

IUPUI Honors College - Vision Paper

Summary

The purpose of this document is to outline a vision for the Honors College at IUPUI and to articulate its potential benefits for the campus, its students, as well as for the state of Indiana. We offer detailed recommendations regarding space allocation and configuration, staff and faculty support, as well as curricular and co-curricular programming. Recommendations are based on models examined at a number of different campuses, as well as on interviews conducted with Directors and Deans. Highlights of the report include the following:

- The IUPUI Honors College will be a beacon of excellence for the IUPUI campus that serves as a powerful recruiting tool and enhances the visibility of the campus as a destination for a diverse array of talented undergraduates from Indiana and elsewhere.
- The IUPUI Honors College will enable students to experience an array of benefits including small classes, personalized advising, co-curricular programming, and rich opportunities for interaction with senior faculty. At the same time, Honors College students will benefit from close articulation with IUPUI's outstanding graduate and professional school programs – particularly the Honors Professional Admissions Program – and with the diverse range of other programs that the IUPUI campus offers.
- To achieve its potential for excellence, the Honors College must be autonomous – led by its own Dean and residing within its own space. Dedicated space must support formal and informal opportunities for student learning. A competitive Faculty Fellows program should be implemented to ensure that honors students can take advantage of a rich array of honors courses and benefit from close interactions with inspiring faculty mentors. Staff are required to support curricular and co-curricular programming and to conduct outreach to both future honors students and to alumnae/i.
- A five-year timeline is proposed for implementing the transformation of the Honors Program into an Honors College.

The IUPUI Honors College will help the campus to solidify its reputation as a place where academically talented students are engaged in serious learning – through research, civic engagement, and international study, as well as through close interactions with inspiring faculty. It is hoped that this Vision Paper will guide the process of strategic planning that will transform this vision into a reality.

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I. Baseline Information

Since its inception in 1981, the IUPUI Honors Program has provided enriching experiences and opportunities to undergraduate students that complement their education within their degree programs. An overview of the history of the program and an analysis of its strengths and weaknesses can be found in the [Honors Program 2007 Self-Study](#) document. Completion of Honors Program requirements culminates in a General Honors Notation on the transcript, which can be earned in addition to Departmental Honors notations. Under the leadership of its Director, Dr. Ted Mullen, and Associate Director, Melissa Biddinger, the Program has grown considerably, particularly in the last several years. Some highlights of this growth are listed below:

1. **Recruitment.** The implementation of a “direct admit” process has enabled greater numbers of incoming freshman to be reached. This process began during Fall 05 (relatively late in the recruitment cycle) and has been responsible for increasing the number of direct admits by over 600% between Fall 06 and Fall 07.
2. **Enrollment:** Enrollment has steadily risen over the past five years from 32 beginning freshmen scholarship recipients in 2002 to 65 in 2007, in part due to the automatic enrollment of students receiving such prestigious scholarships as the Bepko, Presidential, and Plater scholarships. Currently, 211 students on scholarship (including “continuing/transfer students”) are enrolled in the program and an additional 157 students are regularly-participating members in Honors programming and coursework.
3. **Retention:** Since Fall 2002, the program has boasted one-year retention rates between 91 and 100 percent, well above the campus rate of 64 to 67 percent. The average first-year GPA of honors cohorts increased from 3.31 in 2002 to 3.51 in 2006. Scholarship recipients retained in the program have maintained an average cumulative GPA of 3.71 and a GPA of 3.85 in honors coursework.

1.1 Performance Indicators for Honors Cohorts

	2002	2003	2004	2005	2006
One-Year Rate	91%	100%	100%	98%	93%
1st Yr GPA	3.31	3.52	3.60	3.59	3.51

4. **Curriculum:** Since 2002-2003, when only 37 honors courses were offered, the number of honors class offerings has steadily risen and by AY 2006-2007 90 honors-eligible courses were available to program participants. Progress has been made toward creating a challenging set of curricular opportunities that addresses the needs of highly motivated students. First year seminars and the Honors bridge program have been particularly successful. Nevertheless, the number and types of Honors courses offered remains limited – particularly given the size of the undergraduate student body and the diverse array of degree programs available at IUPUI. This limitation is particularly problematic for students studying in highly structured undergraduate programs such as Nursing, Engineering, Education, and the Health Professions. Currently, most honors

coursework involves adding an “H-Option” to regularly-offered courses. Completion of H-options is not denoted on students’ transcripts at this time.

