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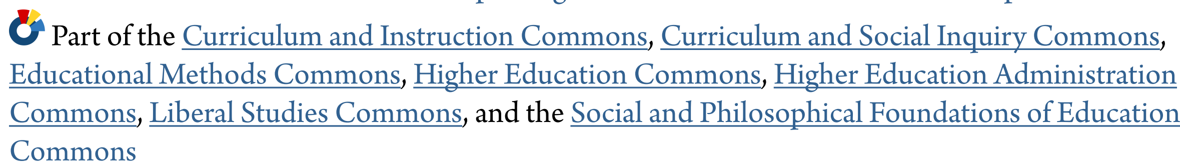
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CHAPTER 1

Where Honors Lives: Results from a Survey of the Structures and Spaces of U.S. Honors Programs and Colleges

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The ninth item on the National Collegiate Honors Council's (2014b) list of "Basic Characteristics of a Fully Developed Honors Program" reads:

> 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. (item 9)

The list of "Basic Characteristics of a Fully Developed Honors College" repeats the ninth characteristic but adds the following sentence: "Where the home university has a significant residential component, the honors college offers substantial honors residential opportunities" (National Collegiate Honors Council, 2014a, item 10). Having space for honors on university and college campuses, ranging from separate honors campuses and academic buildings and residential facilities to study rooms, offices, and lounges, is a key component of the honors experiences offered to students. The members of NCHC have agreed that the excellence of honors programs does not simply lie in how closely courses align to mission statements or how much control administrators have over admissions policies or even how very fine the faculty are who teach in honors: *where* honors instructors, staff, and administrators work and *where* honors students live and work on campus are critical to overall success.

WHAT WE ALREADY KNOW

The existing literature on higher education, campus configuration, and facility design is as rich as the area of research on student residential life. It includes philosophical studies for the existence of various kinds of spaces, arguments for redesigning current spaces, or approaches to rethinking different planning practices, as well as descriptions and full-scale research studies on housing practices such as living-learning communities. While not meant to be a comprehensive list, below are some of the most intriguing voices in these conversations and an entrée into the multi-layered conversation about campus planning and designing physical structures.

Research on facility design and academic physical structures is still not a standard area of intellectual inquiry, but work on how space and place affect student learning and student success overall has picked up steam with the increasing pressures to attract, retain, and graduate students from U.S. universities. Much of the conversation regarding buildings and use of space on campus has focused on the often controversial construction of expensive amenities like new student recreation centers and state-of-the-art residence halls. Charles Carney Strange and James H. Banning (2001) in *Educating by Design: Creating Campus Learning Environments that Work* provide first theoretical and then practical examples of the ways in which campus environments and their uses attract students and parents, do or do not satisfy them as customers seeking services, provide the ability to create communities among the campus population, and work toward either constructing or reconfiguring existing spaces to achieve specific learning outcomes. In other words, Strange and Banning take many of the key questions currently of interest to educators and educational officials and apply them to the living and lived environments of the actual campus: How do they best serve students? How do they create community on campus so that students feel comfortable and stay? How can honors educators help students learn the things they need to learn and teach them the way they need to be taught? How do honors programs and colleges best help them to move beyond the campus and into the work force? Strange and Banning contend:

> As educators acquire a more sophisticated understanding of human environments, they will be better positioned to eliminate those features of institutions that are needlessly stressful or inhibiting, and ultimately to create those features that will challenge students toward active learning, growth, and development. Whether we want them to or not, or whether we understand them or not, educational environments do exert an impact on students. Our preference is to approach the design of these environments with eyes wide open and intentions clearly informed. (p. 4)

Educating by Design is a valuable resource for anyone interested in and compelled to consider how to utilize and envision campus space to achieve the central goals of higher education today.

In 2010, the Learning Spaces Collaboratory (LSC) emerged from two decades of work generated by Project Kaleidoscope, a STEM initiative of the Association of American Colleges and Universities. LSC maintains an interdisciplinary, collaborative body of researchers and designers who, via their robust web presence, cultivate evidence-based research related to learning spaces. The LSC translates the results of "contemporary research and practice in the field into roadmaps for shaping and assessing built environments for learning in the undergraduate setting" (Learning Spaces Collaboratory, n.d.a, About Us section, para. 1). The LSC hosts a website <http://www.pkallsc.org> and numerous webinars to educate educators about how to use learning spaces to facilitate instruction appropriate to a twenty-first-century institution of higher education. Rich with examples of various revised, renewed, or newly constructed learning spaces, the LSC claims as its primary goal:

> To inform the work of campus planning teams with responsibility for shaping, maintaining and renewing undergraduate learning environments—whether the focus be remodeling a single classroom; recycling an outdated library; renovating for interdisciplinary STEM learning and research; redesigning the landscape/greening the campus; imagining, designing, constructing, and maintaining a major new facility; developing/implementing a multi-year agenda for shaping formal and informal learning spaces campus-wide. (Learning Spaces Collaboratory, n.d.b, Vision, Goals, & Strategy section, para. 4)

The LSC offers a constantly updated conversation from a multitude of stakeholders and active participants about the best possible use of space on a college campus, space designed specifically to facilitate the widest bandwidth of learning possible. Of course, as Richard Vaz (2013), Dean of the Interdisciplinary and Global Studies Division at Worcester Polytechnic, notes in his response to a blog

by LSC Principal Jeanne L. Narum (2013) on "Environments for Twentieth-Century Learning": "Through 40 years of project-based learning, [our campus] has found that our students achieve and learn more when they leave our campus to tackle real-world problems, whether on the other side of the planet or simply across town" (Web log comment). It is perhaps ironic, but nevertheless powerful that forward-thinking campus designers may seek to eschew the campus environment entirely, exchanging it for the educational value of the "outside world."

