

Goal 1: Excellence in Teaching and Learning

A. Attract and support a better prepared, more diverse student population

Honors College

With the appearance of substantial additional merit/need scholarships at IUPUI and a GPPA program, the time is right for starting an Honors College. High-quality students will considerably boost the retention rate and the campus ranking. Need a dedicated person for advising students and positioning them for major awards—Goldwater, Truman, Fulbright, USA Today, etc. Priority registration and priority housing sometimes help to attract top-level students. IUPUI's focus on the life sciences should prove very attractive.

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Current Status

- The Honors Program has the following admissions requirement for incoming students: SAT 1200 or higher/ACT 26 or higher, top 10 percent of high school class, and a high school GPA of 3.5 or higher.
- In order to earn the Honors notation, students must complete 18 credit hours of honors work and maintain a GPA of 3.3 in all completed university courses, including honors courses.
- The current development plan for the Honors Program was written by the 1998 IUPUI AAHE Summer Quality Academy Team.
- IUPUI offers two honors writing courses and three honors economics courses. The H-Option remains the most common way for students to earn honors credit.

Recommendations

- It is strongly suggested that IUPUI create an Honors College.
- The Honors Program should adopt the “Basic Characteristics of a Fully Developed Honors Program,” as presented by the National Collegiate Honors Council (listed in the full Action Plan Team report), in order to lay a solid academic foundation from which a college might be developed. The basic characteristics will also serve as a blueprint for developing the Honors Program in accord with nationally established norms.
- The campus should establish and maintain sufficient “full ride” scholarships for recruiting and retaining high-achieving, motivated students.
- Schools and departments should be supported in developing free-standing honors courses to attract and support honors students as part of the regular teaching load of honors faculty.
- The campus should enable current and future students participating in honors activities to receive the full career benefit of these experiences by ensuring that they are clearly denoted on transcripts.
- The campus should appoint a committee, composed of faculty who teach honors courses, to oversee the growth and development of the program toward college status.

Implementation

- The Honors Program should continue with scheduled reviews, including an internal self-study during 2006–07 and a national external review during 2007–08.
- After these reviews, the feasibility of moving from “program” to “college” status should be examined.

(Revised October 11, 2007)