirror the general population at Eastern Illinois University, there are differences – they of course have higher test scores and high school GPAs, and all the attributes associated with those scores. They do tend to be less sociable than the general student population and appear less likely to seek academic assistance when needed. Thus the smaller class sizes for honors course may actually help the students succeed academically.

This coming year, I plan to analyze graduated honors students and successful non-honor students using data supplied by the Office of Planning and Institutional Studies in order to identify key entering indicators, e.g., as high school GPA, ACT sub-score, involvement in extracurricular activities, and their impact on success. The analysis will be done using Principal Component Analysis to determine the strongest correlative factors to a student's success at graduation.



## Demographic Distributions

See Table 5 for a demographic breakdown of the honors students for the past academic year.

Semester	Fall 2011		Spring 2013	
Total	526		504	
Mean age, in years	19.68		20.32	
Mean high school GPA (on a 4.00-scale)	3.74		3.72	
Mean EIU GPA	3.72		3.71	
Mean Credits Earned	66.3		85.86	
Mean Honors Credits Earned	16.92		17.27	
Mean ACT score	27.3		26.87	
Student Population				
First-Time Freshman	493		471	
Transfer from Community College	27		27	
Transfer from Senior Institution	6		6	
Gender				
Female	354	67.17%	353	70.04%
Male	172	32.83%	151	29.96%
Veterans	2	0.38%	6	1.19%
Language Requirement				
Exempt	483	91.84%	475	94.25%
Not Exempt	24	4.56%	20	4.00%
Not reported	19	3.60%	9	1.79%
Ethnicity				
Unknown/Not reported	19	3.61%	21	4.17%
White, Non-Hispanic	478	90.89%	453	89.88%
Hispanic	12	2.28%	12	2.38%
Asian/Pacific Islander	7	1.32%	8	1.59%
Black, Non-Hispanic	8	1.52%	8	1.59%
American Indian/Alaskan Native	2	0.38%	2	0.40%
Citizenship status				
U.S. citizens	523	99.33%	497	98.61%
International students	3	0.57%	7	1.39%
College Distributions				
Undecided	23	4.36%	16	3.17%
CAH	141	26.94%	131	25.99%
CEPS	95	18.02%	97	19.25%
COS	201	38.14%	184	36.51%
LCBAS	66	12.52%	76	15.08%
SCE	0	0.00%	0	0.00%
Class Distributions				
Seniors	154	29.22%	168	33.34%
Juniors	123	23.34%	112	22.22%
Sophomores	122	23.34%	107	21.23%
Freshmen	127	24.10%	117	23.21%
Student-Athletes	60	11.41%	57	11.31%
Greek Members	55	10.46%	91	18.06%

**Table 5.** Honors College demographics for the 2011 – 2012 academic year.

Geographically, the honors students are primarily from Illinois. Out of-state students come from Alabama, Arkansas, Florida, Iowa, Indiana, Kansas, Minnesota, Missouri, Oregon, Tennessee, Texas, and Wisconsin (see Appendix 1). Students also come from Cameroon, Canada, Nepal, and South Korea.

## College Distribution of Honor Students

During both the fall 2011 and spring 2012 semester, the Honors College had a total of 578 different students enrolled at the official 10<sup>th</sup>-Day Census dates among the four other colleges and the category “undecided.” The college distributions are found in Tables 6, 7, 8, and 9.

### College of Sciences

Major	Total Number	University Honors	Departmental Honors	Both Honors Programs
BIO	47	30	9	8
BIOE	6	3	3	
CDS	35	19	8	8
CHM	14	12	1	1
CLS	2	2		
ECN	3	2	1	
ENGR	1	0		1
GEG	3	3		
GEL	4	2	1	1
MAT	4	4		
MATT	19	19		
MCS	1	1		
PHY	3	3		
PHYC	1	1		
PHYE	4	4		
PHYP	2	2		
PLS	5	4	1	
PLSI	2	1		1
PPEG	1	1		
PPMD	1	1		
PSY	39	24	6	9
SCIB	5	5		
SCIC	3	3		
SCIE	1	1		
SOC	5	3		2
SOSP	2	2		
SOSY	1	1		
<b>Totals</b>	<b>214</b>	<b>153</b>	<b>30</b>	<b>31</b>

### Lumpkin College of Business and Applied Sciences

Major	Total Number	University Honors	Departmental Honors	Both Honors Programs
ACC	17	15	2	
ACCP	16	14	2	
AET	3	3		
BUSP	3	3		
CTEB	1	1		
CTET	1	1		
FCSA	4	4		
FCSD	3	2		1
FCSF	3	2	1	
FIN	6	5	1	
FINP	7	7		
MAR	12	9	3	
MARP	5	4	1	
MGT	2	2		
MGTP	7	6	1	
<b>Totals</b>	<b>90</b>	<b>78</b>	<b>11</b>	<b>1</b>

### College of Education and Professional Studies

Major	Total Number	University Honors	Departmental Honors	Both Honors Programs
ATEP	4	4		
ECE	3	3		
ELEG	39	39		
ELEM	9	9		
ELEZ	1	1		
HSTA	4	4		
HSTC	1	1		
HSTF	1	1		
KSS	14	14		
KSSK	1	1		
PED	1	1		
PEDK	5	5		
SPEC	4	4		
SPED	7	7		
SPEE	3	3		
SPEL	2	2		
SPES	8	8		
SPEZ	1	1		
<b>Totals</b>	<b>108</b>	<b>108</b>	<b>0</b>	<b>0</b>

**College of Arts and Humanities**

Major	Total Number	University Honors	Departmental Honors	Both Honors Programs
ARTG	1	1		
ARTP	2	2		
ARTS	2	2		
ARTT	1	1		
BFAS	2	2		
CMNC	3	2		1
CMNL	2	0	2	
CMNM	5	4		1
CMNR	9	6	1	2
CMNS	1	1		
ENG	21	7	8	6
ENGT	19	9	3	7
FLGT	1	1		
FLS1	4	4		
FLS3	1	1		
HIS	8	3	2	3
HISI	1	1		1
HIST	19	18		
JOU	16	14		2
MUSP	4	4		
MUST	23	21	1	1
PHI	4	2		2
THA	3	2		1
THAT	1	1		
<b>Totals</b>	<b>153</b>	<b>109</b>	<b>17</b>	<b>27</b>

**Tables 6, 7, 8, and 9.** Distribution of students with the College of Sciences, Lumpkin College of Business and Applied Sciences, College of Education and Professional Studies, and the College of Arts and Humanities, respectively, for the 2011 – 2012 academic year. There are an additional 13 students undecided who are not reflected in these tables. Within each college an honors students may be in University Honors Program, the Departmental Honors Program, or may be in both.

## Student-Athletes in the Honors College

Within the Honors College there are approximately 60 student-athletes that represent Eastern Illinois University on NCAA-sanctioned teams. Students-athletes have majors across all four of the academic colleges and participate in both the University and Departmental Honors Programs.

Gender / Sport		Fall		Spring	
		Number	Mean GPA	Number	Mean GPA
Men's	Baseball	2	3.75	2	3.75
	Cross Country	5	3.77	5	3.77
	Football	6	3.53	3	3.71
	Golf	1	*	1	*
	Soccer	3	3.43	1	*
	Swimming	3	3.62	3	3.62
	Tennis	1	*	2	3.73
	Track, Indoor	5	3.77	5	3.77
	Track, Outdoor	5	3.77	5	3.77
	<b>Totals</b>	<b>31</b>	<b>3.67</b>	<b>27</b>	<b>3.74</b>
Women's	Cross Country	1	*	2	3.63
	Golf	1	*	1	*
	Rugby	4	3.57	2	3.41
	Soccer	8	3.82	7	3.79
	Softball	3	3.77	3	3.77
	Swimming	3	3.57	2	3.69
	Tennis	2	3.9	2	3.90
	Track, Indoor	2	3.77	4	3.72
	Track, Outdoor	2	3.77	4	3.72
	Volleyball	3	3.92	3	3.92
	<b>Totals</b>	<b>29</b>	<b>3.76</b>	<b>30</b>	<b>3.74</b>

**Table 10.** NCAA-recognized sports that had Honors College students on them. \* - Owing to possible violations of FERPA, the GPAs of any sport in which there is just one Honors Student participating are not reported so there is no chance of having a student's GPA released.

During the past academic year, the Honors College has begun to work closely with recruitment personnel in the Athletics Department. The Honors College is very aware of how well academically talented prospective student-athletes are when in college so their recruitment is a focus of the Honors College.