As bloggers, architects, and university facilities planners struggle with the realities and possibilities of the university's built environments, administrators and staffers from the offices of Student Development, Student Life, and Housing work to meet similar learning outcomes via the communities of students who work and/or live on campus. The research on these communities is prodigious; much of it focuses on living-learning community initiatives in which students share residential, academic, and recreational space and time. According to Charles C. Schroeder and Phyllis Mable (1994), co-editors of *Realizing the Educational Potential of Residence Halls*, the increase in college enrollments in the 1960s and 1970s by members of a wider swath of the general population and the attendant increase in residential facilities to house these diverse populations led to the development of "programmatic initiatives [that] reflected renewed efforts to focus on the education of the whole student, highlight connections between academic affairs and student affairs, and incorporate human/student development into the work of both faculty and student affairs staff" (p. 9). Thus, living-learning communities were first born at institutions like the University of Nebraska-Lincoln, Michigan State University, and Stanford University. According to Schroeder and Mable, since residence halls are now considered fair game for the inclusion of programs and curricula that facilitate deeper, better learning on the part of the students who live in them, "residence hall staff must broaden their emphasis from managing and administering facilities to a central focus on creating environments that support and foster student learning. This is the educational challenge facing college residence halls"

(p. 13). Despite a number of studies either relevant to or specifically regarding residential programs and living-learning communities, campus offices of residential life and housing continue to experiment with, assess, and revise the living-learning community model at institutions of all sizes across the U.S. (Astin, 1977; Chickering, 1969; Inkelas, Daver, Vogt, & Leonard, 2007; Pascarella & Terenzini, 1991; Pasque & Murphy, 2005; Pike, 1999; Stassen, 2003; Tinto, 2003; Wawrzynski & Jessup-Anger, 2010; Zhao & Kuh 2004). These residential programs, linked to or designed around a particular academic or student interest area, remain a key high-impact practice for institutions seeking to increase their retention and overall student success rate on their campuses. According to Gary R. Pike (1999), "students in residential learning communities had significantly higher levels of involvement, interaction, integration, and gains in learning and intellectual development than did students in traditional residence halls" (p. 269). While the relevant factors that are key to specific successes vary from study to study, the idea of using residential facilities in conjunction with academics to build community among students is now a foundational assumption for housing on many, if not most university campuses.

While small, a pool of research specifically on honors housing and its relationship to a variety of concerns in honors education does exist. In fact, the question of the spaces honors inhabits appears as some component of most handbooks published by the National Collegiate Honors Council having to do with comprehensive honors education. Samuel Schuman's (2006) *Beginning in Honors: A Handbook* dedicates a section entirely to the question of "Facilities," introducing it in this way:

> At some major universities honors colleges are literally colleges in the physical sense: they have their own offices, classroom space, and residential, study, and extracurricular spaces designated wholly for their use. Small honors programs, in contrast, are much more likely to make do with a file cabinet and a closet. (p. 47)

As far as Schuman is concerned, the most important space to which a new director or dean should attend is the classroom: "perhaps more than any other honors facility, an honors classroom should be first class" (p. 48). Scott Carnicom, K. Watson Harris, Barbara Draude, Scott McDaniel, and Philip M. Mathis (2007) detail the process for designing and assessing such a classroom—the Advanced Classroom Technology Laboratory or "ACT Lab"—on the Middle Tennessee State University (MTSU) campus, as part of their Paul W. Martin Sr. Honors Building. As Carnicom et al. note, "In the spirit of innovation, the institution decided in 2005 to construct and test a new experimental learning space in the Honors building" (p. 121). That space indeed opens up the possibilities for technology use in an "adaptable, enriched, reliable learning environment," offering the campus community an intuitive but technologically empowered space in which faculty can experiment and students can be trained (p. 121). MTSU's ACT Lab includes a "Room Wizard" that schedules and tracks the room's use, thus making possible careful assessment of its employment by a broad range of users. But despite the emphasis in honors on curriculum and Schuman's call that the honors classroom should be first and foremost in the design of any honors-specific building, there is strikingly little other research on honors classroom innovations such as Carnicom and his fellow researchers describe.

In his handbook, Schuman (2006) also sums up popular sentiment regarding honors residential space: "Honors residence halls arouse strong feelings, both pro and con" (p. 49). He notes and argues that the question of whether or not to institute such a facility must be approached campus by campus:

> An honors dorm may be just the thing at one school and a catastrophic mistake at another institution that seems quite similar. Honors residences are perhaps the ultimate illustration of the importance of the principle of designing an honors program customized to the specific needs of particular institutions. (p. 49)

The question of whether or not to pursue such a model on one's campus is indeed the subject of two essays, one by Richard Badenhausen and one by Laura Feitzinger Brown, found later in this volume.

In another NCHC handbook, *Fundrai$ing for Honor$,* Larry R. Andrews (2009) addresses the area of facilities in his discussion about "Developing Transformational Projects," the section of his text that focuses on the largest and most ambitious fundraising efforts. Andrews starts the conversation with a serious caveat as to the willingness of donors to contribute to facility enhancement or development in the first place. "Less attractive than scholarships to many major donors, but still often successful, are improvements to honors spaces" (p. 114). Andrews explains:

> we are thinking about something transformative, not just knocking out a wall, refurbishing a student lounge, or adding an adjacent room to the honors facility. Multi-million-dollar donors are needed for major expansions such as adding a new wing, completely gutting and renovating another existing building, or constructing an entirely new building to house honors. (p. 114)

Andrews' wise and helpful text cautions how one should go about such a project: collecting as much background information as possible regarding other honors facilities, results from student surveys and focus groups, ideas from architects and university facilities planners. Andrews notes that "such a project could be correlated to a move from program to college status" (p. 114) and that the cost of new construction in such a case could be folded into a much larger "ask," resulting in the endowment of the entire college (p. 123). In this situation, Andrews observes, the honors administrator will always work in tandem with the university or college's development office and may even be replaced as the asker by "the university's president [who] may be assigned as point person for the contact, making the case instead of the director, probably in more than one visit" (p. 115).

