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I. Update on Program Administration

A. Director's Duties: Changes in Regular Honors Duties since 2010

2009-2010

- First year of Bergstrom/Res Hall: A mix of honors/non-honors
- Director began meeting weekly with res hall/res life staff
- Annual programming begins (picnic, senior banquet, Abbey visit)
- RELS 114 = common course
- Student honors council is redefined and renewed: regular election, class
  representatives, regular meeting times, president sits on faculty honors
  committee
- Director sits on Gen Ed and Admissions (as per job description), chairs faculty
  honors committee, advises students honors council
- Director fulfills MLL duties
- Director serves as honors advisor to all honors students
- Total number of honors students: c. 162
- Total number of honors graduates: 16

Marcie teaching 2/1 (3 Spanish classes)

2010-2011

- Second year of Bergstrom/Men's floor: still a mix of honors, non-honors
- Director continues weekly meetings with Bergstrom staff
- Director begins participating in interviewing and hiring Bergstrom staff
- Director becomes increasingly involved in recruitment (through admissions)
- Director and Admissions evaluate and revise application and application
  process
- RELS 114 = common course
- Development of Honors 101 is begun
- Tutorials are offered for the first time
- "All-Honors Meetings" (1 per semester) are initiated
- Director sits on Gen Ed and Admissions; chairs faculty honors committee,
  advises students honors council
- Director elected to faculty mediation committee
- Director fulfills MLL duties
- Students attend NCHEC for first time
- Director serves as honors advisor to all honors students
- Total number of honors students: c. 184
- Total number of honors graduates: 18

Marcie teaching 2/1 (3 Spanish classes)
2011-2012

- Third year of Bergstrom/Hall is filled with honors
- Director continues collaboration with Res Life, Bergstrom staff, and recruitment
- Honors 101 is offered for first time
- Director begins work on Phi Beta Kappa application
- Program expands and regularizes tutorials while discouraging further use of “contract” courses
- Director meets with all divisions
- Director works with registrar to create honors program registration (e.g., semester abroad, tutorials, inactive semester)
- Director sits on Gen Ed, Faculty Mediation Committee, Chairs Faculty Honors Committee, Advises student Honors Council, and begins attending scheduling meetings with Ad’s, Registrar, and Director of Advisement
- Director serves on NCHC committee
- Director works with Dr. Joel Mann to secure NEH grant
- Students again attend NCHC
- Director and Honors instructors meet over summer of 2012 to assess and revise Honors 101

First summer orientation is planned for August 2012
- Director increases recruitment activities (meeting with high school students as well as with Trustee Scholars and visiting students)
- Recruitment results in first wait list for Honors Program
- Director fulfills duties
- Director serves as Honors advisor to all honors students
- Total number of honors students: 202
- Honors Graduates: 16

March 2011: Teaching 2/1: Honors 101 and 2 Spanish classes (Span 375 and Span 389)

2012-2013

- Fourth year of Bergstrom; Res Hall now determines number of admits
- Implementation of honors summer orientation
- Honors 101 is offered for second time
- Director works with committee to modify Honors 101 in order for it to satisfy area 3 of the Gen Ed program, “Individual and Society” in the new core curriculum
- The honors center in the Todd Wehr is opened
- Director sits on Gen Ed, Faculty Mediation Committee, Chairs Faculty Honors Committee, Advises student Honors Council, and begins attending scheduling meetings with Ad’s, Registrar, and Director of Advisement
- Director elected to the Trustees committee/enrollment management
- Director serves on NCHC committee
- Work with Joel Mann on seminar ("What is time?") to be offered 2013-2014
- Director initiates collaborative recruitment efforts with Athletics (Director
B. Faculty Honors Committee

The Faculty Honors Committee has the following duties and responsibilities:

- Work with the Director in current restructuring of Program
- Advise on programming
- Work with the Director in making Program policy and administering the budget
- Facilitate the spread of information about programs and activities
- Help the Director monitor and evaluate the progress of the Program

2012-13 Committee Members:

- Marcie Paul, Director of the Honors Program, ex officio and Chair
- Nelson Ham, Professor of Geology, Appointed Representative, Division of the Natural Sciences (appointed 2009)
- Dana Laudolf, Hall Director for Madeleine-Lorraine and Bergstrom
- Tynisha Meidl, Assistant Professor of Education, Appointed Representative, Division of the Social Sciences (term ends 2013)
- John Neary, Professor of English, Elected Representative at Large (term ends 2013)
- Jamie Lynch, Assistant Professor of Sociology, Elected Representative at Large (term ends 2015)
- Wendy Scattergood, Assistant Professor of Political Science, Elected Representative at Large (term ends 2015)
- Tara Mendez, '13, President of the Student Honors Council (SHC)
- Holly Nickerson, '15, Academic Chair of the Student Honors Council

During the 2012-13 academic year, the FHC met bimonthly. Minutes from all meetings are posted on the J drive: Faculty Archive Folder →Honors Program Committee→2012-2013.
2013-2014 Membership:

● Drs. Tynisha Meidl and John Neary's terms have ended.
● Dr. Kari Cunningham was elected as a Representative at Large (term ending 2016).
● Ms. Dana Laudolff will be replaced by the new Hall Director for Madeleine-Lorraine and Bergstrom, Ms. Lexie Huston.
● There will be a new appointee from the Division of Humanities and Fine Arts.

C. The Student Honors Council

Prior to the 2012-13 academic year, the Student Honors Council redefined the existing board positions. The position of Vice President was eliminated and the individual positions were given more detailed responsibilities. Those position updates are detailed as follows:

Honors Council 2012-2013 Positions

President
- Overall responsibility for the council
- Plans and attend all council meetings
- Must have 1 year committee experience
- Attends weekly faculty council meetings as student representative
- Oversees council chair projects
- Plans fundraising
- Reports directly to Dr. Paul

Treasurer
- Plans/organizes fundraisers
- Assists Dr. Paul in finding funding sources for program (funding will cover attendance at NCHC conference, class dinners/events, etc.)
- Manages and keeps track of money, bank account, etc.
- SAFAC
- Fundraising
- T-shirts

Academic Chair
- Attends committee meetings with the President
- Surveys effectiveness of tutorials
- Makes book of tutorials -- someone tech savvy
- Aids the professional chair and social chair

Social Chair
- Works on creating mentors program
- Coordinates social events for upperclassmen
• Takes pictures at events
• Updates Facebook and other social media (i.e. photos, interesting articles, etc.)

Professional Chair
• Organizes and plans Junior professional seminar in the fall*
• Organizes and plans the Senior professional seminar in the spring*
• Creates networks with alumni

Class representatives for Freshman, Sophomore, Junior, and Senior class (1 for each)
• Function as helpers to the chairs
• Attend all council meetings
• Assists in planning events
• Reports students’ input to Council

*These seminars will now be replaced by the sophomore two-credit course, “Preparing for Life after SNC”

a. Members of the Student Honors Council
This was the fourth year that public elections were held for members of the Student Honors Council. All Honors students were invited to vote at a special meeting where candidates shared their qualifications and their vision for the Program; students voted; the new Student Honors Council was elected. Members of the 2012-13 Student Honors council are as follows:

    President: Tara Mendez
    Treasurer: Sam Morris
    Academic Chair: Holly Nickerson
    Social Chair: Sam Mead
    Professional Chair: Riley Smith
    Senior Rep: Rachel Schindler
    Junior Rep: Yekaterina Makeyeva
    Sophomore Rep: Dani Brockert
    Freshmen Reps: Maggie Lottes and Nelson Milbach

b. Honors Council Events
The Honors council took a more active role this year in organizing social events for the upperclassmen and all Honors students. They organized 3 events (1 event prior to the end of the fall semester and 2 during the spring semester). Each event was well attended (see Appendix A for the event invitations).

Christmas Party
Ice Skating Outing
Bowling Outing
II. Honors Programming: August 2012 - May 2013

A. Events and Notable Accomplishments

1. First-year Honors Early Move-in and Orientation
Beginning in the 2012-13 academic year, all incoming first year Honors students were required to move-in one day earlier than the rest of the first year students for Honors orientation. Students moved into Bergstrom on Wednesday, August 22nd. Following move-in day, the students attended an Honors orientation morning session where students received program information, met individually with Honors 101 instructors, and attended a question and answer session with current Honors students. During the afternoon, with the assistance of current Honors student volunteers, they participated in “City as Text” explorations of the De Pere area. All Honors students, along with student volunteers and the Bergstrom staff met for a pizza supper that evening and then rejoined Week of Welcome activities the next day.

2. Welcome Back Picnic
The fourth annual Welcome Honors! Picnic was held on September 6th, 2012. More than 80 honors students attended (continuing as well as incoming), as well as the director, Honors 101 instructor – John Neary, the Resident Assistants, the Associate Hall Director (Bergstrom) and Hall Director (Bergstrom and Madeleine/Lorraine).

3. Team Building Ropes Course
All first-year Honors students were required to participate in a team building event hosted by the Team Leadership Center, Inc. on Saturday, September 15th at the SNC ropes course located on campus. Students participated in team building course events designed to teach collaboration and to develop relationships among the class.

4. Abbey Visit
The Honors Program is deeply committed to educating our students about the Norbertine heritage and traditions. For the fourth year in a row, all first-year honors attended our annual Honors at the Abbey on September 18, 2012. This visit is the extracurricular piece of an Honors 101 unit on intentional communities, and is preceded by readings and lectures on St. Norbert and the Norbertines. Buses transported the students from campus to the St. Norbert Abbey, where the students went to evening prayer, attended a panel discussion, and then ate dinner.

5. All Honors Meetings
All Honors Meetings are held once a semester prior to registration and all Honor students are encouraged to attend. These meetings are well attended and typically last under one hour. At the meetings, students are informed which courses will be offered for the upcoming semester, registration reminders, program updates, and information on Honors events. In 2013-14, Honors Student Council elections will be
held at the spring All Honors Meeting. All Honors Meetings took place on October 10th and March 27th.