## Presidential Scholars

Presidential Scholars are Honor Students who have been awarded the University's most prestigious freshman scholarship – the Presidential Scholars Award (PSA). The PSA is an award that carries with it an \$11,000 per year scholarship that may cover tuition, fees, and other costs associated with being a student at Eastern Illinois University. Students who maintain a minimum 3.40 cumulative GPA while at Eastern will have the PSA renewed for up to four years.

The selection process for the scholarship goes above just a strong academic record in high school. Minimally, applicants need a composite ACT score of 30, or greater, a high school cumulative GPA of 3.50 (out of 4.00), and rank in the top 10 percent of their graduating class or a composite ACT score of 28, or greater, a high school cumulative GPA of 3.75 (out of 4.00) and rank in the top 5% of their graduating class. Applicants need to meet two of the three criteria either way. Along with their transcripts, students are evaluated on their personal essay, extracurricular/volunteer activities, and recommendations from a high school faculty member or administrator. The Honors Council then reviews all applications and asks to interview the stronger candidates, typically ~40, over a two-day period. The final applications, along with notes taken during the interviews, are then discussed during a special Honors Council session and a final ranking is made of the applicants. Approximately 23-25 offers are made for approximately 20 positions in the entering class. From 2004 through the fall of 2012, 172 students have entered the Presidential Scholars Program (see Table 11.) with the mean acceptance rate of 77.3%. An acceptance rate of 80% is the goal over the next 3 years.

Year	Awarded	Accepted	Rejected	Acceptance Rate (%)
2004	30	19	10	63.33
2005	30	21	9	70.00
2006	26	21	5	80.77
2007	23	20	2	86.96
2008	19	15	4	78.95
2009	22	16	6	72.73
2010	22	18	5	81.82
2011	23	18	4	78.26
2012	25	22	3	88.00

**Table 11.** Presidential Scholar Award offers, acceptance, rejections, and yield rates since the program began in 2004.

The Honors College has graduated the Presidential Scholars cohorts of 2004 through 2008\*. Students may not graduate as a Presidential Scholar based on transferring to another senior institution (e.g., part of the 2+2 pre-engineering program at the University of Illinois – Champaign-Urbana); graduating GPA less than 3.50; fewer than the required number of University Honors hours; or may self-drop for other reasons. Table 12 shows the breakdown of the various cohorts and their graduation rates.

Cohort	Number Entering	Percent Graduating from EIU	Mean Cum. GPA	Mean EIU Credits	Others
2004	19	84.2	3.87	134.2	2 transferred; 1 removed for low GPA
2005	21	85.7	3.87	141.8	1 transferred; 2 removed for low GPA
2006	21	90.5	3.87	151.2	1 removed low GPA; 1 removed low hours
2007	20	85.0	3.90	146.1	1 transfer; 1 removed low GPA; 1 self dropped
2008	15	80.0*	3.93*	132.8*	2 transferred; 1 left to finish

**Table 12.** Graduation rates of the 2004 – 2008 Presidential Scholars cohorts. The asterisk indicates that there is still one student from the 2008 cohort that has not yet graduated.

Applications for this fall's entering class (2012) were the greatest on record, with 102 students applying from the United States (100), Malaysia (1), and Zimbabwe (1). Within the United States, 84 applicants were from Illinois, 2 from Iowa, and 1 each from Florida, Kansas, Pennsylvania, and Texas. The previous greatest number of applicants was 64 last-year. After going through the selection process, the 2012 cohort will be composed of 22 students (see Table 13) representing four states and two countries. This entering cohort will have the first international student in the Presidential Scholars program within its ranks.

First Name	Last Name	City	State / Country
Dominic	Baima	Collinsville	IL
Haylee	Beck	Manteno	IL
Michelle	Bognanno	Dunlap	IL
Rebecca	Cloud	Martinsville	IL
Alexandra	Curtis	Tampa	FL
Laura	Dalla Costa	Winfield	IL
Caitlin	Danforth	Oak Lawn	IL
Andrew	Donsbach	Effingham	IL
Benjamin	Feltes	Hiawatha	IA
James	Forness	Riverton	IL
Scott	Harrell	Mineral	IL
Beth	Houghton	Stilwell	KS
Janie	Howse	Assumption	IL
Megan	Kessler	Ingraham	IL
Huei Yi	Koay	Kuala Lumpur	Malaysia
Hannah	Osborne	Mattoon	IL
Helen	Plevka	Morton	IL
Courtney	Sage	Oneida	IL
Sydney	Scamihorn	Marshall	IL
Jessica	Schluter	Saint Joseph	IL
Ryan	Schonert	Fairmount	IL
Rutvi	Shah	Watseka	IL
Haley	Titworth	Litchfield	IL
Sarah	Waldman	Springfield	IL
Makenzie	Ward	Albion	IL

**Table 13.** Presidential Scholars matriculating Fall 2012.

## **Honors Courses**

One aspect of honors courses at Eastern Illinois University is that they are offered by the department from which the faculty who teaches them is housed and they are offered as part of the faculty member's regular assignment of duties. Since honors courses are typically capped to 18 students maximum, the resulting credit hour production for the faculty member's total workload is lower. This has sometimes resulted in department chairs being less than enthusiastic when offering honors courses since it does not increase the faculty member's, or department's, CU production. Some faculty may also be reluctant to offer an honors class since it may require an additional class to be taught by them to bring them to within the contractual guidelines. Prior to the previous Honors College dean's tenure, the Honors College had financial resources available so that individual faculty could be paid to offer honors courses for the Honors College. Those resources have since been distributed to the base budgets of the College of Arts and Humanities (CAH) and the College of Sciences (COS), the colleges that offer the greatest number of honors courses each year. With that caveat being said, the course offerings for honors courses remain varied and robust (see Table 14) with ample courses being offered each semester to satisfy student's needs.

College	Dept. / Course	Fall 2011		Spring 2012	
		Number of Courses	Number of Students	Number of Courses	Number of Students
CAH	ART	1	18	-	-
CAH	CMN	4	37	4	24
CAH	ENG	11	93	12	107
CAH	FLG	2	8	1	1
CAH	HIS	4	21	5	23
CAH	JOU	2	7	-	-
CAH	MUS	5	7	5	23
CAH	PHI	5	21	4	17
CAH	RLS	1	11	-	-
CAH	THA	-	-	2	19
CEPS	EDF	-	-	1	21
COS	ANT	2	19	-	-
COS	BIO	16	34	19	33
COS	CDS	2	12	1	11
COS	CHM	4	38	1	1
COS	ECN	2	18	1	15
COS	ESC	-	-	1	16
COS	GEG	1	17	1	18
COS	GEL	2	16	2	2
COS	MAT	2	16	1	14
COS	PHY	2	2	3	13
COS	PLS	2	20	3	18
COS	PSY	9	39	7	41
COS	SOC	-	-	1	17
HON	HON	3	121	1	1
HON	NSE	-	-	1	1
LCABS	BUS	6	6	4	4
LCBAS	FCS	1	1	-	-
Multiple	EIU	2	46	2	38
<b>Totals</b>	<b>29</b>	<b>91</b>	<b>628</b>	<b>81</b>	<b>440</b>

**Table 14.** All enrolled courses offered for the Honors College for the 2011 – 2012 academic year.

Course format is also varied. While the most popular format is the traditional “lecture”, several honors courses are offered in other formats such as lab/lecture combined, lab sections, or independent study or research – a popular format for students in Departmental Honors (see Table 15).

Format of course	Fall 2011		Spring 2012	
	Number of Courses	Number of Students	Number of Courses	Number of Students
Lecture / Lab Combined	3	43	2	28
Lecture	47	521	38	384
Lab	2	19	1	6
Independent Study or Research	39	45	41	21
Other: NSE	-	-	1	1

**Table 15.** Course format of courses taught the 2011 – 2012 academic year.



## **Honors College Awards Day**

Each Spring the Honors College honors recipients of scholarships that it administers, graduating seniors, the Distinguished Honors Faculty, and the Friend of Honors. Recipients of this year's awards were:

### **Charles Austin, Jr. Scholarship for Study Abroad**

Laura Anderson  
Nicholas Ferry  
Andrew Moran  
Ben Poznic  
Kristen Schaibly

### **First Neighbor Bank Scholarship**

Gerald Presley

### **Dorothy Davis Bunge Scholarship**

Douglas Mateas

### **Rachael Richardson Scholarships**

Jennifer Clinton  
Jennifer Kim  
Sarah Lambeth  
Rebecca Rowe

### **2011 Distinguished Honors Faculty Award**

Dr. Christopher Wixson

### **6<sup>th</sup> Annual "Friend of Honors" Recognition**

Dr. Margaret K. Messer

## National Council on Undergraduate Research (NCUR)

Since 2007 the Honors College has offered the opportunity to any undergraduate student engaged in research or creative activity to present their work at the annual National Council on Undergraduate Research annual meeting. Abstracts are submitted to the URSCA committee for approval prior to submission to the NCUR selection committee. Once accepted by NCUR all of the student's expenses associated with the meeting are paid by the Honors College. Expenses typically include conference registration, travel, and lodging. The conference host institution typically covers most of the meals such as buffet breakfasts and lunches. Typically, one dinner is included in the registration costs as well.