While Andrews contends that the shift from honors program to honors college may indeed be the moment for a move to a new or improved facility, Peter C. Sederberg's (2008) "Characteristics of the Contemporary Honors College: A Descriptive Analysis of a Survey of NCHC Member Colleges" in *The Honors College Phenomenon*, which he edited, offers the first slice of empirical data that suggests the role of facilities in the configuration of what is now the familiar entity of the honors college. As chair of the NCHC Ad Hoc Task Force on Honors Colleges and an early dean of the University of South Carolina Honors College, Sederberg and his team sent surveys to 68 self-identified honors colleges and compiled the results of the 38 that responded, a compilation that was revised and republished as the second chapter of Sederberg's monograph. Sederberg notes:

> Although only a minority (16) possess their own building and the others (19) reside in a suite of offices in a larger building, not too much can be drawn from these data. For example, being confined to a dilapidated house on the fringes of campus is not self-evidently better than a renovated suite in a centrally located building. (p. 34)

Happily, Sederberg adds, "none of our respondents indicated that they were located in [a] 'cave next to the boiler room'" (p. 34). Sederberg points out that fewer than 50% of the respondents could boast for their college an honors student lounge/reading room (45.7%), an honors IT center (40.0%), or even honors class or seminar rooms (37.1%) (p. 34). Honors residential spaces, on the other hand, were "widespread" with over 90% of the colleges reporting that they offered some kind of residential honors component and over 70% indicating that their college offered residential opportunities throughout the four expected years of undergraduate study (p. 34). Sederberg concludes this part of his discussion about the effects of becoming an honors college by noting:

> our respondents indicate that the transformation from program to college generally contributed to improved facilities.

> Of the 31 answering our summary question, 24 (77.4%) indicated a "great" improvement while 5 (16.1%) agreed that some improvement occurred. Only two reported "little or no" improvement. (p. 34)

While not developed specifically to verify Sederberg's findings, the study below does provide findings that offer an interesting coda to this observation in Sederberg's study.

More specific research and commentary on the question of honors residential spaces and the programming that occurs there exists, but is scant. Nancy L. Reichert's (2007) "The Honors Community: Furthering Program Goals by Securing Honors Housing" appeared in *Honors in Practice* and essentially offers a case study of the author's strategy for re-securing honors housing on her campus at Southern Polytechnic State University. She notes that her goal was to "bring honors housing back to campus after a private housing operation was given control over all campus housing," a situation not uncommon on state campuses today where demands for improved living spaces on campuses seeking to maintain their competitive edge in a shrinking market of traditional-age students have surpassed state budgets for new buildings (p. 111). Reichert's objective in her piece is to offer by way of her own example a strategy for other directors also seeking to make the case that providing housing is critical to the success of their honors program. As part of the argument she made for her administration, Reichart surveyed the NCHC membership via the NCHC listserv. Of the 43 responses she received, 74% of those institutions offered honors housing (p. 115). Of that group, 97% felt that honors housing was "important to very important for building community in honors programs," 66% "found honors housing to be important to very important for recruitment," and 55% "agreed that honors housing was important to very important to student success in college" (p. 115). Reichert writes: "The data I collected from the survey proved to be invaluable" (p. 115), and although her own battle to re-secure honors housing on her campus was far from won at the end of the piece, she came away from her own struggle more fully aware that "several institutions have worked quite hard to document the benefits

of honors housing for honors students" and that "this information needs to be better documented for the larger honors community" (p. 119).

In his "Residential Housing Population Revitalization: Honors Students," David Taylor (2007) uses the process of "benefit segmentation" to parse the "perceived benefits or characteristics" of a new residence hall complex as determined via an historical study of the housing habits of honors students on that campus before and after the new complex opened (p. 96). Taylor writes:

> Statistically, the recent addition of the honors residence hall complex positively affected the number of high-ability students living on campus. Many of these high-ability students are now living in a homogenous environment that provides the opportunity to increase social integration. Social integration in turn increases institutional commitment, which has been shown to be linked to persistence. . . . (p. 96)

As Taylor's study shows, even when the university's overall on-campus population declined, the number of honors students living on campus increased by 15%, an event he attributes to the opening of the new honors residential complex (p. 95). Taylor concludes:

> As this study indicates, there is empirical support for the concept that a new facility encourages students to live on campus and can create a more vibrant academic community populated by honors students. For those administrators interested in ways to expand and promote their honors program, facility improvements can accomplish programmatic revitalization. (pp. 96–97)

Taylor's study is clearly geared toward honors administrators hungry for data that can support their honors work. Greig M. Stewart (1980) and Anne N. Rinn (2004), though, have both produced studies that seem more intellectually disinterested and therefore differently interesting.

Stewart's 1980 study, "How Honors Students' Academic Achievement Relates to Housing," looks at residents of an honors housing complex that was formally established in 1977 at the University of Maryland, College Park. Stewart contends that while earlier studies verify that students living in residence halls tend to be more likely to earn a bachelor's degree and a higher GPA than those not living in on-campus housing, studies focusing on high-achieving students or honors students have not been as clear. Looking at 74 full-time general honors students in 1977 and 1978, Stewart concludes that the residence of the specific honors units was not a "significant factor" in relation to the students' GPA (p. 28).

Rinn, Associate Professor of Educational Psychology at the University of North Texas and an honors student herself during her undergraduate years, has researched the successes of various academic initiatives in relation to gifted and talented students in both secondary and post-secondary education. While noting the plentiful evidence supporting the idea that the residential environment of students plays a significant role in their academic achievement at that institution, Rinn (2004) indicates that, as is the case in general when considering gifted college students, little research exists on honors students' overall academic success vis-à-vis their housing situation. Rinn takes into account a wide range of educational studies and raises important theoretical points including whether the combination of increased "environmental press" thought to especially affect honors students and the potentially isolating environment of an honors-designated residence hall may lead to a better or worse campus experience. In the end, Rinn raises more questions than she answers:

> While living in an honors residence hall can influence the academic achievement of gifted college students, the social effects are arguably controversial. Honors students living in honors residence halls are able to form a common group identity, but they may also engage in self-segregation, the formation of narrow peer groups and reference groups, and they may experience isolation from the rest of the campus.

> It is uncertain whether the potential benefits of living in an honors residence hall outweigh the potential costs. (p. 76)

While Rinn's study potentially problematizes assumptions about the benefits of honors housing that the national honors community has codified in the NCHC list of the "Basic Characteristics of a Fully Developed Honors Program," she herself calls for more research to flesh out the questions she poses: "Empirical findings could provide more solid evidence regarding the academic and social effects of living in an honors residence hall and could assist researchers, honors college administrators, and others in the improvement of collegiate honors education" (p. 76).