6. Life Raft
The 2nd Annual Life Raft event was held on November 14th with approximately 100 students in attendance. The premise for the event is this:

*There has been a nuclear war/ worldwide tsunami/ an apocalyptic event. The students/audience are the survivors; they are on a life raft. They will have to rebuild society from the ground up.*

*There is room for ONE MORE PERSON. The academics each want to get on the life raft; they will each argue why they should be the one saved from the point of view of their area of study (e.g. “you will need a biologist because...”). Students/audience listen and judge: who would help them the most? The Devil’s Advocate will argue that they don’t need any of the participants.*

Five faculty members argued a case for their discipline and one faculty member (the Devil’s Advocate) refuted all arguments. This is one of the most popular events sponsored by the Honors program. Honors council members began recruiting faculty for the event this year and were very successful with their recruitment; the 2012 faculty panel included Dr. Jim Neuliep (Communication and Media Studies), Dr. Becky McKean (Biology), Dr. Erik Brekke (Physics), and Dr. Luis Navarro-Ayala (Modern Languages and Literatures). The Devil’s Advocate was Dr. David Hunnicutt. Dr. Becky McKean won the paddle. The council will again recruit participants for the fall 2013 event.

7. Senior Awards Banquet
Graduating Honors students and their parents were invited to a banquet to recognize the graduates of the Honors program. The event was attended by 83 guests: 29 students and their family members. Dr. Joel Mann was the keynote speaker for the event. Dr. Marcie Paul welcomed the attendees, graduating senior, Bojan Francuz introduced the speaker, and student council president, Tara Mendez along with Rachel Schindler handed out certificates and medals to the graduates.

For the first time, students who were interested in displaying their research projects or senior projects were given the opportunity to do so prior to the dinner. This year also saw the addition of a slide show presentation and a program with students’ post SNC plans and memorable experiences. Also in attendance for the event was, Academic Dean, Dr. Jeff Frick, and the members of the Faculty Honors Committee.

8. Common Prayer
Honors Council President Tara Mendez organized a group of Honors students to lead a Common Prayer Session on Wednesday, April 17, 2013 titled, “Communio Bergstrom and the Honors Living – Learning Community”. The common prayer session was recognized by the National Residence Hall Honorary student group at
SNC with a certificate stating “Congratulations to Honors Students on your excellent program. You work to make SNC a better place and enhance the experience here”.

9. NCHC Participation and Attendance
Students and faculty have been eager for increased student involvement in the NCHC at the national level. There are opportunities to present papers/posters, moderate panels, run for office, compete in newsletter and webpage contests, and be awarded scholarships. This year saw the largest number of student participants from the Honors program thus far. At the NCHC national convention in Boston in October 2013, three students attended along with Dr. Marcie Paul. Tara Mendez presented a poster on her research: Identification and quantification of vesicular glutamate transporter proteins in zebra finch neurons, Bojan Francuz presented a paper entitled: Friends with Benefits? Examining the Relationship between the Hashemite Kingdom of Jordan and the Gulf Cooperation Council, and Holly Nickerson went as a student attendee to gather information to then carry back into action to SNC.

10. New York Times in the First Year
During the fall of 2012, the Honors program was asked to pilot “The New York Times in the First Year” for possible use in the planned campus-wide common course. The Honors program was issued 80 newspapers daily, as well as online access to the NYT during this program. The program offered a daily selection of a New York Times article to use in a classroom setting, with discussion questions linked to global awareness, leadership, civic engagement, diversity and ethics. A nine week tutorial was offered during this time period where students used this daily article as the discussion question for the meeting. Honors students were also invited to participate in a webinar sponsored by the New York Times representative, Mike Mooney.

11. Honors Center Opened and Staffed
Beginning in September of 2012, the Honors Center in 227 Todd Wehr Hall was officially opened in its new function. The Center replaced the Honors Lounge that was included in the renovation of the Todd Wehr. The Faculty Honors Committee and the Student Honors Council, in consultation with Dean Frick, made the decision during the spring 2012 semester to convert the former honors lounge space into an Honors Center.

The function of the center is to establish a central location where Honors students can post and access information about classes, scholarships, programming, and upcoming events and opportunities offered by the National Collegiate Honors Council (NCHC). The Center also houses such resources as texts, journals, and media for Honors students and faculty teaching Honors courses.

Stacey Wanta, who had been serving as the part-time administrative support to the Program for the past 3½ years, officially saw the division of her Boyle Hall duties and Honors duties. She continued to serve as the Office Manager in Boyle Hall
during the morning and staffed the Honors Center from 1:00-4:00 Monday through Friday.

The Honors Center also houses a students workstation and Honors student Holly Nickerson was employed by the program to work on special projects throughout the year.

12. **Honors Monthly Newsletter Created**
In the fall of 2012, Dr. Paul asked the current first year students if anyone would be interested in creating a newsletter for the Honors program. Andrew Baert expressed an interest in this project and was hired to begin producing a monthly newsletter for the Honors students that included upcoming events, event recaps, registration information, social events sponsored by the program, and an article that featured a Honors instructor. Andrew was assisted by fellow Honors student, Viktoriya Zotova, who conducted the interviews and wrote the articles. Seven newsletters were created and Andrew plans to again be in charge of this project during the upcoming academic year. (Sample newsletter featured in Appendix B)

13. **Course Modification Form Policy Implemented**
In an effort to create an accurate accounting of active Honors students, a new system was created to more effectively track students who have received approval from Dr. Paul (and their course instructors) to modify a non-Honors course to receive Honors credit. This procedure required signed forms from both the student and the instructor listing the course, the extra requirements, and the date/semester. A listing of those students was then submitted to the Office of the Registrar at the beginning of the semester and then at the completion of the semester. The registrar’s office could then mark the students on the course modification list as active to ensure they receive the early registration designation.

14. **Paradigm Created**
Prior to the 2012-13 academic year, a four year paradigm was created for students, faculty, and staff indicating when students should take which courses to most effectively participate in the Honors program as well as eliminate any confusion during the registration/advisement process. The paradigm is updated each semester, posted on the Honors webpage, sent electronically to the Advising office prior to advisement days, and a hard copy is given to incoming first-year students at summer orientation, as well as to the faculty advising at summer orientation. (See current paradigm for the 2013-14 academic year in Appendix C)

15. **Webpage Updates**
With the restructuring of the SNC website, the Honors program website has also undergone content updates. Along with a listing of the paradigm, there is detailed information regarding Honors tutorials - what they are, how to register for them, and who can sign up for them. Information regarding the Honors Center has also been made available as well as updated Honors Student Council information. The
webpage will be further updated this summer with extensive program information for the SNC community and prospective students to the program.

The Honors program has also expanded its social media exposure with a Facebook page, private Honors Program at St. Norbert group, and a Twitter account.

16. Tutorial History Compiled
In an effort to track the history and inform potential instructors and students, the Honors program student assistant has begun a compilation of tutorial instructors and topics from the program beginning until the present time. This information will be posted on the webpage in the near future as a reference for both students and instructors.

17. 1st Annual Honors Trip Planned
The first Honors Trip will take place during J-term, 2014. The itinerary follows:

- January 6-7: Flight Chicago-Munich
- January 7-8: Munich
- January 9-10: Norbertine Abbey in Roggenburg
- January 11: Norbertine Abbey in Geras
- January 12: Vienna
- January 13: Norbertine Abbey in Schlagel
- January 14, 15, 16: Prague
- January 17: Prague-Chicago

Dr. Marcie Paul worked with Fr. Jay Fostner, in cooperation with the division of Mission and Heritage, to create this opportunity for the Honors students. The main goal of the trip will be to educate students on the history of the Norbertine tradition. The trip is also a valuable opportunity for Honors students who cannot study abroad due to scheduling constraints.

B. Program Review - Phase 1
This spring, Dr. Marcie Paul, in collaboration with the Honors committee, completed the first phase of the Program Review for the Honors program. The initial report, due on April 18th, was submitted to the Curriculum & Educational Policy Committee (CEPC) for review. The feedback from the committee was encouraging. The membership was complimentary regarding the development and progress of the Program, and agreed with the Program’s stated intention to make assessment the next priority. (See Appendix D for the complete report)

C. Honors 101 Updates
Honors 101 was taught for the second time in the fall semester, 2012. The instructors were Drs. Mara Brecht (Religious Studies), Terry Jo Leiterman (Math), John Neary (English) and Marcie Paul (Modern Languages and Literatures). The
instructors worked over the summer to discuss the strengths and challenges of the class, and to modify the course content and assignments accordingly. The syllabus can be found in Appendix D.

The course will again be offered in Fall, 2013. The time-slot will remain the same: T 8:00-8:50, W 9:00-9:50, and Th 11:00-12:50. There will again be four sections. Dr. Mara Brecht will be replaced by Fr. Jim Neilson.

We have again tweaked the course; the most important changes will be the elimination of the farm unit, the expansion of the section on digital/virtual communities, and the addition of a unit on local businesses.

D. ROTC/Athletics Collaboration

The Director has met with the Director of Athletics and with the coaches in order to discuss the Honors Program, its requirements, and its goals. The Honors Program welcomes athletes into the Program, and is eager to accommodate their needs and obligations. The Director wants to ensure that she and the coaches are ‘on the same page’; the coaches agreed. The Director also asked the coaches to state their preference for incoming students’ living arrangements (do they prefer that team members live together) in order to better accommodate the athletes. Finally, the Director and the coaches discussed possible collaboration in the recruitment process; the Director then communicated this potential partnership to the Vice-President of Enrollment Management and Communications.

The Director also met with the Captain Amie Pflaum (ROTC) to discuss how the Program may better serve ROTC students.

E. REH Collaborations

The Director works closely with the Division of Mission and Student Affairs, in particular with Residential Education and Housing. She meets weekly with the Associate Hall Director of Bergstrom, and biweekly with the Hall Director of Madeleine-Lorraine and Bergstrom. In the Fall of 2013, the ALIVE team residents of Bergstrom will be included in these meetings at least twice during the semester. The Hall Director of ML and Bergstrom also sits on the Faculty Honors Committee. The Director also participates in the interview process for the Associate Hall Director of Bergstrom, and this summer (2013) served on the search committee for the Hall Director (to replace Ms. Dana Laudolff who resigned at the end of the 2012-2013 academic year).

