

Advancing the New American University Through Innovative Practices in the
Development of Barrett, The Honors College

at Arizona State University

by

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ABSTRACT

Barrett, The Honors College at Arizona State University (ASU) serves as a universal role model for organizing the resources of an institution to support highly motivated and prepared students. In 2009, Barrett, The Honors College (Barrett) opened the nation's first purposefully designed undergraduate honors residential college campus. Given the current demand by other American higher education institutions who wish to better understand how Barrett emerged as a distinct and singular model for an honors residential college experience, this action research study explores the effectiveness of the decisions, execution and outcomes central to Barrett's development. Five senior administrators of college units or universities were interviewed and provided insight for constructing a design for how other honors programs and colleges can learn from the challenges and accomplishments presented in developing an honors college for the 21st century while replicating Barrett's success. The study is framed in the overall context of how Barrett actualizes the New American University at ASU in meeting the demand for producing students that can compete in a global marketplace.

DEDICATION

This work is dedicated to my husband, William Hermann, for his exceptional support throughout the process. It is also dedicated to my mother, Sharon Bifano, my father, Chris Nielsen, my stepfather, George Bifano and the rest of my family who have supported me throughout my life and given me strength...Melinda, Zack, Addi, Julie, Michele, Greg, Todd, Ryan, Jamie, Michael, Kate, Samantha, Holly, Dave, Tyler, Eli, Brady, Erik, Susan, Piper, Carley, Allen, Antonia, Oma, Rosalie, Polly and Ernie, Bampse, Merrick, Trevor, Jennie, Jesse, Finley and the great Sadie Franchesca. This work is also dedicated to Esther and Bertha for their support and inspiration.

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Finally, I am most grateful to the participants who graciously agreed to be interviewed for this study. Through their efforts and the efforts of others in the college and at the university, the entire landscape of higher education has changed in this state. ASU now regularly attracts the best students in the state and this is a tribute to their legacy and the legacy of university presidents Lattie Coor and Michael Crow and others in transforming this institution over the past thirty years.

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Chapter 1 Introduction

This chapter introduces the purpose and significance of this study, which is to explain the importance of Barrett, The Honors College in the greater scheme of the New American University at Arizona State University. It addresses the research problem in the context of unprecedented change in American higher education, and the need for innovative practices that advance higher education in an age where universities are increasingly responsible for economic growth in the United States and in the global marketplace.

Background of the Problem

Many scholars of American higher education say the American University is the best of its kind in the world (Cole, 2010; Friedman, 2005; Rhodes, 2001). Our universities have achieved success not by restricting access to the wealthy but by extending it in providing social mobility and upward advancement (Rhodes, 2001). Universities have achieved international pre-eminence because they produce a large percentage of the most important discoveries in the world in the sciences, engineering, the social and behavioral sciences, and the humanistic disciplines (Cole, 2010).

Institutions of higher education are now being challenged in ways that are unprecedented in United States history. With diminishing budgets and competing societal needs, the higher education landscape is facing inevitable new realities such as the need to adapt and generate new partnerships and investors. Universities are having to do more based on decreased government support, while, nevertheless, assuming a role in transforming the nation's economy. The

external environment of the university has changed so markedly that universities are encountering a permanent structural change to which they must adapt or face decline. Until recently, the higher education community viewed changes in public support as a condition to endure until better times returned. Higher education is now facing unprecedented and irreversible change (Ruben, 2004).

If universities are to be flexible and responsive to the changing needs of society, a culture change is required that transforms rigid habits and trends and structures (Duderstadt & Farriss, 2002). Several scholars refer to rigid organizational structures that leave universities insufficiently adaptive and say that structures in the academy must yield to more fluidity and an ability to cross departmental boundaries to advance experimentation and innovation (Bok, 2006a; Cole, 2010; Crow, 2010c; Kezar, 2004; Tierney, 1999).

Many higher education institutions have attempted to restructure, reinvent and reengineer their administrative processes as a result of state investment reductions that dictate administrators redesign and reconceptualize their focus using innovative approaches, technologies and structures. Arizona State University president Michael M. Crow, one of *Time* magazine's 2009 top ten university presidents, emphasizes the need for colleges and universities to establish a new set of assumptions that encourage institutions to innovate, differentiate and become useful to their local communities, while at the same time, seeking solutions to global challenges (Fitzpatrick, 2009). Arizona State University (ASU) is the largest university in the country with a total enrollment of 72,250 on four campuses in fall, 2011. As president of ASU, located in one of the

fastest growing regions in North America, Crow is intent on building a new kind of American University, one that is directly engaged in the economic and social success of the region (Backus, 2003). Crow is pioneering a foundational model for the “New American University” to make operational his vision for a sustainable and globally connected environment and economy for Arizona and the world.

Fundamental to this model and effort to re-conceptualize and advance educational innovations are eight design imperatives that call for the university to

- 1) embrace its cultural, socioeconomic, and physical setting leveraging place to learn from local knowledge,
- 2) become a force not only a place for societal transformation in fostering sustained social advancement and economic growth,
- 3) become a culture of academic enterprise to develop new knowledge, research, and new products with commercial application to generate revenue for the university and encourage investment in university product,
- 4) conduct use-inspired research focused on addressing actual and immediate problems integrating the advancement of knowledge with the transformation of society,
- 5) focus on the individual with academic excellence not defined by academic qualifications of incoming students but focused instead on outcome determined excellence admitting students with different interests and indicators of intelligence and creativity,
- 6) embrace intellectual fusion whereby new knowledge is generated from teaching and research that is interdisciplinary rather than fragmented into strict disciplinary categories,
- 7) engage the community in supporting sustainable initiatives imbedded in its cultural and physical setting

through public service and community outreach, 8) advance global engagement through forging partnerships with peer institutions from around the world (Crow, 2010d). The objective of the design imperatives is to spur new thinking, suggest new possibilities and unleash the creative potential of the academic community. They also function to create a new and more fluid organization not fragmented by imposed categories or historical social constructs in the creation of knowledge and possibility.

Atkinson and Pelfrey (2010) stress the importance for America's research universities to develop new initiatives to enhance the capacity of these institutions to execute high-intensity discovery to maintain America's competitive success on several fronts. Crow (2010b) states universities in the full scope of their intellectual creativity and power, not just their scientific and technological capabilities, are now the source for much of the knowledge and innovation leading to technological changes and advances. Other scholars concur that universities see themselves as catalysts and incubators for economic and social development and change (Bok, 2006b; Cole, 2009; Crow, 2010b; Kezar, 2004; Tierney, 1999). Crow maintains investment in research grade universities is likely the most important public investment being made today in an environment of economic change and competitiveness (Crow, 2010b). *Time* magazine's other 2009 top ten university presidents from institutions like The Ohio State University, the University of Michigan and the University of California agree that higher education is the key to the next century:

Nearly every great national challenge – from the raising of our children to the quality of our food supply, from the hunt for clean energy to the struggle against insurgent enemies, from the quest for opportunity to the search for sustainable prosperity – depends on a solution from institutions of higher education. (Drehle, 2009, p. 20)

University presidents see their institutions as catalysts for economic production and contribution. Ohio State University President E. Gordon Gees’s power “is evident in his \$4.35 billion budget which is larger than the budget of Delaware-- his institution has an indelible impact on the state’s economy” (Drehle, 2009, p. 20). At the University of Michigan, president Mary Sue Coleman acknowledges that her state was not going to be able to support the university at the level needed; it currently provides less than 10% of her school budget; so as one of the nation’s premier research institutions, the university passed the \$1 billion mark for research expenditures in what she saw as their responsibility “to use our strengths and economic muscle to help with Detroit’s recovery and resurgence” (Cruz, 2009, p.20). University of California president Mark Yudof discusses the importance of combining access and excellence, but he also supported tuition deregulation as former president of the University of Texas, giving campuses the power to set fees which impacted who had access to those campuses. The success of President Michael Crow’s New American University at ASU is measured not by who the university excludes, but rather by who the university includes and from this inclusion comes its contribution to the advancement of society; the university embraces students with a wide range of backgrounds and abilities while

competing with and giving top institutions a run for their research money. Crow says, “We need to find some way where you can measure excellence and access in the same institution.” (Fitzpatrick, 2009, p. 20). Crow’s bold organizational change and call for a New American University rejects traditional methods of advancing knowledge through rigid organizational structures that inhibit creativity in meeting contemporary and future economic and societal challenges.

Statement of the Problem

According to Craig Barrett, former Intel Chairman and CEO and author of a recent article in the *Arizona Republic* newspaper titled “10 Steps to Building a Smarter Arizona, “We must generate 21st century jobs and compete in a changing world” (2010). Barrett identifies three characteristics of any economy that determine its effectiveness - smart people, smart ideas and the right environment to promote innovation:

Smart people are the product of a good education system while smart ideas are the product of investment in research and development to create new products, services and companies....the right environment for innovation is the combination of local, state and federal rules and regulations, tax and regulatory burdens, availability of capital and all other issues that help or hinder new company start up. (p. B11)

In grading Arizona, Barrett concludes “our three state universities are average, with pockets of strength such as the Honors College at ASU, and some of the engineering and biotech programs at ASU and the University of Arizona” (Barrett, 2010, p. B11). Barrett is referring to Barrett, The Honors College at

ASU which was named after Craig and Barbara Barrett in the winter of 2000 with a ten million dollar endowment. Barrett, The Honors College was chosen by the largest developer of residential communities in the nation, American Campus Communities, to be the site of a \$140 million dollar “first of its kind,” four year honors residential campus. ASU had a top honors college and was looking to build a special honors residential facility to meet the needs of a highly evolved honors college curriculum with special programs.

At ASU, as recorded by Barrett, The Honors College, there are over 1400 faculty from all disciplines that teach honors courses *in addition* to the honors faculty fellows within the college who teach 116 sections of *The Human Event* freshmen seminar course and other special topic honors seminar courses on all four campuses. Students also receive funding to bring in external examiners or leading national experts in their field to sit on honors thesis committees. Students also receive funding to present at national conferences or fund special projects related to their discipline. Barrett students can also enroll in law courses and take advantage of special undergraduate research and internship opportunities resulting from special partnerships, for example, with the Mayo Clinic.

Most honors colleges and programs have a handful of staff and significantly fewer faculty teaching honors courses. With a staff of thirty-six, as well as twenty full-time faculty with positions in the college, and 1400 participating throughout the university, the new honors residential campus would support an honors college population that has grown from six percent or 3515 students to ten percent of the undergraduate student population with an enrollment

of 3895 in fall 2011. Barrett, The Honors College residential campus actualizes President Michael Crow's vision of the New American University at ASU by creating a center of academic excellence within an inclusive, diverse public university environment.

There is a Barrett Honors College community on all of the university's four ASU campuses (Downtown, Tempe, Polytechnic, and West) where students major in any field and have access to an honors residential community. Barrett has a total enrollment of close to 3900 students with 3421 students on the Tempe campus, 286 on the Downtown campus, 135 on the West campus and 53 on the Polytechnic campus. Associate Deans at the Downtown, West and Polytechnic campuses direct honors programming and report to the Dean on the Tempe campus - who has oversight over all four campuses. The next largest honors college in the country, for example, the University of Oklahoma, has a student enrollment half the size of Barrett and Barrett is twice the size of most of the nation's small private colleges. Barrett is the country's first comprehensive four-year residential honors college campus in a top-tier Research 1 university. It was designed by students, faculty and staff and the eight acre honors complex includes: 1700 beds in a variety of units, 12 classrooms, an honors community center (with student lounges, activity rooms, computer and writing labs and a fitness center); a multi-room dining center which features a beautiful refectory modeled after the British university dining hall, and all Faculty Fellow and Barrett administration offices. The campus also features a comprehensive sustainable living and learning community with low consumption plumbing fixtures,

enhanced energy monitoring, an organic garden and the opportunity to study and experience sustainable living concepts. Barrett is viewed by many as the nation's premier honors facility and has been a topic of great interest at the annual National Collegiate Honors Council conference. The innovative practice of investing in an honors residential facility with students that compete with the best students nationwide, reflects the New American university commitment at ASU to invest in intellectual capital to produce what Craig Barrett refers to as the need for a knowledge economy in the state and to fulfill all of President Michael Crow's design imperatives that together transform the institutions economic and societal impact on the nation and the world.

Purpose Statement

The purpose of this study is to explain how a new kind of American honors college is playing a vital role in the creation of a new kind of American university. Simultaneously, Barrett, The Honors College is the first institution of its kind and ASU is becoming the first institution of its kind in U.S. higher education. Under the guidance of its president Michael Crow, ASU is becoming what he calls the New American University. This study details how the new kind of American honors college developed over the last twenty-five years and how it has come to play a pivotal role in creating the New American University at ASU. The intent of this study is to develop a design for creating a Barrett-type honors college by documenting some key challenges and milestones that led to Barrett's development. It is also to chart Barrett's future course as it evolves within the developing model for a New American University at ASU.

This action research dissertation is about how Barrett, The Honors College (Barrett) presents a new paradigm for honors communities within large American universities. Many honors colleges have elements in common with Barrett such as a central freshmen seminar course, an honors thesis requirement, dedicated space to operate and in some cases designated residential space, but Barrett has a combination of elements because of pioneering decisions and advances that make it a unique and innovative center of academic excellence in the U.S. Like the university, Barrett is reinventing and improving its measure of impact for producing students that are well prepared for a globally competitive marketplace. Of the 28% of Barrett students not planning to attend graduate/professional school, 90% are employed in their field of study. Of those planning to attend graduate/professional school, 11% go to medical school (Duke, Emory, Harvard, Johns Hopkins, Mayo Clinic, Stanford, and University of Arizona), 12% go to law school (Arizona State, Harvard, Stanford, UCLA, Northwestern, William and Mary) and 44% get into another type of graduate school program. Barrett students also impact the community with strong participation in several university-wide initiatives, such as social entrepreneurship competitions and initiatives to advance sustainable living practices. The state used to lose many of its best students who now stay in-state because of the quality of education now offered at ASU. These students now receive an excellent education and impact the local community and economy.

American higher education has gradually become responsible for a significant share of the economic growth in the U.S. and other developed nations.

Higher education is valuable economically because it increases worker productivity, which makes society wealthier (Amacher & Meiners, 2003). Barrett recruits and produces students who compete with the nation's top scholars. Barrett students secure national scholarships that allow them to impact other parts of the world. ASU leads the nation among public universities and often ranks in the top ten of all institutions in the number of nationally competed fellowships won by students. ASU students are the recipients of national scholarships like Rhodes, Fulbright, Truman, Marshall, Goldwater, Udall and National Security Education Program (NSEP)/David Boren scholarships; they ranked second this past year (2010-2011) among all public institutions in the number of Fulbright scholars outranking Yale, Stanford and University of Michigan, and first in all other scholarship categories named above (Auffret, 2009). In state, the university also recruits the largest number of Flinn scholars who are among the best students in Arizona. What is significant about Barrett's impact at ASU is that it represents the culmination of President Crow's efforts to contribute in important ways to the economic and social health of local, national and global communities by providing highly motivated students in an age of increased need for worker productivity.

Friedman (2005) says the U.S. is still the leading engine for innovation in the world because it has "the best graduate programs, scientific infrastructure, and capital markets to exploit it but he warns the U.S. is truly in a global environment and the competing countries are running a marathon while the U.S. is running sprints" (p. 253). Friedman (2005) believes our pre-eminence and capacity to

innovate is being challenged by a growing phenomenon where companies in the U.S. outsource because of the quality and productivity boost they get from foreign workers who are paid less but more motivated. In a flattened marketplace, large investments in technology, broadband connectivity, cheaper computers, and email search engines like Google, create a platform where intellectual work and capital is developed from anywhere in the world. With this increased access, the playing field or marketplace is leveled or “flattened” (Friedman, 2005). In this international paradigm shift the world is as Friedman summarizes, “flat,” and Barrett cannot actualize the New American University vision without a commitment to America’s competitive success.

Research Question

The research question was: what are the decisions, executions and outcomes central to Barrett’s development and how does Barrett’s evolution and trajectory in developing an honors college for the 21st century actualize the New American University at ASU?

Research Method

Action research was the research method used to explore the effectiveness of the decisions, execution and outcomes central to Barrett’s development. Action research was particularly beneficial in that it provided a framework that legitimized and allowed the researcher to be intimately familiar and engaged with the phenomenon (Anderson & Herr, 2005). As a senior administrator in Barrett, the researcher was an insider in the organization and was in a position to collaborate with other insiders to explore and improve knowledge of the honors

community of practice at ASU. Action research allowed the researcher to be, in part, the tool that measured the effectiveness of the Barrett community of practice. The researcher in utilizing her perspective and experience working in higher education with the honors student population, played a significant role in the development of the study and the expertise of the participants in the study was critical and relevant in identifying areas of improvement of the investigated problem (McNiff & Whitehead, 2006). The researcher's perspective was intrinsically connected to her level of experience working twenty years in higher education and the past ten years in an honors college. When researchers themselves are members of the community then the nature of their insider perspective provides them with insight into the intimate workings of the group under study (Suzuki, Ahluwalia, Arora, & Matthis, 2007). Over the past ten years the researcher first served as the Executive Coordinator of Operations managing all human and fiscal operations including the supervision of all staff in the college, and then as the Assistant Dean for Student Services, directed programs, services and personnel in academic advising, admissions, recruiting and student life. As Associate Dean for Students Services the researcher is responsible for oversight of Student Services at the most fully developed honors college of 3900 students on four campuses at the nation's largest university. The researcher participates in the strategic planning of the college and served on the university steering committee to plan and develop the nation's first four year \$140 million honors residential campus at ASU. The researcher has served on other such committees to develop the Downtown campus, to develop two new residential

communities on the West and Polytechnic campuses to open in 2012, and other university steering committees related to academic and student support services, and university sustainability and social entrepreneurship initiatives emanating from the president's office. The researcher is intricately familiar with the opening of the largest honors community in the country and has had a critical role in the execution of operations in the college spanning two administrations over the past ten years. The study was undertaken to better inform and provide context for university colleagues and individuals from other institutions and explain how the honors college at ASU contributes to the New American University goal of combining and delivering excellence and access.

Significance of the Study

Most large public American universities pride themselves on their inclusiveness. Highly motivated and academically talented students however, often feel the need for programs that will enhance their opportunities and allow them to associate with students like themselves. Honors programs and honors colleges create an environment that encourages the university's best students to do their best work. These honors programs are good for the universities in that they help them attract the best students and help them elevate their reputation for academic excellence.

The study provided insight into the role and contribution of an honors college in meeting the challenges of American universities today to create a new set of assumptions that encourage institutions to establish innovative practices that can be useful to local, national and global societies. The study has highlighted

that the brightest most engaged students can be educated in a public environment rather than having to give up a large university by going to a small college or having to give up the engagement of a community of scholars by going to a large university. Barrett has proven that even the largest university can not only provide a place for students just beginning to realize their academic potential but for the top students in the country. Barrett at ASU has proven that academic excellence thrives in an inclusive environment. This is a message of the most vital importance for large American universities.

The study highlights the decisions, executions, and outcomes central to Barrett's development. At the National Collegiate Honors Council annual meeting many honors program directors and honors college deans express amazement at the level of resources and support Barrett has from the university to evolve in the way that it has. At their institutions they often lack the resources to evolve in a similar way or university presidents and provosts are reluctant to disestablish decentralized honors programs in favor of a central honors college community and operation that organizes and enhances existing services at the institution.

It is the hope of the researcher that the findings in this study are valuable to those working in honors college and honors programs and who may wish to replicate, implement and develop a similar model. The unique model of Barrett at ASU is one that likely can be replicated at other universities. Barrett at ASU has proven that such an honors college can draw many of the best students in the nation. The Barrett concept also, at ASU, led the largest developer of college

residential communities in the nation to build, at their cost, the Barrett campus. This facility can compete in terms of its services to a larger extent with small privates while still offering a much richer educational opportunity than most small colleges because of student access to the greater university. The researcher's goal was to construct a design for how other honors programs and colleges can learn from the participants' experiences and replicate Barrett's success.

The researcher also sought to more broadly educate those both internal and external to the honors community of practice (students, staff, faculty, parents, donors, and constituents at other universities and in the private sector interested in this model for an undergraduate education) about the innovative strategies used to reinvent and reconceptualize Barrett's identity. The college has benefited the university and provides a center for excellence in actualizing the New American University at ASU.