All of these studies indicate an important conversation that shows that members of the honors community clearly care about both where honors programs and colleges reside and what that space may or may not contribute to the educational communities that they are trying to create. Nevertheless, this conversation has lacked until now a thorough picture or survey of where honors lives on a national scale.

THE SURVEY

In the spring of 2012, Director of the Eastern Kentucky University (EKU) Honors Program Linda Frost, Associate Director of EKU Honors and Associate Professor of Statistics LisaW. Kay, and EKU honors student research assistant Aaron Ash conducted a survey of all NCHC-member programs and colleges and an additional group of non-NCHC-member institutions. (See the Appendix.) This survey was designed as a census, collecting general information regarding the facilities that exist at these honors programs and colleges. Out of the 1,012 institutions contacted, 421 responded, giving a 42% response rate. Because the survey gathered incomplete census data and did not take a random sample, inferential procedures are inappropriate here; there will be no discussion of confidence intervals or hypothesis tests and therefore no discussion of confidence levels, margins of error, or significance levels. One of the limitations of this study that hinders the use of inference is that

the sample may not be representative of all honors programs and colleges because nonrespondents may differ from respondents with respect to the variables of interest. While not conclusive, the data set still offers interesting insights into the national picture of where honors lives.

The respondents provided general demographic information—the name of their institution, their honors college or program, the title of the person in charge of that program or college, and the number of students (in terms of intervals, beginning with 0 and ending with more than 1000) enrolled there. The survey then asked specific questions about the kinds of space utilized by and relegated to honors on their individual campuses. Has honors been given any space on campus, and if so, what kind of space? The categories included the following: an honors center that includes administrative offices and classrooms in one complex; an historic building designated for honors use; a newly constructed building designated specifically for honors use; a renovated building; a section in a larger building that honors shared with other units; something completely different. The survey asked about the number of offices and classrooms designated for honors use on the respondent's campus. It also asked about whether institutions had multi-use programming space, how many people it could hold, and the types of events held there. Other questions concerned who had administrative control over this space and whether or not students had keyed or 24-hour access to it.

Questions about residential space mirrored the ones asked about honors administrative and academic space, such as if respondents had residential space designated for honors students on their campuses, and, if so, what type. The options here included an honors-only residence hall, an honors wing or wings in a shared residence hall, scattered rooms throughout a single building, no residential space designated for honors, or something else entirely. If the respondents indicated that their campus had honors residential space, then they could select the description that would best describe what they had: on-campus apartments, suites, double-corridor style dormitories with double or single rooms, or something

else. If the respondents noted that they had honors-designated space, as over 50% of the respondents did, the survey also asked if they had any faculty-living-in-residence with their honors students; follow-up questions gathered additional details: how many family members historically had been in those residences, who selected them and how long they were contracted to stay, and whether or not those programs permitted family pets of the cat and dog variety.

Although fairly comprehensive in its questions, the survey unfortunately did not define terms for the respondents. For example, what is a suite to one director may well be an apartment to another. The lack of common terminology potentially problematizes some of the results although we did follow up to clarify particularly confusing responses. While the survey asked if the respondents' programs or colleges had an honors center with administrative offices, classrooms, and programming space, it did not ask specifically if honors occupied a stand-alone, honors-only building. The survey could also have been more explicit about asking if respondents identified as either an honors college or an honors program or as something—an honors academy, an honors school—in between. Similarly the survey needed to ask more explicitly if respondents came from a two- or four-year institution.

Because of the focus on the structures themselves, the survey did not inquire about specific programming in the spaces other than that intimated by the presence of faculty-living-in-residence. It would have been interesting, though, given the concerns covered in other areas of this monograph, to know more about respondents' programming in their respective residential spaces, especially their living-learning communities. For that matter, it would have been interesting to discover if programs and colleges with discrete honors buildings had assessment plans with learning outcomes designed specifically for those facilities, whether they were residential or not.

Finally, the survey avoided asking respondents about their opinions regarding the spaces and structures they occupy on their individual campuses. And although the value of these opinions would be questionable since most administrators would want more

or better space on their campus for their honors community, it would have been interesting to know how many respondents actually felt that their housing needs or office needs were adequately being met. While the intention of this survey was not to determine the satisfaction of honors staff with their rooms and views, it would have been of interest at the end of the day to have that information and compare it to the rest of the data collected.

THE SURVEY RESULTS

Of the 421 total respondents, 93 self-identified as "honors colleges," 318 as "honors programs," and 10 as "other" (honors academies, honors communities, or schools of honors). Given the current interest in honors colleges and honors programs in the U.S. and the perceived or actual advantages or disadvantages of being one or the other, we decided to analyze the data to see how respondents from these different honors entities compared. Because of their relatively small number, the data collected from those entities named something other than a "program" or a "college" were not separately summarized, although that information is included in summaries of the entire group.

Of the 421 respondents, 340 or 81% of them said that their institutions specifically dedicated space to honors. This news is good because it indicates that a sizeable group of honors programs and colleges indeed have space allocated for their use.

Overall, 97% of the respondents from honors colleges stated that they had dedicated space for honors on their campuses while only 76% of the responding honors programs said the same. When dedicated honors space status was examined for responding programs and colleges at the reported sizes of student population—0–200, 201–400, 401–600, 601–800, 801–1000, or over 1000—two things became apparent. Of the honors colleges serving more than 200 students, all of them—100% or 76 out of 76—indicated that they have dedicated space for honors. This situation was not true, however, of the colleges with fewer than 200 students. Moreover, of the programs with more than 200 students, only 86% (102 out of 119)

reported having dedicated space for honors. At least in this example, being a college clearly has its advantages.