The Director also served on the search committee for the new Senior Director Residential Education and Housing.
III. Honors Program Statistics

A. Honors Courses Offered 2012-13

The following is a listing of Honors courses that were offered during the 2012-13 Academic year:

**Fall 2012**
- POLI SCI 130: United States Politics + Govt, Dr. Wendy Scattergood
- ENGL 356: Postcolonial Literature, Dr. Laurie MacDiarmid
- PHIL 120: Philosophy of Human Nature, Dr. Joel Mann
- PHIL 120: Philosophy of Human Nature, Dr. Leanne Kent
- RELS 314: Origins of Biblical Monotheism, Dr. Tom Bolin
- HNRS 101: Introduction to Honors (4 Sections; Drs. Paul, Neary, Leiterman, and Brecht)

**Spring 2013**
- PHIL 305: American Philosophy, Dr. John Holder
- PHIL 120: Philosophy of Human Nature, Dr. Joel Mann
- RELS 106: Introduction to the Bible, Dr. Tom Bolin
- RELS 114: Introduction to Theology, Dr. Mara Brecht
- RELS 114: Introduction to Theology, Dr. Reg Kim
- WOLT 389: Contemporary Latin American Literature, Dr. Kristee Boehm

B. Tutorial Topics and Participation

The Honors tutorials continue to be popular and in demand. The flexibility, the small group size, and the interesting topics make tutorials an extremely attractive option for students.

**Fall 2012**
- 13 Instructors led tutorial sessions
- 23 Students participated

**Spring 2013**
- 14 Instructors led tutorial sessions
- 21 Students participated

(See Appendix E for Fall 2012 and Spring 2013 topic selection)

One of the tutorial instructors, Dr. John Holder, after completing his tutorial focused on *Life of Pi*, sponsored a viewing of the movie for the students in the tutorial in collaboration with the Philosophy club and the Killeen Chair Committee.

1. Tutorial Instructor Compensation
Prior to the 2012-13 academic year, instructors who offered tutorials did not receive any compensation for the time that was dedicated to leading the tutorial session. All work done was on a volunteer basis. This past year, Dean Frick authorized the salary equivalent to an adjunct instructor’s pay amount to be used to pay the tutorial instructors. That amount, $3,200 per semester, is then divided equally among the instructors and paid in a lump sum at the completion of the tutorial sessions.

C. Budget
The Academic Dean increased and made permanent an annual budget of $9,950.00. During the 2012-13 academic year, actual expenditures totaled $12,717.33 - an overage of $2,766.15. The overage was primarily due to the costs incurred from the Senior Banquet ($2,192.10) and NCHC Conference attendance for three students and the director. (Expense breakdown can be found in Appendix F)

D. SAFAC Award
For the second year in a row, the Honors program (under the initiative of Honors Student Council president, Tara Mendez) applied for and was awarded money for students to attend the NCHC conference. The SAFAC award during the 2012-13 academic year was $2,390 and in April, the announcement was made that the SAFAC award for the 2013-14 academic year will be $2,910. The money that is awarded to the program will be used to offset a portion of the travel/lodging costs of the student participants who are attending the national conference as presenters and moderators, for printing/poster costs of the presenters for the conference, and a portion will be designated for the Team Building Ropes Course event.

IV. Honors Student Statistics
A. Total Number of Honors Students: 249

1. Freshman class
There were 77 incoming first-year students in Bergstrom Hall in the fall of 2012. The average ACT for this cohort was 28.9 and the average GPA was 3.92. During the course of the academic year we had a one transfer student join the Honors program at the semester break.

2. Graduates of the Honors program
The total number of graduates from the Honors program during the 2012-13 academic year was 36 students. The following students graduated in good standing, meeting all requirements:
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>2012-13</th>
</tr>
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<tbody>
<tr>
<td>Adeline</td>
<td>Buechler</td>
<td>December Grad</td>
</tr>
<tr>
<td>Kirsten</td>
<td>Englebert</td>
<td>December Grad</td>
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<td>Scott</td>
<td>Hemans</td>
<td>December Grad</td>
</tr>
<tr>
<td>Keri</td>
<td>Hodnik</td>
<td>December Grad</td>
</tr>
<tr>
<td>Erin</td>
<td>Monske</td>
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<td>Crystal</td>
<td>Ambrosius</td>
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<td>Kaylee</td>
<td>Beck</td>
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<td>Ludmila</td>
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<td>Alex</td>
<td>Christiansen</td>
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<td>Kari</td>
<td>Fritsch</td>
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<td>Tara</td>
<td>Mendez</td>
<td>May Graduate</td>
</tr>
<tr>
<td>Oliver</td>
<td>Ollmann</td>
<td>May Graduate</td>
</tr>
<tr>
<td>Carolyn</td>
<td>Paplham</td>
<td>May Graduate</td>
</tr>
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B. Assessment Information: Senior Survey
At the completion of the 2012-13 academic year, the graduating seniors were sent a 10 question Honors program survey about their experience in the Honors program. This survey was created based on the recommendations of the Honors Committee. Questions focused on Honors student involvement in SNC activities that were not directly Honors related. (See Appendix G for survey questions and results).

C. Bergstrom Hall
1. Bergstrom Staff Members, 2012-2013
   Bojan Francuz, Associate Hall Director
   Becky Jackan, Resident Assistant
   Riley Smith, Resident Assistant
   Viktoria Zotova, Resident Assistant

2. Bergstrom Staff Members, 2013-2014
   Austin Plier, Associate Hall Director
   Bryce Dunathan, Resident Assistant
   Breanna Schuett, Resident Assistant
   Kimberly Jahns, Resident Assistant
Associate Hall Director, Bojan Francuz, and the Hall Director of Madelaine-Lorraine and Bergstrom, Dana Laudolf, created a Bergstrom Manual to aid future staff members. This much needed document provides helpful details to future Bergstrom staff. (See Appendix H)

V. Going Forward

Five-Year Goals
Set in Spring 2013

The Faculty Honors Committee 2012-2013 has identified these six goals:

1. Develop and implement an assessment plan that measures the academic success of the Honors students compared to the student population as a whole.

2. Maintain the current size of the incoming class (76-80) (Bergstrom houses 76, and we can take several additional if they are commuters or have special housing needs).

3. Our incoming class will have an average ACT score of 30.

4. We will develop a plan to further shape the class in order to achieve a more diverse honors population (majors/minors, outside interests, students of color, international/domestic).

5. We will develop and implement two new, 2-credit classes:
   a. A spring semester class, “Preparation for Professional and Graduate School,” which will be targeted at second-year honors students. A tentative syllabus is found in Appendix I.

6. Honors students will all produce an honors thesis, directed by a faculty member who is appropriately compensated for this responsibility.
Appendix A
Student Council Event Flyers
Christmas Party

All Honors Ice Skating!

Friday, March 1
6:00 – 8:00 PM

Cornerstone Community Center
Admission $4, Skate Rental $3

If you need transportation, meet at 6:00 PM in the Bergstrom 1st Floor lounge or meet at the rink by 6:15 if you prefer to drive.

All Honors Bowling!

Monday, April 15
7:00 PM

Century Lanes
2 games of bowling for FREE!

If you need transportation, meet at 6:45 PM in the Bergstrom 1st Floor lounge.

HONORS HOLIDAY PARTY
Come watch a movie with cookie decorating and warm drinks!

The movie is up to you!
Based on the people that attend, we will vote on the holiday movie we will watch. Email Tony at tony.mendola@bac.edu for suggestions.

Todd Wehr Heritage Room/206
Wednesday, November 28
6:00-8:00 PM
St. Norbert Honors Bulletin

March 2, 2013

Honors Senior Banquet 2013
The Senior Honors Banquet is scheduled for April 16th starting at 5:30 P.M. in the Hendrickson Dining Room in Bemis. Parents are also encouraged to attend, so please tell them and save the date. Attention Seniors: remember to contact Rachel Schindler (rachel.schindler@snc.edu) by March 1st with your information for the program, which includes your name, major/minor(s), awards/accomplishments at SNC, future plans, and your most memorable experience at SNC.

Help Needed
The Honors Council is leading Common Prayer on Wednesday, April 17th. Common prayer is an event held during sacred hour every Wednesday, and the Honors Council has been asked to lead one. The theme will be "the living-learning community of Bergstrom." Even if you are not currently living in Bergstrom, the Honors Council can still use your help. If you are able to participate in the event, contact Tara Mendez at tara.mendez@snc.edu.

Honors Trip 2014
In early January 2014, an honors trip to Europe is being planned. The trip will fly into Munich, Germany and visit several abbeys between Munich and Prague, and then the trip will spend several days in Prague. The trip will also be tied to a fall honors tutorial for honors credit. If you are interested in going on what will be a fun and exciting trip, please let Dr. Paul or Stacey Wanta know as soon as possible. This is not a commitment; we just need to know if you are interested for planning.

Important Dates
Spring Break- March 9-17, 2013
All Honors Meeting- March 27, 2013
Easter Break- March 29-31, 2013
Advisement- April 10 & 16, 2013
Senior Dinner- April 16, 2013
Honors Lead Common Prayer- April 17
Finals- May 6-10, 2013
Commencement- May 12, 2013

18
Meet Dr. Wendy Scattergood

If you are reading this newsletter, the chances are that you are involved with at least one organization or club, and, even more likely, you are engaged in more than one. Quite a few of us play musical instruments, some are even in our College’s bands, others sing in choir or just in the shower, but unless you are a music major, you may not be very involved with music after college. But that does not always need to be the case and it certainly is not for Dr. Wendy Scattergood, Assistant Professor of Political Science.

If you have never had her as a professor, but her name rings a bell, you probably saw her on TV or heard her on the radio. She is a regular guest on Wisconsin Public Radio as an expert on various state and political issues. Most recently, she was part of the 2012 Election Night Round Table Discussion held in the Campus Center and broadcasted on NBC 23. But it is not only the camera lights that love her; so do the stage lights.