Research Design and Type

In this action research study, the researcher presented a qualitative in-depth case analysis of a bounded system (Barrett) with a finite duration looking at the development of the college from its inception in 1988, to the opening of the new Barrett Honors College residential campus in 2009 (Yin, 1994). Barrett was chosen as the single subject of this qualitative case study design which allowed for an in-depth analysis of a bounded system to explore real-life phenomenon in a bounded context. A qualitative type of research study is especially useful in providing in-depth comprehensive information using subjective participant observation to describe interaction in a studied context. The benefits of a

qualitative study are that researchers can build understanding and theory in terms of the meanings participants bring to them (Denzin & Lincoln, 2000; Merriam, 2009; Spence, 2007; Yin, 1994). A qualitative study with a grounded theory approach allowed data to emerge through inductive analysis thought of as theory derived from or grounded in every day experiences (Auerbach & Silverstein, 2003; Charmaz, 2003; Glaser, 1998; Guba & Lincoln, 2005; Kvale, 1996; Merriam, 2009). The researcher used grounded theory to explain the underlying dynamics at work in Barrett or the given social situation and context. The researcher used rigorous grounded theory and data analysis methods in capturing themes that related to the research questions and could provide a more in-depth understanding of the factors that shaped Barrett's singular identity.

Theoretical Framework

Constructivism was the theoretical orientation the researcher used as a lens for this study based on her belief that individuals generate knowledge and meaning from interpreting socially constructed experience in the world through every day interactions and realities that change as individuals become more informed (Creswell, 2003, Guba & Lincoln, 1994). This theoretical framework guided the researcher in thinking about what was happening with the individuals and their interactions in the organizational dynamic or context studied. The researcher had to consider what theories, beliefs and prior research findings informed the research and what literature, preliminary studies and personal experiences influenced her decision to undertake the study (Maxwell, 2005). In turn, the researcher was able to study an organization in Barrett that changed and

was reconceptualized as individuals changed their previously held constructions of what an honors college should look like in the 21st century. Constructivism was the lens which allowed the researcher to observe how Barrett adapted and reinvented itself based on the changing social dynamics in the organization's culture.

Definition of Key Terms

Honors education - The purpose of honors education is to provide meaningful academic enrichment opportunities. In honors education, motivated students benefit from close contact with faculty, small courses, seminars or one-on-one instruction, course work shared with other highly motivated students, individual research projects, internships, international study, and campus or community service (NCHC, 2008).

Honors Program - Honors programs in colleges and universities feature an honors curriculum with special courses, seminars, colloquia, and independent study and program requirements that include a substantial portion of the participants' undergraduate work, usually twenty to twenty-five percent of their total course work. Honors programs are administrated by an honors director who reports to the chief academic officer of the institution. Faculty are typically selected to participate in the program based on exceptional teaching skills. Some honors programs are decentralized throughout the university and others occupy suitable quarters constituting an honors center with such

facilities as an honors library, lounge, reading rooms, personal computers, and other appropriate décor (NCHC, 2008).

Honors College - An honors college exists as an equal collegiate unit within a multi-collegiate university structure and is administrated by a full-time, 12-month appointment dean who reports directly to the chief academic officer of the institution and serves as a full member of the deans council or other administrative bodies. The operational and staff budgets provide resources comparable to other collegiate units of equivalent size. The honors college exercises increased coordination and control of decentralized departmental honors programs. Honors colleges exercise considerable control over honors recruitment and admissions and determine the appropriate size of the incoming class. Admission to honors colleges is by separate application. An honors college also exercises considerable control over its policies, curriculum, and selection of faculty. The honors curriculum offers significant course opportunities across all four years of study and constitutes at least twenty to thirty percent of a student's degree program. Distinction awarded by a fully developed honors college is announced at commencement, noted on the diploma, and featured on the student's final transcript. Honors colleges offer substantial honors residential opportunities and they are involved in alumni affairs and development or fundraising for the college and typically have an external advisory board (NCHC, 2008).

Honors Student - At this institution, students apply to ASU and then through a separate application process apply to Barrett once they have been admitted to ASU. Barrett students are enrolled in both the college of their major and Barrett, The Honors College. Of the 120 hours taken to complete an undergraduate degree at ASU, 36 of those hours are taken for honors credit. All honors students are required to live in the Barrett residential college their first year and many stay all four years, given the benefit of a four year living and learning community.

Inductive analysis - A form of analysis based on a kind of reasoning that constructs or evaluates propositions that are abstractions of observations. It is commonly construed as a form of reasoning that makes generalizations based on individual instances.

New American University - Arizona State University's President, Michael Crow, has developed a new model for the American research university, creating an institution that is committed to excellence, access and impact. Crow says ASU measures itself by those it includes, not by those it excludes. ASU pursues research that contributes to the public good; and ASU assumes major responsibility for the economic, social and cultural vitality of the communities that surround it.

Assumptions of Research

This study was based on the assumption that a public college of scholars at a large public university is meeting the need for a high quality undergraduate experience at a large and diverse public institution in the United States. Further, it is assumed it is the innovative decisions, practices and strategies of senior administrators who make a difference and have an important role in the development of a high quality undergraduate experience for honors colleges in the 21st century.

Scope

The primary objective of this action research study with a qualitative case design was to explore the experiences of five senior administrators with instrumental roles in the development of Barrett, The Honors College at ASU. The goal was to better understand the innovative practices responsible for Barrett's unique and singular evolution and trajectory. A purposeful sampling technique was used to identify participants from whom the most could be learned (Merriam, 1998). The participants have been in senior leadership positions overseeing colleges or universities and together have over a hundred years of experience in higher education. Their responses were cited, analyzed, compiled and interpreted to better understand the factors that allowed Barrett to develop in the innovative way that it did.

Limitations

This study had, as with most studies, limitations. The sample was small, consisting of five senior administrators with roles in the development of the

college from 1988 to 2009. The scope of the study did not allow for an institution-wide recruitment of participants. The challenge in choosing a limited sample and not including more senior administrators external to the community of practice could bring into question the validity of the study; it excluded other perspectives outside the community of practice on the innovative decisions and practices that shaped Barrett's development. Given the restricted scope of the study, there were also limitations of diversity in the study: the participants were all White.

The study was limited to the exploration of a single honors college in the southwestern part of the United States, with a singular structure and identity atypical of other honors colleges and programs nationwide. The findings from a qualitative study are unique to that study and it is not the researcher's intent to generalize them to a larger population, though the reader can decide how findings might apply to other college settings with different contexts, characteristics and timeframes.

Finally, the researcher fully acknowledged her subjectivity in executing the study in terms of both the professional relationships with the participants and resulting influences, and with regard to her own bias and interest in the success of ASU and Barrett. For these reasons, the researcher attempted to be objective, neutral and exercised rigor in executing systematic checking and rechecking of the data through well-documented methods of inquiry and analysis to control bias.

Summary

In this chapter the researcher presented the problem, purpose and context for which the study was undertaken. The following chapter provides a review of the literature on the changing culture of higher education with specific focus on the existing literature and conditions surrounding honors colleges and programs. Chapter three presents the methodology used in the study and chapter four presents the findings. In the fifth and final chapter the findings are placed in the context of the existing literature as the researcher discusses the implications of the findings, discusses what she has learned from the experience and makes recommendations for future research.

Chapter 2 Literature Review

Changing Culture of Higher Education

The United States (U.S.) still has the largest economy in the world but there is strong demand for a more highly educated workforce to keep America competitive in a global marketplace. Friedman (2005) says the U.S. is still the leading engine for innovation in the world because it has “the best graduate programs, scientific infrastructure, and capital markets to exploit it but he warns the U.S. is truly in a global environment and the competing countries are running a marathon while the U.S. is running sprints” (p. 253). Friedman (2005) believes our pre-eminence and capacity to innovate is being challenged by a growing trend whereby companies in the U.S. outsource because of the quality and productivity boost they get from foreign workers who are paid less but motivated more. In a flattened marketplace, large investments in technology, broadband connectivity, cheaper computers, and email search engines like Google, create a platform where intellectual work and capital is developed from anywhere in the world. With this increased access, the playing field or marketplace is leveled or “flattened” (Friedman, 2005). There is an increase, therefore, in global competition to produce the intellectual capital that will drive the economy of the future.

American higher education must improve in order for the U.S. to maintain its preeminent standing in the 21st century (Cole, 2010; Crow, 2010b; Obama, 2009; Theil, 2008; Tierney, 1999). The competition and demand for university students prepared for the global marketplace has accelerated in recent years and competition rises among schools for the nation’s most prepared students (Gater,

2001). For example, “science and engineering degrees now represent 60 percent of all bachelor’s degrees earned in China, 33 percent in South Korea, and 41 percent in Taiwan; by contrast, the percentage of those taking a degree in science and engineering in the U.S. remains at roughly 31 percent” (Friedman, 2005, p. 257).

The phrase “brain drain” used to refer to the movement of highly skilled workers from less competitive regions of the country to cities or states with more job opportunities; the phrase now signifies the drain of skilled and educated Americans all together, and evokes concern about the consequences of a deteriorating education system and the ability of the U.S. to remain innovative and competitive in the global marketplace (Curtain, 2010). In 2005, *Rising Above the Gathering Storm*, a report co-authored by former Intel CEO Craig Barrett and prepared for the National Academy of Sciences, National Academy of Engineering and Institute of Medicine, addressed whether the U.S. can maintain the economic vitality and strategic leadership it enjoyed since WWII; the report concluded without highly trained individuals and innovative enterprises that lead to discovery and new technology, the economy will suffer and people will face a lower standard of living (Curtain, 2010).

University Leadership

Universities must respond to the changing demands to produce new knowledge in addressing America’s economic challenges. Rhodes (2001) calls for bold leadership from parents, provosts, and deans, that requires effective and imaginative management of resources. In this past decade, higher education

leadership is characterized by neoliberalism or an industrial model of management that has produced a shift in the way universities have defined and justified their institutional existence (Kezar, 2004). In the context of higher education, neoliberalism refers to an industrial model of management that is market-driven focusing on commercialization and corporatization in determining the political and economic priorities of the country (Kezar, 2004). The role of higher education in a global neoliberal environment requires university leaders to be key engineers in the knowledge economy whereby venture partnerships with industry and business generate new revenue streams while serving the public good (Olssen & Peters, 2005). Neoliberalism characterizes President Crow's vision for a New American University that partners with industry and community stakeholders to share responsibility for the economic, social, and cultural vitality of the region. Such partnerships produce opportunities for intellectual capital to flourish in local, national and global communities. Arizona State University President Michael Crow notes that students produced from multiple disciplines not just in the sciences but in the humanities, business, the arts, the social sciences, all contribute to the production and adaptive use of advanced technologies in all elements of society (Crow, 2010c). ASU's partnership with Mayo clinic, <http://www.mayoclinic.com/>, one of the oldest medical practice and medical research organizations in the United States, for example, provides Barrett students the opportunity to engage in and observe the practices of some of the best physicians and researchers in the world by participating in rich undergraduate research and internship experiences. As a result of such opportunities, Barrett

students are able to impact the local community and serve as future drivers of a knowledge-based economy in need of a highly educated and highly skilled workforce (Amacher & Meiners, 2003; Cole, 2010; Friedman, 2005; Obama, 2009; Theil, 2008; Tierney, 1999).

Honors Colleges

There is a long history of honors education in the U.S., though the concept of an honors program with an organizational structure within a postsecondary institution is a recent development that emerged in the late 1950's and 1960's (Galinova, 2005). With unprecedented expansion and access to higher education after WWII, private colleges were unable to accommodate the number of students seeking a rich, affordable undergraduate academic experience (Cole, 2009; Galinova, 2005; Humphrey, 2008; Kerr, 1991; Rhodes, 2001; Sederberg, 2008; Thelin, 2004). Students started enrolling at public institutions in record numbers and many public institutions started to offer a new type of honors program that would provide opportunities for academically talented students (Sederberg, 2008). These innovative institution-wide programs:

Integrated general and departmental honors to counteract overspecialization and emphasize breadth of knowledge and were characterized by a common administrative center, director, a coordinated curriculum, advising, an honors residence as well as policies for attracting external gifts. (Galinova, 2005, p. 51)

The expansion of institutional honors programs in the U.S. took place in the 1980's where fully developed honors programs emerged across all types of

postsecondary institutions in the U.S. like community colleges and bachelor degree granting colleges (Galinova, 2005; Schulman, 2006; Sederberg, 2008) .

The evolution of honors colleges from preexisting honors programs took place in the 1960's (Galinova, 2005; Schuman, 2006; Sederberg, 2008). Sederberg (2008) states 60% of honors colleges were established since 1994. Much of the existing scholarship on honors colleges is fairly recent and to a large degree centers on discussion concerning the difference between honors programs and honors colleges (Schuman, 2006). In 1994, a survey by the National Collegiate Honors Council was conducted that revealed the existence of only twenty-three honors colleges in the United States and only six of them existed in the 1960's: Indiana University at Bloomington, Kent State, Michigan State, Arizona, Oregon, and Washington State (Galinova, 2005). In 2004, the National Collegiate Honors Council (NCHC), an organization established in 1966 to assist honors programs to create honors opportunities for high achieving students published a document titled "Basic Characteristics of a Fully Developed Honors College" (Sederberg, 2008). The document was based on a survey conducted in 2004 and would serve as a universal national guide for honors colleges and program administrators across the country. The document outlines the characteristics that differentiate an honors college from an honors program.

Honors colleges differ from honors programs in that they have an elevated status within the university and are led by a dean rather than a director who has a peer relationship with other deans and equal access to senior leadership and decision-making in the university. Honors colleges are organized to "infer greater

organizational complexity, programmatic diversity, physical identity, size and resources, that would be commonly associated with an honors program”

(Sederberg, 2008, p. 30).

Honors colleges are established to recruit strong students, raise the profile of the university, improve overall campus academic quality, and meet the needs of honors students who seek a unique knowledge community experience (Bohnlein, 2008). In recent years, competition among honors colleges and universities for high achieving students has intensified (Cosgrove, 2004; Long, 2002; Shushok, 2003). Prospective honors students are told they will have greater access to faculty and administration, special courses and seminars, enhanced student services and state of the art facilities (Long, 2002). Colleges and universities increasingly recruit highly prepared students with claims they will enjoy the best that a small liberal arts college has to offer while having access to the vast resources of a comprehensive research university with a greater range of curricular, undergraduate research and internship opportunities and a more diverse campus culture. This combination for an undergraduate experience is commonly coined “the best of both worlds” (Cosgrove, 2004; Dreifus, 2010; Long, 2002; Fischer, 1996; Schuman, 2006; Sederberg, 2008).

Many institutions desire to be more competitive in attracting well-prepared students by improving the quality and distinctiveness of their academic programs and student services (Cosgrove, 2004; Long, 2002). However, there are key barriers facing honors and public university administrators in developing a high quality honors college experience. They often include challenges in finding

resources, challenges in justifying the critical value of a centralized honors college versus distributed honors program within multiple departments, and challenges in meeting the criteria of a fully developed honors college as outlined in the National Collegiate Honors Council (NCHC) monograph series (Schulman, 2006).

While many postsecondary institutions of higher education seek to provide an honors experience on their campus, there are also individuals philosophically opposed to honors programs; they view them as catalysts for stratification in a large public university. Critics of honors programs and colleges contend they adversely affect the institution or students not enrolled in these programs (Samuels, 2001; Sperber, 2000). Sperber and Samuels question why the higher education standards and opportunities honors programs advertise are not available to all students. Sperber (2000) argues in the *Chronicle of Higher Education* that honors programs siphon off the best students, teachers and other campus resources, leaving non-honors students with a less formidable education. There can be resentment on behalf of non-honors students who must deal with being shut out of classes and taught by “incompetent” teaching assistants (Samuels, 2001).

Others contend public honors colleges provide students *access* to a rich undergraduate experience they could not afford otherwise. According to Dreifus (2010):

Since 1982 tuition charges at private colleges have ballooned more than two and a half times in adjusted inflated dollars; for every \$1,000 paid in

1982, students pay \$2,540 today and the rise is greater in public colleges, though thirty percent less than private colleges. (p. 114)

As a result, more students are looking for more inexpensive undergraduate experiences creating the demand for more honors colleges. A quarter of a million dollars is the tab for four years at most top-tier private colleges; honors colleges offer a more feasible alternative (Dreifus & Hacker, 2010).

There are multiple scholars and pundits who address how students offered admission to places like MIT or Harvard University, have instead chosen more affordable institutions with honors colleges; they highlight the comparable opportunities presented at public honors colleges where “you can go to the Ivy League at about half the price” (Fischer, 1996; Lord, 1998; Samuels, 2001; and Sullivan, 1994, p.15). In both a recent book and *More* magazine article titled “Is College Worth the Cash,” journalist Claudia Dreifus challenges the value of American higher education with a critical eye on high ranking institutions that do not deliver given their price. On a national list of universities she admires for their value and quality Barrett, The Honors College at Arizona State University is in the top four: “Arizona State University has a break-the-mold president who tries everything and an excellent honors college” (Dreifus, 2010, p. 63).

Barrett, The Honors College at Arizona State University

For many institutions of higher education in the United States it is difficult to meet the challenges of an environment of limited financial resources, and it is evident that institutions need to reconceptualize traditional methods of operation in order to remain visible in the future (Sorensen, Furst-Bowe, & Moen, 2006).

Arizona State University reconceptualized the model for an American honors college when it entered into a public-private partnership with American Campus Communities, the largest developer of residential communities in the U.S., to build the nation's premier honors residential college facility. It was a bold step in turning to the private sector to finance upfront, in the middle of a recession, construction of a \$140 million facility otherwise not funded by evaporating state financial resources. Honors college scholarship states honors colleges must meet the demand to attract high-quality students by offering a knowledge community with amenities and resources that compete with other high-ranking institutions. A highly developed honors college in a university with significant on-campus housing should provide honors residential communities that continue to engage students outside the classroom (Sederberg, 2008). Residential communities enhance honors college matriculation and serve to model a culture of aspiration and excellence for the entire university (Humphrey, 2008). With the sophistication of the first four year honors residential college of its kind and the largest residential college to be built in forty years, ASU and Barrett have redefined again, the honors college model that infers greater organizational complexity within the structure of a university. The Barrett honors residential college at ASU attracts the nation's best students.

Establishing a university-wide honors college in 1989 became the catalyst for attracting cohorts of national scholars and the state's top 5% high school students. In a report (ASU Office of Public Affairs, 2009) prepared by the Office of Public Affairs at Arizona State University, every effort is made to demonstrate

how ASU competes with the University of Arizona (UA) and other peers nationwide in attracting top students. ASU has 166 National Merit Scholars compared to 63 at UA, and 11 Flinn scholars compared to 9 at UA. ASU leads the nation in the number of National Hispanic scholars and the report profiles the number of national scholars (National Merit, National Hispanic, National Achievement) and number of students securing national scholarships (Fulbright, Truman, Rhodes, NSEP, Udall, Goldwater- profiled annually in *USA Today*). These numbers are compared to other prestigious brand universities to market the quality of the institution, elevate its status, and actualize an institutional mission of excellence. ASU has 273 National Scholars, a 28% increase since 2003 (ASU Office of Public Affairs, 2009).

ASU is a national model for organizing the resources of an institution to support and value the contributions of university honors students. Barrett students have access to a comprehensive range of curricular and other academic opportunities; they take courses from Nobel prize winning faculty, benefit from small courses, and personalized educational opportunities and live in a diverse interdisciplinary academic center where they can learn from each other and share multiple and unique individual talents that extend well beyond their contributions to the classroom. The mission of Barrett is to promote and enable the very best education possible for intellectually-engaged students from Arizona, from America and from the world.

Honors colleges located within universities typically represent one college in a multi-collegiate institutional setting that includes multiple disciplines.

Honors opportunities for Barrett students at ASU serve students in a wide range of undergraduate degree programs on four campuses. Honors students represent all majors and receive a high quality undergraduate education that is “not only a personal and public good, but a vehicle for establishing a disciplinary inclusive culture whereby campus-wide disciplines understand they have an essential role in honors education and commit themselves to it” (Humphrey, 2008, p. 13).

The scholarship pertaining to the rise of honors colleges in the United States illustrates why there is more demand for public university honors colleges. In evaluating the characteristics of honors colleges it is evident Barrett, the Honors College at ASU is a highly evolved new model for an American honors college. This has significance for those internal and external to the honors community of practice who can be better informed of the unprecedented investment of resources in Barrett at ASU and better understand why other honors colleges and programs at the NCHC conference, as well as many other national conference audiences, seek to learn more about this honors residential college model at ASU.