The following are the kinds of honors facilities specifically identified in the survey: an honors center that includes administrative offices and classrooms in one complex, an historic building dedicated for honors use, a building newly constructed for honors, a building renovated for honors, and an honors section in a shared university building. Respondents could and did check as many of these as were relevant on their campuses, so the numbers here must be understood in that context. The results, as summarized in Table 1, indicate that having dedicated honors space in a newly constructed building is not common. Over half of those respondents who said they had space dedicated to honors academic or administrative use on campus indicated that they had an honors section in a shared building. Many of those who selected "Other" indicated that they had offices, classrooms, or lounges dedicated to honors; some respondents said they had a single room or even a shared room for honors use. These answers clearly indicate that a room or office suite for honors is much more of a reality on most campuses than is an entire honors building.

Honors college respondents were more likely than program respondents to have honors centers, historic buildings, newly constructed buildings, and renovated buildings. Table 2 summarizes the responses from the honors college and program respondents. The honors colleges represented in the survey were more likely than the honors programs to have what appears to be their own building. Of the 21 colleges that indicated that they had space in an historic building, only 4 of them selected the shared building option, while 9 of 25 programs with space in an historic building indicated their space was shared. (Of course, having an historic building may or may not be a positive thing. As one respondent quipped, "By 'historic' I mean old and crappy.") All 13 of the colleges with space in a newly constructed building appeared to have their own building, but 2 of the 8 programs that had space in a new building were in a shared space. Colleges and programs fared similarly with regard to sharing renovated buildings: while 18 of the 24 colleges with

Table 1: Types of Spaces and Structures Dedicated to Honors Academic and/or Administrative Use

Type of Space/Structure	No. Institutions (% of Institutions, $n = 421$) (% of Institutions with Dedicated Honors Space, $n_s = 340$)
Honors center	88 (20.90%) (25.88%)
Historic building	46 (10.93%) (13.53%)
Newly constructed building	21 (4.99%) (6.18%)
Renovated building	55 (13.06%) (16.18%)
Honors section in a shared building	184 (43.71%) (54.12%)
Other	87 (20.67%) (25.59%)

Note. Some of those who responded yes to the initial space question may have understood the question to include honors residential space (an area covered later in the survey). Some respondents appeared to use "Other" simply to clarify.

space in a renovated building had a building to themselves, 22 of the 28 programs indicated the same. As Table 2 reveals, honors programs are just a bit more likely than honors colleges to house at least part of their program membership and staff in a shared section of a building—approximately 44% of the programs indicated that this situation characterized the space dedicated to honors on their campus while 41% of colleges noted they were housed in such a space.

The survey asked if respondents had classrooms dedicated to honors use on their campus and, if so, how many. If the institutions reporting that they did not have space dedicated to honors academic or administrative use do not have any honors classrooms, then over half of the 421 respondents have no classrooms dedicated for honors use, and only roughly 39% of the respondents had 1 to 3 classrooms dedicated to honors. Furthermore, nearly 41% of the 340 respondents who said they had dedicated honors spaces indicated that they had no classrooms dedicated for honors use. Table

Table 2: Types of Spaces and Structures Dedicated to Honors Academic and/or Administrative Use by College/Program

Type of Space/ Structure	No. Colleges (% of Colleges, $n_c = 93$) (% of Colleges with Dedicated Honors Space, $n_{cs} = 90$)	No. Programs (% of Programs, $n_p = 318$) (% of Programs with Dedicated Honors Space, $n_{ps} = 241$)
Honors center	38 (40.86%) (42.22%)*	49 (15.41%) (20.33%)
Historic building	21 (22.58%) (23.33%)	25 (7.86%) (10.37%)
Newly constructed building	13 (13.98%) (14.44%)	8 (2.52%) (3.32%)
Renovated building	24 (25.81%) (26.67%)	28 (8.81%) (11.62%)
Honors section in a shared building	38 (40.86%) (42.22%)	140 (44.03%) (58.09%)
Other	18 (19.35%) (20.00%)	67 (21.07%) (27.80%)

*There were 38 college respondents who reported having an honors center. Thus, 38/93 × 100% ≈ 40.86% of all responding colleges reported having an honors center, and 38/90 × 100% ≈ 42.22% of responding colleges with dedicated honors space reported having an honors center. Other percentages in Table 2 and other tables were computed similarly.

3 summarizes responses to the survey question regarding classrooms. Very few—a total of only 39 respondents—had more than 3 classrooms set aside specifically for use by honors.

If it can be assumed that the respondents who indicated they did not have space dedicated to honors academic or administrative use had no honors classrooms, roughly 25% of honors colleges had 0 classrooms dedicated for honors use while over 60% of honors program respondents had no classrooms dedicated to honors. Table 4 summarizes the data for number of classrooms by college/program

Table 3: Number of Classrooms Dedicated to Honors Use

No. Classrooms	No. Institutions (% of Institutions, $n = 421$)	No. Institutions among Those with Dedicated Honors Space (% of Institutions with Dedicated Honors Space, $n_s = 340$)
0	219 (52.02%)	138 (40.59%)
1–3	163 (38.72%)	163 (47.94%)
4–6	28 (6.65%)	28 (8.24%)
7–9	3 (0.71%)	3 (0.88%)
10 or more	8 (1.90%)	8 (2.35%)

status. As Table 4 illustrates, the honors college respondents again painted a more rosy resource picture for their campuses than the honors program respondents. Nearly half of the programs that said they had space on campus dedicated to honors did not have any honors classrooms.

Table 5 provides a summary of the distinguishing features of the classrooms for the 202 respondents who indicated they had at least one designated honors classroom. Clearly movable tables and chairs are fairly standard in these honors classrooms. Projectors are very common, and even Smart Boards are available in many classrooms.