Dr. Scattergood is also a performing cellist. Her repertoire covers a broad range of styles and epochs, from W.A. Mozart to Led Zeppelin, which she has performed with the Green Bay Civic Symphony, the Manitowoc Symphony Orchestra and Vic Ferrari’s Symphony on the Rocks, among other orchestras. She often performs on campus as well. One of the most recent music events that she was a part of was the Early Music Recital in October 2012, featuring Dr. Yi-Lan Niu, soprano.

Dr. Scattergood felt deeply honored when she presented the premier of a work by a composer and native of Green Bay, graduate of the Sorbonne Conservatory of Music in Paris, the late Gordon Parmentier. She has also had several extraordinary opportunities to perform with renowned artists, such as Rod Steward, Smokey Robinson and Anne Murray.

Other fun facts about Dr. Scattergood’s musical experiences are that she attended classes at the Vienna Conservatory and enjoys reading her music from her iPad, conveniently placed on an iPad music stand.

Thus, Dr. Scattergood is a great role model for all of us who have a number of interests, not all of which are encompassed by our primary professional pursuits. A prominent political scientist and a performing musician, she has successfully combined two very different occupations, and is a true inspiration for anyone who would like to do the same. - Viktoryia Zotova
Appendix C  
Honors Program Paradigm  2013-14

Basic Requirements
1. Honors 101 (HONR 101)
2. Six (6) honors classes (including HONR 101) or 5 honors classes + Study abroad/Washington semester/student teaching abroad
3. Tutorials are pass/fail, earn students ½ course credit (2 credits), and replace one Honors course *Not taken by first-year students
4. Students may take two semesters of tutorials during their four years at SNC
5. Senior project, usually done in conjunction with major capstone/recital/exhibit/research

<table>
<thead>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>Spring Semester</strong></td>
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<tr>
<td><strong>HONR 101 (required)</strong></td>
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<td>Honors section of PHIL</td>
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<td><strong>Spring Semester</strong></td>
</tr>
<tr>
<td>Honors section of RELS OR</td>
<td>Honors section of a Core Curriculum course</td>
</tr>
<tr>
<td>Honors section of PHIL</td>
<td><strong>OR</strong></td>
</tr>
<tr>
<td><strong>If education major,</strong> try to put off sophomore block until spring semester</td>
<td>Honors Tutorial (if in sophomore block or if schedule necessitates)</td>
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<table>
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<td>Study Abroad/Washington semester <strong>OR</strong></td>
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<td>Honors section of a Core Curriculum course <strong>OR</strong></td>
<td>Honors section of a Core Curriculum course <strong>OR</strong></td>
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<tr>
<td>Honors Tutorial</td>
<td>Honors Tutorial</td>
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<tr>
<td><strong>OR</strong> Honors Seminar <strong>OR</strong></td>
<td><strong>OR</strong></td>
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<td><strong>Spring Semester</strong></td>
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<tr>
<td>Honors course/Tutorial <em>if needed</em></td>
<td><strong>Senior Project</strong></td>
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<td>Declare Senior Project</td>
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Appendix D
St. Norbert College Honors Program
Program Review
April 2013

I. Honors Program Mission Statement
Guided by St. Norbert College’s mission to educate students spiritually, intellectually, and personally, the Honors Program provides gifted students with an intellectually stimulating, diverse, inspiring, and supportive community, as well as an enriched curriculum. The Program emphasizes experiential, collaborative, and service-based learning, and provides students with a foundation for personal and professional growth and success in today’s dynamic world.

II. Honors Program Vision Statement
The St. Norbert College Honors Program will be mission-driven and student-centered. The curriculum and components of the Program will correspond to the National Collegiate Honors Council’s description of a fully developed honors program¹ and will be the product of thoughtful collaboration between Academic Affairs and Student Life. The Program will be carefully and continually assessed, and this assessment will inform the development of the Program.

The St. Norbert College Honors Program will be recognized throughout the Midwest as an exciting and rigorous program that offers gifted students an education that challenges them academically and also calls them to engage in communio: a deep sense of community that is lived through “open dialogue, communication, consultation, and collaboration.”

III. Five-Year Goals
1. We will maintain the current size of the incoming class to 76-80 (Bergstrom houses 76; we can take several additional if they are commuters or have special housing needs)
2. We will maintain an average ACT score of 30
3. We will begin to shape the honors class in order to achieve a more diverse honors population (majors/minors, outside interests, students of color, international/domestic)
4. Honors students will all produce an honors thesis, directed by a faculty member who is appropriately compensated for this responsibility
5. We will successfully track our graduates

IV. Learning Goals for Honors Program Graduates
1. Critical thinking skills/writing/communication
2. Civility

¹ See Attached description of these goals
V. Program Meets Critical needs

1. For St. Norbert:
   a. Attract academically gifted students
   b. Retain academically gifted students
   c. Pedagogy
   d. These students provide leadership, model, etc.
   e. Represent SNC

2. For the Community and Beyond
   a. Draws these students to Wisconsin
   b. Helps retain them in Wisconsin
   c. Professional contributions to the state

“For this analysis, the primary focus should be on questions like, Based on the data, to what extent is our program achieving our vision? What steps need to be taken to achieve our vision in the next 5 years? |

Student Learning Assessment Data

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<th>Average ACT</th>
<th>Average GPA</th>
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<td>25 Graduates</td>
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<tr>
<td>Class of 2012</td>
<td>42</td>
<td></td>
<td></td>
<td>16 Graduates</td>
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<tr>
<td>Class of 2013</td>
<td>72</td>
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<td>40 graduating seniors</td>
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<td>Class of 2014</td>
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<td>3.85</td>
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<tr>
<td>Class of 2015</td>
<td>80</td>
<td>28.7</td>
<td>3.91</td>
<td>72</td>
</tr>
<tr>
<td>Class of 2016</td>
<td>77</td>
<td>28.9</td>
<td>3.92</td>
<td>78</td>
</tr>
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<td>Class of 2017</td>
<td>Current # of applications: 97</td>
<td>Solid 30</td>
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<tr>
<td>Current total of active honors students: 251</td>
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<td>Year</td>
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<td>Number of student presenters</td>
<td>Number of Student Moderators</td>
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<tr>
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<td></td>
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<tr>
<td>2013</td>
<td>4</td>
<td>2</td>
<td>4</td>
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</tr>
</tbody>
</table>

**Characteristics of a Fully Developed Honors Program**

Although no single or definitive honors program model can or should be superimposed on all types of institutions, the National Collegiate Honors Council has identified a number of best practices that are common to successful and fully developed honors programs.

1. The honors program offers carefully designed educational experiences that meet the needs and abilities of the undergraduate students it serves. A clearly articulated set of admission criteria (e.g., GPA, SAT score, a written essay, satisfactory progress, etc.) identifies the targeted student population served by the honors program. The program clearly specifies the requirements needed for retention and satisfactory completion.

2. The program has a clear mandate from the institution’s administration in the form of a mission statement or charter document that includes the objectives and responsibilities of honors and defines the place of honors in the administrative and academic structure of the institution. The statement ensures the permanence and stability of honors by guaranteeing that adequate infrastructure resources, including an appropriate budget as well as appropriate faculty, staff, and administrative support when necessary, are allocated to honors so that the program avoids dependence on the good will and energy of particular faculty members or administrators for survival. In other words, the program is fully institutionalized (like comparable units on campus) so that it can build a lasting tradition of excellence.

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

4. The honors curriculum, established in harmony with the mission statement, meets the needs of the students in the program and features special courses, seminars, colloquia, experiential learning opportunities, undergraduate research opportunities, or other independent-study options.
5. The program requirements constitute a substantial portion of the participants’ undergraduate work, typically 20% to 25% of the total course work and certainly no less than 15%.

6. The curriculum of the program is designed so that honors requirements can, when appropriate, also satisfy general education requirements, major or disciplinary requirements, and preprofessional or professional training requirements.

7. The program provides a locus of visible and highly reputed standards and models of excellence for students and faculty across the campus.

8. The criteria for selection of honors faculty include exceptional teaching skills, the ability to provide intellectual leadership and mentoring for able students, and support for the mission of honors education.

9. The program is located in suitable, preferably prominent, quarters on campus that provide both access for the students and a focal point for honors activity. Those accommodations include space for honors administrative, faculty, and support staff functions as appropriate. They may include space for an honors lounge, library, reading rooms, and computer facilities. If the honors program has a significant residential component, the honors housing and residential life functions are designed to meet the academic and social needs of honors students.

10. The program has a standing committee or council of faculty members that works with the director or other administrative officer and is involved in honors curriculum, governance, policy, development, and evaluation deliberations. The composition of that group represents the colleges and/or departments served by the program and also elicits support for the program from across the campus.

11. Honors students are assured a voice in the governance and direction of the honors program. This can be achieved through a student committee that conducts its business with as much autonomy as possible but works in collaboration with the administration and faculty to maintain excellence in the program. Honors students are included in governance, serving on the advisory/policy committee as well as constituting the group that governs the student association.

12. Honors students receive honors-related academic advising from qualified faculty and/or staff.

13. The program serves as a laboratory within which faculty feel welcome to experiment with new subjects, approaches, and pedagogies. When proven successful, such efforts in curriculum and pedagogical development can serve as prototypes for initiatives that can become institutionalized across the campus.

14. The program engages in continuous assessment and evaluation and is open to the need for change in order to maintain its distinctive position of offering exceptional and enhanced educational opportunities to honors students.

15. The program emphasizes active learning and participatory education by offering opportunities for students to participate in regional and national conferences, Honors Semesters, international programs, community service, internships, undergraduate research, and other types of experiential education.
16. When appropriate, two-year and four-year programs have articulation agreements by which honors graduates from two-year programs who meet previously agreed-upon requirements are accepted into four-year honors programs.

17. The program provides priority enrollment for active honors students in recognition of scheduling difficulties caused by the need to satisfy both honors and major program(s) requirements.