Conferences are hosted by regional institutions around the United States in order to accommodate as many presenters as possible, which would not be possible if held in just one or two cities on a regular basis, e.g., San Francisco and Baltimore. While the practice encourages a variety of presentations by different schools, it has proven costly in terms of travel to the various venues. Nevertheless, the number of students representing Eastern Illinois University has steadily increased. Within the state of Illinois, Eastern Illinois University has consistently ranked 2<sup>nd</sup>, after North Central College of Naperville, among schools in number of students presenting (see Table 16).

Year	Location of Meeting	Host Institution	Number of presentations	Number of students	Number of faculty	EIU's Rank*
2012	Ogden, UT	Weber State University	17	22	4	2 / 45 / 294
2011	Ithaca, NY	Ithaca College	16	20	3	2 / 46 / 326
2010	Missoula, MT	University of Montana	16	17	3	2 / 46 / 306
2009	La Crosse, WI	University of Wisconsin - La Crosse	12	12	3	2 / 104 / 432
2008	Salisbury, MD	Salisbury University	0	0	0	-
2007	San Rafael, CA	Dominican University of California	1	1	0	unknown

**Table 16.** Presentation information for Eastern Illinois University students at NCUR conferences. The asterisk indicates Eastern's relative ranking among schools in the state of Illinois and overall schools presenting at the conference. For example 2 / 45 / 294 indicates Eastern Illinois University ranked second among Illinois schools and 45<sup>th</sup> among all 294 schools presenting.

Since the Honors College covers expenses for participation at NCUR conferences, rather than the other academic colleges or departments, more students have been encouraged by their faculty to submit their work. Eastern has increased the number of student presenters each year and the proximity of next year's meeting (11-13 April, 2013) in La Crosse, WI should allow even more student the opportunity to participate. Lodging arrangements for up to 35 student presenters have already been made and travel arrangements via motorcoach are also in the works.

Student presentations at NCUR, and other professional meetings at the regional and national level, not only meet the University and Honors College goals of having the students involved in undergraduate research, but also benefits the students greatly. Professional presentation have allowed many to contact with prospective graduate schools and employers during the fairs held at these meetings.

This past year's National Conference on Undergraduate Research meeting was held on the campus of Weber State University, in Ogden, UT, from 28 – 31 March 2012. After review by the URSCA committee, students submitted abstracts to NCUR and waited for their acceptance. This year, 18 abstracts were accepted by NCUR (out of 20 submitted) with 17 presentations given by the students (Table 17).

Student Presenter	Major	Presentation	Title
Geena Anselmo Mohogany Williams	SPE ECE	Oral	Does code switching work for young children? A case study of English language learners.
Michael Baumann	CHM	Poster	Synthesis toward a molecular basket
Danielle Brown	ECE	Poster	A review of empirical evidence about thought process of English language learners: a learner's perspective.
Keri Carroll	JOU	Oral	The ever-expanding market: Why YA books aren't just for young adults anymore
Miranda Clark	CDS	Poster	Social differences of adolescents with high-functioning autism and Asperger's syndrome.
William Fernandez	BIO	Oral	Mechanism of in vitro $\beta$ -estradiol bioenergetic effects in synaptic and non-synaptic mitochondria using an APOE-deficient mouse model.
Cassie Fuller	CDS	Poster	Treatment of written discourse after traumatic brain injury.
Cody Gass	CHM	Poster	Utilizing sulfonic acids to control [2+2] photocycloaddition reactions in the organic solid-state.
Doug Graham	JOU	Oral	The effect of digital piracy on the PC game industry.
Jennifer Hinds	ENG	Oral	Voice: A collection of women's experiences and poetic reflection.
Sarah Lambeth	CDS	Poster	Relationship between oral narratives and executive functions of elementary school-age children.
Jacob Smith	ENG	Oral	Infinite intrusion: David Foster Wallace's authorial objectivity in <i>The Pale King</i> .
Hayley Stoneking	PSY	Oral	Reality television and effects on attitudes.
Lauren Thomas	JOU	Oral	Portraying minorities for children: How minority characters are depicted in nickelodeon and the Disney Channel programs.
Nathan Ulrich	CHM	Poster	Synthesis of non-steroidal anti-inflammatory drugs by electrochemical carboxylation.
Jill Vogt	CDS	Poster	Oral-motor skills and /r/ production abilities.
Victoria Zeal	JOU	Oral	Connecting to viewers through tweets and posts: American broadcast stations' use of social media.

**Table 17.** Student presentation at the 2012 NCUR Meeting.

## Showcase EIU

Showcase of the Exploration and Inquiry by Undergraduates is a celebration of undergraduate research, scholarship, and creative activity on the campus of Eastern Illinois University. In its 4<sup>th</sup> year, Showcase EIU featured presenters from each of the academic colleges. While many of the presentations had already been made at their respective discipline's regional or national conferences, this is the only event on campus that highlights all of the work done each year in a single location. Held in the Doudna Fine Arts Center, this year's Showcase EIU featured 68 presenters from all four colleges (Table 18 – this, and the next two pages). This year's Showcase EIU was attended by members of the Board of Trustees.

Presenter (s)	Title	Department (s)
Christine Albers	Effects of 8-Cyclopentyltheophylline on Respiration in Newborn Rats	Department of Biological Sciences
Katie Ancel	Time On Task During Independent Study	Department of Special Education
Jenna Annis and Jennifer O'Brien	Breaking Seed Dormancy of <i>Penstemon tubaeiflorus</i>	Department of Biological Sciences
Geena Anselmo and Mohogany Williams	Does Code Switching Work for Young Children? A Case Study of English Language Learners	Department of Early Childhood, Elementary and Middle Level Education Secondary Education and Foundations
Philip Arnold	German Armed Forces Proficiency Badge	Department of Military Science
Caitlin Aylmer	Identifying candidate genes involved in hepatic gene silencing in cell variants.	Department of Biological Sciences
Michael Began	Conducting Techniques and Practices of Late 19th/20th Century Conductors	Department of Music
Christina Buckley	Service Learning – creating book adaptations for students with Autism.	Department of Secondary Education and Foundations
George Buzard	HDR Photography: a review of practices, techniques, advantages, and limitations	Department of Applied Engineering Technology
Melissa Camerano	Creative Jewelry Research	Department of Art
Cindy Campos	Increasing Knowledge of Multiplication Facts 3-8	Department of Special Education
Miranda Clark	Social Differences of Adolescents with High-Functioning Autism and Asperger's Syndrome	Department of Communication Disorders & Sciences
Jennifer Colbert and Allison Salo	A Community-Wide Recreation Study for the Village of Findlay	Department of Recreation Administration
Brittany Cole	Acceptability and Preference of Researcher-Developed Oral Nutritional Supplement in Comparison with a Commercially-Prepared Nutritional Supplement	Department of Family and Consumer Sciences
Brittany Cole	Importance of Educating Children on Healthy Snacking	Department of Family and Consumer Sciences
Anna Dobbs	Sexting On A Mid-Western College Campus	Department of Health Studies
Logan Erbacher**, Kenneth Ballom**, and William Fernandez*	Targeting Alzheimer's: Discovering Mitochondrial Protein Targets of Oxidative Stress	Department of Chemistry** and Department of Biological Sciences*
Kaylia Eskew and Kevin Szo	Sherman's March to the Sea	Journalism Department
William Fernandez	Power, Sex, and Oxidative Stress: Untangling the complex interactions between Estrogen, ApoE and Mitochondria in Alzheimer's Disease.	Department of Biological Sciences
Tara Frichtl and Al Warpinski	Abraham Lincoln's Presidential Elections	Journalism Department