The survey also gathered information about honors-dedicated office space. The operative assumption is that respondents who said they did not have space dedicated for honors academic or administrative uses did not have any honors offices. Only about 23% of the respondents had no offices dedicated to honors, while nearly half of the respondents had 1–3 honors offices. The data on honors offices appear in Table 6. Respondents who noted they had some space dedicated to honors use were much more likely to have offices allocated for their use than they were classrooms: of the 340 institutions that claimed to have dedicated honors space, almost 96%

Table 4: Number of Classrooms Dedicated to Honors Use by College/Program

No. Classrooms	No. Colleges (% of Colleges, $n_c = 93$)	No. Colleges among Those with Dedicated Honors Space (% of Colleges with Dedicated Honors Space, $n_{cs} = 90$)	No. Programs (% of Programs, $n_p = 318$)	No. Programs among Those with Dedicated Honors Space (% of Programs with Dedicated Honors Space, $n_{ps} = 241$)
0	23 (24.73%)	20 (22.22%)	193 (60.69%)	116 (48.13%)
1–3	45 (48.39%)	45 (50.00%)	114 (35.85%)	114 (47.30%)
4–6	16 (17.20%)	16 (17.78%)	9 (2.83%)	9 (3.73%)
7–9	3 (3.23%)	3 (3.33%)	0 (0.00%)	0 (0.00%)
10 or more	6 (6.45%)	6 (6.67%)	2 (0.63%)	2 (0.83%)

Table 5: Distinguishing Features of Honors Classrooms

Feature	No. Institutions (% of Institutions with at Least One Honors Classroom, $n_{cl} = 202$)
Smart Boards	63 (31.19%)
Projectors	150 (74.26%)
Computer stations	91 (45.05%)
Movable desks	81 (40.10%)
Movable chairs	182 (90.10%)
Movable tables	162 (80.20%)

Table 6: Number of Offices Dedicated to Honors Use

No. Offices	No. Institutions (% of Institutions, $n = 421$)	No. Institutions among Those with Dedicated Honors Space (% of Institutions with Dedicated Honors Space, $n_s = 340$)
0	96 (22.80%)	15 (4.41%)
1–3	202 (47.98%)	202 (59.41%)
4–6	50 (11.88%)	50 (14.71%)
7–9	32 (7.60%)	32 (9.41%)
10 or more	41 (9.74%)	41 (12.06%)

Note. One program indicated in a note under a question regarding residential space that it had an office, so its record was updated to reflect that information.

had at least one office while approximately 59% had at least one classroom.

Table 7 illustrates the tendency of responding colleges to have more resources than responding programs. Very few colleges had no office space; in fact, all of the colleges that reported having

Table 7: Number of Offices Dedicated to Honors Use by College/Program

No. Offices	No. Colleges (% of Colleges, $n_c = 93$)	No. Colleges among Those with Dedicated Honors Space (% of Colleges with Dedicated Honors Space, $n_{cs} = 90$)	No. Programs (% of Programs, $n_p = 318$)	No. Programs among Those with Dedicated Honors Space (% of Programs with Dedicated Honors Space, $n_{ps} = 241$)
0	3 (3.23%)	0 (0.00%)	92 (28.93%)	15 (6.22%)
1–3	28 (30.11%)	28 (31.11%)	167 (52.52%)	167 (69.29%)
4–6	19 (20.43%)	19 (21.11%)	30 (9.43%)	30 (12.45%)
7–9	16 (17.20%)	16 (17.78%)	16 (5.03%)	16 (6.64%)
10 or more	27 (29.03%)	27 (30.00%)	13 (4.09%)	13 (5.39%)

dedicated honors space said they had at least one office. On the other hand, approximately 29% of programs indicated that they had no offices for honors, and roughly 6% of programs with dedicated honors space on campus had no office space. At the other end of the spectrum, nearly a third of colleges said they had at least 10 offices, but only a small proportion of programs could make such a claim.

When respondents were asked if they had programming space set aside for honors use, a space seating anywhere from 1 to more than 400 people where honors meetings, orientations, and social events took place, only 58% or 243 of the 420 respondents who answered the question said they had such space; 75 (81%) of the 93 honors colleges indicated they had programming space, while 161 (51%) of the 317 programs that answered the question said they had programming space.

Of the 242 respondents who answered the question regarding the capacity of their programming space (one of the 243 institutions that claimed to have programming space did not answer the question about capacity), the vast majority of them indicated the space would hold either 0 to 100 people or 101 to 200 people. Only 16 (7%) said their space would hold over 200 people (with only 1 out of the 16 saying that the space would hold over 400 individuals). Table 8 summarizes responses to this question for all respondents, as well as colleges and programs. While approximately 89% of the honors programs reporting programming space capacity indicated their space would hold no more than 100 individuals, clearly honors colleges were more likely than programs to have a programming space that holds more than 200 people.

Respondents also provided information regarding the kinds of activities for which they use their programming space; they could select any and all options that were relevant. The most commonly stated use of programming space among the 242 respondents who responded to the question was social or cultural events at approximately 82%. Table 9 summarizes the data related to the uses of these spaces. While under 40% of responding institutions said they use their programming space for non-honors events or activities,

Table 8: Honors Programming Space Capacity

Programming Space Capacity	No. Institutions (% of Institutions Reporting Programming Space Capacity, $n = 242$)	No. Colleges (% of Colleges Reporting Programming Space Capacity, $n_c = 75$)	No. Programs (% of Programs Reporting Programming Space Capacity, $n_p = 160$)
0–100	197 (81.40%)	49 (65.33%)	142 (88.75%)
101–200	26 (10.74%)	15 (20.00%)	10 (6.25%)
201–300	9 (3.72%)	5 (6.67%)	4 (2.50%)
301–400	6 (2.48%)	4 (5.33%)	2 (1.25%)
More than 400	1 (0.41%)	0 (0.00%)	1 (0.63%)
I don't know	3 (1.24%)	2 (2.67%)	1 (0.63%)

Table 9: Functions of Honors Programming Spaces

Activity	No. Institutions (% of Institutions Providing Information about Functions of Programming Space, n_{ps} = 242)
Administrative meetings	177 (73.14%)
Program-wide or college-wide meetings	130 (53.72%)
Orientations and/or advising sessions	172 (71.07%)
Social or cultural events	198 (81.82%)
Non-honors events or activities	95 (39.26%)
Other	54 (22.31%)

all of the other specific functions were selected by a majority of respondents. Under "Other," quite a few respondents indicated that their space was used as a study lounge, and several said that classes sometimes met in the space.