1.2. Numbers of Honors Courses vs. H-Options:

Honors-eligible Courses	Fall 02	Spring 03	Fall 03	Spring 04	Fall 04	Spring 05	Fall 05	Spring 06	Fall 06	Spring 07	Fall 07
	19	18	22	22	18	26	35	27	51	39	54
H-Options	71	72	72	56	59	52	44	59	36	46	62

Note: H-option data prior to Fall 04 may contain inaccuracies due to internal database inconsistencies. Multiple sections of the same course are counted only once.

5. **Residence Life:** Since the opening of Honors House in Fall 2003, the number of students electing to live in the Honors residential learning community has risen from 4 students to approximately 50 students in 2007. Bepko Scholars receive financial support for their first 2 years in Honors House, lending a ‘critical mass’ of students with which to build a vibrant Honors living-learning community.
6. **Co-curricular Opportunities, Study Abroad, Service Learning, and Research:** Over the past three years, the Honors Club has grown to include more than 40 active members. Honors Club has become an increasing presence on campus, hosting biannual campus-wide Dodge Ball Tournaments and Blood Drives. The Honors Club Team has twice won the largest team award for the United Way Day of Caring and in Fall 2007, team members won the IUPUI College Bowl Contest.

Honors students are strongly encouraged to participate in study abroad for which they can receive credit toward the General Honors Notation. Honors Program students have studied in a variety of countries including Scotland, France, Germany, the Dominican Republic, Costa Rica, Poland, Ireland, and Spain. Honors students also are actively engaged in service learning and research opportunities and take advantage of a variety of co-curricular programming both on and off campus. They have served as mentors at Crispus-Attucks Medical Magnet Middle School as well as other IPS schools and have worked to develop extracurricular programming at area charter schools. They have engaged in a wide variety of service learning experiences and have accepted significant numbers of summer research appointments at universities across the country.

In sum, both the IUPUI Honors Program, as well as the IUPUI campus as a whole – are in the midst of a period of exciting growth and change. There has been a marked increase in the recruitment of top-quality students in the past two years, and it is anticipated that this trend will continue with increased scholarship support and an intellectually exciting curriculum. The Honors College will help to attract more out-of-state and international students, thereby increasing the academic diversity of the campus. The time is ripe for considering the transformation of the existing IUPUI Honors Program into an autonomous Honors College that offers an expanded, invigorating curriculum, intense opportunities for honors research, service learning, and international study, and close articulation with outstanding graduate and professional school programs.

Before outlining our vision for the Honors College – including recommendations for space configurations, staffing, curriculum, and co-curricular programming, as well as a timeline for implementing changes – we review comparison data from benchmark institutions gleaned through published view books and websites, surveys of directors and deans, and site visits made to five campus models in Illinois, Indiana, Virginia, and Maryland in Fall, 2007 by members of the Honors Program Committee.

II. Comparisons to Peer Institutions

Size and Relative Scope of Honors Programs/Colleges at Peer Institutions

We first compare IUPUI with 11 peer institutions offering either Honors Programs or Honors Colleges (see Tables 2.1 and 2.2 below). Campuses are compared in terms of undergraduate enrollment, and the number (and percentage) of students enrolled in the Honors Program or College. In addition, we note whether an honors orientation is offered to newly-admitted freshmen, whether there is an honors advising staff that works specifically with honors students, whether designated honors courses (as opposed to “H-option” type offerings) are offered, and whether there is an ‘honors housing’ option available. Institutions are rank ordered by the number of undergraduates enrolled.