Approved by the NCHC Executive Committee on March 4, 1994; amended by the NCHC Board of Directors on November 23, 2007; further amended by the NCHC Board of Directors on February 19, 2010
<table>
<thead>
<tr>
<th>TUTORIAL INSTRUCTOR</th>
<th>PROPOSED TUTORIAL TOPIC</th>
</tr>
</thead>
</table>
| Dr. Dave Hunicutt          | "Twelve Diseases That Changed Our World"  
The effect of plagues on human history, by Irwin W. Sherman.                                                                                                                                                                                                                                                                                                                                                                                                               |
| Dr. Amy Lewis              | "Sally Hemings controversy"  
The debate over whether Thomas Jefferson's had an affair with his slave (and his wife's half-sister) Sally Hemings and whether Jefferson was the father of Hemings children.                                                                                                                                                                                                                                                                                                        |
| Dr. Robert Osgood          | Current issues and controversies related to disability in the US, specifically in schools and in the community  
Usage of a text and a few readings, discussions, and visit field sites such as a local school or a community sheltered workshop.                                                                                                                                                                                                                                                                                                                                       |
| Dr. Ed Risden              | J. R. R. Tolkien's *The Hobbit*  
Readings and discussion from "The Hobbit" in preparation of the film's release this Fall.                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Dr. John Day, Dr. Marcie Paul, Jeremy Doughty | The New York Times  
It’s election year! Get informed!  
Read the paper that world leaders turn to every morning for the news!  
Every week we will read and discuss 2-3 front-pages articles from the New York Times. We will also have guest speakers who will discuss the nature of journalism (What is it? What are its goals? Do journalists have a bias?), and how to be a savvy, critical reader of journalism.  
*This is a three-part tutorial (if you sign up for this tutorial you will not be in any other one). *                                                                                                                                                                                                                                                                                              |
| Dr. Joseph Tulbane         | TODAY'S POLITICS AND THE ORIGINAL CONSTITUTIONAL DEBATES  
An examination and discussion of the original debates on the form and function of the United States Constitution among the representatives of the thirteen Colonies/States, and how these debates conditioned the governance of our nation and the current political issues during a Presidential election year.                                                                                                                                                                                                                         |
An examination of the Scientific Revolution that shows how the mechanistic world view of modern science has sanctioned the exploitation of nature, unrestrained commercial expansion, and a new socioeconomic order that subordinates women.                                                                                                                                                                                                                      |
| Dr. Jamie O'Brien | “Irish Independence: The Easter Rising of 1916”  
"It was a desperate effort by desperate men."  
My tutorial will focus on Tim Coogan’s novel; “1916: The Easter Rising”, as well as other historical sources that deal with the rebellion in 1916 that eventually led to Irish freedom. We’ll get together to discuss the importance of this event in six one hour sessions over three weeks. An essay will be submitted at the end of the three week session. |
| Dr. Steve Kaplan | Dr. Steve Kaplan is an area psychologist in private practice who is currently working with Legal Aid on a project aimed at evaluating the mental health of prisoners in the Wisconsin prison system called the Disabled Offender's Economic Security (DOES) project. He, along with Shari Stevens, an attorney from Legal Aid of Wisconsin, will be discussing the results of his interviews and evaluations of prisoners, and his further research into who, exactly, is in our prison system, how they got there, and the obstacles and difficulties that face them (and us!) when they are paroled. |
| Dr. Ravi Agarwall | “How Computer Science is Changing Our World”  
This tutorial will focus on the current trends in the computing world. Discussion topics will range from social networks like Facebook and Google+, cloud computing, mobile app development, privacy issues, etc. No prior experience with computer programming is required. |
| Julie Massey | "The experience of holiness in everyday life"  
An exploration of this topic through reading and discussion of Anne Lamott's "Traveling Mercies: Some Thoughts on Faith". |
| Dr. John Holder | Buddhism and Neuroscience  
Recent neuroscience has studied the effects of Buddhist meditation on the human brain. These studies suggest that a person may dramatically change one's brain patterns, and thus positively influence one's emotional states, through meditative practice. This seminar will read and discuss both recent studies in cognitive science and also early Buddhist scriptures on meditation. |
| Sarah Ryan | Grants and Fellowships: Funding Opportunities for Graduate School and Beyond  
An overview of what grants and fellowships are and what types of funding is available. The tutorial will then address some specific funding opportunities for graduate school and even undergraduates. Finish up by discussing the different elements of a grant or fellowship application. |
## Tutorial Topics and Instructors – Spring 2013

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<td>Dr. Sarah Parks</td>
<td>Purity, Naiveté, Malevolence, Self-Sacrifice: Humanity through the Eyes of the Hunchback</td>
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<tr>
<td></td>
<td>This session will examine human dispositions through the characters of Victor Hugo's novel <em>The Hunchback of Notre Dame</em> and Verdi's opera <em>Rigoletto</em></td>
</tr>
<tr>
<td>Dr. Amy Lewis</td>
<td><em>When I was a Slave</em>, a collection of interviews done after the slavery was abolished in the United States. These interviews draw a complex and often surprising picture of the lives of enslaved Americans, serving as an important primary source for historians writing about the years before the Civil War.</td>
</tr>
<tr>
<td>Dr. Wendy Scattergood</td>
<td>The Philosophy and Practice of Japanese Shotokan Karate</td>
</tr>
<tr>
<td>Dr. Ed Risden</td>
<td>A reading of the Tao Te Ching of Lao Tzu and introductory instruction in tai chi chuan (gentle, meditative movement that's an integral part of Taoist tradition and practice)</td>
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<tr>
<td>Dr. Laurie MacDiarmid</td>
<td><em>Mean Girls</em>: Analysis and discussion of the movie</td>
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<tr>
<td>Dr. Joseph Tulbane</td>
<td><em>Russia Today: Economics, Politics, and Foreign Relations</em></td>
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<tr>
<td>Dr. Tim Flood</td>
<td><em>Wine Tasting</em> - Must be 21</td>
</tr>
<tr>
<td>Dr. David Hunnicutt</td>
<td>Tai Chi, a type of internal Chinese martial art practiced for both its defense training and health benefits, <em>a biological focus</em></td>
</tr>
<tr>
<td>Dr. Steve Kaplan</td>
<td>Dr. Steve Kaplan is an area psychologist in private practice. His tutorial topic will be <em>Head Injury and the consequence of concussions</em></td>
</tr>
<tr>
<td><strong>Dr. Ravi Agarwall</strong></td>
<td><strong>“How Computer Science is Changing Our World”</strong></td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>This tutorial will focus on the current trends in the computing world. Discussion topics will range from social networks like Facebook and Google+, cloud computing, mobile app development, privacy issues, etc. No prior experience with computer programming is required.</td>
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<tr>
<th><strong>Anthony Sigismondi</strong></th>
<th>Topic will focus on the working-class history in the United States</th>
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</table>

<table>
<thead>
<tr>
<th><strong>Dr. John Holder</strong></th>
<th>Reading and discussion of the <em>Life of Pi</em></th>
</tr>
</thead>
</table>

| **Attorney Shari Stevens (2 Sessions will be offered of this tutorial)** | Shari Stevens, an attorney from Legal Aid of Wisconsin, is working on a project aimed at evaluating the mental health of prisoners in the Wisconsin prison system called the Disabled Offender's Economic Security (DOES) project. She will be discussing interviews and evaluations of prisoners; who, exactly, is in our prison system, how they got there, and the obstacles and difficulties that face them (and us!) when they are paroled. |

| **Dr. Julie Harder** | "The First Christmas: What the Gospels Really Teach About Jesus' Birth," by Marcus J. Borg & John Dominic Crossan. Although both Matthew and Luke narrate stories about Jesus' conception, birth and childhood in their gospels, the scholarly consensus is that much of this narrative is not historically factual. Rather, these gospels make faith claims about Jesus through the use of story and extended metaphor. Much of this meaning is lost, however, since the modern reader does not understand the symbolism the authors employed. By explaining background information about the cultures, beliefs, and histories of the Jewish and Roman peoples of Jesus' time, Borg and Crossan reveal the underlying messages that Matthew and Luke were attempting to send. |

Appendix F
Budget - Year End Totals

Budget Status by Selected Orgs - Funds
Fiscal Year: 13
Fiscal Month: 14 - May

210050 Honors Program

70 - Non Labor Expenses

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Appendix G
Senior Survey
Senior Survey Data

1. During your time as an Honors student, have you applied for a grant to fund research?
   Yes: 13.6%, count of 3
   No: 86.4%, count of 19
   If yes, how much was received?
   - 2 x $1000
   - I believe about $500
   - none

2. Have you applied for conference travel money?
   Yes: 31.8%, count of 7
   No: 68.2%, count of 15
   If yes, how much was received?
   - $300
   - $300 (two separate conferences)
   - $300
   - Only $600 when I spent more
   - $3500
   - $500

3. Have you presented at a conference?
   Yes: 40.9%, count of 9
   No: 59.1%, count of 13
   Was it a regional or national conference?
   - International (Sigma Tau Delta)
   - Regional
   - Regional
   - National
   - American College Theatre Festival
   - National

4. Have you applied to a graduate or professional school?
   Graduate: 80%, count of 8
   Professional: 20%, count of 2
   If accepted, what is the name of the school?
   - University of Michigan School of Public Health
   - Indiana University-Bloomington
- Minnesota State University, Mankato
- American University, School of International Service
- Diplomatic Academy of Vienna
- University of Wisconsin-Madison

5. **Have you studied abroad?**
   
   Yes: 57.1%, count of 12
   No: 42.9%, count of 9

6. **Have you participated in or led a service trip (TRIPS)?**

   Yes: 38.1%, count of 8
   No: 61.9%, count of 13

   Please list number of times and locations
   - Kentucky, Little Rock, Nicaragua
   - South Carolina (2), Green Bay Correctional Institute (2), New York City
   - Chicago, IL
   - Washington DC; Lille, France
   - Michigan (2), Mississippi
   - Chicago – Urban Education; GBCI (2 TRIPS total)
   - Greenville, SC
   - Memphis Medical Trip to Le Bonheur Children’s Hospital

7. **Have you been admitted to a service organization such as the Peace Corps, Teach for America, or AmeriCorps? If so, which one?**