The survey also asked whether any non-honors activities take place in their programming space and, if so, who approves the use of the space. Table 10 describes the responses to this question. (One of the 243 institutions that claimed to have programming space did not answer the question about approval of non-honors events occurring in the space.) The most frequently reported response of "honors program or college head" was given by roughly 45% of respondents; only 1 institution responded with "honors advisory board."

Of the 242 respondents who answered the question regarding student access, 150 (62%) of them said that their students did not have keyed access to this central programming space outside of regular office hours. In fact, only 89 or 37% of the responding programs and colleges allowed their students such access. (Note that

Table 10: Approval of Non-Honors Events Occurring in Honors Programming Spaces

Entity in Charge of Granting Approval	No. Institutions (% of Institutions Providing Information about Approval of Non-Honors Use of Programming Space, $n_{ps} = 242$)
Honors program or college head	110 (45.45%)
Honors advisory board	1 (0.41%)
Non-honors supervisory entity in the academic building	25 (10.33%)
Non-honors events do not occur in the space	64 (26.45%)
Other	34 (14.05%)
I don't know	8 (3.31%)

3 respondents answered "I don't know" to the question regarding whether students have keyed access, and 1 of those claiming programming space did not answer the question about student access.) Of the 89 respondents who said their students had keyed access to the programming space, 57 or 64% said that all of their students had such access, 22 (25%) said "only a select few" were given this privilege, and 10 of them (11%) said that only the students living in the adjoining residential space had keyed access.

The results of the question about the types of residential space dedicated to honors students on their campuses focus solely on the honors programs and colleges *not* located in community colleges, although at least one community college indeed offered residential space to honors students. Of the 355 respondents who answered the question about residential space and were not from a community college (one of the 356 non-community-college respondents

did not answer the question), 98 (28%) answered that they did not have residential space designated for honors on their campus, and 72% or 257 said their campuses offer honors-specific housing for their students. (Several comments, however, indicated that some of these housing options were only marginally specific to honors.) Table 11 summarizes the kinds of residential space listed by the non-community-college respondents.

These data show that while 91% of the reporting colleges—82 of 90—said they did have honors residential space, only 66% or 171 of the 260 honors program respondents had such space. This situation is hardly a clear win for honors, however, because the benefit of segregating honors students in residence halls remains a debatable point, one discussed in the existing literature and in some of the forum pieces included in this monograph.

Respondents checked all the types of residential models that were designated specifically for honors students on their campus. Table 12 summarizes these results. Of the 257 respondents who indicated that they had honors residential space, over half said they had corridor-style rooms (doubles), the most common of the types of residential models here.

Finally, the survey revealed that the presence of faculty-living-in-residence programs is understandably rare; the novelty of such programs makes them interesting. No respondents without discrete honors residential space responded "yes" to the presence of a faculty-living-in-residence program. Of the 257 who indicated that they had honors residential space, just 36 or 14% said they have had or currently have programs in which faculty live in residence with students. Of those 36 respondents, only 11 (31%) indicated that children had also lived in the space, with 10 (28%) of the 36 saying that pets had also been allowed in the residence. While no more than a single dog was reported as living in any single space at one time, apparently 3 cats lived with one faculty member in residence. Of the 36 respondents who provided information regarding the contract length of their faculty in residence, 11 answered "1 academic year," 6 answered "2 academic years," 4 answered "3 academic years," 7 answered "Other," and 8 answered "I don't know."

Table 11: Types of Honors Residential Space

Type of Residential Space	No. Institutions (% of Non-Community-College Institutions Responding to Residential Space Question, $n = 355$)	No. Colleges (% of Non-Community-College Honors Colleges Responding to Residential Space Question, $n_c = 90$)	No. Programs (% of Non-Community-College Honors Programs Responding to Residential Space Question, $n_p = 260$)
Honors-only residence hall	73 (20.56%)	38 (42.22%)	34 (13.08%)
Honors wing in a shared residence	128 (36.06%)	29 (32.22%)	99 (38.08%)
Scattered rooms/a single building	17 (4.79%)	1 (1.11%)	15 (5.77%)
Other*	39 (10.99%)	14 (15.56%)	23 (8.85%)
No designated honors space	98 (27.61%)	8 (8.89%)	89 (34.23%)

*Two of the programs that selected “Other” indicated in their comments that they did not have designated honors space, so they were counted in the “No designated honors space” category.

Table 12: Types of Honors Residential Models

Type of Residential Model	No. Institutions (% of Non-Community-College Institutions with Honors Residential Space, n_r = 257)
Apartments	36 (14.01%)
Suites	105 (40.86%)
Corridor-style rooms (doubles)	146 (56.81%)
Corridor-style rooms (singles)	58 (22.57%)
Other	40 (15.56%)
I don't know	7 (2.72%)

CONCLUSION

While much information can be gleaned from this rich data set, one finding is clear: honors college respondents tend to have more and better spaces than do honors program respondents. Whether becoming a college actually helps an honors unit acquire space on campus leads to the proverbial chicken-or-egg issue; it is entirely possible that the types of institutions that tend to have honors colleges may also tend to have more resources in the first place. Perhaps there is something about being designated a college that suggests an attendant separate physical entity. Regardless, at least within the group of honors entities that responded to this survey, a clear association exists between college/program status and the possession of dedicated honors space. At least in this regard, this study aligns with the research Sederberg conducted in 2004 regarding the tangible and perceived benefits of converting to or creating an honors college.

According to the recent "Definition of Honors Education," NCHC (2013) now states that honors colleges, programs, or other-named entities provide "opportunities for measurably broader, deeper, and more complex learning-centered and learner-directed

experiences for its students than are available elsewhere in the institution" (para. 1). What honors administrators individually and organizationally care about first and foremost in honors is the educational experience they offer to students. Research shows that honors students retain and graduate at higher numbers than their non-honors counterparts at their institutions and that they go on to do great things once they graduate—gaining access to the best graduate and professional schools, landing spots at the best agencies and companies, and participating in significant service entities such as the local women's shelter or the Peace Corps.