The first section of the literature review provided an overview of the changing culture of higher education in the U.S. and the need to produce intellectual capital in the form of highly skilled and educated students that can drive the global economy of the future. The second section of the review explains the changing model for how university leaders manage their institutions, given the expectation that universities be key engineers in contributing to a knowledge economy that requires them to develop partnerships with industry and the

community to generate new revenue streams while serving the public good. The final section focused specifically on Barrett, The Honors College at ASU to demonstrate their role in advancing the universities mission to contribute well-prepared students for a global society and economy. The next chapter provides a comprehensive discussion of the methodology used in the study.

Chapter 3 Methodology

Purpose of Study

This study was inspired by the desire to understand and articulate key administrative decisions that set Barrett, The Honors College (Barrett) on a path to evolve in a unique and singular way. The purpose of this study was to explore the milestones in the development and trajectory of Barrett at Arizona State University (ASU) through understanding the experiences of five senior administrators instrumental in shaping Barrett's identity. Another primary reason for this study was to utilize the culmination of the researcher's knowledge and professional experience to enhance the research and make a difference in the researcher's work setting.

Action research provides practitioners a methodology and framework to improve understanding in their practice by evaluating and testing new ideas, methods and materials to determine their effectiveness in the researcher's local setting (Olson & Clark, 2009). Action research allows for an intervention by which practitioners "introduce small-scale innovations into their practice through action research, to study the consequences and make evidence-supported arguments for improvement in local education contexts" (Olson & Clark, 2009, p. 217). The purpose of action research is to affect improvement within an intended community of practice through systematic reflection and inquiry into the researcher's and community's actions (Reason & Bradbury, 2008).

The researcher plays a critical role in the development of the action research study given their insider perspective of the community of practice, and

the expertise of the participants is significant in identifying areas of improvement of the investigated problem (McNiff & Whitehead, 2006). The researcher is not an outsider who collaborates with insider practitioners; rather they are at the center of the research and study their own contexts because they want the research to make a difference in their own setting (Creswell, 2009).

The goal of action research methodology is to transform both the community of practice and the participant through cycles of actions or activities that include developing a plan to improve what is already happening, acting to implement the plan, observing the effects of the action in the context in which it occurs, and reflecting on the effects as a basis for further planning and subsequent action (Kemmis & McTaggart, 1982). This process allows the researcher to promulgate knowledge that is both transferred back to the community of practice setting and transferable to other settings (Creswell, 2009).

Action research aims to generate personal and social benefits that continue long after a project is complete and research is published (McNiff & Whitehead, 2002; Stringer, 1996). Community based action research focuses on methods and techniques of inquiry that take into account people's history, culture, interactional practices, and emotional lives (Stringer, 1996). In this study, action research is the framework for researching and improving the Barrett Honors College community of practice. As a senior administrator in Barrett, this researcher performed an in-depth analysis of Barrett to explore through meaningful reflection, perceptions of senior administrators who, through their intimate knowledge of the college, revealed important information about decisions,

strategies and major milestones in the college's history, trajectory and future sustainability.

Research Question

This action research study produced findings which were shared with those internal and external to the honors community of practice. The researcher explored the critical advances in Barrett's evolution and trajectory and how those innovative advances actualize the New American University at ASU.

Research Design

In this qualitative action research study the researcher, as both researcher and research tool, interpreted responses from fellow insiders in the community of practice who shared in-depth knowledge of decisions and strategies that elevated Barrett as it evolved into a unique honors college model and experience.

Qualitative and action research are complimentary in that the researcher is viewed as the primary instrument for data collection and analysis. Data is mediated through a human researcher, rather than computer, and the subjectivity of the researcher is viewed as a resource to be leveraged rather than a source of unwanted bias that must be minimized (Auerbach & Silverstein, 2003; Merriam, 2009).

In qualitative research, patterns emerge from interview transcript data through an inductive process whereby researchers capture data to generate theories and conceptual frameworks rather than through a quantitative deductive process of testing a hypothesis. (Merriam, 2009). Qualitative methods depend on the researcher's ability to process the information and adjust the research design

as data are interpreted and new questions emerge. In this study, the researcher analyzed and interpreted interview texts to discover meaningful patterns that emerged into themes, theoretical constructs and narratives, with an effort to understand the evolution of Barrett from the participants' rather than the researcher's perspective. The researcher explored and described the experiences of the interview participants with a goal not to generalize the findings but to instead provide rich, narrative descriptions emanating from the data about the administrative decisions that shaped Barrett's development.

Qualitative research methods are especially useful in focusing on meaning and understanding in answering research questions that are relevant to the community of practice but are difficult to address using quantitative designs (Bryman & Bell, 2003). Qualitative research is useful when there is a need to understand a problem, situation or program in great depth, identifying rich information so that a great deal can be learned from a few examples of the phenomenon of interest (Patton, 2002). The advantages of a qualitative study include more in-depth comprehensive information and the use of subjective information and participant observation to describe the context of the problems under consideration and the interactions of different variables in the context (Denzin & Lincoln, 2003; Spence, 2007). Like action research, qualitative studies situate the research within the natural context of the social phenomenon being studied which allows researchers to interpret phenomenon and build insight, understanding and theory in terms of the meanings people bring to them (Denzin & Lincoln, 2003; Merriam, 2009; Spence, 2007; Yin, 1994).

Qualitative methodology helps researchers explore the inner world of the participants (Creswell, 1998) that is revealed through action situations, processes and relationships from which the researcher “gains knowledge, perspective, and new insights of the problem” (p.15). Just as in action research, the researcher is transformed and an integral part of the process.

Case Study Strategy

This action research qualitative study allowed the researcher to discover and uncover key decisions and innovations that redirected the honors college experience in establishing a new model for transforming honors colleges across the country. In exploring the elements that gave shape to Barrett’s distinct identity, the study focuses on a single college and is presented in the form of a qualitative case study design (Yin, 1994). Barrett was chosen as the single subject of this case study which is an in-depth analysis of a bounded system or phenomenon in a bounded context (Merriam, 1998; Miles and Huberman, 1994; Patton, 2002; Yin, 1994). Case studies refer to both the unit of study (the case), and the inquiry used to explore the context of a real-life phenomenon which can be a source of confusion; the case is the choice or unit of analysis to be studied and for it to be a case study, one particular program or college in this case is a bounded system and the unit of analysis (Bogdon & Biklen, 2006; Creswell, 2007; Patton, 2002).

A single case study that is selected because it is distinct and has merit in and of itself, is called an intrinsic case; the single case study is chosen because it is of intrinsic value, and one wants a better understanding of its context (Stake,

1988). The case study represents a process consisting of a series of steps that form a sequence of activities and stress developmental factors that evolve over time as a series of interrelated events (Flyvbjerg, 2011). There were a sequence of activities and interrelated events that evolved over time to inform the evolution and trajectory of Barrett.

Case studies overall focus on relationship to environment or setting and they are utilized to better understand the context and meaning of the situation for those involved in the community of practice (Flyvbjerg, 2001; Merriam, 1998). Qualitative case studies share with other forms of qualitative research, the search for meaning and understanding, the researcher as the primary instrument of data collection and analysis, an inductive research strategy, and a richly descriptive result. The researcher explored a bounded system, or Barrett, from the college's inception in 1988 to the opening of the new honors residential campus in fall, 2009. The purpose of the study was to gain an understanding of why and how Barrett developed in the way that it did, through detailed, in-depth data collection on the professional experience of five participants; the researcher's goal was to be open to the process of reconstructing and reinterpreting the data to uncover many layers of rich meaning rather than proving or disproving a hypothesis (Lincoln & Guba, 2002, p. 209).

A restricted time and event in this case study of Barrett helped control a qualitative research design broad in scope. The bounded nature of the case study provided a collection of extensive evidence from sources about the case with the intent of achieving a contextual understanding and its meaning in a given context.

Theoretical Framework

Qualitative methods focus on observing events from the perspective of those involved; they seek to discover why individuals behave the way that they do. The aim of this study was to understand the varying behaviors and experiences of individuals with critical roles in the development of Barrett at ASU. In interpreting human behaviors, qualitative researchers choose a theoretical framework or underlying structure to frame their study. The theoretical framework is defined by the orientation the qualitative researcher brings to the study which takes the form of assumptions, beliefs, and theories that support and inform the research (Maxwell, 2005).

Constructivism is a theoretical orientation that argues humans generate knowledge and meaning from an interaction between their experiences and their ideas; it is a theory of knowledge that explains how knowledge is constructed based on what is known which depends on the kinds of experiences had, how those experiences have been organized and what is believed about them (Mertens, 2005). The theoretical orientation or lens for this study was framed by the researcher's belief that understanding of the world is constructed through interpreting experience in the world; humans socially construct meaning through every day interactions with others and conflicting social realities change as their constructors become more informed (Creswell, 2003, Guba & Lincoln, 1994).

In this theoretical paradigm, knowledge is an ongoing reconstruction of previously held constructions that change as experiences change in any given point in time; since people and organizations change, realities also change in a

given point in time (Mertens, 2005). Universities must be flexible and responsive to the changing needs of society in order to reconceptualize and advance educational innovations (Crow, 2010b; Duderstadt & Farriss, 2002; Fitzpatrick, 2009; Rhodes, 2001; Tierney, 1999). This study demonstrates how Barrett evolved based on the roles of the participants in this study, and others, in transforming rigid structures that allowed the college to sufficiently adapt and reinvent itself. The college's identity evolved as administrators' socially constructed meaning in their interactions with each other which resulted in innovative decisions and actions in Barrett's pioneering development. As in action research, knowledge was created from problem-solving in a real-life context and the action made a positive difference and impact on the researcher's professional setting.

Participant Selection and Data Collection and Management

Sampling. This section describes the methods and process used in collecting data through in-depth open-ended interviews. Qualitative data consists of "direct quotations from people about their experiences, opinions, feelings and knowledge" obtained through interviews (Patton, 2002, p. 4). Data collection in a qualitative study begins with the selection of the interview participants (Denzin & Lincoln, 2000). Purposeful sampling is a non-random method of sampling where the researcher selects information-rich cases to study in depth, issues of central concern to the purpose of the research, thus, the term purposeful sampling (Patton, 2002). Purposeful sampling is based on the "assumption that the investigator wants to discover, understand, and gain insight and therefore must

select a sample from which the most can be learned” (Merriam, 1998, p. 61).

Sampling in an interview is similar to collecting a slice of life and taking it into a laboratory for dissection and analysis; it makes sense to select a slice in which the topic under investigation is present in high concentration (Daly & Lumley, 2002).

The quantity of the sample is less important than the quality of the sample as “the insights generated from qualitative inquiry depend more on the information-richness of the cases and the analytical capabilities of the researcher than on the sample size” (McMillan & Schumacher, 2006, p. 404). A qualitative study generally focuses on small samples, even single cases, selected purposefully (Patton, 2002). The researcher identified five senior administrators who represented a purposeful sample in this study. Each participant was selected based on their primary role in the development of the college as determined in consultation with key university administrators such as presidents and vice presidents. Criteria for selecting the interview sample included senior administrators in Barrett with overall responsibilities for the day to day operation of the college at a given point in time or senior administrators in the university with oversight and decision-making power over the direction of the college. The researcher was the only one in addition to the four interviewed with appointments in Barrett that had oversight of college operations in the absence of the others. That left four Barrett senior administrators and one university leader in the positions to best address key elements in the evolution, trajectory and sustainability of the honors college given the limited scope of the study.

All five of the participants had over thirty years of experience in higher education and have served as senior administrators in a university. In the action research study the researcher's perspective is tied to their level of experience within the community under study. When researchers themselves are members of the community then the nature of their insider perspective provides them with insight into the intimate workings of the group under study (Suzuki et al., 2007). In this study, the researcher understood the language, jargon, political and economic challenges associated with honors colleges and programs and as a result, was an effective research tool in the discovery process (Creswell, 2003; Merriam, 2009). The researcher's experience working with two different administrations spanning ten years in Barrett, provided a sense of credibility and trust; the interview participants shared with the researcher an insider's understanding of the honors community of practice and were able to detail their experiences because of the nature of their relationship to the researcher.

Interviews. Each interview participant was informed about the study in an electronic message explaining the purpose of the study and timeline for completing interviews and sharing transcripts. The five interview participants were provided with the Institutional Review Board (IRB) consent form (see Appendix A) which explained both their role and the researcher's role in the study. The consent letter addressed expectations for confidentiality throughout the research process, identified the principle investigators of the study, provided a synopsis of the research topic, and informed participants that the interviews would be audio-taped, though the audio-tapes would be destroyed after the study.

Participants were informed the results of the research would be used in reports, presentations, and publications, however, participants would not be identified in such accounts. The researcher was also aware of the importance of notifying the institutional review board of any changes to interview protocol. Because of the researcher's professional relationship with the participants, the researcher was mindful of credibility concerns and recorded the potential influences of those factors utilizing member checks. In maximizing the validity of the study, member checks are used to systematically solicit feedback about the researcher's data and conclusions from the participants of the study, to rule out the possibility of misinterpreting what the participant's said, intended or expected; this method also allowed the researcher to identify her own bias (Guba & Lincoln, 2005; Maxwell, 2005; Merriam, 2009). In qualitative research, the main concern is not with eliminating variance between researchers in the values they contribute to the study but understanding how the researcher's values influence the execution and findings of the study (Maxwell, 2005). Transcriptions were emailed to the participants for review with additional information on the process and timeframe for revising and clarifying the accuracy of the data. Each participant was offered a copy of their own transcript and agreed to respond to the researcher within two weeks in clarifying what they said or addressing any questions they had about the transcripts. A two week timeframe allowed the researcher reasonable time to then respond to the participants before moving on to the next stage of the process in a fixed timeframe for the study.

With a signed IRB consent form, the interviews were conducted in a place that was private and comfortable to allow participants to express themselves in a confidential manner. Four interviews took place within the administrative offices of Barrett College in buildings called Sage North and South. Another interview took place in a conference room on the ASU Downtown campus. Participants were interviewed in or nearby their offices given their demanding work schedules. The interviews were approximately one hour in length and were recorded with participant permission using a digital recording device, and backed up with another recording device as needed. The audio-tapes were stored in a locked file cabinet at the researcher's residence. Participants were consistently reminded their participation in the study was voluntary and there was the opportunity to withdraw from the study at any time. They were also assured they would not be named in the study.

After articulating expectations and parameters of the study, the researcher prepared for the interviews by drafting a set of open-ended questions that were asked sequentially by the researcher (Creswell, 1998; Weiss, 1994). The participants were asked intentionally broad questions about their work experience and perception of the factors that allowed Barrett to develop in the way that it did. The open-ended questions allowed for responses in the form of a narrative about the experiences of the participants and the extent of their roles in shaping the identity of Barrett at ASU. The participants were chosen because of the insight they had to offer, so the questions chosen allowed them to speak broadly about their experiences (Weiss, 1994).

In-depth qualitative interviews obtain detailed information about a participant's thoughts, beliefs, knowledge, reasoning, motivations, and feelings about a topic (Johnson & Christensen, 2004). Weiss (1994) favors in-depth interviewing because it gives researchers a more complete picture of the perspective of the subjects of the study. The advantage in using in-depth interviews as a collection strategy were in gathering more discreet data, facilitated by probing and follow up questions. By probing the participant, the researcher leveraged rich thick data from a participant whereby greater internal meaning was revealed permitting the researcher more control over the line of questioning (Creswell, 2003; Kvale, 1996). The interview was not a reciprocal interaction of two equal partners; the researcher guided the topic and direction of the conversation. As the researcher and the research tool, the researcher was responsible for ensuring the interviews were conducted in an ethical manner (Denzin & Lincoln, 2000; Guba & Lincoln, 2005). There was information shared in the interview process that was shared with the researcher alone, because of the trusting relationship between the researcher and participants; some information was not shared otherwise. For that reason, the researcher was able to collect data in the community of practice that one not as close to the interview participants would have access. This trust was the basis for providing a more deeply reflective and comprehensive perspective on the history, trajectory and future sustainability of the college through the insider experiential lens of five participants responsible for its transformation.

Data Management

The analysis process was started by preparing and managing the data. In interviewing and transcribing the recording files two digital recorders were used to ensure the quality of the transcriptions. Over six hours of research was recorded and back up files were made prior to sending the recording files to the transcriber. A transcriber was used to lend expertise in transcribing the data but also to allow the researcher ample time to focus on coding the data during a stage of analysis where engaging in the data and taking steps to maximize validity is critical. Once interviews were transcribed into a MicroSoft Word document, the five transcripts totaled over 100 pages. Faced with the raw text, the researcher repeatedly analyzed each case analysis transcript to become intimately familiar with the data and to systematically check with participants utilizing the memo-making method to minimize any misinterpretation of the data. Memo-making includes writing notes during the grounded theory stage to track ideas about emerging incidents and concepts. Each participant was provided with a copy of the transcript to review, edit, expand or clarify the text. The researcher then met with each participant to have the opportunity to again clarify any confusion surrounding the data and to ensure the participants were comfortable with the accuracy of the transcript's content.

Data Analysis

Grounded theory. In order to efficiently manage the size of the data and construct meaning from it, the researcher used grounded theory, a strategy for navigating the data analysis process (Auerbach & Silverstein, 2003; Charmaz,

2003; Glaser, 1998; Guba & Lincoln, 2005; Kvale, 1996; Merriam, 2009). The term grounded theory refers to methods for organizing, collecting and analyzing data. Grounded theory offers an organized blueprint for conducting qualitative research and efficiently integrates data collection and analysis to advance analysis of qualitative data and legitimize qualitative research (Charmaz, 2003). The resulting analyses build their power on strong empirical foundations. These analyses provide focused, abstract, conceptual theories that explain the studied empirical phenomena (Charmaz, 2003). What differentiates most grounded theory from other research is that it is explicitly emergent; it does not test a hypothesis rather, it is a type of inductive analysis that is thought of as a theory derived from or “grounded” in every day experiences (Glaser, 1998; Merriam, 2009). Grounded theorists assume that meaning is dynamic and shared by group members; the researcher’s purpose in grounded theory is to explain a given social situation and the processes operating within it or guiding principles underlying what is occurring in the situation (Glaser, 1998).

Grounded theory research allows the researcher to admit they may not know enough to pose a specific question or know what the right question is until they are finished collecting and analyzing the data; instead of reading the literature looking for a specific question or problem, grounded theory instructs the researcher to look for issues that are open and unclear (Auerbach & Silverstein, 2003). Because grounded theory does not assume the researcher knows enough to formulate specific hypothesis, it inductively moves from research issues to

general research concerns (Auerbach & Silverstein, 2003; Charmaz, 2003; Glaser, 1998; Guba & Lincoln, 2005; Kvale, 1996; Merriam, 2009).

Constant comparative analysis. The method used to reach grounded theory is termed the constant comparative method whereby data evolves as themes and is evaluated for explanatory power and how well integrated and consistent the components are relative to the emergent theory (Auerbach & Silverstein, 2003; Charmaz, 2003; Glaser, 1998; Guba & Lincoln, 2005; Kvale, 1996; Merriam, 2009).

During data collection, data from each case analysis was analyzed concurrently. The researcher searched for central characteristics that vary, which served as the basis for theory generation; these central characteristics recurred often, became more detailed, linked the data, and allowed for maximum inclusion of people from different backgrounds (Glaser, 1998). Constant comparative analysis is a method whereby units of meaning or data clusters are coded for significance and grouped with similar units of meaning in the text until all like data are combined under categories that emerge from the data.

In this study, the researcher looked for overlapping expressions of form until all units of meaning were assigned to emerging and named categories. The constant comparative method provided a tool for making sure themes or assertions emerging from the data advanced the research question and reflected the conceptual framework to produce new knowledge regarding the evolution and trajectory of Barrett at ASU (Auerbach & Silverstein, 2003; Charmaz, 2003; Glaser, 1998; Guba & Lincoln, 2005; Kvale, 1996; Merriam, 2009).

The researcher used Auerbach and Silverstein's (2003) six step constant comparative model outlined in a table at the end of this section, to code the data. In the first step, the researcher was faced with analyzing the raw text from the interview transcripts. In step two, the researcher selected only the relevant text related to the research concern and disregarded the rest to keep the data manageable. The researcher selected the relevant text by making copies of all transcripts and then highlighted passages that addressed the research concerns in every transcript. The researcher also color coded each case analysis and transcript by interview participant so that all relevant text for each participant was assigned a specific color and each page was coded with the initials of the participant, the page number and the interview transcript (IT) number. Thus a coded page for example read Chris, pg. 6, IT # 2.