As can be gleaned from the tables, IUPUI compares favorably with benchmark institutions on all counts except one – the percentage of undergraduates enrolled in the Honors Program. Though IUPUI has the third largest undergraduate student body when compared with both sets of campuses (those offering Honors Programs and those offering Honors Colleges), it ranks at or close to the bottom in terms of the percentage of undergraduates enrolled in Honors (<2%). It is clear that the Honors Program has great potential for growth– and, indeed, recent enrollment statistics indicate that a positive growth trajectory already has begun.

2.1. Honors Programs at Peer Institutions*

	Total Undergrad Enrollment	Honors Students	% Honors	Orientation	Advising	Classes	Honors Residence Option
Temple University	24,674	1,219	4.94%	Yes	Yes	Yes	Yes
University of Utah	22,155	2,000	9.03%	Yes	Yes	Yes	Yes
IUPUI	21,193	200	1.73%	Yes	Yes	Yes	Yes
Wayne State University	20,892	1,100	5.27%	Yes	Yes	Yes	Yes
University of Cincinnati	19,977	2,000	10.01%	Yes	Yes	Yes	Yes
University of New Mexico	18,554	1,400	7.55%	Yes	Yes	Yes	Yes
University of	14,995	1,200	8.00%	Yes	Yes	Yes	Yes

Louisville							
UAB	11,284	160	1.42%	No	No	Yes	No

2.2. Honors Colleges at Peer Institutions*

	Total Undergrad Enrollment	Honors Students	% Honors	Orientation	Advising	Classes	Honors Residence Option
University of South Florida	34,438	1,600	4.65%	No	Yes	Yes	Yes
Virginia Commonwealth University	21,260	1,300	6.11%	No	Yes	Yes	Yes
University at Buffalo	18,165	1,040	5.73%	Yes	Yes	Yes	Yes
University of Illinois at Chicago	15,006	1,400	9.33%	No	Yes	Yes	Yes

* Data were compiled by Anita Snyder (Communications Specialist, University College) during Summer 2007 based on information published on websites and in view books associated with Honors Programs and Colleges.

Space Configuration and Staffing at Peer Institutions

In Fall, 2007, Directors and Deans at 7 of the 11 peer institutions reviewed above were surveyed in order to derive information pertaining to the amount and configuration of space allocated to Honors Programs and Colleges, as well as staffing levels. Data are summarized below in Table 2.3. Although variability exists within sets of Programs and Colleges, IUPUI ranks at the bottom of its peers in terms of space (which currently is divided between 888 sq ft in University College and 790 sq ft in Honors House), facilities available to support student learning and informal social networking, as well as staffing. These deficiencies are particularly troubling in light of the recent enrollment growth described in the previous section.

2.3. Honors Programs and Colleges: Space and Staffing

	HONORS PROGRAMS				HONORS COLLEGES			
	Cincinnati	New Mexico	UAB	IUPUI	UIC	USF	VCU	Buffalo
Allocated Space (sq ft)	3000	8500	n/a	1678	10350	n/a	5000	2500
Student Lounge	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
Kitchen	Yes	Yes	Yes	No	Yes	Yes	Yes	No
Quiet Study Area	Yes	No	Yes	No	Yes	Yes	Yes	No

Computer Cluster	Yes	Yes	2	No	Yes	Yes	Yes	No
Large Conference Room	Yes	No	2	No	Yes	No	Yes	Yes
Small Conference Room	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
	Cincinnati	New Mexico	UAB	IUPUI	UIC	USF	VCU	Buffalo
Classroom(s)	No	6	No	No	Yes	No	Yes	Yes
Student Meeting Space	Yes	Yes	Yes	No	Yes	Yes	Yes	No
Reception Area	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Secure File Storage	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Central Location	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes
Number of Staff Offices	2 (+ 4 cubicles)	23	5	4	11	14	9	8
FTE	5.5	4 (+ 2 work study)	7.5	3.25	11 (+ work study)	12 (+ 2 grad students)	9	9