Although Schuman notes in *Beginning in Honors* that the honors classroom should be top-notch, he also indicates that "providing some sort of gathering place or lounge adjacent to an office space is a real boost for an honors program" (p. 47). Despite the priority of academics, honors administrators do not focus on the conventional learning space, the classroom, when they reflect on the kinds of space honors occupies on university and college campuses. Indeed, the data show that the kinds of spaces for which honors administrators are presumably most likely to fight and that they are most likely to finally obtain are those that contribute to the creation of community in an honors environment. While that community is often supported by the institution's willingness to house honors students together where such a model makes sense, it is the honors leadership that first and foremost creates that community. Perhaps this situation explains why even though fewer than half of the respondents indicated they had classrooms designated for honors use, almost 60% said they had designated programming space. More striking of course is that of the 81% of respondents who said they had space designated specifically for honors use on the campus, 95.59% reported having at least one office for honors on their campus.

Of course, an office can be many things. As Schuman notes, an honors office is a place to store records and maintain lists of prospective students. It is a place where an honors administrative assistant can handle glitches with priority registration or honors class schedules. It is also, as one honors director explained, where

the annual honors student luau is held, where distraught honors students can process major life decisions with the director, where student achievements are celebrated, and where new recruits are greeted. The honors office is a place where the honors community can begin and is certainly the most omnipresent and universally held location for honors anywhere. And perhaps this insight is the most important, if unsurprising take-away from this research: to wit, honors spaces enable and shape honors communities.

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APPENDIX

The Survey

Thank you for your participation in this survey regarding the allocation and use of space and structures for honors at your institution; the survey should take less than 10 minutes to complete. We greatly appreciate your participation in our study, the results of which will be compiled in a monograph proposed for publication by the National Collegiate Honors Council. If you are not a member of NCHC and would like the results of the survey sent to you, please contact <linda.frost@eku.edu>. All information you choose to share is completely confidential and will be viewed only in the aggregate. This study constitutes the first comprehensive account of the kinds of structures designated for honors use in the U.S. Again, thank you for your assistance in gathering this information.

What it the name of your institution?

____

What is the name of your honors program/college?

____

What is the title of your honors program/college head?

❐ Dean

❐ Director

❐ Other (please specify) ____________________________

Approximately how many students are enrolled in your honors program/college?

❐ 0–50

❐ 51–100

❐ 101–200

❐ 201–300

❐ 301–400

- ☐ 401–500
- ☐ 501–600
- ☐ 601–800
- ☐ 801–1000
- ☐ More than 1000

Do you have space on your campus dedicated to honors academic and/or administrative use?

- ☐ Yes
- ☐ No

What spaces and structures are dedicated to honors academic and/or administrative use on your campus? (Check all that apply.)

- ☐ Honors center that includes administrative offices and classrooms in one complex
- ☐ Historic building designated for honors use
- ☐ Building newly constructed for honors
- ☐ Building renovated for honors
- ☐ Honors section in a shared university building
- ☐ Other (please specify) ________________________

How many offices for honors use do you have?

- ☐ 0
- ☐ 1–3
- ☐ 4–6
- ☐ 7–9
- ☐ 10 or more

How many classrooms do you have?

- ☐ 0
- ☐ 1–3
- ☐ 4–6
- ☐ 7–9
- ☐ 10 or more

What distinguishing features do these classrooms have? (Check all that apply.)

☐ SMART Boards

☐ Projectors

☐ Computer stations

☐ Movable desks

☐ Movable chairs

☐ Movable tables

☐ I don't know

☐ Other (please specify) ______________________________

Which best characterizes your honors residential space?

☐ Honors-only residence hall

☐ Honors wing(s) in a shared residence hall

☐ Scattered rooms throughout a single building

☐ No designated honors living space

☐ Other (please specify) ______________________________

Which of the following residential models are designated specifically for honors students on your campus? (Check all that apply.)

☐ Apartments

☐ Suites

☐ Corridor-style rooms, doubles

☐ Corridor-style rooms, singles

☐ I don't know

☐ Other (please specify) ______________________________

Has a faculty member ever lived in residence in your honors residential facility?

☐ Yes

☐ No

☐ I don't know

Who lives or has lived in the faculty living space? (Check all that apply.)

☐ Faculty member

☐ Faculty spouse/partner

☐ Children

☐ I don't know

What is the greatest number of children who have lived in the faculty living space at one time?

☐ 0

☐ 1

☐ 2

☐ 3

☐ 4

☐ More than 4

☐ I don't know

Are pets allowed in the faculty living space?

☐ Yes

☐ No

☐ I don't know

What is the greatest number of pets who have been housed at one time in the faculty living space?

	Number
Dogs	________
Cats	________
Other	________

If other (please specify) ______________________________________

How long does the contract last for the faculty-in-residence?

☐ 1 academic year

☐ 2 academic years

☐ 3 academic years

☐ I don't know

☐ Other (please specify) ________________________

Who selects the faculty member living in residence?

____

Any comments about the faculty-in-residence program at your institution?

____

____

____

Do you have dedicated honors programming space?

☐ Yes

☐ No

Approximately how many people can your facility's space hold?

☐ 0–100

☐ 101–200

☐ 201–300

☐ 301–400

☐ More than 400

☐ I don't know

For what functions do you use this space?
(Check all that apply.)

☐ Administrative meetings

☐ Program or college-wide meetings

☐ Orientations and/or advising sessions

☐ Social or cultural events (i.e., lecture series, game nights, etc.)

☐ Non-honors events or activities

☐ Other (please specify) ________________________

If non-honors events occur in your honors-dedicated programming space, who approves and/or schedules these events?

❒ Honors program or college head
❒ Honors advisory board
❒ Supervisory entity over the academic building NOT in honors
❒ Non-honors events do not occur in the honors-dedicated programming space
❒ I don't know
❒ Other (please specify) ______________________________

Do your students have keyed access to your central programming space outside of regular office hours?

❒ Yes
❒ No
❒ I don't know

Which students in your program receive a key or code or fob to access this space?

❒ All of them
❒ Only those living in the adjoining residential space
❒ Only a select few
❒ None of them
❒ I don't know

If you answered, "only a select few," what determines that selection?

____

____

____

Thank you very much for completing this survey!

Please click on the "Done" button below.