In step three the researcher looked for repeating ideas in the relevant text and grouped all related repeating ideas. A repeating idea was expressed in the relevant text by two or more research participants (Auerbach & Silverstein, 2003). The researcher named each repeating idea and grouped or reorganized repeating ideas with similar meaning into emerging data clusters of repeating ideas with similar meaning. The researcher opened the file for the first interview transcript and copied the relevant text into a new document on repeating ideas. The researcher then turned to the remaining relevant text from each interview to copy and paste similar repeating ideas to the new document. Once all ideas for repeating idea number one were exhausted and assigned, the researcher repeated the process by selecting the next text for repeating idea number two, until all of

the relevant text was sorted into categories of repeating ideas within one master document. Each repeating idea was assigned a name that conceptually represented the relevant text or text kept for its significance to the research question. The researcher consolidated all related repeating ideas, discarded ideas that did not align with the data, and reorganized categories that contained too much or too little data.

In the fourth step of this constant comparative method for coding and analyzing data, the researcher categorized repeating ideas into themes by matching and grouping related repeating ideas. A theme is an idea or topic that a group of similar ideas have in common (Auerbach & Silverstein, 2003; Denzin & Lincoln, 2000; Guba & Lincoln, 2005; Merriam, 2009). The researcher continued to follow the same procedures indicated in previous steps and from the master list of repeating ideas, copied and pasted the first transcript into a new document which served as a starting point for generating a master list of themes. The researcher grouped all related repeating ideas that corresponded with repeating idea number one. Once all ideas for repeating idea number one were exhausted and assigned, the researcher turned to the next theme to begin a new category. When all repeating ideas were assigned to themed categories, the researcher created a new master list with a smaller number of themes. Again, the researcher consolidated, discarded and reorganized ideas that did not align with the data. According to Auerbach and Silverstein, “A theme is an implicit idea or topic that a group of repeating ideas have in common” (2003, p. 62). A theme was included if it met one of the following criteria: 1) mentioned by multiple participants; 2) a

majority of participants indicated it was significant or; 3) key respondents with in-depth knowledge responded to the theme (Oliver, 2004). From these themes emerged broader abstract ideas or theoretical constructs discussed in the following step.

In the fifth step utilizing this constant comparative strategy, the researcher referred to the master list of emerging themes, copied and pasted the first theme into a document, and started grouping and reorganizing related themes until a cluster of themes developed into a theoretical construct. Theoretical constructs organize a group of themes by placing them into a theoretical framework that reveals a set of beliefs about the psychology and social conditions with which the researcher approaches the study (Auerbach & Silverstein, 2003). The researcher then named each construct and developed a master list of named theoretical constructs that became the basis of the sixth and final step which was to create a theoretical narrative by retelling the participant's story in terms of the theoretical constructs, to share the narrative experiences of the participants. The theoretical narrative summarized what was learned about the research concerns and was the ultimate step that linked the research question with the participant experiences expressed in the narratives using their own words as much as possible.

Each technique throughout this six step constant comparative model allowed the researcher to constantly winnow down and synthesize the data while building organic theory learned from the interview participants' perspective (Auerbach & Silverstein, 2003; Denzin & Lincoln, 2000; Guba & Lincoln, 2005; Merriam, 2009). The theoretical narratives conveyed what the researcher developed from the

theoretical constructs and reflected the most filtered data relevant to the research concern. The researcher was able to construct outcomes of the study from these narratives and this culminated in a sound constant comparative method and analysis that generated from the data, participant voice in the findings. Overall, the findings emerged from a data reduction or filtering process by discarding extraneous information not relative to the research question. The data was collected until no new information was found; “when research participants fail to provide new data that expand and refine the theory the researcher has reached theoretical saturation” (Auerbach & Silverstein, 2003, p. 21). The researcher felt the data collected was adequate when all five participants no longer produced new data that would contribute more fully in further developing theory relative to the research question exploring the pioneering decisions and innovations responsible for Barrett's evolution and trajectory.

Figure 1. Six steps for constructing a theoretical narrative from text

MAKING THE TEXT MANAGEABLE	Explicitly state your research concerns and theoretical framework.
MAKING THE TEXT MANAGEABLE	Select the relevant text for further analysis. Do this by reading through your raw text with Step 1 in mind, and highlight relevant text.
HEARING WHAT WAS SAID	Record repeating ideas by grouping together related passages of relevant text.
HEARING WHAT WAS SAID	Organize themes by grouping repeating ideas into coherent categories.
DEVELOPING THEORY	Develop theoretical constructs by grouping themes into more abstract concepts consistent with your theoretical framework.
DEVELOPING THEORY	Create a theoretical narrative by retelling the participant's story in terms of the theoretical constructs.

Source: Auerbach & Silverstein, 2003, p.43

Validity and Reliability

The disadvantages of qualitative research include difficulties in establishing reliability and validity of the information given the subjectivity of the inquiry (Bryman & Bell, 2003). Qualitative research acknowledges absolute control over the research is not possible because of the “unique construction of reality” by the researcher and the interview participants (Merriam, 2002, p. 25). The validity of qualitative designs is the degree to which the interpretations have mutual meanings between the participants and the researcher (McMillan & Schumacher, 2006). The researcher's extensive experience as a member of the honors community of practice and insider perspective into the internal dynamics of the context under study provided increased validity with an increased chance

for mutual meaning between the researcher and the participants because of their shared understanding of the nuances, phrases and language of the honors community of practice (Suzuki et al., 2007).

Qualitative internal validity tests the degree of truth and accuracy in *interpreting* the data through the examination of emerging ideas uncovered by the researcher against participants' views of their own experiences. The researcher in this study questioned whether words and thoughts of the research realistically represented the words and thoughts of the raw data provided by the participants. The researcher was confident in the trustworthiness of the participants because of their experience in operating and shaping an honors college. The researcher believed in the quality of the reports and interviews because of their careful design in verifying the meaning of what was said in a continuous effort to validate the data (Kvale, 1996). Internal validation was ultimately achieved when there was theoretical saturation or no new information developed in collecting more data (Merriam, 2002). The researcher also internally validated the research by "weighing the evidence; checking the meaning of outliers; following up on surprises; looking for negative evidence; checking out rival explanations; and getting feedback from participants" (Kvale, 1996, p. 235). These systematic steps were taken with the assumption that the study is more valid or true when repeated observation produces the same results (Merriam, 2009).

Whereas validity is concerned with the integrity or truth of the conclusions drawn from research (Bryman & Bell, 2003), qualitative reliability in this study was determined by the degree of truth and accuracy in the *handling* of the data

through examination of the researcher's process in distilling raw data. The researcher sought to effectively monitor data collection and data analysis procedures so that readers were assured the data was managed with integrity. Much like internal validity, the researcher is encouraged to take advantage of working in pairs or groups to reinforce the accuracy of information derived from data analysis (Kvale, 1996; Merriam, 2002) The researcher did not engage others in the data analysis process but did consult with a peer in the doctoral program, someone outside the Barrett community of practice, who understood the process and goal of the research to increase the chance of attaining a balanced and more objective reading.

Reliability in this qualitative study also refers to the consistency of the researcher's interactive style, data recording, data analysis, and interpretations of the participant meanings in the data (McMillan & Schumacher, 2006). The strength of open-ended interviews is that respondents answer the same questions to increase the comparability of responses (Patton, 1982). The same interview questions were asked of all participants in this study to maximize trustworthiness, reliability and validity.

Limitations

Bias. In qualitative research it is difficult to prevent or detect researcher induced bias and the scope is limited due to the in-depth, comprehensive data gathering approaches required (Suzuki et al., 2007). In collecting qualitative data, several issues can emerge in composing the research questions, securing consent of the participants, ensuring participant confidentiality and in developing the

relationship between the researcher and participant (Suzuki et al., 2007). Qualitative researchers must be aware of biases that may inform the research when they consider who to include in the study, who the research benefits and how the research gives back to the individual or the community (Suzuki et al., 2007). They must also be mindful of how the values, biases, and assumptions they bring to the process impact the results of the research overall (Locke, Silverman, & Spirduso, 2004). Some research bias emerges because researchers want to confirm their beliefs. Other research bias surfaces when researchers select subjects that are more likely to generate the desired results (Suzuki et al., 2007).

There is an assumption with traditional research that subjectivity and values are sources of bias that must be eliminated; qualitative researchers view the bias issues differently and assume that subjectivity and values are a necessary part of the human interaction and therefore cannot be eliminated or controlled; it requires instead that researchers acknowledge their own subjectivity and values and reflect on them in a systematic and disciplined way (Auerbach & Silverstein, 2003). Qualitative researchers assume their own subjective experience can be a source of knowledge and strength about the phenomenon they are studying. Reflexivity or the explicit acknowledgement of the way the researchers subjectivity influences their research is a goal of qualitative research; the researcher acknowledges who they are, what their values are, how their personal interest is relevant in studying their research agenda, and how personal knowledge

of the research agenda helps researchers to better evaluate their conclusions (Auerbach & Silverstein, 2003).

The key difference between qualitative and quantitative research is the attempt by quantitative researchers to eliminate bias and the attempt by qualitative researchers to explicitly acknowledge bias as an important part of the study. There are inherent standards for controlling bias that the researcher used in utilizing grounded theory and constant comparative methods for the data analysis. They included theoretical sampling or theory-driven samples that build interpretive themes from the emerging data before selecting a new sample to examine and elaborate on the data; and memo-checks used in maximizing the validity of the study by systematically soliciting feedback from the participants of the study to eliminate the possibility of misinterpreting the participant transcripts (Charmaz, 2003; Glaser, 1998; Guba & Lincoln, 2005). In addition, the researcher controlled bias before and after the analysis by keeping a journal immediately after the interview process and through every stage of the research that detailed every decision made during the data collection and analysis process (Glaser, 1998; Guba & Lincoln, 2005).

Transferability and generalizability. In qualitative research, specifically grounded theory, transferability is related to the idea of representativeness and is concerned with the contextual boundaries of the findings (Auerbach & Silverstein, 2003). When a qualitative researcher understands the context under investigation, and provides a thorough contextual description of the problem of interest, the reader is better able to make inferences about the transferability of the

findings (Donmoyer, 1990). Qualitative research like action research does not place a high priority on generalizability in the abstract; the aim is to answer questions that are relevant in particular, and within local contexts (Donmoyer, 1990). Knowledge is transferable when the research generates new theory or notions that are used to explain similar problems in other contexts. It is critical that the findings from a qualitative study are unique to that study (Burns & Grove, 2005).

The intent of this action research-grounded theory study was not to generalize the findings to a larger population. Rather, understanding the meaning of the narratives emerging from a given situation was useful for understanding similar problems in similar situations (Burns & Grove, 2005). Because this study was limited to interviewing five senior administrators at one institution, the results were not generalized to other honors programs, colleges, or universities nationwide, but the outcomes were transferable in that new theory or meaning emerged to explain similar problems in these contexts.

Meet the Participants

The five individuals selected for this study all worked at the same large public institution in the American Southwest. The names of the participants in the study are pseudonyms and the profiles below are intentionally limited in scope to protect the integrity of the data and keep the narrative contributions relatively anonymous. The participants held high-ranking senior administrative positions in the university and hold tenured faculty positions or have taught in a disciplinary department within the institution. Their ages range from sixty to seventy five and

between them, they have more than a hundred years of experience managing universities or colleges within universities.

William. William was the oldest of the participants in the study. He grew up in Arizona, the only child of parents who were educators in the valley. His undergraduate degree was earned at a public institution in his home state and he received both masters and doctoral degrees at a small private institution in the Midwest. He has held several leadership positions at institutions throughout the United States and contributed widely in elevating the status of the institution where he currently serves as a faculty member and administrator, and is widely respected for his contributions to the local community. He is married with children and grandchildren.

Chris. Chris grew up in northern California and received all three bachelor's, master's and doctoral degrees from public institutions in that state. He has been a faculty member for over fifty years at the same institution. He has received multiple teaching and service awards and held administrative appointments both within the college of his discipline and the college where he is widely known for his contributions in advancing honors education in the United States. He travels abroad extensively to both teach and conduct research for his significant publications. He is single with two children and grandchildren.

George. George grew up in New Jersey and received his bachelor's, master's and doctoral degrees at small private institutions. He has been a faculty member for over forty years and held administrative leadership roles at both private and public institutions. He has published widely and taught at institutions

worldwide. He is married with four children and continues to have a very significant role not just in developing opportunities for highly motivated students, but in transforming the way the delivery of an undergraduate honors education is perceived in this country.

Sharon. Sharon grew up in New York. She received her bachelor's degree at a small private college in the northeast and graduate degrees from a public institution in the United States. She has held two administrative assignments in the college of her appointment and continues to teach both within the college and abroad. She is also actively publishing her research about to be widely circulated in her discipline. She had a significant role in the operations of the college of her appointment for several years. She is married with five children and grandchildren.

Melinda. Melinda grew up in southern California. She received her bachelor's degree at a small private college and master's and doctoral degrees at a public institution, all within the state of California. She is widely published in her discipline and has received multiple teaching and service awards. She has held an administrative assignment for the past seven years and has over thirty years serving as a tenured faculty member in her profession. She has contributed significantly in teaching, advising and serving the students in the college of her appointments and has also transformed the expectations for thinking about an undergraduate honors experience. She has two children and one grandchild.

Table 1

Participant Profile Summary

Characteristic	William	Chris	George	Sharon	Melinda
Gender	Male	Male	Male	Female	Female
Ethnicity	Caucasian	Caucasian	Caucasian	Caucasian	Caucasian
Age	Mid 70's	Early 70's	Early 60's	Late 60's	Early 60's
Home State	Arizona	California	New Jersey	New York	California
University Senior Administrative Experience	Over 40 years	Over 30 years	Over 20 years	Over 10 years	8 years
Honors Faculty and/or College Affiliation/ Experience	Over twenty years	Over twenty-five years	8 years	Over 15 years	7 years
Ph.D.	Political Science	Philosophy	Biological Sciences	History	Anthropology

Summary

A case study research design was used in this study to interview five senior administrators instrumental in shaping the evolution and trajectory of Barrett, The Honors College at ASU. Data was collected, filtered and synthesized using grounded theory and a constant comparative method to inductively generate themes that informed theoretical constructs and then narratives capturing the

experiences, decisions and operations that allowed Barrett to evolve in a singular way (Auerbach & Silverstein, 2003; Charmaz, 2003; Glaser, 1998; Guba & Lincoln, 2005; Kvale, 1996; Merriam, 2009).

Chapters four and five will present the findings of this study. In chapter four, central themes emerge that inform milestones in the development of Barrett. Chapter five provides the researcher the opportunity to reflect on how the findings inform the scholarship and how the research outcomes will be used to benefit the honors community of practice in the future.

Chapter 4 Findings

In this study, five interview participants shared their professional experiences and insight into the development of Barrett, The Honors College at ASU. Through the narratives there was evidence that establishing Barrett's institutional identity was a central theme in the study. Ways of understanding the construction of Barrett's institutional identity evolved from narratives and are presented in two sections in this chapter. In the first section, participants discuss how the role and concept of faculty informed the institutional identity of Barrett. In the second section, participants discuss how the structure of the college emerged to inform Barrett's institutional identity. The findings address the research question exploring innovative advances in Barrett's development and their contribution in actualizing the New American University at ASU.

The Faculty

The participants' narratives revealed their experiences and perceptions of the factors that shaped Barrett's development. All leaders agreed that it was important that the full-time faculty of the college have an identity and essential function in the college. William recalled that "having the college as a separate entity flew in the face of tradition that the college could only consist of full-time, discipline-based faculty members – and was really a watershed moment." He discussed how the practice of having honors faculty known as an identifiable cohort in the university with a station within the college that was central to their professional development was a pioneering development in informing Barrett's institutional identity. The honors faculty cohort in Barrett have a station and

identity in the college and are now known as faculty fellows who teach *The Human Event*, a signature freshmen seminar course as well as other honors seminar courses for upper division students. Drawing on his previous experience directing an International Studies program, William understood the challenges of developing a faculty identity outside the disciplinary home of a faculty member. He explained Barrett's achievement in accomplishing this by sharing how an educator "whose specialty was and whose relationship was deeply with other Latin Americanists still had his or her tenure decisions and salary in the department of Economics which meant the International Studies program was adjunct and not really central to that person's development." Barrett faculty do have their own identity and home in the college and it is central to their professional development. Chris also felt that the faculty were fundamental to Barrett's identity but he stressed the importance of having access to both the faculty within the college and those 1400 faculty representing all majors that taught honors courses in every discipline at a research university. According to Chris, what strengthened the Barrett honors experience was that students were able to maximize access to the quality of teaching faculty in Barrett and "the faculty of what is now a major international research institution with faculty in their field that are the best in their field and that access has demonstrated its value over the years."

George expressed the significance of the faculty in teaching *The Human Event* course which was a core element of the honors curriculum and integral to Barrett's identity and formation. George credited Chris's vision in creating a

central honors course that gave Barrett students the ability to think critically.

George said that his previous institution, an institution regularly at the top of the list of best liberal arts colleges in the country, wanted to provide as much education in a small seminar group as it could for its students but it didn't have anything like *The Human Event* and it would have benefited from having it.

William agreed with the significance of a course like *The Human Event* and its role in shaping Barrett's identity. Like George, William felt the course not only teaches honors students to think critically but provides them a rigorous intellectual exercise in which they take control of the learning process and are provided with a more intense academic environment. He said, *The Human Event*:

...is a modern variant intellectually designed 'Great Books' course more characteristic of the traditional general curriculum which has been replicated in the larger private and public universities with, for the most part, distributed requirements where you have a dollop of science, a dollop of this or that, but it is not the required intellectual exercise that has historically been the case.

William had emphasized the importance that Barrett students at ASU have this type of rigorous academic exercise in *The Human Event* from disciplines like nursing or engineering, disciplines not previously included in the delivery of an honors curriculum traditionally housed in the College of Liberal Arts and Science.

Sharon agreed with William, Chris, and George that the faculty were central to Barrett's identity. She agreed with George that *The Human Event* is the centerpiece of the honors curriculum and experience. She said:

We do our job with *The Human Event* – the university gets these wonderful undergraduates who have been trained by us and they learn to write and think and they come in good but they get better and then the university gets them and it’s like leavening for the whole student body so we have that effect on the undergraduate program.

Sharon also discussed how Barrett’s institutional identity is reinforced by bringing more senior faculty in from the disciplines to teach honors courses; she agreed with Chris on the value senior faculty have in exposing faculty fellows within the college to their expertise within the discipline (and vice versa). As a result students are provided with departmental faculty that enrich and complement the experience they have learning from the high quality teaching of honors faculty fellows within the college. She also credited George and Melinda in hiring faculty who are social scientists to teach *The Human Event*, a departure from hiring faculty solely with a humanities background. Melinda discussed the significance of the faculty to Barrett’s institutional development in terms of the importance of staffing the college with its own faculty, administration and staff. Most honors courses and programs in the country have faculty that teach honors courses solely from the department of their discipline. In other words, they do not have an honors college with their own faculty and staff so they lack a faculty and staff community and identity within the college. Most honors colleges and programs also have a Dean or Assistant to the Dean but that is the extent of the staff with which they operate. Melinda says “just south of here we have that situation and they call themselves an honors college but they really can’t serve the

students in the same way the students need to be served.” Melinda stressed that what students really need is access to faculty “who are their mentors from the first day they arrive and with them all four years they are here to help them seek opportunities.” William and George stressed the importance of the quality academic experience *The Human Event* provides in informing Barrett’s institutional development and Chris, Sharon and Melinda emphasized the value of Barrett in providing students with access to faculty both within the college and to faculty from within the disciplinary departments who also teach honors courses.

Barrett Structure

The participants said that Barrett’s institutional identity was comprised of its infrastructure--those components that provide the college with identity and function--and the physical structure of Barrett at ASU. In this section both the colleges infrastructure and physical structure are addressed separately in the following two sub sections.

Infrastructure. The participant narratives and experiences reflected there were components of the college’s infrastructure that shaped Barrett’s institutional identity. Those components included giving the college a legal and stand-alone identity, acquiring a named endowment, providing an appropriate leadership structure with a dean appointment, and providing on-site support to execute essential functions such as the recruiting of top students and the support of current students securing national scholarships and other exceptional opportunities that assist in raising the profile of the university.