Site Visit Information

In November and December 2007, members of the Honors Program Committee visited the Hutton Honors College at Indiana University Bloomington, the Honors Program at Purdue University West Lafayette, Honors Colleges at two urban comprehensive institutions that offered guaranteed admission to graduate/professional school programs (University of Illinois at Chicago, Virginia Commonwealth University), as well as the University of Maryland, Baltimore County – which is designated as the Honors University of the University of Maryland system. A standard set of 23 interview questions addressing programming, curriculum, staffing, assessment, resources and infrastructure, faculty, and outreach activities was generated by the Committee. The text of these questions and the responses obtained at each site are presented in the Appendix. Themes that emerged across the site visits – in addition to particularly creative ideas unique to specific sites very much helped to shape the vision for the IUPUI Honors College described in the next section.

After each trip, visitors were asked to reflect upon the features of each model that seemed most innovative or worth emulating when planning for the IUPUI Honors College. Responses are summarized in Table 2.4.

2.4. Highlights of Models Visited

Model	Characteristics Worth Emulating for IUPUI Honors College
PUWL Honors Program	<ul style="list-style-type: none"> • Emphasis on building a community among the Honors scholars • Control of admissions policy to achieve balance in terms of diversity and academic interest • Good staff support • Creativity and flexibility in incorporating honors experiences within classes

IUB (Hutton Honors College)	<ul style="list-style-type: none"> • Multi-year contracts with honors faculty to ensure stability in course offerings • Intentionally capitalize on planned visits of speakers to departments on campus for use in co-curricular Honors programming • Additional H seminar credit (1 credit) to incentivize H-option coursework
UIC Honors College	<ul style="list-style-type: none"> • Honors Activities (1 ‘experience’ required per semester) • Honors Housing (state-of-the-art) • Dean of Honors College also serves as Vice Provost for Undergraduate Studies • Close connection between GPPA (Guaranteed Professional Program Admission) and Honors College
VCU Honors College	<ul style="list-style-type: none"> • Full course buy-out: Honors College pays 1/8 of faculty salary to departments via 3-year contracts; Honors Faculty are full-time faculty with tenure • Close link between Guaranteed Admission Program and Honors College • Residence facilities for Honors Students
UMBC Honors College	<ul style="list-style-type: none"> • Interdisciplinary Freshman Forum seminar and ‘Lunch in the Lounge’ • Honors University tagline; strong emphasis on being a Center of Excellence within an ‘honors’ environment; Climate is focused on ‘serious learning’ • Faculty Fellows program (2-year contracts with departments; \$4K per year) • International Study program (2 week intensive in France; credit-bearing)

III. The “Vision”

In this section we delineate a vision for the IUPUI Honors College that is modeled on recommendations provided by the [National Collegiate Honors Council](#) as well as data obtained through the peer comparison process described in the previous section. We recognize fully that institutions are uniquely defined by their individual historical, geographical, cultural, and political contexts – thus aspects of other campus models must be carefully examined and adapted before being implemented locally. As the IUPUI Honors Program will be externally reviewed during the Spring 2008 semester, we have chosen not to duplicate aspects of the self-study report – particularly sections that address obstacles that would preclude this vision. Rather, we emphasize our aspirations for how the IUPUI Honors College could serve as a beacon of excellence for the campus. We hope that planning will be shaped by thoughtful discussions of both documents – the more retrospectively-oriented Self Study and ensuing External Review Report and this more prospectively-oriented Vision Paper – by invested faculty, staff, and students.

A. Mission and Benefits

The mission of the IUPUI Honors College will be to provide challenging academic and co-curricular experiences to a diverse community of enthusiastic and dedicated students seeking to grow both intellectually and personally. Transformative experiences for high-achieving students from all academic disciplines will be supported through interactions with inspiring faculty and staff. The IUPUI Honors College will promote excellence through service learning and leadership development, research and creative activities, preparation for graduate and professional school, and international study in order to ensure that graduates aspire to lifelong learning, personal growth, and professional success in our global, information age society.