   - AmeriCorps
   - No
   - Peace Corps
   - No
   - Peace Corps

8. **Have you participated in the Celebrating Student and Faculty/Staff Collaborations Event?**

   Yes: 31.8%, count of 7
   No: 68.2%, count of 15

   If yes, how many times?
   - 2
   - 1
   - 2
   - 1
   - 2
   - 1
   - 2
9. What is your favorite aspect(s) of the SNC Honors Program?
- I really enjoyed that professors were able to make the material more engaging since they knew their honors classes consisted of dedicated, able students. I felt like the honors experience allowed me to get the most out of my GS classes and to go in-depth with material outside of my majors.
- The community feel
- The flexibility of the program, honors tutorials, small class sizes
- The tutorials – not time intensive, fun, close environment with professors
- Marcie is the best! I love the opportunity to take more advanced classes and challenge myself
- The small class sizes.
- The people. All the friends I met have been some of the best people I know.
- My favorite part of the Honors Program is the classes we have taken. I have enjoyed the class size and the determined people within them. It increases the quality of the discussion and performance of the students. I also enjoyed living in Bergstrom my freshman year. The goal of a living–learning community was accomplished. I think many of the changes that have occurred over the past four years have been awesome, such as the tutorials.
- The in-depth nature of certain honors classes, my favorite was the ancient religions class with Dr. Bolin.
- Bergstrom Hall, tutorials, friends, great mentors and faculty, opportunities to connect with others on campus.
- The opportunity to be challenged in my education and pushed to do more.
- I enjoyed the atmosphere of the honors classes
- Not having stupid people in my gen ed classes. Having the opportunity to take a tutorial when my schedule could not accommodate an honors course
- Living in Bergie!
- Bergstrom, Dr. Paul and Stacey
- Tutorials were a great addition to the program. The Bergstrom living-learning community was wonderful

10. In what areas could there be more improvement in the Honors Program?
- If it’s possible to make it easier and more clear what the requirements are, and being able to get them without as much trouble as my class had.
- The Honors Program could be improved by increasing the diversity of the students. Also, there could be efforts made to make the upperclassmen more involved. I know it’s difficult to do, but maybe there could be another Honors living option or a common space for upperclassmen.
- More tutorials.
- I would have suggested more discussion-based classes but he Honors tutorials take care of that so I have nothing.
- More clarification of what’s required as a senior – maybe semester ‘progress reports’ to keep up with what you might need satisfied.
- More options each semester for classes to be taken.
- Course offerings. The improvements being made are wonderful!
- Expand the tutorials so more students can take them if they need to.
- I know that the structure has gone through some changes for the better. It was kind of disorganized when I came to SNC, but I know that we were the guinea pig group and I wouldn’t change it at all! I think in the future there will be a better sense of cohesion... oh and there should be a (Student and Alumni) Honors trip to Senegal in the upcoming years!
- Class scheduling. More clear outline, e.g. what areas to expect to be offered in the next 2-3 semesters to facilitate planning. Otherwise, the program is exceptional!
- Better set of cores classes that are consistent year to year instead of changing them every year.
- The senior project definitely needs to be developed more.
- My main suggestion would be to try to offer a greater number of different GS options each semester. I ran into trouble coordinating my honors courses, but had good luck with making honors contracts with professors who were teaching regular sections of courses. I know that the tutorials are intended as a solution to this, but I was not able to allocate credits to enroll in them and preferred to take the “two birds with one stone” approach with GS classes.
- It’s hard to meet all the requirements, especially as a double major.
- More classes in different Gen Eds
   Perhaps more variety in honors course offerings. An Honors trip to Senegal, please?
Appendix H
Bergstrom Manual 2012-13

BERGSTROM MANUAL
BergstrHOME: Smallest Building, Biggest Heart

Written by:
Bojan Francuz (Bergstrom Hall Resident Assistant 2010-11; Bergstrom Associate Hall Director 2012-13)
Dana Laudolff (Madelaine-Lorraine & Bergstrom Hall Director 2009-13)

Last Revised:
May 17, 2013.
Introduction

Built in 1968, Gertrude S. Bergstrom Hall has seen many generations of first-year students introduced to the wonders of St. Norbert College. As the smallest first-year residence hall it has always held a special place in students’ hearts. Due to its size (76 residents and four student staff members) and centrally located lounge on each of the three floors, friendships are easy to make in Bergstrom.

Since 2009 Bergstrom Hall also proudly carries the designation as the College’s first Honors Living-Learning Community. Members of the Honors Program are St. Norbert’s best and brightest minds who enter college with a high school GPA of at least 3.75 and a composite ACT result of at least 28. Many Honors students enter with numerous Advanced Placement (AP) courses and college credits already under their belts. Securing a spot in the Honors program has become increasingly competitive throughout the years, and for the first time, for the 2012-2013 academic year, all members of the Bergstrom Honors Living-Learning Community (including the four student staff members) were all students of the Honors program.

The purpose of this manual is to introduce the future Bergstrom Hall staff members to the wonders of the honors living-learning community and familiarize them with quirks, culture and traditions of the hall. We invite all the future staff members to revise and pass on this manual for many exciting years to come.

Honors Program 101

St. Norbert’s Honors program is expanding and evolving at a rapid pace. Since 2009, Dr. Marcie Paul, Director of the Honors Program, has transformed the program into state of the art academic experience. Currently the program features Honors common-course for first-year students, a mélange of Honors courses and tutorials (on topics such as prison systems in America, chemistry of chocolate and wine tasting), a multitude of Honors sponsored events and activities, a monthly Honors newsletter, and an increasingly active student Honors Council. St. Norbert Honors students are also increasingly active in the National Collegiate Honors Council (NCHC). Finally, in January 2014, the Honors program will launch its first Honors trip, with an anticipated group of approximately twelve students traveling to central Europe.

The strides and improvements to the program made under Dr. Paul leadership have attracted increasing number of highly motivated, intellectually curious, creative and tireless students to the program. One hundred and twenty students were competing for eighty coveted spots in the Honors program in 2013-14 academic year.

Honors-Bergstrom Symbiotic Relationship

The establishment of the Honors Living-Learning Community was an initial step in strengthening, consolidating and developing a more cohesive identity of the Honors Program. From the first time, in 2009, all first-year Honors students found themselves under one roof – the Bergstrom Hall roof. The pilot year of the Honors Living-Learning Community proved to be a great success because the foundation for continued growth of the program. Past residents of the Bergstrom Hall usually enumerate the following as some of the benefits of the Living-Learning
Community: living with people who share similar interests, meeting friends, classmates and upperclass students relatively quickly, having built-in study groups, and a ready-made support network of Resident Assistants, administrators and faculty to turn to for advice.

The Honors Living-Learning Community also enhances the student experience by providing a series of intentional events for first-year students. A picnic to welcome the new class, a leadership focused ropes course and a retreat to the Rankin Lodge are just a couple examples of the Bergstrom Honors Living-Learning Community sanctioned events.

**Bergstrom Staff Dynamics: Who’s Who and Who Does What?**

**Director of the Honors Program**

*Position held by:*

Dr. Marcie Paul (2009 – present)

*Main tasks and duties:*

Dr. Paul is the driving force of the Honors program. She set the Honors academic agenda in collaboration with the Honors Committee, and collaborates with the Hall Director, Associate Hall Director and Student Honors Council to organize social events and activities. Dr. Paul meets with the Hall Director and Associate Hall Director on a weekly basis to check in about the resident concerns and plan for the upcoming activities. Dr. Paul is the Honors students’ academic advisor and is included in some behavioral concerns -- such as major incidents, and any concerning patterns.

*Other things to know:*

Director of the Honors Program is not the only position held by Dr. Paul; she is also an Associate Professor of Modern Languages (Spanish). As a result, Dr. Paul is very busy and it is always helpful to include Stacey Wanta on email correspondence.

**Honors Program Office Assistant**

*Position held by:*

Stacey Wanta (2009 – present)

*Main tasks and duties:*

Stacey coordinates logistics for Honors events, trips and tutorials. She also keeps track of the Honors budget, schedules committee meetings and helps with other various tasks as needed.

*Other things to know:*

Stacey splits her time between her duties as the Boyle Hall Office Manager (7:30 a.m.-12 p.m.; Boyle 3rd floor office), and the Honors Program Office Assistant (1 p.m-4:30 p.m.; Honors Center Todd Wehr Hall 227). Stacey loves getting to know Honors students and is a great ‘go-to’ person for Bergstrom staff if they have any Honors-related questions.
Members:
- Dr. Marcie Paul (2009 – present),
- Dr. Nelson Ham (2009 – present),
- Dr. Tynisha Meidl (2010 – present),
- Dr. John Neary (2010 – present),
- Dana Laudolff (2010-present),
- Dr. Jamie Lynch (2012-present),
- Dr. Wendy Scattergood (2012-present) and
- Past committee members and dates of service: Dr. Don Abel (2010), Dr. Mark Bockenhauer (2010), Dr. Paul Ngo (2011), Dr. Terry Jo Leiterman (2012) \n
Main tasks and duties:
The Honors Committee advises the development of the Honors program, primarily the academic component. It serves as think-tank of the Honors program. They also work to continually integrate the in and outside the classroom learning experience.

Other things to know:
Meetings are held on Tuesdays afternoons on weeks where there are no faculty committee meetings. Stacey Wanta schedules the meetings. The President and the Academic Chair of the Student Honors Council also attend these meetings.

Honors Faculty
First-year common course faculty:
- Dr. Mara Brecht, Dr. John Neary, Dr. Terry Jo Leiterman and Dr. Marcie Paul (2012-13)
- Dr. Marcie Paul, Dr. Terry Jo Leiterman, Dr. John Neary and Dr. Howard Ebert (2011-12)

Friends of the Honors Program
The following individuals have distinguish themselves for their involvement with the Honors program. They are great resources to reach out to and invite as guest at Honors events, host them in Bergstrom, or ask them to chaperon the Honors Retreat at the Rankin Lodge.