The founding of the college according to key university administrators and leadership, the university president and provost, was the legacy of Chris, former director and then founding dean who said he “conceived of the college, nurtured it through an institutional process and then subsequently undertook building the college as a college.” When William arrived to the university in 1990, the honors college was already a legal entity and had been adopted by the university. It was affirmed by the faculty, confirmed by the academic senate and council of deans and voted by the Arizona Board of Regents (ABOR), meaning it was approved by all parties. William believed establishing Barrett as a stand-alone college model was a bold step that allowed for the creation of “an intellectual force which has an identity and has a location, and has students that are clearly Barrett students, but that are also very much citizens of the university.” This identity, which all the leaders discussed, created a clear definition of an honors college student and reformulated it into a college centric model. Chris, like William, was acutely aware “one of the issues was how do we as an institution identify those students and make them available to faculty and make the faculty available to them.” Many honors programs are distributed throughout a university, and reside within another college or multiple colleges within a university. Even what appear to be stand-alone colleges are often colleges in name only because they have no central community of faculty and staff that work for the college and serve honors students within a central stand-alone honors residential college community.

George, Sharon and Melinda, like William and Chris, knew a college model was essential. George felt it was important for any university to start an

honors college if what it had were weakly distributed honors programs; he felt the “change to an honors college itself was hugely important.” After serving as a consultant to Purdue University, George learned Purdue wanted to take their distributed honors program and start an honors college. He said:

Like many institutions they’ve realized the value of it – Purdue is a great university and its famous for engineering but it has a distributed honors program and it is only now, twenty-five years later past the time ASU started thinking that way, its deciding it is a good idea to have an honors college.

Melinda agreed it was critical that the college was a university-wide entity “supported by the university and responsible for organizing the resources of the university to meet the needs of highly motivated students.” Melinda further believed that central to the college’s success and identity were “stakeholders in the academic units which became more and more committed to supporting honors students who elevated discussion in the classroom.” She felt it was critical that the campus-wide disciplines or academic units recognize their role in honors education which was fundamental to the institutional identity of Barrett, that is, that it be disciplinary inclusive with students and faculty from multiple disciplines contributing to the college model. In short, Sharon, like William, Chris, George, and Melinda felt a college centric model for Barrett was instrumental in shaping Barrett’s identity and like Melinda, she stressed the importance of bringing faculty from the academic units to teach honors courses, get to know the faculty fellows and in doing so better understand their contributions to the university.

As the honors program developed into an honors college under Chris's vision and direction, it was important to define the college's institutional identity by conceptualizing its structure and essential functions. Chris observed the few honors colleges in existence at the time that the college's credentials were established and made legal by ABOR - Kent State University, The University of South Carolina and the University of Missouri at Columbia - had all been created by fiat decision of the institution's president. Chris and the university leadership at the time did not want a fiat decision and wanted the college created by a legal process so that if anyone wanted to consider decommissioning the college, the decision would be subject to a legal process. The legal status also meant that the university, no matter what administrative changes might take place, would have to deal with an honors college that was no longer, according to Chris, "just a college by name, but a college by virtues of the laws under which the institutions and state operates." There would now be the obligation to support that aspect of the institutional mission. William and Chris both recognized the legal creation of the honors college was important for Arizona State University institutionally. On July 16, 1989, a proposal to create the honors college at ASU was authorized by ABOR and its significance would prove to alter the course of higher education in the state in that ABOR's authorization that honors education be a proper part of the mission of ASU was to say the University of Arizona would no longer, according to Chris, be "the state's sole institution to be regarded as providing education for the state's best students."

Not only were some existing U.S. honors colleges established in name only but what that really implied was that they did not have what Chris termed a “generalizable structure,” so Chris conceived the honors college “on an analogy with the Graduate College at ASU and other institutions.” All of the leaders concurred with Chris that a college model with overarching administrative responsibility to organize services for the benefit of students in the college would maximize their potential and in so doing, allow the university to compete with the academic talent of other great institutions. When the honors program at ASU developed into a college and human and fiscal resources were consequently moved from the College of Liberal Arts and Sciences to the new stand-alone university honors college Chris found it important to convince others the move would enhance and organize the university environment for honors students in such a way that “the resources could fully flower.” William recalled funding the college and keeping it funded was a difficult challenge. Sharon remembered one example of this challenge was when the university started offering national merit scholarship packages for honors students. There were tuition waivers for undergraduate and graduate students and the tuition for the undergraduate waivers had never been used so over the years they were absorbed by the Graduate College. The undergraduates never had the tuition waivers allotted to them. The dramatic rise in the numbers of National Merit Scholars coming to the university then produced a demand for the undergraduate waivers which was at first, according to Sharon, met with resistance. The Graduate College had over time absorbed the undergraduate tuition waiver because it wasn’t being used and were

now having to give up those resources that would ultimately go to National Merit Scholars but it was Sharon's understanding that the initial concerns dissipated as more and more honors students enrolled in graduate courses and were recognized for their value to the university.

George and Melinda also believed organizing the resources of the institution with a generalizable structure to enhance opportunities for Barrett students was central to Barrett's institutional identity. Many honors programs and even honors colleges were led and operated by an honors program director, typically a faculty member with tenure. George and Melinda strongly believed the college led by a dean was an instrumental decision that allowed Barrett to evolve the way that it did. George believed making the head of the honors college a dean "also gains respect from other deans and other parts of the campus." Melinda felt that:

Chris being brought on as dean was a big benchmark because it changed the character of a college or of an honors program, from one that is run by someone who is a faculty member and not given a dean's designation, to somebody who has a dean's designation; the value is that it puts the dean into a peer situation with all the other deans in the university.

William, Chris and Sharon concurred with George and Melinda. Sharon felt Chris being brought on as dean gave the college stature from within the institution. William believed "an honors program was not a good idea, but the idea of vesting an entity with the title "college" headed by a dean was certainly very unusual – unprecedented at Arizona State University, and was pretty unusual

across the country.” Chris agreed setting up the college so that “the administrative officers had the right peers was significant; it was important the dean of the college, in being a dean as opposed to a director, had direct access to those that were responsible for allocating university resources.”

Allocating university resources to boost the recruitment of National Merit Scholars at ASU would support another component of the college’s infrastructure and institutional identity which was to recruit top scholars in the country. The participant narratives reflected experiences in initially establishing an institutional commitment to recruit National Merit Scholars. George and Melinda were not at the institution at the time but both recognized the value in attracting the best students in the country to Barrett. William said that the clear commitment of ASU to pursue National Merit Scholars and comparable students from across the nation had a very substantial effect on the college itself. He believed it made for a richer college experience for Arizona students. Barrett was predominantly comprised of Arizona students in the early years and William felt the “recruitment of National Merit Scholars and Flinn scholars added to the reputation of the college and of the university in an important way, so, consciously really competing was part of it.” Recruiting National Merit Scholars had increased the ability to attract and recruit Flinn scholars (best-in-state) at a time when ASU was not competitive and William could not understand why. He knew Chris was:

keen to join the competition and the fact that the honors college was attractive and available and successful in recruiting National Merit Scholars from around the country would greatly increase the ability to

attract and recruit Flinn scholars and give them the confidence they were coming into a quality program.

Twenty years later most Flinn scholars attend Barrett, The Honors College at ASU. Sharon agreed the National Merit Scholars “added to the reputation of the college since the college could now compete with the best.” Sharon said the idea of recruiting National Merit Scholars was a new concept and a critical one in shaping Barrett’s institutional identity. Sharon recalled Chris went “from farmhouse to farmhouse with a cluster map of areas where there was a concentration of National Merit Scholars and he’d go there.” Chris recollected a meeting with the President, Provost and Vice President of Student Affairs where he said we can get 145 National Merit Scholars and the Vice President, who Chris said actually knew about these things, knew Chris didn’t know what he was doing but Chris was convinced they could get these numbers and that year the university recruited 137 National Merit Scholars. Chris believed it was a very important feature of Barrett’s presence that “we got 137 National Merit Scholars and Craig and Barbara Barrett gave us \$10 million dollars.” Sharon concurred it was important because “it attracted national attention and it brought Barrett money; one of the reasons the Barrett’s gave was because of all of the National Merits.”

Chris and Sharon and George said it would be difficult to overemphasize the impact of the Barrett endowment. They were referring to the endowment of the college under the leadership of a new president who came to the university the year after the college was legally established by ABOR. George credited the university president and Craig and Barbara Barrett saying the gift would be one of

the best ways to help all of ASU; “it made us Barrett Honors College but even more important, it brought attention on us as a worthwhile entity.” Melinda agreed with George that the gift and the naming of the college focused the attention of ASU faculty to Barrett. George felt “to suddenly hear ten million dollars was given to this entity, Barrett Honors College, that the faculty were not paying attention to before when it was an honors program was significant.” William concurred and stressed the importance that the endowment had “not just the Barrett’s personal identification with it, but the way it gave the college an identity; it wasn’t viewed in the same distinct way as an honors program or college, that the naming of it and support that went with it actually gave it.”

The participants’ narratives described another component of the college’s infrastructure and institutional identity which was to help students’ secure national scholarships through the Office of National Scholarships and Advisement or what came to be known as the Lorraine Frank Office of National Scholarships and Advisement (LFONSA). LFONSA resides within the college but serves the entire undergraduate student population and functions to allow students to compete for national scholarships like Rhodes, Truman, Fulbright, Goldwater, Marshall, NSEP Scholarships. The LFONSA office became another essential function and operation of Barrett and another innovative new means of organizing the resources of the university to support students seeking exceptional opportunities to impact the global and national communities.

Chris explained a freshman coming into ASU in 1990 was coming into a university that did not have a lot of distinction in terms of competing at the

national level for awards. There were literally a handful of national scholars until 1991 when ASU was competitive for national scholarships. William agreed with Chris that “students now enter the university, 20 years later with a truly distinguished record of competing for these national fellowships and are considered for admission into any top program in the world.”

Sharon adds the founding of the LFONSA office gave the college credibility as the president and provost always wanted to know when there was a scholarship recipient and they would always share the news with donors; this soon became a really important factor in harnessing the university’s senior leadership support of the college. George and Melinda agree the record number of national scholarships elevated the profile of the college and the university; moreover, the office contributed to the college’s infrastructure and identity in providing excellent students with access to excellent academic opportunities. Sharon credited Chris with the founding of the LFONSA office while Chris credited former faculty member and administrator, William Weidermeier for his legendary contribution and the founding of the office. Chris also credited Sharon for producing an increased number of scholarship applicants and recipients over the past several years. He said in a more competitive honors environment today, her record in the number of ASU students that have been recipients of such awards is a national record. William, Chris, George, Sharon and Melinda all agreed organizing the resources of the college to enhance student opportunities raised the profile of the institution and remains a central component of Barrett’s infrastructure and institutional identity.

Participants in this study agree it was a potent combination of factors that provided a college infrastructure that informed Barrett's institutional identity. Those components included giving the college a legal and stand-alone identity, acquiring a named endowment, providing an appropriate leadership structure with a dean appointment, and providing on-site support to execute essential functions such as the recruiting of top students and the support of current students securing national scholarships and other exceptional opportunities that assist in raising the profile of the university.

Physical structure. The participant narratives and experiences reflected there were components of the college's physical structure that shaped Barrett's institutional identity. Those components included establishing Barrett as a residential honors community, and then true residential honors college as its institutional identity continued to evolve with the opening of the \$140 million honors residential college campus at ASU in 2009.

William, Chris, Sharon, George and Melinda all shared in common that another critical advance in Barrett's development was in securing physical space to allow the honors curriculum and co-curricular activities to fully flourish. Chris considered residential honors housing to be an essential operation of the college. William said he agreed that separate housing for Barrett was vital. He said before the Honors College moved into McClintock, McClintock and West Hall were scheduled to be demolished by the university. Hayden Library was to have two major above-ground wings and the big underground part of Hayden was to be the entrance to these two wings. He said fortunately, the university did not continue

with later plans to build a big library addition and therefore raze those properties – “that then meant that because they had already vacated McClintock as a residence hall, it gave the honors college a place to live.” Sharon recalls the first opportunity to house an honors community was in McClintock but as the college grew in size Barrett moved to Center Complex, an on campus residential housing site where they actually had a complex with almost eight hundred beds for honors students. George and Melinda believed Chris’s vision to establish a Barrett residence for the honors students in the original move to McClintock Hall was very significant. George said there are honors programs and even colleges in the U.S. “... that are terrific...”, but dispersed through different dorms and off campus,

So it was an incredibly important piece of the vision to see that having a central place to live together would be a good idea and the move to an even bigger residential campus at Center Complex overseeing new buildings that could hold 800 students was also very important; Chris did a huge amount of building Barrett.

In re-conceptualizing Barrett as a peer of the nation’s top private colleges, the president of ASU offered George the chance when he arrived in 2003, to design and build a new college campus within the university campus just for the honors college. It would become the nation’s largest residential college to be built in forty years and the first \$140 million four year honors residential college of its kind in the country.

With George’s arrival to ASU, a shift in focus took place within Barrett; the college was now planning to build an infrastructure and programs to be more

like a top private college and literally building the physical facility to offer a new version of a great residential college. Up to this time, the honors college was not able to combine both. George felt that knowing there was the opportunity to build the new campus was encouraging and gave (Barrett administration, faculty and staff) the incentive to expand, improve, and move along academic and student services programs. He said “it was now evident how they were going to fit into the structure because we knew we were going to have the structure to put them in.”

Melinda believed the new campus would bring value in facilitating the college’s commitment to students. She said:

Barrett is already a model nationally for Student Life and how to manage, in a large university to have a college of scholars who permeate the university and the nation in a way in which the brightest, most engaged students can be educated in a public environment rather than having to give up a large university by going to a small college or having to give up the engagement of a community of scholars by going to a large university.

Both Sharon and Chris described the new college more like a small private college, similar to Swarthmore, Pomona, Amherst and Williams. Chris felt the new college now offered services that could compete to a larger extent with small privates “while still offering a much, much richer educational opportunity than most small privates.” He said “moving into this facility, my God, my God, that’s a benchmark and it’s the college that no one else has at least in terms of its facilities.” William felt such an extraordinary honors residential campus

reinforced all of the college's features in that it gave the college a very strong identity. He said "the new campus without question had not just the physical property but had an identity that took it yet to another level; that's important not only for Barrett, but it's important for the whole university." For George opening the new campus meant "we've now become something that doesn't exist anywhere (else) in the world, but is superbly good and the full-fledged model now with the necessity we've talked about earlier of filling in services, but in a way it's just making them better and better." George said Barrett's past had largely set up and then shaped Barrett's future on the new campus.

William, Chris, George, Sharon and Melinda all expressed the honors residential college concept and physical structure informed Barrett's institutional identity. The physical structure of the new campus however, was significant because of the arrival of a new university president in 2002 and a new honors college dean the following year. William considered finding a worthy successor to Chris to be vital. He also felt it was testimony to the degree the honors college's reputation had grown that a new Dean from a very prestigious liberal arts college in the northeast would consider Barrett.

At the time of George's arrival every dean and director of an honors college in the United States - all sixty-five of them - were faculty members from a public university. A dean from a public honors college had never been hired from an elite private college. George was an Associate Provost and his experience in a leadership role at a well-known small private college in the northeast for twenty-eight years, informed his new vision in seeing Barrett as "an equivalent to

Amherst, Williams or Swarthmore,” he said. George considered Barrett and these private college’s peers, rather than considering other honors colleges at large public peers. He said, “Chris was consciously comparing Barrett to honors colleges and he had already pretty much surpassed them.” George said the fact was that he had “the credibility to fully characterize Barrett in this way because there just weren’t people at ASU who had that experience and could say that with the same authority and be listened to.” George was now comparing Barrett to the top private colleges in the country.

George said Barrett was a college “with the kind of advising, the kind of student services, and the kind of facilities, that (elite, small, eastern colleges) had.” He said his goal was “to build Barrett into something as good as (the small eastern colleges) were in all those ways, but then with the addition of the research and educational resources of a ASU available to its students.” What George envisioned was the combination that did not exist anywhere in the country of a great residential college within a large public research intensive university. He felt his leadership background would help inform that change in new and unique ways. This combination is what informed the concept of the new honors residential college campus, a component of the college’s infrastructure that informed Barrett’s distinct institutional identity.

William, Chris, Sharon and Melinda all agreed the physical structure was informed by an honors undergraduate experience that provided the combination of the standards of excellence in Barrett and the vast resources at a public research intensive ASU. Melinda felt a good way to characterize the benefits derived from

this combination was to first recognize that a student who chooses Barrett chooses not to go to Northwestern, Wellesley, Pomona, Swarthmore, Harvard, Stanford, Yale. She said the choice is not between ASU and Stanford, rather the choice is between Barrett and Stanford – Barrett in ASU. She continues:

Barrett would not exist without all the benefits of ASU, without all the academic programming, all of the social life of a big university. Barrett wouldn't be successful without all that so I am not denying ASU, but the value-added is that students will come here instead of going to Harvard or Stanford or Yale or Northwestern – and so what they get from that is our complete commitment to them and whatever their vision is for what they want to do.

William, George, Sharon and Melinda agreed Barrett was a good honors college and built that way by someone (Chris) who embodied the ethos of the honors colleges based on his role as founder of the honors colleges concept and as an officer in the National Collegiate Honors Council, the entity that oversees and serves as a venue for discussions about honors colleges and honors programs. George says what he and the new university president wanted was to evolve a new honors concept which was better and actually departed from a standard view of honors colleges. They wanted to:

Enter a realm of just an amazingly good residential college that had this special combination of college-like atmosphere, but with curricula that could be chosen by the students from the vast curricular choices of ASU. That combination really didn't exist anywhere in the country that taught

students in it how to think and write clearly, that fostered their intellectual exploration, that gave them the confidence about themselves as intellectual explorers, that were cognizant of the highest standards of academics in the whole country regardless of whether we are talking about public or private universities.

George's vision was not to just have an honors campus, because Barrett had a campus; rather, —his vision revolved around building a robust community with the social center being the dining hall. To this end, he insisted that the student's rooms did not have kitchens to ensure student interaction took place in the dining hall. Melinda and William agreed that George's vision was another example from way outside ASU's traditional housing and dining service design—more in line with designs like Oxford, Cambridge, Harvard and Yale. George felt if one had not observed how well the dining halls worked at those places (Oxford, Cambridge, Harvard and Yale), then it would be difficult to appreciate their value or know it was a vision. George's vision was something new for Barrett and for ASU. It was an Oxford College, or a Harvard House.

My concept was to see ASU and Barrett as if Harvard, instead of having ten houses down by the river, only had Elliot House and all the rest were just freshman dorms, but Elliot House was sitting there all four years, its own dining hall, its own community that had its own identity and those kids came out of Elliot House and went to class the way they do at Harvard, up in the main campus, taking any classes they want, they come

back into Elliot House for lunch and dinner. That's my concept, and that took facing some real resistance at first from other planners.

The honors residential college on the ASU Tempe campus site was one of four University residential college developments or renovations at ASU that positively impacts Barrett students on all four campuses. There are designated Barrett residential communities and designated space for Barrett administrative operations on all four campuses. Barrett has its largest student and faculty groups on the Tempe campus. Much of the college administration is housed in Tempe as is the new honors residential campus that opened in 2009. It features a student center, rich programming, a refectory and dining center, a residential community of over 1700, and administrative and faculty office space and classrooms on eight acres. The Barrett Downtown campus is home to about 250 students. Its academic programs – Journalism, Social Work, Recreation, Tourism, Criminal Justice, Non Profit Leadership, Public Service and Public Policy, Urban and Metropolitan Studies, Nursing and Exercise Science – have important links to the urban surroundings and Barrett programming builds on that synergy there. Barrett at the Polytechnic campus is creating a living and learning environment that reflects the applied focus of a polytechnic campus. Barrett at the West campus builds on the mix of academic and professional programs offered in a suburban location with many of the advantages of a small liberal arts college.

All participants described how expanding the Barrett vision to the other three ASU campuses was another vital part of Barrett's institutional identity and consistent with promulgating New American University access to such

opportunities throughout the valley. William said, “reconceptualizing it (Barrett) and continuing for it to have its own physical identity and to have it move to four campuses was important . . . West (campus) had an honors college early on and Barrett has a very complete presence on the Downtown campus.” Sharon said Barrett’s presence at the other campuses was a logical part of the college’s progression and helped fulfill the New American University vision of inclusiveness and full opportunity at all campuses. Sharon said ten years ago Barrett previously existed on just the Tempe and West campuses. She said “the west campus built itself where it is now with minimal resources and Poly did not exist and of course there was no Downtown.” Sharon believed having a structure whereby there are Associate Deans on the other campuses made logical sense and fits with what’s happening at the university at this particular time. Sharon is referring to a unique aspect of ASU that offers a New American University - one university in many places, not a system with separate campuses, and not one main branch with branch campuses. Each campus has a unique identity. ASU provides multiple pathways for students to engage in the intellectual, social, and cultural communities that best suit them and the four distinct physical campuses have a central role in providing access, a central mission of the institution. Melinda believes money and complexity summarize some of the challenges in managing four campuses.