Presenter (s)	Title	Department (s)
Cody Gass	Utilizing Sulfonic Acids to Control [2+2] Photocycloaddition Reactions in the Organic Solid-State	Department of Chemistry
Bricen Hakeman	Student Investment Society	Finance
Jeffery Hammersmith	Examining Multiple Types of Fan Identification in Collegiate Athletics	Department of Kinesiology and Sports Studies
Nathan Herring	Eco-friendliness & Durability of Aqueous, UV, and Solvent Inks	Department of Applied Engineering Technology
Rhonda Hiller	Using Graphic Narratives in the English Classroom	Department of Secondary Education and Foundations
Chengdong Hu	Investigation of Local Biomass Resources for Sustainable Energy	Department of Applied Engineering Technology
Students in REC 4600	Lake Charleston Boathouse Planning	Department of Recreation Administration
Students in ELE 3350	Creative Writing – Writing Children’s Books using the Writing Process	Department of Early Childhood, Elementary and Middle Level Education Secondary Education and Foundations
Rachael Jannusch	Impact of Family Mealtime on College Students' Food Consumption and Select Lifestyle Choices	Department of Family and Consumer Sciences
Dana Jarrard	Fallen Women: Popular Images of Prostitution in Victorian London	Department of History
Michael Johnson	International Trade and Its Effect on Gender Relations of the Working Class of Great Britain	Department of History
Allison Korduck and Abigail Ohl	Service Learning – creating social stories for students with Autism.	Department of Secondary Education and Foundations
David Lennie	@totaleiu: Using Twitter to Engage EIU Students About Their Health	Department of Health Studies
Elizabeth Maloney	The Music of Dubliners and Its Affect on Joyce's Audience	Department of English
Kerri Martin	Summer at Lincoln Center	Marketing
Matthew Marunde	Late Embryogenesis Abundant Protein Ameliorates Inhibition of Mitochondrial Respiration	Department of Biological Sciences
Ashley McHugh	Notre Dame de Paris: Polyphony Mirroring Architecture	Department of Music
Alex McNamee, Jillian Stock, and Stacey Catterson	The Emancipation Proclamation and Conscription Act	Journalism Department
Andrea Morgan	Pressures of Life during the Victorian Era: Infanticide	Department of History
Kelsey Myers	Increasing On-Task Behavior	Department of Special Education
Jennifer O'Brien	Breaking Seed Dormancy of <i>Penstemon tubaeformis</i>	Department of Biological Sciences
Colleen O'Sullivan	Identifying the Difference between Gluten Free and Gluten Containing Pizzas	Department of Family and Consumer Sciences
Colleen O'Sullivan, Danielle Franchetti, Megan Stoner, and Catherine Olsen	Teaching the Importance of Healthy Snacking Appropriate for Physical Activity to Junior High Students	Department of Family and Consumer Sciences
Nicole Papp	Developing and Implementing a Teacher Work Sample in a Physical Education Teacher Education Elementary Methods Course	Department of Kinesiology and Sports Studies

Presenter (s)	Title	Department (s)
Jennifer Prillaman	Allison's Application for United States Foreign Policy towards Rwanda	Department of Political Science
Cecily Randle El	Symposium	Department of Philosophy
Matthew Reilly	Ranger Challenge	Department of Military Science
Megan Reilly and Tim Russ	Comparing University Students' Valuing of Integrative Learning Experiences at EIU and in Toronto, Canada.	Department of Early Childhood, Elementary and Middle Level Education Secondary Education and Foundations
Patrick Revallo	Exploring Finance	Finance
Morgan Roberts and Megan Laffoon	The Purification and Characterization of MitoNEET: A Novel Diabetes Drug Target	Department of Chemistry
Kristin Runde	Applied Marketing Internship at Siemer Enterprises, Inc.	Marketing
Tim Russ, Kenisha Davis, Danielle Ikemire, Emily Pedziwiatr, Natalie Wiechert, Abigail Lee, Stephanie Cascio, Maria Kuhn, Julie Lavaire, and Paul Fetscher	Languages for Young Learners	Department of Foreign Language
Noah Sangster	Depraved New World: The Marquis de Sade and the Politics of Sex and Gender in Revolutionary France	Department of History
Tonya Short	Nutrition Education informs students of healthy choices	Department of Family and Consumer Sciences
Haley Snow	Responsive Web Design	Department of Art
Patrick Snyder	Signal interpretation of nanocantilever-based biosensors	Department of Physics
Hayley Stoneking	Reality Television and Effects on Attitudes	Department of Psychology
Brittany Storer, Melody King, and Cassie Taylor	Are You Blogging with a 5th grader?	Department of Early Childhood, Elementary, and Middle Level Education
Andrew Swanson	The Ice Wolf- Lighting Design	Department of Theatre Arts
Bowen Tamara	Synthesis of Molecular Tweezers	Department of Chemistry
Hannah Tanquary	Computer Simulations of Wetting for Materials of Varying Wettabilities: An Application of Monte Carlo Simulation	Department of Physics
Lauren Thomas	Portraying Minorities for Children	Journalism Department
Emily Toth	A Business Plan for a Youth Swimming Program within a Public Park and Recreation Agency.	Department of Recreation Administration
Jill Vogt	Possible Factors Influencing /R/ Production Ability In Children	Department of Communication Disorders & Sciences
Melissa Werfelmann	Construct Validity and Utilization of the Learning Behaviors Scale	Department of Psychology
Erika Workman	Effects of 8-cyclopentyltheophylline on Heart Rate of Newborn Rats	Department of Biological Sciences
Vanessa Wright	Binge Drinking	Department of Health Studies
Victoria Zeal	Connecting to Viewers Through Posts: American Broadcast Stations' Use of Social Media	Journalism Department
Kyle Zimmerman	Biomass Gasification: A Clean and Efficient Way to Harvest Renewable Energy	Department of Applied Engineering Technology

## Goals for the 2012 – 2013 academic year.

In preparation for this annual review of the Honors College the key university documents (e.g., Executive Summary of the Five-year Strategic Plan for Eastern Illinois University (Draft; presented to the Board of Trustees on 20 January 2012); summaries from the six thematic strategy working groups; currently established goals of the Presidential and Academic Affairs areas; and current trends and goals of the Honors College) have been reviewed. While the Honors College has, and will continue to have, a vested interest in many of the goals and actions identified in the overall review, only the major goals will be discussed here.

Recent work on the Enrollment Worx Group, as well as the Competitive Curriculum, Enrollment Goals and Benchmarks, and GIS Map Worx subcommittees has allowed me to critically review and then set realistic goals that are concrete and quantifiable for FY13 and beyond. On-going assessment of each goal will be done.

The listed goals will be included in next year's annual evaluation and goals report. It is expected that all members of the Honors College staff will help meet and obtain the listed goals.

### Strategic Goals

#### Academic Excellence

1. Recruitment and Retention of well-prepared and highly motivated students.
  - a. **Goal:** recruit and retain well-prepared and highly motivated students such that the total number of participants in both University and Departmental Honors Programs is between 550 and 600 per year. Current participation, as of the End-of-Term Spring 2013, is 535 students. During Spring 2012, the Honors College graduated 89 students. Current (as of 22 June 2012) freshmen enrollments are at 72 students indicating that by the first day of class an additional 17 students need to be enrolled just in order to break even with last year's enrollment. Based on the number of students who have indicated they will be attending Eastern in the fall (i.e., those who have made housing deposits and registered for a Debut session), I expect we will meet the goal. Recruitment of current students who meet Honors College criteria ("3.5-er recruits") during spring term has also increased to nearly 35 students each spring.
  - b. **Goal** of Honors College retention is maintain a first-year retention rate greater than 85%, which would increase our average retention rate to nearly 90%. Current first-year retention varies between 80.96% and 92.13 % over the last five years, with an average of 86.2%. National comparisons may be found in the attached appendix from the ACT: *National Collegiate Retention and Persistence to Degree Rates, 2011*. Longitudinal data will also be analyzed to aid current and future recruitment and retention studies.
  - c. **Goal:** Develop a viable "summer camp" experience, similar to camps offered during the period 1988 – 1999, which attracts talented juniors to participate. Credit may be offered as a dual-credit option.