Faculty:
- Dr. Joel Mann (Philosophy)
- Dr. Howard Ebert (Religious Studies)
• Dr. Rebecca McKean (Geology)
• Dr. Karen Park (Religious Studies)
• Dr. John Neary (English)
• Dr. Tynisha Meidl (Education)
• Dr. Nelson Ham (Biology)
• Dr. Jamie Lynch (Sociology)
• Dr. David Hunnicut (Biology)
• Dr. Terry Jo Leiterman (Mathematics)
• Dr. John Holder (Philosophy)

Staff:
• Jeremy Doughty (Study Abroad)
• Sarah Ryan (Grants Development)
• Julie Massey (Campus Ministry)

Madelaine-Lorraine and Bergstrom Hall Director
Position held by:
Dana Laudolff (2009-2013)

Main tasks and duties:
Beyond standard Residential Education and Housing responsibilities, the Hall Director works with Associate Hall Director to coordinate Honors events, and Director of the Honors Program to continue to bridge the gap between the academic and the living component of the Honors community. Hall Director updates the Director about significant judicial or behavior concerns within Bergstrom.

Other things to know:
It is vital for the Hall Director to establish a strong working relationship with the Director of the Honors program, as they work closely with one another. The Hall Director also serves as a member of the Honors Faculty Committee meetings.

Bergstrom Associate Hall Director
Position held by:
• Bojan Francuz (2012-13)
• Isabella Benassi (2011-12)
Main tasks and duties:
Beyond standard Residential Education and Housing responsibilities, the Associate Hall Director works closely with the Hall Director, Dr. Paul and Stacey to coordinate Honors events. The Associate Hall Director meets with Dr. Paul on a weekly basis, and lends a student perspective and ideas for better integration of the living and learning in Bergstrom community. Ideally the Associate Hall Director is a member of the Honors program.

Other things to know:
The Associate Hall Director Attends Student Honors Council meetings. Coordinates first-year Student Honors Council elections in collaboration with the President of the Council.

Resident Assistants
Positions held by:
- Becky Jackan, Riley Smith and Viktorya Zotova (2012-13)
- Lindsey Osgood, Austin Plier and Becca Dier (2011-12)
- Bojan Francuz, Rachel Schindler, Carrie Roberts (2010-11)
- Taylor Gostomski, Carrie Roberts/Alicia Brinkman and Renee Wenig (2009-10)

Main tasks and duties:
Beyond the standard Residential Education and Housing duties, Bergstrom Resident Assistants typically plan events and activities in conjunction with the Honors faculty. Ideally Resident Assistants are members of the Honors program.

Other things to know:
Some of the challenges specific to the Honors community are outlined in the ‘Helpful Hints for Successful Future Section.’

Student Honors Council
Position held by:
- Tara Mendez, President; Sam Morris, Treasurer; Holly Nickerson, Academic Chair; Sam Mead, Social Chair; Riley Smith, Professional Chair; Maggie Lottes, Nelson Milbach, Freshman Class Representatives; Dani Brockert, Sophomore Class Representative; Yekaterina Makeyva, Junior Class Representative; Rachel Schindler, Senior Class Representative, (2012-13)
- Tara Mendez, President; Riley Smith/Bojan Francuz, Vice President; Rachel Schindler/Keri Hodnik, Communications; Amanda Sigl, Treasurer; Sara Serdar/Sasha
Zweifelhofer, Social Chairs; Callie Ryan/Katy Mekeyava, Sophomore Class Representatives; Elizabeth Van Sistine, Junior Representative; Sarah Lottes, Senior Representative; (2011-12)

- Andrea Wells, President; Emily Klug, Vice President; Rachel Schindler, Secretary/Historian; Lily Larsen, Keri Hodnik, Social Chairs; Tara Mendez, Kaylee Beck, Sophomore Representatives; Sarah Lottes, Junior Representative; Andrea Wells/Emily Klug, Senior Representatives; (2010-11)

- Advisory Committee Members (Advisory Committee became Student Honors Council): Andrea Wells, Kim Keil, Ashley Ash, President; (2009-10)

**Main tasks and duties:**
Please see the appendix A1 for more information about the Student Honors Council duties and positions

**Other things to know:**
The Student Honors Council members are usually very helpful with organizing the Honors picnic (e.g. grilling, advertising the event and cleaning up after the event). They are also a great way for first-year students to engage and establish relationships with upperclass Honors students.

**Honors Events and Activities**

The list below includes a sampling of the honors events and activities which the Bergstrom staff members have helped coordinate or actively participated in:

- **Welcome Picnic**
  - An outdoor picnic to welcome the incoming class of Honors students and to gather all Honors students and faculty
  - Takes place outside between Bergstrom Hall and MMM Hall (rainsite: Todd Wehr Hall lobby)
  - Takes place the second week of classes, typically on a Thursday afternoon
  - The Associate Hall Director, in conjunction with the Student Honors Council, purchases, prepares and serves the food (menu typically includes: burgers and hotdogs (with a vegetarian option), chips, fruit, vegetables, drinks and cake)
  - Helpful tips:
- Order tables, chairs, garbage cans, lemonade/water and chafing dishes from Conference and Events

- Honors program pays for the food (contact Stacey for budget code)

- Plan a brief program, such as a welcome from Dr. Paul, the College President and/or the Academic Dean, introduce faculty who are present, invite guests to eat, mingle and play games

- Provide outdoor games, such as frisbees, soccer balls, etc.

- Invite upperclass Honors students

- Plan on 80 people attending the picnic

- **Ropes Course**
  - A community-building exercise for first-year Honors students and is required for all first-year Honors students
  - Takes place on campus ropes course, located on the Fourth Street behind Father Gries Hall
  - Takes place typically in the first or second month of the fall semester on a Saturday morning
  - The Associate Hall Director, in conjunction with Stacey and Dr. Paul, coordinates event sign-up, collects liability forms, advertises the event and orders sandwiches (typically lunch boxes from Erberts and Gerberts) and drinks (water and lemonade from Conference and Events)
  - Helpful hints:
    - Order tables from Conference and Events to place sandwiches and drinks on it
    - Honors program pays for the food (contact Stacey for more information)
    - Advertise that it is a ‘‘low-ropes course’’ (no intense climbing exercises)
    - If needed, request to have the activities adjusted to accommodate students’ needs (e.g. activities to incorporate a student in a wheelchair)
    - Residents are typically skeptical about participating in the ropes course on a Saturday morning, but once they get there they love it
In the past, Hall staff have not participated in the activity. Suggestion for the future: have Hall staff participate in the ropes course activity to better engage with their floor community

- **Honors Retreat at the Rankin Lodge**
  - A community-building exercise for first-year Honors students
  - Takes place typically in mid-to late February
  - The Associate Hall Director, in conjunction with Hall Director and Stacey coordinate the event sign-up and carpooling, collect liability forms, advertise the event and buy food and drinks (the Honors program pays for the Rankin Lodge reservation and students pay $5 for food and drinks)
  - Associate Hall Director and Hall Director reach out to at least one Honors faculty member to join them at the Rankin
  - Helpful hints:
    - Reservations for the Rankin Lodge are accepted starting May 1. If possible, submit a reservation prior to the start of the academic year.
    - Submit a request for waivers by visiting the “Off Campus Event” section of the LSE website. The Hall Director will then be in contact with Kristee Becker about
    - Keep close eye on the weather conditions and plan the date for the event accordingly
    - Food typically involved something easy to make. In the past we made spaghetti for dinner on the first day, and pancakes for breakfast the second day. Bring snacks and plenty of drinks (the water at the lodge is drinkable but some students do not care for the taste)
    - Plan games and social activities to entertain students at the Rankin Lodge
    - Encourage students to share the cost of gas
    - Important items to bring along: dish rags and towels, paper towels, flashlights, plastic cups (other dishes are provided)
• **Academics in Bergstrom**
  
  o Typically at least one section of the Honors common-courses is held in Bergstrom Hall (typically the lounge on the first or second floor)
  
  o Faculty members enjoy coming to Bergstrom for social event and discussions
  
  o Helpful hints:
    
    ■ Feature profiles of the common course faculty members in the display case in Bergstrom during the first couple of weeks of the semester
    
    ■ When inviting faculty into the hall for events, plan in advance to accommodate their schedules. Additionally, although faculty are happy to come into the hall, it can be somewhat intimidating for some so make sure to explain the event plans in advance. Finally, faculty do not have card access to the hall so a hall staff member will need to meet faculty at the door.

• **Student Honors Council Meetings**
  
  o Honors Council meetings are typically held in Bergstrom on a bi-weekly basis
  
  o First-year student representative elections are coordinated by the Associate Hall Director in collaboration with the President of the Student Honors Council
  
  o Associate Hall Director attend the Honors Council meetings

• **Resident Assistant Legacy Events**
  
  o **Quidditch game**
    
    ■ See appendix A2 for rules
    
    ■ Typically held during first or second week of the fall semester; residents of Bergstrom tend to be huge Harry Potter fans and this is a great semester kick-off bonding activity
  
  o **What is Love?**
    
    ■ Honest and intimate discussion about love and relationships (of all sorts) in college; proved to be very successful in the past
    
    ■ Typically held in the weeks leading up to the Valentine’s Day
Helpful Hints for Successful Future

Bergstrom Cult/Nerdstrom
Honors students are often viewed accused by other students on campus to be elitist, cliquey, and spoiled because friendships are quick to form in Bergstrom. A good way to combat stereotype is by welcoming non-honors students in Bergstrom at various events in the building.

Tight-knit Community
Bergstrom is a small community, and gossip travels fast. It is good to be mindful of this when incidents occur in the building. It is also helpful that Resident Assistants and the Associate Hall Director encourage the sense of empathy among residents and remind them of the Civility Statement.

Lounge Wars
Residents tend to be very possessive of the lounges on each of the floors, and this can sometimes inhibit community cohesion. To foster greater interaction among residents on different floors it is helpful to refer to lounges as the kitchen (first floor), living room (second floor) and study room (third floor) instead of ‘first floor lounge’ or ‘second floor lounge.’

Honors Community Beyond Bergstrom
Although Bergstrom is the Honors Living-Learning Community, there are some Honors students who live in other places. Some honors students are commuters, or serve as ALIVE team mentors in other first-year buildings on campus. It is important to reach out to these students and be intentional about inviting them to Honors events.