We (ASU) have four campuses so trying to have a coherent set of ideas, programs, values that represent all four campuses at the same time that we maintain flexibility for individualizing the kinds of Barrett programming

on those campuses to meet the needs of those specific students populations is a challenge – how much do you shift the core or decrease the core toward the flexibility of specific needs on campuses? and how much do you decrease the flexibility to maintain the core - that's just the constant- while you are still evolving and - everybody's evolving at the same time?

George discusses the need for capitalizing on the strengths of each campus, with new honors college space at the West, Poly and Downtown campuses and new residential buildings scheduled to open for ASU on the West and Polytechnic campuses in 2012:

Barrett certainly existed at West when I came, so that wasn't a leap and it existed in really rudimentary form at Poly but since the whole downtown campus didn't exist at all, neither did Barrett. It's been very pleasing to me to see it be so successful right from the start. And now they have their new (Honors) space and I'm very optimistic about that campus. It depends on great people down there. For Poly and West it's a matter of developing them more and more as those campuses develop. It's great to have a job that requires more vision and more creativity after you've been in it for six or seven years. It's really quite extraordinary.

William, Chris, George, Sharon and Melinda all concluded the expansion of Barrett on all four campuses was a critical aspect of Barrett's infrastructure that would have a large role into the future in informing Barrett's institutional identity.

In this chapter I presented the findings summarizing the experiences of five senior administrators who, through their narratives, established Barrett's

institutional identity was a central theme in the study. In the first section, participants discuss the vital role the faculty have in forming Barrett's institutional identity. In the second section, participants share through their narratives how the infrastructure and physical structure of the college inform Barrett's institutional identity. Barrett evolved from being an ASU honors program to being a residential honors college. Chris, who founded the honors program, worked with university officials to turn the program into an ABOR-approved honors college with its own campus; he was recognized as the founding dean of the college. George became dean as Barrett moved from its old campus into a new facility designed solely as a residential honors college. George and other administrators believe the new campus realizes the New American University vision of a center of academic excellence within a large public university, realizing and actualizing the advantages of both a small college and a large university. The findings address the research question exploring innovative advances in Barrett's development and their contribution in actualizing the New American University at ASU. The following chapter presents the findings in relation to the literature reviewed in Chapter 2 and addresses implications and recommendations for future research.

Chapter 5 Summary and Conclusion

In this chapter the findings of the study are compared to previous research on honors programs and colleges in the United States to demonstrate how the scholarship relates to the findings, how the findings impact the scholarship, and how the implications for the study impact future scholarship surrounding honors education in America. The purpose of the study was to identify and share the meaning of themes that illuminated the experiences of five senior administrators, to understand the effectiveness of the decisions, executions and operations central to Barrett, The Honors College's (Barrett) development of the New American University at Arizona State University (ASU).

The first chapter introduced the purpose, significance and limitations of the study. The second chapter provided a review of the scholarship on the current culture of higher education, and honors education in the United States to better understand the phenomenon of Barrett in that context. The third chapter presented the research methods and design for collecting and analyzing data emerging from the experiences of senior administrators with integral contributions in shaping the development of the college. The fourth chapter presented the findings from the study on the institutional identity of Barrett.

Summation and Discussion

Findings from this study revealed a central theme concerning Barrett's institutional identity and development, and were presented in two categories; first, on the importance and formation of a faculty cohort in the college that teach an honors curriculum and are central to Barrett's institutional identity, and second,

on the physical structure and infrastructure of the college. These findings verified the innovative foresight, decisions, and strategies used by senior administrators in Barrett's development and contribution in actualizing the New American University at ASU.

Faculty role. The concept of full-time faculty members for the honors college became central to the functioning of the college but also expanded the whole notion of a college centric model within a New American University at ASU:

ASU is a New American University that is structured around outstanding colleges and schools free to grow and prosper to the extent of their individual intellectual and market limits. A college or school is a unit of intellectual connectivity between faculty and students organized around a theme or objective. Towards this end the objective is to create a single institution with programs distributed across metropolitan Phoenix in which all academic units have the potential to achieve excellence. (Crow, 2010)

As William pointed out "having the college as a separate entity flew in the face of tradition that the college could only consist of full-time, discipline-based, discipline-appointed faculty members – and was really a watershed moment." It was a watershed moment because Barrett faculty would prove to become Faculty Fellows, or an identifiable cohort in the university. What William recognized was the importance of having a separate faculty identity, which would ultimately serve as a catalyst for allowing Barrett faculty a station within the college that was central to their professional development as opposed to having a home in a

disciplinary department and adjunct status in an honors program. Chris also understood how instrumental developing a faculty cohort and identity would be to the college and ultimately in creating a community of excellence for the entire university. Chris believed having an identifiable cohort of honors faculty would enhance student access to the college. He further understood the value of organizing the resources in such a way that the strength of the Barrett honors experience was that students could better maximize access to the quality of teaching faculty within a small college environment, while having access to the faculty of a major research institution often known internationally, for their work in multiple majors university-wide. Long, (2002) emphasized the importance of access to honors faculty and curriculum opportunities like special courses and seminars.

George understood how the role of the required freshmen seminar course, *The Human Event*, both contributed to Barrett's distinct faculty identity, and to the New American University practice of providing intellectual connectivity between faculty and students organized around a central theme or objective in providing a rich academic intensive experience for honors students. George and William understood it was important to offer a course like *The Human Event* that not only teaches honors students to think critically but provides them with a rigorous intellectual exercise more characteristic of the traditional general curriculum; in contrast, most private and public institutions today have more distributed or specialized course requirements that don't allow for the same type of in-depth experience. Galinova (2005) describes the importance of central

courses like *The Human Event* that emerged from the development of honors programs and colleges after WWII; such courses produced opportunities for academically talented students who could not afford to attend private colleges so these courses were developed at public institutions by “integrating general and departmental honors to counteract overspecialization and emphasize breadth of knowledge (p. 51).” Sharon expressed a primary value of *The Human Event* course built a sense of Barrett community and institutional identity for students and faculty. Galinova (2005) refers to the importance of establishing a community for academically talented students that would evolve into an honors program and college identity.

Sederberg (2008) asserts honors colleges and programs emphasize the importance at comprehensive university’s to cultivate opportunities for students who are in non-liberal arts colleges, like engineering and business. The findings from this study support Sederberg’s assertion, which was emphasized by Chris and Melinda who believed the honors college needed to provide students mentoring from faculty in all disciplines. Humphrey (2008) states: “the honors dean’s job is to provide the campus with cohorts of superb students, and to make sure the campus opens its resources to them.” Chris supports Humphrey’s assertion in referring to high quality undergraduate education as “not only a personal and public good, but a vehicle for establishing a disciplinary inclusive culture whereby campus-wide disciplines understand they have an essential role in honors education and commit themselves to it.” William, Chris, George, Sharon and Melinda’s vision for honors faculty was for a faculty cohort that

provided Barrett the opportunity in the New American University design, to create a design for the college that allows it to grow and prosper to the extent of its intellectual and market limits (Crow, 2010). The participants also verified the importance of a course like *The Human Event* has in actualizing the identity of the faculty and providing an opportunity for students to prosper in a New American University (Cole, 2009; Crow, 2010b; Galinova, 2005). The research also verified the importance of student access to faculty from multiple disciplines that serve as mentors from the students first day of arrival and provide Barrett students with the kind of expertise possible at a major international research institution with faculty from multiple disciplines (Galinova, 2005; Long, 2002; Schulman, 2008; Sederberg, 2008).

Structure. Participant narratives revealed there were components of the college's infrastructure and physical structure which shaped Barrett's institutional identity. Components of the college's *infrastructure* that shaped Barrett's institutional identity included giving the college a legal and stand-alone identity, providing an appropriate leadership structure with a dean appointment, acquiring a named endowment, providing on-site support to execute essential functions such as the recruiting of top students and the support of current students in securing national scholarships and other exceptional opportunities that assist in raising the profile of the university. Components of the college's *physical structure* that shaped Barrett's institutional identity included establishing Barrett as a residential community and then true residential honors college with the construction of the

\$140 million honors residential college campus at ASU in 2009 (Cole, 2009; Crow, 2010c; Duderstadt, 2002; Theil, 2008; Tierney, 1999; Rhodes, 2001).

Infrastructure. Creating a new kind of American honors college in a new kind of American university requires that institutions respond to the changing demands in their surrounding environment to address challenges facing their institutions (Cole, 2009; Crow, 2010c; Obama, 2009; Theil, 2008; Tierney, 1999). Rhodes (2001) calls for bold leadership from parents, provosts, and deans, and requires effective and imaginative management of resources for students. The findings in the study verified that the decisions and practices of senior administrators in developing an honors college with a legal stand-alone identity not only demonstrated immense foresight, imagination and vision but literally overhauled ASU's institutional standing in the state (Cole, 2010; Collins, 2009; Dreifus, 2010; Tierney, 1999). As a result, ASU continued to reinvent itself with the legal creation of the honors college, as approved by the Arizona Board of Regents on July 16, 1989, that honors education be a proper part of the mission of ASU. The Regents approval meant that the University of Arizona would no longer, according to Chris, be "the state's sole institution to be regarded as providing education for the state's best students." The macro impact of this decision has changed the entire culture and landscape of the state whereby ASU vigorously recruits the most national merit scholars, the most Flinn scholars and has the highest number of national scholarship (Rhodes, Fulbright, etc..) recipients in the state. Chris and university leadership had the foresight to understand the importance to seek legal college status through the Arizona Board

of Regents in order to grow, sustain and protect the future of this new residential honors college model.

William, Chris, George, Sharon and Melinda all recognized the legal creation of the honors college was important for Arizona State University institutionally. Establishing Barrett as a stand-alone college-centric model and legal entity was consistent with the objective of what is now a New American model of organizing colleges and schools in the university. Several scholars refer to rigid organizational structures that leave universities insufficiently adaptive and say that structures in the academy must yield to more fluidity and an ability to cross departmental boundaries to advance experimentation and innovation (Bok, 2006b; Cole, 2009; Crow, 2010b; Kezar, 2004; Tierney, 1999). William verified the current scholarship that in creating Barrett, a bold and pioneering step particularly at the time in 1989, the institution was promoting “an intellectual force which has an identity and has a location, and has students that are clearly Barrett students, but that are also very much citizens of the university” (Bok, 2006a; Cole, 2009; Crow, 2010b; Kezar, 2004; Tierney, 1999). Chris understood long ago how important it was as an institution to identify high performing students and to purposefully make these students available to faculty and make the faculty available to these talented students.

Chris, William George, Sharon, and Melinda all verified the research on honors colleges and programs that emphasized the importance that honors colleges be organized to “infer greater organizational complexity, programmatic diversity, physical identity, size and resources, than would be commonly

associated with an honors program “ (Sederberg, 2008, p. 30). All five leaders recognized how a stand-alone college centric model created a clear definition of an honors student. Specifically, Chris understood that honors programs at many institutions remain distributed throughout the university, and reside within another college or multiple colleges within the university. While some institutions appear to have stand-alone honors colleges, these colleges are often in name only with no central community of faculty and staff that work for the college and serve students within a central residential college community.

George, Sharon and Melinda, understood a college-centric model for the honors college would infer greater organizational complexity and replace a weakly distributed honors program model. This understanding by the senior administrators verifies the importance that the honors college be a university-wide entity “supported by the university and responsible for meeting the needs of highly motivated students in all disciplines” (Sederberg, 2008). A college/school centric model for the New American University at ASU positions each college to compete for status with peer colleges and schools around the country and the world; colleges within the university then have the opportunity to complement and leverage one another to achieve a level of preeminence (Crow, 2010). The findings verified that central to the college’s success and institutional identity were what Melinda referred to as “stakeholders in the academic units that recognized their role in honors education and their value to the institutional identity of Barrett (Sederberg, 2008). The college-centric model requires that a college be disciplinary inclusive with students and faculty from multiple majors

campus-wide contributing to the institutional identity of Barrett (Crow, 2010). Sharon believed the contribution of faculty teaching honors courses from academic units representing all majors across four campuses was a critical component of Barrett's institutional identity. The research supported the findings that the decisions and practices of senior administrators responsible for the development of Barrett were innovative and produced a college centric model with legal standing (Crow, 2010; Duderstadt, 1997; Fitzpatrick, 2009; Rhodes, 1997; Tierney, 1999). The college centric model was also innovative in that it replaced a decentralized practice of organizing honors education on campus and focused on organizing the resources of the institution to support student access to faculty both within the college and within the larger university to inform Barrett's institutional identity (Crow, 2010d; Duderstadt, 1997; Fitzpatrick, 2009; Rhodes, 1997; Tierney, 1999).

Leading the college. Another component of the infrastructure that was central to Barrett's institutional identity was the assertion by Sederberg (2008) that a fully developed honors college be provided an appropriate leadership structure with a dean appointment. Sederberg (2008) emphasized how much the dean title means to faculty members who "when the leader of honors education becomes a dean, he or she now 'sits at the table' with other deans and more directly participates in university decision making" (p. 31). Structuring the college with a dean was another example of the imagination and foresight of the senior administrators that contributed to Barrett's development. Sederberg's research was confirmed by William, Chris, George, Sharon and Melinda who all

believed having a Dean appointed to lead the college was a critical component of its success. William believed “an honors program was not a good idea but the idea of vesting an entity with the title ‘college’ headed by a dean was unusual and unprecedented” in the state. Chris also understood how important it was for the dean to sit at the table with other deans and have access to those responsible for allocating university resources. Similarly, Sharon understood a dean gave the college stature from within the institution and George felt a college-centric model headed by a dean gained the respect from other deans and other parts of campus. Melinda believed the value the dean’s designation had in creating a peer situation with all the other deans in the university. The narratives articulated by William, Chris, George, Sharon and Melinda that demonstrated the college, led by a dean, was an instrumental decision that allowed Barrett to evolve in the way that it did as a college centric model (Long, 2002, Schuman, 2006; Sederberg, 2008).

In developing Barrett’s identity it was essential to recruit the nation’s top students and all of this study’s participants believed the recruitment of National Merit Scholars was a critical component of the college’s infrastructure and success. For example, William believed the record number of National Merit Scholars coming to ASU gave the institution national recognition but the clear commitment of ASU to pursue National Merit Scholars and comparable students from across the nation also improved overall campus academic quality and made for a richer college experience for Arizona students. Chris demonstrated how the university’s dedicated commitment to recruiting National Merit scholars raised the profile of the university and campus academic quality because it directly

affected the college's ability to receive a ten million dollar endowment that would be instrumental in providing campus academic quality. Bohnlein (2008) maintains honors colleges were established to recruit strong students, raise the profile of the institution, and improve overall campus academic quality. Long, (2002) further states "honors colleges and programs serve as a vehicle for preventing brain drain or the tendency to lose students to institutions in other regions who offer a comprehensive academic environment" (p. 4). The research supports the findings that recruiting National Merit Scholars did raise the profile of the institution. Bohnlein and Long support this study's findings that Barrett is elevating the institution's profile by recruiting top students who raise the overall academic quality at the institution – they are smart, they produce good ideas and they live in an interdisciplinary community that participates broadly in innovation challenge competitions that produce new solutions for society's most complex challenges.

The strategic recruitment of National Merit Scholars was innovative and purposeful. Chris pursued National Merit Scholars when he went "from farmhouse to farmhouse with a cluster map of areas where there was a concentration of National Merit Scholars." This recruitment decision and practice was not taking place in the country at the time according to Sharon. The recruitment strategy was critical in shaping Barrett's institutional identity; it further elucidates how the leaders were reinventing and reengineering administrative processes to use innovative approaches and structures to grow the

new concept of an honors college (Bok, 2006a; Cole, 2009; Crow, 2010c; Kezar, 2004; Tierney, 1999).

The participant narratives revealed another key feature of the college's infrastructure that informed Barrett's institutional identity was in acquiring a named endowment. When Craig and Barbara Barrett provided the honors college with a ten million dollar endowment, and name for the college in 1989, they gave the college an identity. The naming of Barrett was made possible because of the role of the university in developing partnerships that generates new revenue streams that serve the public good and produce opportunities for intellectual capital to flourish in local, national and global communities (Crow, 2010). Kezar (2004) purports neoliberalism refers to an industrial model of management that is market-driven focusing on commercialization and corporatization in determining the political and economic priorities of the country. The role of higher education in a global neoliberal environment requires university leaders to be key engineers in the knowledge economy whereby venture partnerships with industry and business generate new revenue streams while serving the public good (Olssen & Peters, 2005).

Neoliberal philosophy characterizes President Crow's vision for a New American University that partners with industry and community stakeholders to share responsibility for the economic, social, and cultural vitality of the region (Collins, 2009; Kezar, 2004; Tierney, 1999). Such partnerships produce opportunities for intellectual capital to flourish in local, national and global communities. The endowment and naming of the college reflected President

Crow's New American University design through partnering with community stakeholders, like Craig and Barbara Barrett.

The scholarship confirmed how William, Chris, George, Sharon and Melinda all believed the endowment was critical to Barrett's rapid growth and success. William understood how important the endowment was

not just the Barrett's personal identification with it in naming the college, but the way it gave the college an identity; it wasn't viewed in the same distinct way as an honors college or program, that the naming of it and support that went along with it actually gave it.

George also noted how the endowment brought the attention to Barrett as a significant university identity and Melinda agreed with George that the gift and naming of the college focused the attention of ASU faculty to Barrett when they heard Barrett received the \$10 million dollar endowment. Chris and Sharon felt it was the honors college's previous success and their new endowed Barrett identity associated with that success that focused attention to Barrett. Cosgrove (2004) and Long (2002) indicate many institutions desire to be more competitive in attracting well-prepared students by improving the quality and distinction of their academic programs and student services (Cosgrove, 2004; Long, 2002). In this case, increasing the quality of Barrett's academic programs and student services through recruiting the nation's top students increased Barrett's visibility and set up the opportunity for such a substantial gift. William, Chris, George, Sharon, and Melinda all believed the endowment and naming of the college was not only central to Barrett's institutional identity but it would allow Barrett the resources to

expand academic and student support services that best meet the needs of students enrolled in the college.

Another component of Barrett's institutional identity and success was offering immediate onsite support to assist current students in securing national scholarships to also raise the profile of Barrett and the institution. For example, the innovative establishment of the Lorraine Frank Office of National Scholarships and Advisement (LFONSA), demonstrated how imaginative senior administrators were in organizing the resources of the university to support students seeking exceptional opportunities, such as teaching and service scholarships to work in multiple countries. Sharon credited Chris with the innovative development of the LFONSA office and Chris credited William Weidermeier for his legendary contribution in founding the office.

There is great demand for students to impact the national and global community and serve as future drivers of a knowledge-based economy in need of a highly educated and highly skilled workforce (Amacher & Meiners, 2003; Cole, 2009; Friedman, 2005; Obama, 2009; Theil, 2008; Teirney, 1999). In 2005, *Rising Above the Gathering Storm*, a report co-authored by former Intel CEO Craig Barrett, addressed whether the U.S. can maintain the economic vitality and strategic leadership it enjoyed since WWII; the report concluded without highly trained individuals and innovative enterprises that lead to discovery and new technology, the economy will suffer and people will face a lower standard of living (Curtain, 2010). The LFONSA office was an innovative enterprise with operations within the college to benefit all ASU students (honors and non-

honors), that sent highly trained individuals, many Barrett students, to other parts of the world to address and positively impact societal needs. Recipients of national scholarships, like Rhodes, Fulbright, Marshall, Truman, Goldwater, NSEP, and Udall study and engage in service projects that impact the international community.

Chris realized that investing in resources like the LFONSA office, allowed students to “now enter a university with a truly distinguished record for national scholarships and the recipients of such scholarships are considered for admission into any top program in the world.” William, George, Sharon and Melinda all knew the record number of national scholarships received by ASU students’ year in and year out would elevate the profile of the college and university; it also provided student access to rich intellectual experiences and enhanced the academic quality of the institution.