- d. **Goal:** Develop a Leadership Minor in conjunction with each of the academic colleges and Student Affairs. Students would have the possibility of obtaining internship credit in the Honors College or may apply to the Washington Center, or other approved organizations, in order to fulfill leadership internships.
2. Increase Honors College student participation in undergraduate research, scholarship, and creative activity (URSCA). **Goal:** Compile reliable data of Honors College student participation in URSCA. While many of the students who receive URSCA awards from the Honors College are Honors Students, no systematic records have been kept of their participation and no data of non-URSCA sponsored research, scholarship, or creative activity has been kept.
3. Improve the assessment of Honors College courses, faculty, student engagement, and learning outcomes. **Goal:** In accord with University and College assessment instruments and contracts and in consultation with the Honors Council, develop qualitative and quantitative assessment of all Honors College curricula and faculty. Part of the assessment will be done using longitudinal data.
4. Provide accessible and effective advising and mentoring for Honors College students. **Goal:** Create and train a cadre of well-trained Honors College Peer Advisors that will aid the Honors College Advisor.
5. Provide a “one-stop” shop for potential REUs, internships, and similar opportunities on the Honors College web site. **Goal:** Creation of a single page, with associated search engine, would allow students to search for REU, artistic, leadership, and other internship opportunities in order to advance their educational and career goals.

#### Global Competition and Changing Demographics

1. Increase participation in the study away opportunities. **Goal:** have at least five students per year participate in the National Student Exchange (NSE) and have at least 75% of each Presidential Scholars cohort and 10% of each entering cohort participate in study abroad. Current numbers show that on average 1-2 students per year participate in NSE and nearly 70% of the Presidential Scholars cohort use a study abroad as part of their Honors Experience. There are currently no numbers available as to how many Honors Students in general participate in study abroad.
2. In conjunction with the Office of International Students and Scholars, develop new markets for international student recruitment. **Goal:** Increase the percentage of international students participating in the Honors College from its current average (< 1%) to greater than 3% (~10-20) over the next three years.

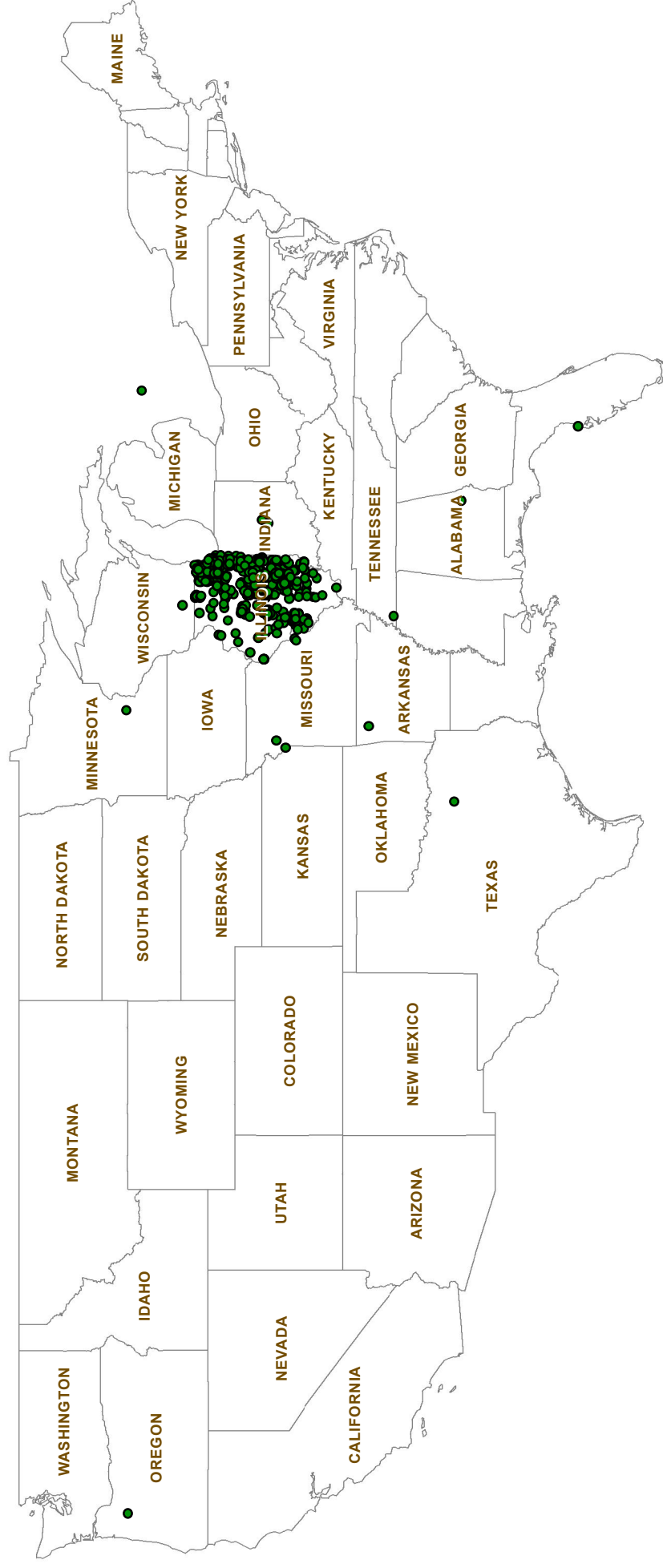


### Emerging Technologies

1. Develop a “dashboard” that provides summary data to interested parties. **Goal:** develop a dashboard based on reported 10<sup>th</sup>-day enrollments that provides a summary of appropriate Honors College demographics to all prospective students and parents, current faculty and staff and students, and the general public.
2. **Goal:** migrate all applicable forms and templates to fully electronic or PDF-compatible forms in order to reduce waste and increase accuracy. The Honors College is currently scanning all student files into the On-Base® system in order to be compatible with the Office of Admissions and in order to reduce the number of potentially non-secure student files in the college.

The goals indicated above will not be the only achievements targeted for this coming year, but are some the highlights.

# Honor Students Matriculating Fall 2012



N.B.: This does not include students matriculating from Cameroon, Malaysia, Nepal, or South Korea.

## **Appendix 2.**

### **Honors College Administrative Councils**

As is similar in other colleges, the Honors College maintains a number, in this case, two, administrative councils that act in an advisory capacity to the dean. The two councils have members selected from across the other colleges and divisions and meet regularly.

### **Honors Council, 2011 – 2012**

Composed of faculty, staff and students from throughout the university, the Honors Council was established in 1982 and is tasked with advising the dean of the Honors College on any matter pertaining to Honors programming at Eastern. Honors Council members serve as interviewers and reviewers of applicants for the Presidential Scholars Award.

Dr. Carrie Dale (Faculty – Early Childhood, Elementary and Middle Level Education, CEPS, term expires 2012)  
Dr. Linda Ghent (Chair – Economics, COS, term expires 2012)  
Dr. Melinda Mueller (Faculty – Political Science, COS, term expires 2012)  
Dr. Heather Jia (Faculty – School of Business, LCBAS, term expires 2012)  
Dr. Joy Kammerling (Faculty – History, CAH, term expires 2013)  
Dr. Katie Shaw (Faculty – School of Family and Consumer Sciences, LCBAS, term expires 2013)  
Dr. Jean Wolski (Chair – Theatre Arts, CAH, term expires 2014)  
Dr. Andrew Methven (Faculty – Biological Sciences, COS, term expires 2014)  
Dr. Jennifer Stringfellow (Faculty – Special Education, CEPS, term expires 2014)  
Dr. Domenica Newell-Amato (Faculty – Foreign Languages, CAH, term expires 2014)  
Dr. Karla Sanders (Academic Affairs, term expires 2014)  
Dr. Heather Webb (Student Affairs, term expires 2014)  
Dr. Dawn VanGunten (HON 1191G Instructor, Secondary Education and Foundations, annual appointment)  
Mr. Zachary Call (Student, term expires 2012)  
Ms. Allison Carbaugh (Student, term expires 2012)

**Undergraduate Research, Scholarship, and Creative Activity (URSCA) Committee, 2011 - 2012**

Members of the URSCA Committee review, and recommend for funding, student research, scholarship, and creative activities on campus that the Honors College supports. Members of URSCA also recommend travel stipends for students and faculty presentations at the National Conference on Undergraduate Research (NCUR). Terms are for one year and members are re-appointed each year.

Ms. Kirstin Duffin (Council on Faculty Research appointee, Booth Library)  
Dr. Joy Kammerling (Honors Council appointee, CAH – History)  
Dr. Andrew Methven (Honors Council appointee, COS – Biological)  
Dr. Amy Rosenstein (Council on Faculty Research appointee, CEPS – Special Education)  
Dr. Stu Sallehu (Council on Faculty Research appointee, LCBAS – School of Business)  
Dr. Karla Sanders (Honors Council appointee, Academic Affairs)  
Ms. Miranda Clark (Student, Honors College)  
Dr. John Paul Stimac (Dean, Honors College)

## Appendix 3.

### **National Fellowships and Scholarships Administered in the Honors College**

Eastern Illinois University offers students the opportunity to compete for their choice of ten major national scholarships and fellowships. Campus-level competition is open to all current students and recent alumni who possess exemplary academic, service, and leadership records and meet set eligibility criteria.