Traditions to Uphold

Traditions bind us together. These are customs, objects and activities which bind us together regardless of when students and staff members found themselves in the Bergstrom Hall. We invite you to create new customs and traditions, but also to uphold those of the times past. They include:

1. **Bergstrom Bowling Ball**
   Very little is known about the bowling bowl in the Bergstrom office. According to one legend, the ball found its way to Bergstrom after being given to a Bergstrom Resident Assistant during white-elephant gift exchange in the winter of 2009. Regardless of its origin, the ball is there to stay! Over the years the ball has prompted many ‘why do you have a bowling ball in the office’ moments and served as a footrest for many Resident Assistants during their long duty nights.
Under no condition should the ball be gifted in the future white-elephant gift exchanges or be stored in the basement of Bergstrom Hall.

2. Office Legacy Wall
As a current Bergstrom staff member you stand on the shoulders of giants. A remarkable group of Hall Directors, Associate Hall Directors, and Resident Assistants have given character to Bergstrom Hall. Each of these staff members is unique, and unique are their contributions to the legacy wall in the office. We invite you to contribute to expand and add something meaningful to the legacy wall. In the years past the Resident Assistants have added: door-decs, staff photos, posters, newspaper clippings etc.

3. Bergstrom Mottos
Bergstrom is the smallest of all the residence halls on our lovely campus. We take great pride in this and have therefore coined a building motto: Smallest Building, Biggest Heart. We invite you to share it with residents and flaunt it on campus. We never got a chance to make t-shirts with the Bergstrom motto on them (hint, hint: idea for future project?).

Bergstrom Hall is not only living quarters but also a home for many of our residents; a place they get emotionally attached to because it brings back the fond memories from the first-year in college. Therefore, we have also come up with an alternative slogan you can use: BergstrHOME. A simple word which encapsulates so many unique aspects of the Bergstrom Honors Living-Learning Community.

We invite you to update this manual on an annual basis and pass down the Bergstrom wisdom to generations to come. You can access the manual by visiting J:ResEdHousing\Hall Directors & Residential Areas\Bergstrom\Bergstrom Manual.docx

Appendix

A1: Student Honors Council Position Descriptions

President
- Plans and attend all council meetings
- Must have one year committee experience
- Attends weekly Honors Faculty Committee meetings as student representative
- Oversees council chair projects
- Plans fundraising
- Reports directly to Dr. Paul
Treasurer
- Plans and organizes fundraisers
- Assists Dr. Paul in finding funding sources for program (funding to cover attendance at NCHC conference, class dinners/events, etc.)
- Manages and keeps track of money, bank account, etc.
- Requests funding from SAFAC
- Coordinates T-shirts sales

Academic Chair
- Attends Honors Faculty Committee meetings with the President
- Produces brochure of tutorials
- Surveys effectiveness of tutorials
- Aids the Professional Chair and Social Chair when needed

Social Chair
- Creates and maintains mentor program
- Coordinates social events for upperclassmen
- Documents Honors events via photos and videos
- Updates Facebook and other social media (e.g. photos, interesting articles, etc.)

Professional Chair
- Creates networks with alumni

Class representatives for Freshman, Sophomore, Junior, and Senior class (1 for each)
- Functions as helper to the chairs
- Attends all council meetings
- Assists in planning events
- Reports back to Student Honors Council on students’ input

A2: Quidditch Rules (Courtesy of Gavin Strawn, Madelaine-Lorraine RA 2010-11)
1. Seven players
2 chasers: try and score with a quaffle
2 beaters: hit players with a bludger
1 keeper: protects goals
1 seeker: finds and catches the snitch

2. Every player needs to “ride” a “broom”
   • Broom must be a pole measuring 36-72 inches
   • “Riding” involves keeping the broom between your legs while moving around the pitch.
     Falling off/dropping ones broom results in a penalty of needing to stop all actions, seize their broom, run off the pitch, and stay out at least 1 minutes.

3. Scoring with the quaffle involves throwing the quaffle through the scoring hoops
4. Only chasers and keepers may handle the quaffle, though other players may interfere with the ball.
5. Beaters attempt to disrupt the opponent's team by hitting them with one of 2 bludgers
6. Beaters cannot Bludge the Keeper
7. Only Beaters may handle the Bludgers
8. Only the Keeper and a chaser with the quaffle may approach within the scoring area.
9. Catching the snitch scores 25 points for the seekers team and ends the game
10. Only seekers may catch the snitch
11. Catching the snitch involves the seeker taking possession of a predetermined yellow item from a designated runner (snitch)
12. The snitch receives a one minute head start from the seekers
13. The snitch must stay on campus
14. The snitch must remain outdoors
15. No excessive hitting, punching, elbowing, grappling, tackling
16. No exiting the pitch during play (except for substitutions) or it results in a turnover.
17. Every team may have 4 bench players: 2 chasers, 1 beater, 1 keeper (any may substitute for the seeker)
18. A penalty results in a penalty shot: a) the shooter stands on the edge of the scoring zone and throws against the keeper b) excessive penalties result in more shots, ejection, suspension, or even team forfeiture
19. Only the Keeper may be in the Keeper box
20. A Keeper scoring from their own scoring ox scores 30 points
Appendix I
Sophomore Course Outline

“Preparing for Life after SNC: Graduate School, Professional school, or ‘Plan B’ ”

I. Why and When and How to Know
   1. Why grad/professional school? A look back ~ and forward!
   2. Are there benefits to postponing an application or to deferring an acceptance?
      a. What does it mean to defer?
      b. What are some options for the “gap” year/s?
      c. The process of decision and discernment

II. How to Prepare for the Exam (GRE, MCAT, LSAT, DAT)
   This unit would include a breakout session for the different exams since they vary considerably in terms of challenge-areas, the benefits of re-takes, etc.
   1. When to start studying, how to study
   2. When are prep courses worth the cost?
   3. What are these exams like? How often do they change?
   4. What are the benefits of practice exams? How many should you take?
   5. What are the areas/sections of your exam that most often challenge SNC students?
   6. Pros and cons of retaking the exam
   7. **Create your personal timeline; set-up support group and schedule meetings

III. Financing your Future
   This unit will focus on the cost of attending grad/professional school and the financial impact of that cost on life after completion of the program. There will be a breakout session because of the radical difference in cost between liberal arts degrees, MBAs, medical school, dental school, etc.
   1. Taking a cold, hard look at the cost of grad/professional school
   2. How will you pay?
      a. Does the school offer paid teaching assistantships/internships?
      b. Cost of living in the area
      c. How much will you realistically need to take out in loans?
      d. Scholarship possibilities
   3. How do you balance ranking and cost?
   4. Weighing the cost of the program and the earning potential of the degree
   5. Living with debt: how much is too much?
   6. **An analysis of one program: its cost, your loan amount, living expenses, student debt, monthly payments

IV. Identifying and Choosing Schools and Programs
We will refer students to the faculty member best suited to answer their specific questions (e.g. David Bailey is the pre-med advisor). However, we will also encourage them to contact other resources, including SNC grads.

1. How to identify the schools/programs that best correspond to your needs, your application, and your budget
2. Resources on and off campus that can help
3. Researching the specifics about programs and professors: why and how
4. **Research, list, and create a comparison table of schools that you will apply to (number depends on area of study)**

V. **Recommendation Letters**

The Faculty Honors Committee believes this unit to be crucial. Students will see the forms/questions/templates that faculty must respond to when asked for a letter of recommendation; they will also see/discuss actual letters – both excellent letters and others. Not only will they be encouraged to reflect on their relationships with faculty in their majors/minors, they will be encouraged to seek their advise about their involvement in the College and their program (are they over-committed? What activities or projects contribute most to their cv? How do they choose where to put their energy?)

1. What questions do programs/schools ask recommenders?
2. Read, review, and discuss actual letters of recommendation
3. What are the characteristics of an outstanding letter?
4. Assess your relationship with your professors; have you built an adequate foundation for your request? What might you do to enhance her understanding of your strengths?
5. Identifying your best advocate
6. **Write the recommendation letter you would like to have in your application packet; make a strategic plan**

VI. **The Personal Statement**

Although their personal statement will need to be changed by the time they actually apply, this exercise will serve them well. Personal statements can make or break an application, and the composition of an excellent statement is more involved and time-consuming than most expect.

1. What is the personal statement and why do you need one?
2. How important is the personal statement?
3. What’s an excellent personal statement look like? A mediocre one?
4. How long does it take to write one?
5. **Write a personal statement**

VII. **Applying, Interviewing, and Following Up**

While this varies from program to program and school to school, interviews are becoming more and more common, and students will need to decide whether or not to attend (schools rarely offset any of the cost), the relative importance of the interview, and what to expect if they attend an interview. They should also understand that while the school is evaluating them, they should be evaluating the school.

1. How many schools should you apply to?
2. Typical timeline for responses
a. Coping with the waiting game
b. When and how to inquire
3. Yes, No, and Maybe, and how to respond
   a. When “no” means “no”
   b. If the school says “you look good but…”
4. Interviews! Do you have to go? Who pays? How long is an interview? What are they looking for? What should YOU be looking for?
5. **Mock interviews

VIII. Plan B
Student life staff agree that this is arguably the most important unit. Students (and their families) are often shocked and emotionally devastated when they are not admitted to professional school/do not get sufficient aid from a grad school. They have often made significant, concrete plans based on the assumption that they will be accepted/attend a certain school. We hope to prepare them for the possibility that they will NOT be going to medical school, or that they will have to get an internship/a job/further course work before they can re-apply to dental school. We also want to explore the possibility that THEY will change their mind. It’s not unusual for a student to work towards a goal throughout high school and college and then discover that they no longer want to pursue that career or area of study or lifestyle.
   1. Why you need a Plan B (and C and D)
   2. Discussion with near-peers who have had to go to Plan B (or have had to scramble to make one)
   3. How to discuss your Plan B with your family, friends, and s.o.
   4. Staying confident in rough waters
   5. Why Plan B (or C or D) might prove to be your best option
   6. **Create an alternate plan for post-graduation