Honors colleges increasingly recruit highly prepared students with claims they will enjoy the best that a small liberal arts college has to offer while having access to the vast resources of a comprehensive research university with a greater range of curricular, undergraduate research, national scholarship and internship opportunities and a more diverse campus culture (Cosgrove, 2004; Dreifus, 2010; Fischer, 1996; Long, 2002; Schuman, 2006; Sederberg, 2008). In developing a first of its kind LFONSA office that effectively organized the resources of the university to positively impact students and global communities, Barrett students would straddle the “best of both worlds.” Said differently, Barrett students could take advantage of the vast resources of a comprehensive research university that

provided a LFONSA office, and receive national scholarship mentoring to compete for national scholarships like Rhodes, Truman, Fulbright, Goldwater, Marshall, and NSEP scholarships.

Physical structure. Those components of the college's physical structure that shaped Barrett's institutional identity included the establishment of Barrett as an honors community that evolved into a \$140 million honors residential college campus. Honors colleges must meet the demand to attract high-quality students by offering them a knowledge community with amenities and resources that compete with other high-ranking institutions (Long , 2002). Chris, William, George, Sharon, and Melinda all spoke of the importance of having a residential college, moreover, the development of an honors residential college was central to Barrett's identity. Chris considered residential honors housing to be an essential operation of the college; William concurred it was vital to have separate housing for Barrett. With a new cohort of honors scholars, Barrett's residential community was formed that according to Chris "would enhance honors matriculation and serve to model a culture of aspiration and excellence for the entire university." Sederberg (2006) communicated the need for fully developed honors colleges to have honors residential opportunities or a core physical identity:

....when universities make the transition from honors program to honors college they invest in new honors facilities and staffing.... while 'bricks and mortar' are secondary to the quality of honors students, faculty

members, and instruction, they physically embody the seriousness of an institution's rhetoric. (p. 31)

Essentially, Barrett's emergence is an example of how institutions of higher education need to re-conceptualize traditional methods of operation, given limited financial resources, in order to remain visible in the future (Sorensen, Furst-Bowe, & Moen, 2005).

William, Chris, George, Sharon and Melinda said the development of the now \$140 million Barrett honors residential campus at ASU, established a new metric for thinking about an honors residential college in a large university. With such a new facility there was now the opportunity to actualize a vision for competing with the unique services of a small college, while providing students with an even richer experience with access to all ASU has to offer. The new \$140 million first of its kind four-year honors residential campus in the nation was the product of the vision of a new university president, and new honors college dean, who both wanted to develop a new standard for honors colleges. George's vision was to place Barrett in a peer relationship with small private colleges like Swarthmore, Williams, and Amherst colleges, rather than view Barrett as a peer to other honors colleges. George envisioned "a combination that didn't exist anywhere else in the country that taught students to think and write critically and represent a community cognizant of the highest standards of academics regardless of whether we are talking about publics or privates." George's vision was not to just have an honors campus, rather his vision was to build a robust community with the social center being the dining hall. His concept was to see ASU and

Barrett “as if Harvard, instead of having ten houses down by the river, only had Elliot House and all the rest were just freshmen dorms, but Elliot House was sitting there all four years, its own community and had its own identity.” What was important to George, was the students were taking classes at the main Harvard campus, but then coming back for lunch and dinner. Cole (2010), Dreifus (2010), Duderstadt (2002), and Tierney (1999) state if universities are to be responsive to the changing needs of society, a culture change is required that transforms rigid habits and trends and structures. The pioneering vision of George and the university president to create a new concept for an honors college with a matching residential component supports Duderstadt’s assertion that university’s must innovate, transform rigid structures, and reinvent themselves to adapt in this case to provide a new model for an honors college and undergraduate honors experience.

Melinda believed the new campus would bring value in facilitating the college’s commitment to students to provide a rich academic and student experience. Chris and Sharon agreed the new college now offered services that could “compete to a large extent with small privates while still offering a much, much, richer educational opportunity than most small privates.” William, Chris, George, Sharon and Melinda all demonstrated how Barrett, with its new vision and honors residential college campus no longer competed with other institutions honors programs/colleges but rather competed with top private colleges (Amherst, Swarthmore, Williams) and was now able to actualize the “best of both worlds” concept or combination of an undergraduate experience. Competing with private

schools in terms of the quality of students, services and facilities expands the perception of what is traditionally available to students at a public university.

Honors colleges tend to be located within universities that represent one college in a diverse, multi-collegiate institutional setting that includes colleges of arts and sciences, business, engineering, and so forth Sederstrom (2008). Sederstrom's research was confirmed by William, Chris, George, Sharon and Melinda who all discussed the significance of Barrett's identity on not just one, but four campuses with an enrollment of approximately 3900 students. These findings suggest Barrett on all four campuses is more highly complex and evolved than most honors colleges located at comprehensive universities with a total undergraduate student population of 10,000 and an honors student body of at least 500 (Sederberg, 2006). William said "reconceptualizing Barrett and continuing for it to have its own physical identity and to have it move to four campuses was important." Chris also felt this was a critical development while Sharon believed Barrett's presence on the other campuses was a logical part of the college's progression and helped fulfill the New American University vision of inclusiveness and full opportunity on all campuses. Melinda agreed Barrett on all four campuses was an integral part of Barrett's institutional identity and she reflected on the challenges in managing four campuses and "maintaining flexibility for individualizing the kinds of Barrett programming to meet the needs of those specific student populations while decreasing flexibility to maintain the core" and continuity of the Barrett experience. George agreed there was a need to capitalize on the strengths of each campus. In sum, William, Chris, George,

Sharon and Melinda believed Barrett's physical presence on all four campuses was another intrinsic part of its physical structure and institutional identity which make Barrett a preeminent model and brand for today's honors students and faculty.

Summary of the Study

The literature supports the findings of this study that Barrett not only meets the National Collegiate Honors Council (NCHC) guidelines for a fully developed honors college, but exceeds them. Barrett has set forth a new understanding and structure for honors colleges in the United States, as discussed in this study. Barrett has reinvented itself within the context of a New American University at ASU, combining and evaluating access and excellence at a large research intensive public university.

The purpose of this study was to explain how a new kind of American honors college is playing a vital role in the creation of a new kind of American University. The study was also intended to chart Barrett's future course as it evolves within the developing New American University at ASU. The study demonstrated that many honors colleges have elements in common with Barrett such as a central freshmen course, dedicated space to operate and in some cases, a designated residential space, but Barrett has a combination of elements that make it a unique and innovative center of academic excellence in the U.S.

Parallel to ASU, Barrett is reinventing and improving its measure of impact for producing students that are well prepared for a globally competitive marketplace (Friedman, 2005). Universities must generate partnerships and

investors to generate new revenue streams while serving the public good (Olssen & Peters, 2005). To this end, President Michael Crow's vision for a New American University at ASU, partners with industry and community stakeholders to share responsibility for the economic, social, and cultural vitality of the region. Such partnerships produce opportunities for intellectual capital to flourish in local, national, and global communities. The study has demonstrated how the purposeful structure and identity of Barrett were envisioned and realized in order to position students at ASU to impact the local community and serve as future drivers of a knowledge-based economy in need of a highly educated (Appendix G) and prepared workforce (Amacher & Meiners, 2003; Cole, 2009; Friedman, 2005; Obama, 2009; Theil, 2008; Tierney, 1999).

The researcher's role as a Dean in the honors college is to work with others internal and external to her community of practice, to improve understanding of the benefit of the honors college to students, the university, and the local, national and global communities. The findings of the study provide a framework for better understanding the context for which Barrett evolved, and the context for which it continues to evolve in advancing the New American University model at ASU. Many faculty and staff, as well as parents, prospective donors, colleagues at other universities and colleges, community and corporate leaders, journalists, and consultants nation-wide will better understand as a result of this study, the significance of Barrett's success in advancing a new model for an honors college in American higher education.

As a future leader in the field of higher education, the study provided the researcher the opportunity to develop the skills necessary to use action research methods to explore two research questions: 1) what were the decisions, executions and outcomes central to Barrett's development? and 2) how does Barrett's evolution and trajectory in developing an honors college for the 21st century actualize the New American University at ASU?

Action research was particularly beneficial, providing a framework that legitimized and allowed the researcher to be intimately familiar and engaged with the phenomenon studied (Herr & Anderson, 2005). As a Dean in Barrett, the researcher was an insider in the organization and positioned to collaborate with other insiders to explore and improve knowledge of the honors community of practice at ASU. Action research allowed the researcher to be, in part, the research tool that explored the effectiveness of Barrett. When researchers themselves are members of the community then the nature of their insider perspective provides them with insight into the intimate workings of the group under study (Auerbach & Silverstein, 2003; Denzin & Lincoln, 2000; Guba & Lincoln, 2005; Suzuki, 2007).

Over the past ten years the researcher has had an integral role in executing the operations of Barrett, and as it continues to evolve and serve as a model for the honors college of the 21st century, the dissertation process and research has given the researcher the skills to produce scholarly work in the field of higher education. In terms of the immediate action of the research, this action research study will be used to better inform members of the researcher's community of

practice (E.g. Honors faculty, other programs....) of Barrett's development so there is greater knowledge and understanding of the contributions of the participants (the five senior administrators) in shaping Barrett's evolution and trajectory. The study also positions the researcher to better articulate to university leaders, faculty, staff, and students, the mission and vision of the college. In terms of future action, the researcher intends to publish, and present at national conferences and other venues on the role of Barrett and the New American University at ASU.

Immediate and future action. In the short term, the researcher intends to share the findings of the research with her Barrett community of practice (E.g. Dean, staff....) to develop strategies for using the research to better define, market, and more effectively connect the contributions of Barrett within the New American University at ASU. The Arizona Board of Regents created Barrett, The Honors College at ASU. Barrett's creation permitted ASU to redesign and reinvent itself so that it could compete with the University of Arizona and other U.S. institutions serving their state's academically talented students. ASU excels as a result of Barrett, and Barrett excels as a result of ASU. In the short term, the researcher will work with the other Deans, faculty and staff in the college to strengthen the context of Barrett's success, particularly as it is reflected in current marketing materials produced within the college and within other departments at the university. The researcher will also address any questions others in her community of practice have about the research. In the long term, the researcher will work with the other Deans and staff within the college to consider strategies

for using the research to better inform prospective donors, and community partners of the context for which Barrett has created a new kind of American honors college that is playing a vital role in a new kind of American university.

Future research. If the researcher was to start the study all over again, she would find a way to discuss more fully the public private partnership between ASU and American Campus communities that created the new \$140 million Barrett Honors College residential campus at ASU. The public private partnership symbolizes the New American University mission at ASU that allows colleges to grow and prosper to the extent of their intellectual and market limits but it also represents a chief design imperative to become a culture of academic enterprise to develop new knowledge, research, and new products with commercial application to generate revenue for the university and encourage investment in university product (Crow, 2010).

Given the limitations in scope of the study, the researcher was unable to use rich data collected from the participants that addresses in more detail the process of planning the development of the new campus from the perspective of multiple stakeholders such as developers, architects, dining vendors, and varying stakeholders from different departments within the university. The researcher was also unable to elaborate more fully on the contributions of other administrators outside the community of practice that had significant roles in the historical development of the college. The researcher intends to continue to expand the study in the future to produce more scholarly work and produce an oral history of the college that allows for broader contribution to the study.

Final Reflections

If the researcher was asked by another institution for advice on how to develop an honors college for the 21st century, the researcher would express that it is critical that the honors college develop an infrastructure and physical structure with components that mirror the components addressed in this study. Establishing Barrett as a legal entity and creating a \$140 million honors residential college were central features of Barrett's development but the college must also have essential functions and operations that are widely recognized by all stakeholders in the university, for their contribution to the overall quality of the academic and social life of the institution.

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APPENDIX A

IRB/HUMAN SUBJECT APPROVAL



Office of Research Integrity and Assurance

To: Caroline Turner
ED

From: *fr* Mark Roosa, Chair *registrar*
Soc Beh IRB

Date: 02/12/2010

Committee Action: **Exemption Granted**

IRB Action Date: 02/12/2010

IRB Protocol #: 1002004795

Study Title: Critical Benchmarks in the History and Development of Barrett, The Honors College at ASU

The above-referenced protocol is considered exempt after review by the Institutional Review Board pursuant to Federal regulations, 45 CFR Part 46.101(b)(2).

This part of the federal regulations requires that the information be recorded by investigators in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects. It is necessary that the information obtained not be such that if disclosed outside the research, it could reasonably place the subjects at risk of criminal or civil liability, or be damaging to the subjects' financial standing, employability, or reputation.

You should retain a copy of this letter for your records.

Dear Kris And Kristen,

Thank you for the submission. As I am reviewing the material, the changes submitted do not change the exempt status of the study.

I will add these items to your study. Our records now indicate that IRB 1002004795 is “Barrett Honors College Milestones and Role in Actualizing the New American University Vision at ASU”.

Best wishes with your research,

Alice

Alice Garnett

Arizona State University | Knowledge Enterprise Development

IRB Coordinator Senior

Office of Research Integrity and Assurance

Centerpoint, Room 315, Mail Code 6111

Tempe, Az 85287-6111

(480) 727-6526 phone

(480) 965-7772 fax

alice.garnett@asu.edu

<http://researchintegrity.asu.edu/>

From: Kris Ewing
Sent: Tuesday, January 25, 2011 12:19 PM
To: Alice Garnett
Cc: Kristen Hermann
Subject: MODIFICATION TO APPLICATION FOR EXEMPT RESEARCH (ON FILE)

Dear Ms. Garnett,

Please allow this e-mail serve as *my signature of agreement* as the new PI for **Kristen Herman's study, IRB #1002004795** .

Please find attached Kristen's updated materials. Kristen will also submit hard copy signatures to your office on Thursday.

Best, Kris

Kris M. Ewing, Ed.D.
Associate Clinical Professor
Coordinator, Higher and Postsecondary Education Program
Mary Lou Fulton Teachers College
Farmer Building, Suite 120-Q
Arizona State University, Tempe Campus 85287-2411
480.965.4673
Kris.Ewing@asu.edu

Dear Dr. Turner,

The IRB has determined that your study "Critical Benchmarks in the History..." #1002004795 qualifies as exempt pursuant to Federal regulation, 45 CFR, Part 46.101(b)(2).

Your approval notice has been attached to this e-mail, please retain a copy for your records. Good luck with the research and please let me know if I can be of any further assistance.

All the best,
Justin

Justin T. Ford
The logo for Arizona State University, featuring the letters "ASU" in a stylized font with a sunburst behind the "A", followed by the words "ARIZONA STATE UNIVERSITY" in a serif font.

IRB Specialist
Office of Research Integrity and Assurance
Interdisciplinary B Room 371
(480) 965-6788 Fax:(480) 965-7772
justin.t.ford@asu.edu
<http://researchintegrity.asu.edu>

Dear Dr. Caroline Turner and Kristen Nielsen:

The IRB has received your study application "Critical Benchmarks in the History and Development of Barrett, The honors College at ASU".

I have conducted a preliminary review on your application and I am ready to send it on for final approval, but I need to have a copy of the interview questions. Can you please send the questions to me by e-mail? Feel free to contact me if you have any questions.

Best,
Alice

Alice Garnett
IRB Coordinator
Office of Research Integrity and Assurance
Interdisciplinary Building B, Room 371
Arizona State University
(480) 727-6526 phone
(480) 965-7772 fax

alice.garnett@asu.edu
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APPENDIX B
INTERVIEW QUESTIONS/LETTER

(This letter is typically used for exempt studies involving interviews. This letter can be used for interviews when the research could not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subject's financial standing, employability, reputation or insurability.)

STUDY TITLE: Critical Benchmarks in the History and Development of Barrett, The Honors College at ASU and the Value of Barrett in Fulfilling a Vital Part of President Crow's Transformational Vision for a New American University at ASU.

Dear Dr. XXXXX:

I am a graduate student under the direction of Dr. Kris Ewing Associate Clinical Professor and Coordinator of the Higher and Postsecondary Education Program in the Mary Lou Fulton Teachers College. I am conducting a research study to explore Barrett, The Honors College's value in fulfilling a vital part of President Crow's vision in a New American University at ASU. The purpose is to articulate how the New American University mission provides a framework for Barrett's evolution, transformation, and subsequent success in redefining the standards and visibility for public honors colleges in the United States. The research explores Barrett's history and development to identify critical benchmarks in creating an honors college for the 21st century.

The study benefits current faculty, staff and administrators of the college as well as contributes to the larger body of knowledge about honors colleges which will also benefit administrators at other colleges and universities.

I am inviting your participation, which will involve a one hour interview recording your experiences and insight into how Barrett actualizes President Crow's vision for a New American University at ASU. You have the right not to answer any question, and to stop the interview at any time. I will use a digital audio recording device.

Your participation in this study is voluntary. If you choose not to participate or to withdraw from the study at any time, there will be no penalty. Your responses to the interview will be used to document the formation and development of the college. There are no foreseeable risks or discomforts to your participation.

I would like to audiotape this interview. The interview will not be recorded without your permission. I would also like to quote you in the research though I will not quote you without your permission.

Please let me know if you do not want the interview to be taped; you also can change your mind after the interview starts.

Please provide your signature on this line if you agree to participate in an audiotape of the research_____.

Please provide your signature on this line if you agree to be quoted in the research_____.

If you do not wish to participate in an audiotape of this research or if you do not wish to be quoted in the research please provide your signature here: _____

You will have an opportunity to review the audiotape and any of your quotes in the research as you choose. The results of this study may be used in reports, presentations, or publications but only with your permission. The audiotapes will be destroyed after completion of the dissertation at the close of the 2012 spring semester.

If you have any questions concerning the research study, please contact the research team:

Dr. Kris Ewing at (480) 965-4673 or Kristen Nielsen-Hermann at (480) 727-6175.

If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Chair of the Human Subjects Institutional Review Board, through the ASU Office of Research Integrity and Assurance, at (480) 965-6788. Please let me know if you wish to be part of the study.

March 11, 2010

Interview Questions: Dr. XXXXX, Dean, XXXXX, Arizona State University

- 1) Describe your role at Barrett.
- 2) Since affiliated with the college, how has the college changed over time?
- 3) How has your role in the college changed over time?
- 4) How do you anticipate being involved in the college in the future?
- 5) Where do you think the direction of the college is going?
- 6) What do you consider the benchmarks in the history and development of Barrett?
- 7) What are the benefits of Barrett and what is value added?
- 8) What were the challenges in conceptualizing the college?
- 9) What were the challenges in the implementation of the college?

APPENDIX C

BARRETT COLLEGE WEBSITE

A Public College of Scholars

Barrett, The Honors College at Arizona State University is a selective, residential college that recruits academically outstanding undergraduates across the nation. Named “Best Honors College” in the nation, this residential community has more National Merit Scholars than MIT, Duke, Brown, Stanford or the University of California-Berkeley, and Barrett students benefit from a twelve million dollar endowment used exclusively to support honors students and their projects.

Barrett students take advantage of an array of opportunities that enrich the honors experience. They travel abroad, receive national and international scholarships such as Rhodes, Truman and Marshall Scholarships, take advantage of unique undergraduate research and internship opportunities, attend social and cultural events, work in the governor’s office, secure internships on Wall Street, publish poetry in the honors literary publication LUX, meet with physicians from the Mayo clinic and work with professors in the Bio Design institute on the latest developments in nanotechnology to name a few! Many honors students seek leadership opportunities and find fulfillment in serving others both on campus and in the larger metropolitan community. Students also meet with visitors to the college of great achievement in their fields like Justice Sandra Day O’Connor, who met with students to discuss her experience as a Supreme Court Justice, and former CNN anchor Aaron Brown, who taught an honors class on “Turning Points in Television News History” as the Rhodes Lecturer In-residence.

APPENDIX D

NCHC HONORS COLLEGE CHARACTERISTICS

Approved by the National Collegiate Honors Council (NCHC) Executive

Committee June 2005

Basic Characteristics of a Fully Developed Honors College

An Honors educational experience can occur in a wide variety of institutional settings. When institutions establish an Honors college or embark upon a transition from an Honors program to an Honors college they face a transformational moment. No one model defines this transformation. Although not all of the following characteristics are necessary to be considered a successful or fully developed Honors college, the National Collegiate Honors Council recognizes these as representative:

- A fully developed Honors college should incorporate the relevant characteristics of a fully developed Honors program.
- A fully developed Honors college should exist as an equal collegiate unit within a multi-collegiate university structure.
- The head of a fully developed Honors college should be a dean reporting directly to the chief academic officer of the institution and serving as a full member of the Council of Deans, if one exists. The dean should be a full-time, 12-month appointment.
- The operational and staff budgets of fully developed Honors colleges should provide resources at least comparable to other collegiate units of equivalent size.
- A fully developed Honors college should exercise increased coordination and control of departmental Honors where the college has emerged out of such a decentralized system.