In order to plan for competition, interested students are asked to schedule informational appointments with designated campus representatives as early in their academic careers as possible. Unless otherwise indicated, Ms. Sara Schmidt is the designated campus representative, or advisor, for the various scholarships and fellowships and they are run out of the Honors College.

#### The Barry M. Goldwater Scholarship

The Barry M. Goldwater Scholarship assists with the academic development of future natural scientists, mathematicians, and engineers by offering one- and two-year scholarships to upperclassmen seeking careers in these fields. Students apply as sophomores or juniors, for funding to apply toward junior and/or senior year tuition, fees, books, and room and board. Awards are granted based largely upon prior scholastic performance and potential to persist and flourish within the career track of choice.

Within the last four years, two Honors Students have been selected as recipients of the Goldwater Scholarship. From the Presidential Scholars cohort of 2005, Mrs. Rebecca (nee Grove) Laird) received the 2008 award for her work on quasiracemates (see “A photoreactive crystalline quasiracemate” in *Chem. Commun.*, 2010,46, 7322-7324, DOI: 10.1039/C0CC02775H). From the University Honors cohort of 2009, Mr. Jonathan Jones received the 2012 award for his work on quantum logic gates.

#### The Fulbright U.S. Student Program

The Fulbright U.S. Student Program is designed to give recent B.A./B.S. graduates, master’s and doctoral candidates, and young professionals and artists opportunities for personal development and international experience. The goal of the program is to “increase mutual understanding by the people of the United States and the people of other countries” by promoting greater awareness of diverse political, economic, and cultural ideas, systems and institutions. Fulbright Scholars may complete university coursework in a scholarly discipline, undertake independent academic research projects, pursue practical training in the creative/performing arts or writing/journalism, complete coursework and internships in business, or serve as English teaching assistants. Grants are awarded based largely upon the perceived merit and feasibility of the proposed study or research and the potential of the applicant to complete the proposed study or research.

### Gates Cambridge Scholarships

The Gates Cambridge Scholarships fund advanced study and research leading to the completion of a Ph.D., M.Sc., M.Litt., M.B. B.Chir., or one-year post-graduate course at the University of Cambridge. Students apply as seniors, both to the Gates Cambridge Trust and to the University of Cambridge itself. The Gates Cambridge Trust selects as its Scholars those applicants whose excellence in service, leadership, and academics is matched only by the strength of their commitment to the improvement of society through innovations in health care, education, and other human services areas. Across fields and specialties, Gates Cambridge Scholars plan professional lives dedicated to reducing the kinds of inequities that perpetuate cycles of need.

### Jack Kent Cooke Graduate Arts Award

The Jack Kent Cooke Graduate Arts Award provides up to \$50,000 per year for up to three years of full-time study leading to a first graduate degree in the visual arts, performing arts, or creative writing. The Jack Kent Cooke Foundation seeks to support the development of practicing artists who wish to use their art to deeply, positively impact society. The Foundation stresses that candidates not only be talented artists, but also be top academic performers with strong community service backgrounds and significant unmet financial need. Candidates apply as seniors, or within five years of having completed their undergraduate degrees.

### George J. Mitchell Scholarship

The George J. Mitchell Scholarship funds one year of postgraduate study, in any discipline, at a university in Ireland. Students apply as seniors. All candidates for the George J. Mitchell Scholarship are top academic performers dedicated to providing lifelong service and leadership to their local and global communities. Candidates selected as Mitchell Scholars are expected to not only excel in their studies abroad, but also connect deeply and meaningfully with the Irish people and their culture. There is the distinct possibility that the Mitchell Scholarship will not be funded next year.

### James Madison Graduate Fellowship

James Madison Fellows pursue full-time graduate study, ultimately earning one of the following degrees: an M.A. in American history or political science; an M.A.T. with an American Constitutional history, American government, political institutions, or political theory concentration; an M.Ed., M.A.Ed., or M.S.Ed. with an American history or American government, political institutions, or political theory concentration. Fellows are selected from among individuals who currently teach, or anticipate teaching, American history, American government, or social studies to secondary school students. Fellowships last no longer than two years, and cover a maximum of \$12,000 per academic year in tuition, required fees, books, and room and board. The campus representative for the Madison Fellowship is Dr. Lynne Curry in the History Department.

### The Marshall Scholarships

The Marshall Scholarships cover two years of post-baccalaureate study at a British university. Marshall Scholarships provide for travel expenses to/from the United States, requisite tuition and fees, most living expenses, and a limited allowance for study-related travel. All candidates for Marshall Scholarships are top academic performers, dedicated to providing lifelong service and leadership to their local and global communities, who perceive of advanced study in Great Britain as unparalleled preparation for the meeting of their greatest personal and professional goals. Candidates selected as Marshall Scholars not only excel in their studies abroad and immerse themselves in contemporary British culture, but also graciously and gratefully accept the role of unofficial good will ambassador serving both the United States and Great Britain.

### The Rhodes Scholarships

The Rhodes Scholarships cover most educational expenses and moderate living expenses associated with one or two years of study at colleges within the University of Oxford system. Rhodes Scholars may elect to pursue second bachelor's degrees, master's degrees, or doctoral degrees. All candidates for Rhodes Scholarships are top academic performers, dedicated to providing lifelong service and leadership to their local and global communities, who perceive of advanced study in Great Britain as unparalleled preparation for the meeting of their greatest personal and professional goals. Candidates selected as Rhodes Scholars demonstrate that they possess an unusually strong moral foundation, an uncommonly deep appreciation for ideological, experiential, and cultural diversity, and an unquenchable drive to improve the lives of others by improving society over all.

### The Harry S. Truman Scholarship

Truman Scholars receive up to \$30,000 toward the cost of a first graduate degree leading to a career in public service. Truman Scholars are selected as juniors, with selection based upon their: understanding of societal conditions; commitment to improving the quality of institutional service to the public; passion for study related to public policy, service, and administration; past participation in student/local government, community service, and/or organized political activities; leadership experience; academic achievement; financial need. Truman Scholars are obligated to work in public service positions for a minimum of three of the first seven years that follow completion of their degree. The campus representative for the Truman Scholarship is Dr. Nora Pat Small in the History Department.

### The Udall Scholarship

The Udall Scholarship provides up to \$5000 toward the junior and/or senior year of undergraduate study, for students who plan on pursuing careers related to the environment, tribal public policy, or Native American health care. All candidates for Udall Scholarships must have a cumulative GPA in the "B" range, for all college-level coursework completed by the time of application. All candidates for Udall Scholarships must also be enrolled as full-time students, and either possess U.S. citizenship or be recognized as U.S. nationals or permanent residents. Any candidate for a Udall Scholarship who plans to pursue a career in tribal public policy or Native American health care must be either a Native American or an Alaska Native.

## Appendix 4.

### Organizations in which Honors Students are Officers or Members

#### National and Local Academic Honors Societies

##### National Honor Societies

Alpha Epsilon Delta (Pre-Medicine Majors)  
Beta Alpha Psi (Accounting/Finance)  
Beta Beta Beta (Biology)  
Beta Gamma Sigma (Business)  
Delta Psi Kappa (Kinesiology)  
Delta Sigma Pi (Business)  
Eta Sigma Gamma (Health)  
Eta Sigma Phi (Latin, Greek and/or Classical Studies)  
Gamma Theta Upsilon (Geography)  
Kappa Delta Pi (Education)  
Kappa Kappa Psi (Band)  
Kappa Omicron Nu (Human Sciences)  
Lambda Alpha Delta (Freshmen Students)  
Mortar Board (Senior Students for Scholarship, Leadership and Service)

National Residents Hall Honorary (Leaders in Residence Halls)  
National Society of Collegiate Scholars (Freshmen and Sophomores)  
Order of Omega (Greek Leadership)  
Phi Alpha Theta (History)  
Phi Eta Sigma (Freshman Honor Society)  
Phi Sigma (Biology)  
Phi Sigma Pi (National Co-Educational Honor Fraternity)  
Phi Sigma Tau (Philosophy)  
Pi Sigma Alpha (Political Science)  
Psi Chi (Psychology)  
Sigma Gamma Epsilon (Geology)  
Sigma Pi Sigma (Physics)  
Sigma Tau Delta (English)  
Society of Collegiate Journalists (Journalism)