- A fully developed Honors college should exercise considerable control over Honors recruitment and admissions, including the appropriate size of the incoming class. Admission to the Honors college should be by separate application.
- An Honors college should exercise considerable control over its policies, curriculum, and selection of faculty.
- The curriculum of a fully developed Honors college should offer significant course opportunities across all four years of study.
- The curriculum of the fully developed Honors college should constitute at least 20% of a student's degree program. An Honors thesis or project should be required.
- Where the home university has a significant residential component, the fully developed Honors college should offer substantial Honors residential opportunities.
- The distinction awarded by a fully developed Honors college should be announced at commencement, noted on the diploma, and featured on the student's final transcript.
- Like other colleges within the university, a fully developed Honors college should be involved in alumni affairs and development and should have an external advisory board.

Source:

National Collegiate Honors Council [NCHC1]. (2008). *Basic characteristics of a fully developed honors college*. Retrieved July 15, 2011, from http://www.nchchonors.org/basichonors_collegecharacteristics.aspx.

APPENDIX E

ABOR GROUND LEASE AGREEMENT

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CONTACT: Carol Campbell, Executive Vice President and Chief Financial Officer, (480) 727-9920; carol.n.campbell@asu.edu

ACTION ITEM: REQUEST FOR APPROVAL OF THE GROUND LEASE AGREEMENT WITH AMERICAN CAMPUS COMMUNITIES (ACC); APPROVAL OF THE DINING FACILITY CONSTRUCTION REIMBURSEMENT; AND APPROVAL TO ACQUIRE ACADEMIC FURNITURE, FIXTURES, AND EQUIPMENT FOR BARRETT COLLEGE

ISSUE: Pursuant to ABOR Policy 7-207, Arizona State University (ASU) requests Board approval to execute a Ground Lease Agreement with American Campus Communities (ACC), a private developer, for the construction and operation of the Barrett College on the ASU Tempe campus. This is the second of two ground lease agreements for which lease terms were unanimously approved by the Board of Regents at the September 22, 2006, meeting, subject to approval of the final documents. The first lease agreement, for the South Campus Residential Complex, was submitted to the Board for final document approval on December 19, 2006.

PREVIOUS BOARD ACTION:

Approval to acquire Oasis site November 2004
Approval of the Comprehensive Development Plan June 2005
Approval to acquire Timberwolf site June 2005
Capital Development Plan (South Campus Academic Village) June 2005, June 2006
2007 Capital Development Plan (DPS Facility) June 2006
Approval of request to enter into a lease agreement with ACC, subject to approval of the final documents September 2006
Approval of site preparation projects and funding December 2006
Approval of South Campus Residential Complex Lease December 2006

BACKGROUND:

If no further development occurs by fall 2007, ASU Tempe will have about 8,000 beds available to house an estimated 33,000 undergraduate students. Undergraduate student success and student retention rates improve significantly when students reside on campus because students who live on campus are

supported in their transition to college and its continuing demands. Among first-time full-time freshmen, 81% of those who live on campus return the following year as compared to 76% of those who reside elsewhere. Several of the residence halls currently in use are beyond their useful lives and need to be replaced or undergo complete interior and exterior renovation. Board of Regents Meeting
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ASU has determined that, given the priority of other academic facility needs, and the existence of a private market industry for student housing, it can best meet the housing needs of the campus through a relationship with a private developer. In 2004, ASU conducted a rigorous RFP process to select a private developer possessing a demonstrated track record of successful student housing projects and the financial strength to meet the phased needs of the residential student population on the Tempe Campus. American Campus Communities (ACC) met or exceeded all selection criteria. A Memorandum of Understanding was negotiated between ACC and ASU in February 2006 and served as the basis to determine the financial feasibility of the project.

The Barrett College will be located on land owned by the University that will be ground leased to ACC. Upon the completion of the project, ACC will transfer title to the facility, unencumbered, to ASU subject to a leasehold interest under which ACC will maintain and operate the facility which consists of student housing and academic space for the Barrett College and will be located generally in the south portion of the Tempe campus (directly north of Apache Boulevard), along the eastern boundary of the campus. The project includes approximately 1,700 beds for freshman and upper class honor students, academic classroom and office space, and a central dining facility. The estimated total of 490,000 gsf consists of 431,000 gsf of residential space and over 22,000 gsf of academic space for the Barrett College, including 11 classrooms, the Dean's Office and 26 faculty offices. ASU will occupy and operate the dining facility located within this complex in order to integrate this facility into the dining program offered elsewhere on campus. Estimated project cost is \$116,000,000. This project will open fall 2009. The Barrett College facility will be constructed by ACC, who will also operate and maintain the residential facilities with the exception that the resident advisors and student programming elements will be provided by ASU Residential Life. ASU will furnish, operate and maintain the academic space and ASU has contracted with a third party food service provider who will reimburse construction costs, provide FFE, and operate the dining facility. The quality of finishes for academic space has been mutually agreed to. Should ASU desire to upgrade any finishes, it may do so at its own cost.

SUMMARY OF BUSINESS TERMS CONTAINED IN THE LEASE:

Lease terms are virtually unchanged from the terms presented to the Board on September 27-28, 2006, except for:

- An additional income component for ASU (item 2 below)
- Clarification that the non-compete clause does not extend to three properties owned by ASU and available for commercial development (item 8 below)
- Rather than pay ACC to sublease back the dining facility, ASU will reimburse ACC the cost of constructing the dining facility using funds provided by the third party vendor. (item 10 below)

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Two of these changes were adopted by ABOR in conjunction with the SCRC lease approved in December, 2006. All three of these items are favorable to ASU.

1. Master Lease Agreement – The project is to be administered by a Ground Lease Agreement between the University and ACC. The Ground Lease is for a period of 65 years with two 10-year options to renew.

2. Lease Payments – In addition to the combination of fixed and variable annual rent (fixed payments of \$250,000 per year for 10 years and 2.3% of gross revenues thereafter) that was discussed in September 2006, ASU has negotiated an additional component of “outperformance rent,” which provides that if the project is financially successful over and above a cumulative base threshold, then ASU will receive 10% of gross revenue instead of 2.3%.

3. Project Funding – ACC will construct the project without incurring any project-level financing. ASU is responsible for the site acquisition and preparation costs that were approved by action of the Board at the December 1, 2006, meeting and for furnishing and equipping the academic areas. The University has no obligation to support the facilities financially or to guarantee occupancy.

4. Improvements – ASU will approve all design standards, exterior building elevations, exterior and structural building materials, site and landscaping plans. Title to improvements, equipment, furniture and fixtures will transfer to ASU, subject to a leasehold interest, upon project completion. At the end of the lease term, ASU may either take possession of the improvements at no cost, or may direct ACC to clear the leased land of all improvements at their sole cost.

5. Operating Expenses – ACC is responsible for all costs and expenses of operating and maintaining the residential facilities, including reasonable reserve deposits. Minimum Standards of Operation (both maintenance and staffing) are defined as equal to “Class A” privatized student housing. ASU is responsible for operating and maintaining academic and dining spaces within the facility.

6. Management – ACC and ASU will jointly establish an Advisory Committee responsible for the day-to-day operations of the Facilities, including review and approval of the annual operating budget, capital budget, and staffing plan and any proposed changes in programs, policies, and procedures. ACC retains ultimate control of those decisions that result in a material economic consequence to ACC, provided that Minimum Standards of Operations have been satisfied.

7. Pricing - The Advisory Committee will review proposed rental rates; however, ACC will have final authority to establish rates.

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8. Non-compete – The University will agree that it will not enter into any additional competing student housing development on the Tempe Campus unless it can demonstrate, through a market study, that adequate demand exists for additional housing. This provision does not pertain to the Gateway, Block 12, or Rio Salado, or University towers sites on the Tempe Campus.

9. Permitted occupancy - in order of preference will be:

a. ASU students enrolled in Barrett Honors College

b. ASU students (with freshmen given priority)

c. Students of other universities or colleges (*only with ASU approval*)

d. ASU faculty and staff (*only with ASU approval*)

All residents of the complex will be required to adhere to the ASU Student Code of Conduct as a condition of their lease.

10. Dining Hall Cost Reimbursement

ASU agrees to reimburse ACC for construction of the dining hall at a negotiated price of \$4,772,467. These costs will be paid by ASU from funds provided by the foodservice vendor as negotiated in the foodservice contract.

FISCAL IMPACT AND FINANCING PLAN:

The projected revenue from of the South Campus and the Barrett College projects and all their associated building relocation, site acquisition, and site preparation costs should be considered together. Estimated revenues and expenses are virtually unchanged from those presented in September 2006. Therefore, the pro forma is also unchanged from September 2006.

In anticipation of both the SCRC project and the Barrett College project, ASU previously incurred \$5.7 million to acquire the Oasis site and \$2.4 million for the Timberwolf site. ASU will also fund \$6.3 million of additional site preparation costs, primarily demolition. Total cumulative land acquisition, demolition, and ancillary costs for which ASU is responsible is, therefore, \$14.4 million, of which \$8.4 million was approved in prior years and \$6.0 million was approved in December 2006.

In addition, and in accordance with the Master Plan, construction of Barrett College will require relocation of the ASU Department of Public Service Facility. The estimated cost of a new DPS Facility is \$12.5 million. The request for approval to construct the DPS Facility was approved in December 2006.

Revenue to ASU for both projects will be generated as a percentage of gross rental income. Expenses incurred by ASU consist of Student Affairs programming costs for the additional on campus students attending Barrett Honors College and debt service for costs incurred for land acquisition, site preparation, and for a newly constructed DPS Facility. The attached pro forma Board of Regents Meeting June 21, 2007

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estimates provide a summary of the anticipated revenue and costs to ASU for both South Campus Residential Complex and Barrett College. As shown in the pro forma, the debt service costs that ASU will pay to fund the construction of the DPS Building and other site acquisition and preparation costs exceed the anticipated ground lease revenue. However, ASU will gain a badly-needed new 40,000 gsf Department of Public Safety Facility, approximately 22,000 gsf of classroom and office space, and a central dining facility in the Barrett College complex, as well as additional student housing.

ACC will construct the Dining Facility to a white shell stage. The cost of this construction is approximately \$4.8 million. ASU agrees to reimburse ACC for this construction. These costs will be paid by ASU from funds provided by the foodservice vendor as negotiated in the foodservice contract. The foodservice vendor will then complete the tenant improvements for the full service dining facility at their expense, approximately \$1.5 million.

It will cost approximately \$2.5 million for furnishings, fixtures, and equipment (FF&E) for the academic facilities including classrooms and faculty offices. The FF&E is the responsibility of ASU to furnish. The \$2.5 million will be funded from unspent Hassayampa project funds that will be paid to ASU by the Hassayampa third party L.L.C. through additional ground rent to ASU.

RECOMMENDATION:

RESOLVED: Arizona State University is hereby authorized to execute the Barrett Honors College Ground Lease with American Campus Communities in accordance with the terms set forth in this Executive Summary and using the lease document submitted to the Arizona Board of Regents (ABOR) for their review, copies of which are available from the ABOR Office upon request, subject to (i) changes to the lease document submitted to ABOR that do not affect the terms described in this Executive Summary, (ii) completion and insertion of exhibits, and (iii) review of the final lease document by University counsel.

RESOLVED FURTHER, that the President of the University or the Executive Vice President and CFO shall take such action as may be necessary and proper to complete negotiation of the lease document and to execute the lease document and any other ancillary transaction documents on behalf of ASU.

RESOLVED FURTHER, that the requirement in the resolution adopted by ABOR concerning this transaction at its September 27 and 28, 2006, meeting of "approval by the full Board and University counsel of the final documents" is revoked and is superseded by the resolutions above in this Executive Summary.

RESOLVED FURTHER, that the President of the University or the Executive Vice President and CFO shall take such action as may be necessary and proper to complete the dining facilities Board of Regents Meeting

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construction and remit the \$4.8 million collected from the foodservice vendor to American Campus Communities.

RESOLVED FURTHER, that the President of the University or the Executive Vice President and CFO shall take such action as may be necessary and proper to complete purchase and installation of the \$2.5 million in furnishings, fixtures, and equipment (FF&E), and approve expenditure of the Hassayampa unspent funds.

APPENDIX F
NATIONAL SCHOLARSHIP DEFINITIONS

I. Freshman Year:

Boren Awards for International Study, (Undergraduate): Funds one year of foreign language and area studies in countries outside Western Europe, Canada, Australia and New Zealand. Eligibility: undergraduates, specific qualifications vary depending on country. ASU campus deadline: second week in January. <http://www.borenawards.org>

II. Sophomore Year: A second chance to apply for the Boren and Freeman Asia

Benjamin A. Gilman International Scholarship: This program supports students who have been traditionally underrepresented in study abroad, including students with high financial need, those in underrepresented fields of study, students from diverse ethnic backgrounds, students with disabilities, and students of non-traditional age. Fall deadline: first week in March; Spring deadline: second week in September. <http://www.iie.org/gilman>

Goldwater Scholarship: Two-year science, math or engineering scholarship. Eligibility: full-time sophomore or junior; 3.8 GPA; supports future researchers; does not support intending medical school applicants. ASU campus deadline: first week in December. <http://www.act.org/goldwater>

Department of Homeland Security Undergraduate Scholarship: Undergraduates with between 45 and 60 semester hours, majoring in science, mathematics, engineering, some social sciences. Two-year appointments, required summer internship, 3.3 GPA. Tuition, fees stipend of \$1,000/month for 9 months during the academic year, \$5,000 for the 10-week summer internship. <http://see.orau.org/>

Killam Fellowship: Funding for an academic year of study at any of the participating Canadian universities. Eligibility: U.S. citizenship; full-time undergraduate student; superior academic achievement. (Proficiency in French is required to study at Francophone universities). ASU campus deadline: first week in December. www.killamfellowships.com

Rotary Scholarship: A variety of awards to support overseas study. Eligibility: varies with award; two years college study prior to leaving for foreign academic study; undergraduates must be single; language of host country required.

Deadlines: national deadline in July; local deadlines vary; usually early February.

<http://www.rotary.org/en/StudentsAndYouth/EducationalPrograms/AmbassadorialScholarships/Pages/ridefault.aspx>

Morris Udall Scholarship: One-year award for students in environmental public policy, or for Native American students interested in health care or tribal policy. ASU campus deadline: second week in February. <http://www.udall.gov>

III. Junior Year: Another chance to apply for the Boren, Freeman Asia, Gilman, Goldwater, Killam, Rotary and Udall Scholarships

Thomas R. Pickering Undergraduate Foreign Affairs Fellowship: Funded by the U.S. Department of State, this scholarship seeks highly motivated college juniors who represent all social and ethnic backgrounds and who wish to become Foreign Service Officers in the Department of State. Students with a GPA of 3.2 or higher, leadership potential and involvement in their community are encouraged to apply. <http://www.woodrow.org>

Truman Scholarship: Multi-year fellowship for graduate work in a public-service field. Eligibility: full-time junior (occasionally seniors); 3.5 GPA; strong off-campus service record. ASU campus deadline: third week in November. <http://www.truman.gov>

IV. Senior Year: Another chance to apply for the Boren, Gilman, Killam and Rotary

Rhodes Scholarship: Full support for two years at Oxford University in any discipline. Eligibility: full-time students between 18-24 years old; academic excellence; distinguished leadership in some endeavor; bachelor's degree before leaving. ASU campus deadline: late April. <http://rhodesscholar.org>

Marshall Scholarship: Full support for two years at any British university in any field. Eligibility: full-time students; academic excellence, proven leadership or other distinction. Minimum 3.7 GPA. Bachelor's degree before leaving. ASU campus deadline: late April. <http://www.marshallscholarship.org>

Mitchell Scholarship: Full funding for an academic year of post-graduate study in any field at a university in Ireland, including the 7 universities in the Republic of Ireland and the 2 in Northern Ireland. Eligibility: demonstrated record of intellectual distinction, extra-curricular activities, and a potential for leadership. ASU campus deadline: late April. <http://www.us-irelandalliance.org/scholarships.html>

Fulbright Grant: Full support for an academic year of graduate-level research abroad. Eligibility: language of host country; completed bachelor's degree before leaving. Graduating seniors may apply; also available to current graduate students. ASU campus deadline: mid-September.
<http://www.fulbrightonline.org>

V. The Lorraine W. Frank Office of National Scholarship Advisement

Director: Janet M. Burke, Ph.D., Associate Dean for National Scholarship Advisement

Program Manager: David Stuempfle

Location: Barrett, The Honors College, Sage North Hall, Room 107 A-C, ASU, Tempe

Fax: 480-965-1270

Email: janet.burke@asu.edu; david.stuempfle@asu.edu

APPENDIX G

BARRETT GRADUATES AT A GLANCE



Honors Graduates at a Glance 2010-2011

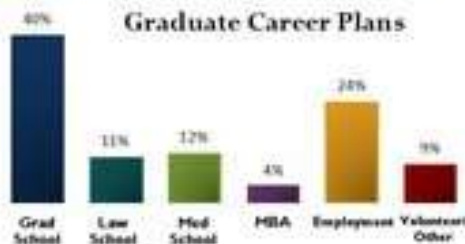
Law Schools

Columbia
Berkeley
Harvard
UCLA
Georgetown
USC
Stanford
Northwestern
University of the Arts, London

Medical Schools

Bowen University
University of Iowa
Mayo Medical School
Stanford
Northwestern
UCLA
University of New Mexico
University of Arizona

Graduate Career Plans



Graduate Programs

PhD Biomedical Engineering, MIT
PhD Microbiology/Immunology, Stanford
PhD Philosophy, UC Irvine
PhD Economics, University of Texas-Austin
PhD Musicology, UC Santa Cruz
PhD Biological Oceanography, UC San Diego
PhD Experimental Psychology, Washington State University
PhD Immunology, UC San Francisco
PhD Neuroscience, University of Pennsylvania
PhD Physical Therapy, UC Denver
PhD Cognitive Science, Rochester Polytechnic Institute
PhD Industrial/Organizational Psychology, Seattle Pacific
PhD Family Human Development, ASU
DDS Dental Surgery, UC Los Angeles
MFA Illustration/Drawing, Art Institute of Chicago
MS Electrical Engineering, Stanford
MPH International Health, Johns Hopkins
MA Architecture, Columbia University
MS Bio-Informatics, Johns Hopkins
MS Computer Human Interaction, Carnegie Mellon
MA International Relations/Communication, Bowen University
MA Publishing/Writing, Emerson College
MSW Social Work, University of Chicago
MA International Studies, New York University
MS Aerospace Engineering, UI of Urbans-Champaign

Employment

Intern at European Union Delegation to Australia in Canberra
Fulbright Reporting Fellow at The Arizona Republic, Phoenix, AZ
Account Analyst at Travelers, St Paul, MN
Graphic Designer at Parker Madison, Tempe, AZ
Operations Specialist at ConAgra Foods, Omaha, NE
Supply Chain Analyst at Microsoft, Bellevue, WA
Public Relations Director at Evil Controllers, Tempe, AZ
Teacher at Teach for America in Denver, CO
System Validation Engineer at Intel, Chandler, AZ

Note: all lists are a representative sample

National Scholarships Won in Spring 2011

19 Fulbright Scholars
1 Circumnavigator Scholar
4 Goldwater Scholars
1 Truman Scholar
18 Barons Scholars
3 UMall Scholars

- **Danielle Bäck** (12), a Truman Scholar, plans to work with public health organizations in the Middle East.
- **Steven Linspert** (12) was one of only four students in the country to win the prestigious Circumnavigator award. Steven is an Electrical Engineering major.
- **Kelly McVey** (11) was awarded the Fulbright Grant to teach English in Poland. Kelly was a tutor at the Barrett Writing Center and also volunteered at Rose's House, a non-profit.
- **Brian Parra** (12) was awarded the Goldwater scholarship. Brian works on research with "smart materials" and participates in the Fulton Undergraduate Research Initiative (FURI).
- **Lauren Gersblom** (11) received the Alister Cooke Award, a Fulbright fellowship to enter a master's program in journalism at the London College of Communication.

Supply Chain Operations Associate at Starbucks Coffee Co, Seattle, WA
Geologist at Green Energy Fields, Apache Junction, AZ
Development Officer/Soil Specialist at Semilla Nueva, Yala, Guatemala
Registered Nurse at Banner Hospital, Phoenix, AZ
English Teacher at Auxiliars de Conversación, Andalucía, España
Commercial Real Estate Banking Analyst at B&B Merrill Lynch, San Francisco, CA
Product Quality Operations Associate at Google, Mountain View, CA
Investment Banking Analyst at Credit Suisse, New York City, NY