##### Local Honor Societies

Association of Honors Students (all Honor Students)  
Education Scholars (Education)

Phi Alpha Eta (Freshmen Honor Students)  
Sigma Rho Epsilon (Special Education)

#### National Social Fraternities and Sororities

Alpha Gamma Delta - sorority  
Alpha Sigma Alpha - sorority  
Alpha Sigma Tau - sorority  
Delta Chi - fraternity

Delta Delta Delta - sorority  
Epsilon Sigma Alpha - co-educational  
Kappa Delta - sorority  
Sigma Alpha Epsilon - fraternity



## **Professional Organizations**

### National Professional Organizations

Academy for Nutrition and Dietetics  
American Alliance for Health, Physical  
Education, Recreation, and Dance  
American Chemical Society - ACS  
American Institute of Physics  
American Speech-Language Hearing  
Association  
Council for Exceptional Children  
Illinois Athletic Trainers Association Student  
Congress  
Illinois Education Association  
Illinois Reading Council  
Illinois Science Teachers Association  
Illinois Speech-Language Hearing Association

National Association for Music Education -  
NAME  
National Athletic Trainers Association  
National Collegiate Honors Council  
National Education Association  
National Residence Hall Association  
National Society of Collegiate Scholars  
National Speech-Language-Hearing  
Association  
National Student Speech-Language-Hearing  
Association - NSSLHA  
Student Council for Exceptional Children  
Student Education Association  
Technical Association of the Graphics Arts –  
TAGA

### Local Professional Organizations

College of Education and Professional Studies Curriculum Committee  
Eastern Illinois University Housing and Dining (Resident Assistants)  
Middle Level Educators Club

## **Musical/Performance Organizations**

Blue Horizon Winter Guard (co-op with  
University of Illinois and Lake Land  
College)  
Brass Quintet  
Camerata Singers  
Concert Band  
Concert Choir  
French Horn Choir  
Jazz Ensemble

Jazz Lab Band  
Marching Band  
Panther Marching Band (Colorguard)  
Pep Band  
Symphonic Band  
Symphony Orchestra  
Trumpet Ensemble  
University Mixed Choir  
Wind Symphony

## **Intercollegiate Sport and Club Teams**

Baseball (M)  
Cross Country Track and Field (M & W)  
Equestrian (M & W)  
Football (M)  
Golf (M & W)  
Rugby (W)

Soccer (W)  
Softball  
Swim (M & W)  
Tennis (M & W)  
Track and Field (M & W)  
Volleyball (W)

### **Departmental, Co- and Extra-curricular Clubs and Organizations**

Anime Club	Knights of Columbus Council 8713
Art Association	Korean Student Association
Asian American Association	M <sup>3</sup> S
Athletic Trainer Club	Newman Catholic Center
Best Buddies	Newman Catholic Center Ministry
Christian Campus House	Panther Ambassador Club
Christian Campus House	Philosophy Club
College Democrats	Psychology Club
College Republicans	Rhythm and X-tacy
Council of Ministers	Spanish Club
Cru (Campus Crusade for Christ)	Student Government
History Club	Student Investment Society
Eastern Entrepreneurs	Student Volunteer Center
Education Scholars	Student-Athlete Advisory Committee
EIU PRIDE	Students for Life
EIU Students for Life	The Agency
Fair Trade Global Justice Coalition	The Vehicle - Student Publication
Geography Club	The Warbler Yearbook
Girl's Activities Team	TRiO
Haiti Connection	University Board
Harry Potter Club	Wesley Foundation
Immanuel Lutheran Campus Ministry	WiSM
International Student Association	Women's Empowerment League
Kinesiology Sports Studies (KSS) Honors Club	



# The Torch

## Honors College Newsletter

### Dr. Christopher Wixson Receives 2012 Distinguished Honors Faculty Award

Dr. Christopher Wixson grew up among the snowdrifts in Buffalo, New York, and received his undergraduate degree in Comparative Literature from Hamilton College in Clinton, New York. He went on to receive his M.A. and Ph.D. from Indiana University in Bloomington. Dr. Wixson then taught in upstate New York at SUNY Geneseo for two years. In 2002, Dr. Wixson came to Eastern Illinois University to teach in the English department, and he has been here since.

During his tenure at Eastern, Dr. Wixson has made numerous contributions on various dramatic playwrights and texts through scholarly articles; however, he states that the achievements he is most proud of are ones such as these:

"A first-year student feeling confident and excited about a specific piece of writing she produced. An upperclassman discovering a connection between the line of a poem and a sociological theory he is studying in another course. An Accounting major shocked that a passage from Shakespeare speaks to her family situation. A blissful professor in the midst of a class discussion so vibrant and insightful that a text I have taught twenty times before seems fresh and new. These kinds of "light bulb" moments are what sustain me and what determine whether a particular class session or assignment has been successful. Of course, these achievements are not "mine" --- they are the happy result of collaborative, integrative learning."

Dr. Wixson chose his career path because of the experiences he had with his professors when he was an undergraduate student at Hamilton College:

"They were patient, inspiring, generous, and encouraging. I felt incredibly lucky to have had that experience and wanted to "pay it forward" so to speak. As such, I am happy to work at an institution as committed to teaching as Eastern is. Those individuals productively disturbed my unexamined assumptions about myself and the world around me and encouraged extensive intellectual growth. As a teacher, I seek to provide my students with the same unsettling experiences yet simultaneously to offer them ways of organizing, understanding, and responding to challenges to their thinking."

Being the recipient of the 2012 Distinguished Honors Faculty Award, Dr. Wixson shared a few words on how he felt about the Honors College here at Eastern and the impact that it makes on our students:

"...the Honors College at EIU is a very special place. It is animated by the spirit of inquiry and the cultivation of intellectual curiosity, and both University and Departmental Honors programs provide crucial opportunities for growth by integrating personal maturation with academic preparation. Honors courses emphasize the value of wrangling with complex ideas and enables students to become more resourceful thinkers and more reflective, articulate speakers and writers ... the Honors experience is transformative in that it becomes a state of mind, not simply a line on a resume. It challenges graduates to make a sincere commitment to active intellectual, emotional, and spiritual stretching and to seek ways to work meaningfully and live deliberately."



Dr. Christopher Wixson is a notable English professor here on Eastern's campus, but something that many might not have guessed is his distant relation to the Wickham family, neighbors of Jane Austen in the late eighteenth-century. Dr. Wixson mentioned that the motto on the Wickham Crest, "Manners Maketh the Man," was thought to be clever by Austen, and was used on the cad of her novel *Pride and Prejudice*.

## From the Dean's Desk



The end of this academic year marks a great change in the Honors College. It has been over twenty years since Dr. Messer has been associated with Honors at Eastern Illinois University. First, under the tutelage of Dr. Lasky, Director of the nascent Honors Program back in 1992, then Honors College in 2003. In 2005, Dr. Messer began working with Dr. Irwin, current Dean of the College of Arts and Humanities. In 2010, Dr. Messer started to break in her third Dean, Dr. John Stimac. While I have only had the pleasure to serve with Margaret a very short time, I know that she will be missed by all who have known her over the years.

During this past spring's Award Day I had the honor of recognizing Dr. Messer as the 2012 Friend of Honors. In my remarks I stated that while Dr. Lasky will always be known as the father of the Honors Program and Honors College at Eastern Illinois University, Dr. Messer will always be known as its mother. She has mothered faculty who have needed help getting their caps and gowns fitted properly during commencement; she has offered her motherly advice and wisdom to incoming freshmen who are nervous being in college the first time as well as to the departing seniors who are going on to graduate school and the beginning of their careers; she has mentored and counseled deans and directors (and not just at Eastern!) and is remarkably free with her time. Her retirement, while well deserved, is bitter sweet. She will be missed for her knowledge and intellect ... but mostly for her warm smile and caring nature to all who wished to excel and further their education.

## 2012 Friend of Honors - Dr. Margaret Messer

Because of her infinite commitment and support of the Honors College, Dr. Margaret K. Messer was recognized as the 2012 Friend of Honors at the 30<sup>th</sup> Annual Honors College Awards Day Ceremony that took place on April 1, 2012. She was pleasantly surprised to hear her name read after believing that Dr. Robert Augustine was this year's recipient.



## Dr. Margaret Knapp Messer - Retiring

Dr. Messer, Director of Honors Student Affairs, announced her retirement earlier this academic year, and will retire effective July 1, 2012. Margaret has been working with EIU students associated with the Honors College since Dr. Herbert Lasky awarded her a practicum in the Honors Program in 1992. Dr. Messer was hired as a part-time Academic Advisor, and after several well-earned promotions, became the Director of Honors Student Affairs. She served with Dean Bonnie Irwin from 2004-2010 and currently assists Dean John Stimac. Throughout her time here at the Honors College, she has shown commitment and support to the campus community as well as the surrounding Charleston community, where she often represented the Honors College while also serving as a mentor to all Honors students at Eastern Illinois University. Dr. Messer has been the keystone to the success of the Honors College by providing generous and unstinting support for students to grow and learn. Margaret enjoys hearing from former students. Please email her at [mkmesser@eiu.edu](mailto:mkmesser@eiu.edu) or add her as a friend on Facebook!



## **Dr. Thomas Spencer Named New Director of Honors Student Affairs**

After several months of careful analysis of the over thirty applicants, Dean Stimac and the Honors College are pleased to announce that Dr. Thomas Spencer will become the new Director of Honors Student Affairs effective August 6, 2012. The Search Committee membership was made up of constituent groups from across campus including: Dean Mahyar Izadi, Lumpkin College of Business and Applied Science and Chair; Dr. Jeff Stowell, College of Sciences; Dr. Dawn VanGunten, College of Education and Professional Studies;

Dr. Jean Wolski, College of Arts and Humanities and Department Chair representative; Mrs. Adrienne Paladino, Honors College and staff representative; and Mr. Zach Samples, Honors College student representative. Dr. Spencer comes to Eastern after more than twenty years of higher education experience including his most recent appointment as professorship in history and Director of the Honors Program at Northwest Missouri State University. Please join us in welcoming Dr. Spencer to the EIU Honors College!

## **Mr. Jonathan Jones Recipient of a 2012 Goldwater Scholarship**

Mr. Jonathan Jones, a Physics/Pre-Engineering major and student of both the University Honors Program and the Departmental Honors Program in Physics, was one of 282 students in the United States to be awarded a Barry M. Goldwater Scholarship. This award recognizes the academic excellence of future professional researchers in the areas of mathematics, the natural sciences, and engineering. It provides \$7500 per year toward expenses associated with the completion of the final year or two of undergraduate study.

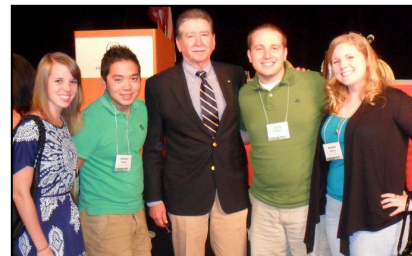


Jonathan participates in a cooperative degree program that will ultimately allow him to graduate with both a degree in engineering physics from EIU and a degree in electrical engineering from the University of Illinois at Urbana-Champaign. While at EIU, Jonathan undertook two years of quantum computing research under the supervision of Dr. Amitabh

Joshi, assistant professor of physics. Jonathan's research has been detailed in both his Goldwater application essay and a paper presented to the 2011 conference of the Illinois Section of the American Association of Physics Teachers. His conference paper, which has since been accepted for publication by *Nonlinear Optics and Quantum Optics*, is entitled "Entanglements of Two and Three Coupled Two-Level Systems in a Cavity QED Setup Including Inter Atomic Interactions." In addition to conducting local research, Jonathan has also completed a National Science Foundation Research Experience for Undergraduates, in terahertz spectroscopy, at Rice University. Jonathan's interests outside of research lay mainly in the area of community service. At EIU, he served as chairperson of The Haiti Connection, Vice-President of the Asian American Association, member of the Fair Trade Coalition, and volunteer for Habitat for Humanity. For many, Jonathan Jones stands out from the crowd as much for his desire to make the world a better place as for his research activity.

## **2011 National Collegiate Honors Council Conference**

Miss Brianna Baker, Miss Kaylee Justice, Mr. Zach Samples, and Mr. Patrick Snyder, accompanied Dean Stimac, Dr. Messer, Ms. Schmidt, and Dr. Lisa New Freeland, from the Department of Sociology and Anthropology, to the 2011 National Collegiate Honors Council conference (NCHC) in Phoenix, AZ in late October. The students attended sessions with fellow Honors students from across the nation. This proved to be a great experience for these honors students to both network with like-minded students and to bring back some fresh ideas for the Honors College. Pictured above are the students (Baker, Snyder, Samples, and



Justice) with Dr. Carlos Velez-Ibanez, plenary speaker and world renowned Anthropologist from Arizona State University. One student, Mr. Samples, enjoyed the experience so much that he recently applied for a position on the NCHC Board of Directors. Should he receive this position, he will be the next in a long line of EIU representation at NCHC. Former Honors College Deans Lasky and Irwin both served as NCHC Presidents and recent 2012 graduate Mr. Alex Cler served a two-year term on the NCHC Board of Directors. Furthermore, Dr. Stimac, Dr. Messer, and Dr. Spencer have served on a variety of different national committees within NCHC. In all, the Honors College at EIU has long been on the forefront of Honors programs in the nation as is evident by our representation on the National Collegiate Honors Council—something to be proud of for sure!

## Honors College Introduces New Registration Process

Gone are the days of making appointments with Honors College staff, bringing your paper class schedules to Booth House, and then hoping your classes hadn't filled! Working with the Register, Ms. Sue Harvey, Dean Stimac was able to get online priority registration for all Honor Students beginning Spring 2012. Staff no longer spend a week registering students and trying to adjust schedules in order to accommodate filled classes, work or practice schedules; students can now register for classes as soon as seniors are eligible to register. For many, that means taking a break from studying at midnight that first Monday of registration, getting online and being done with registration in as little as 5 minutes. Students from now on will be able to register from any online location in the world. Those studying abroad or away from campus can even use their smart phones!

## The Honors College Enters The Technological Era

In an effort to "Go Green", decrease clutter and storage issues, and increase security, Dean Stimac developed electronic versions of all Honors College scholarships, forms, and applications. As part of that process all student files kept in the basement, first and second floors, as well as in the attic of Booth House are being digitized and entered into a database. The records of current and former student records may now be quickly searched by any authorized user. This electronic revolution is partly in preparation for a move from Booth House to the second floor of a renovated Pemberton Hall Annex (the old Textbook Rental location). It is anticipated that the move will take place sometime during the spring 2013 semester. Keep in touch for updates on the move.

During this coming academic year Dean Stimac will be establishing an Honors College Student Advisory Board. Students from all areas of the university, as well as various co- and extra-curricular groups, will be represented on the board. Two members of the board will also serve on the Honors Council so that council members may understand student concerns. Also being considered will be an Honors College Peer Advising Group that will be composed of upper class students. Peer Advisors will help students discuss class options and will also act as ambassadors during tours, Open Houses, and orientation. A third board being established will be the Honors College Advisory Board, made up of alumni and friends of the Honors College. If you are interested in being a member of the Alumni Advisory Board, please contact Dean Stimac at [jpstimac@eiu.edu](mailto:jpstimac@eiu.edu).

## Alumni News Items

### Andy McGilliard '09

Andy McGilliard received his Doctor of Physical Therapy degree from Washington University School of Medicine in St. Louis on May 18, 2012. Andy is a 2009 graduate of EIU with a B.S. in Biological Sciences with Teacher Certification and University Honors. He and his wife, Allysha, have moved to Richland, WA, where Andy has taken a position as physical therapist at Kadlec Regional Medical Center.







Amanda Veale '09

Amanda received a Master of Fine Arts-Creative Writing (Poetry) from Sarah Lawrence College. The degree was completed in December 2011, and officially conferred in May 2012.

Amanda has completed a book of poetry that she will submit for publication. She further plans to pursue an additional advanced degree in psychology or social work so that she can work as a therapist.

Lauren Keppler's '03 Honors Twins

Twin daughters were born to Lauren Keppler and her husband Luke on May 5, 2012. Lourdes, born twelve minutes after her sister, weighed 3 pounds, 15 ounces, and Leila weighed in at 3 pounds and 13 ounces.



---

## **We want to hear from you!**

## **Submit Information for our Newsletter!**

We want to hear from you. Tell us about your professional development, your children, or your fond memories at EIU as they relate to Honors. Please submit items for the Honors Alumni Newsletter by emailing Dr. Stimac, [jpstimac@eiu.edu](mailto:jpstimac@eiu.edu), or our editor, Ms. Angelica Bradley at [ambradley2@eiu.edu](mailto:ambradley2@eiu.edu).