Benefits to Indiana University and to the State of Indiana. A vibrant IUPUI Honors College will provide a unique niche within the Indiana University system for honors students aspiring to careers as researchers and professionals engaged in the health and life sciences and for honors students wishing to study on a dynamic, urban research campus with all of the opportunities that residing in the state capital affords. The Honors Professional Admissions

Program (HPAP), which will be implemented in Fall 2008, will be a powerful recruitment mechanism for the Honors College and is expected to attract students committed to careers in Dentistry, Law, Medicine, SPEA, Business, Nursing, and the Health and Rehabilitation Sciences. Honors students will be engaged in a variety of Indiana and Purdue University schools and programs and will contribute significantly to Indiana’s professional workforce through internships as well as through post-graduate placements. Honors College students will be encouraged to take advantage of national and international exchange programs for at least one semester – thereby increasing the visibility of IUPUI through their interactions with students and faculty in other states and around the world.

Benefits to IUPUI Campus. The IUPUI Honors College will be a significant recruiting tool for both talented undergraduates and new faculty, and will help to enhance the visibility of the campus as a destination for out-of-state and international students – particularly those with strong interests in the health and life sciences. A strong Honors College will benefit the academic environment for all students, as honors students frequently serve as role models and leaders within classrooms and laboratories, and engage in peer mentoring and tutoring outside of class. Graduate and professional schools will benefit from an expanded pool of talented undergraduates available for research experiences as undergraduates – and for recruitment into degree-granting programs upon graduation. Trained advising staff within the Honors College will help to groom students for prestigious awards, such as the Rhodes, Marshall, and Truman Scholarships. In sum, the campus will benefit in terms of the types of students attracted to the institution, their achievements attained while attending IUPUI, and their post-baccalaureate contributions as life-long learners and engaged alumni.

Benefits to Honors College Students. Although IUPUI is a large, dynamic campus, the Honors College will provide students with the benefits of small classes, personalized advising, and rich opportunities for interaction with inspiring faculty. Tremendous potential exists for expanding the array of opportunities currently available to students engaging in the Honors Program. Current students benefit chiefly through scholarship support, access to research support (primarily through the Center for Research and Learning), and the General Honors Notation on the transcript. The Honors College will provide intentional connections between students and their future careers by supporting internship opportunities, research, and access to graduate coursework. A number of additional benefits that should be considered for students enrolled in the IUPUI Honors College appear in Table 3.1.

3.1. Expanded Array of Benefits Available to IUPUI Honors College Students

Area	Benefit
Curriculum	<ul style="list-style-type: none"> • Preferred admission to graduate and professional schools (HPAP program) • Vibrant course offerings (summer colloquia, first-year forums, interdisciplinary seminars) • Local exchange opportunities through Butler University, Marian College, and University of Indianapolis
Co-curricular Opportunities	<ul style="list-style-type: none"> • Social events (Lunch in the Lounge, Evenings with Faculty) • Lectures and programming by visiting scholars • Internships – particularly the Health Science Internship program • Study Abroad / International Service Learning • National Student Exchange • Honors Service Learning opportunities • Student lounge and meeting space in Honors College • Honors House
Support	<ul style="list-style-type: none"> • Fellowships and scholarships • Grants to support research and travel to local and national conferences

	<ul style="list-style-type: none"> • Personalized advising by Honors College staff • Honors peer mentoring • Faculty mentoring within major program(s) of study • Access to cutting-edge technology to support learning and research
Notation	<ul style="list-style-type: none"> • Transcript notation (designation of honors courses, H-options, as well as General Honors Notation, Thesis vs. Non-Thesis) • Sagamore Scholar notation (to differentiate General Honors from Departmental Honors and [GPA-based] Latin Honors)

B. Core Values

IUPUI is a dynamic urban research campus with unique strengths and a strong commitment to certain core values. We emphasize that planning for the Honors College must capitalize on these strengths and intentionally incorporate these values as systemically as possible:

1. The Honors College must recruit and retain a diverse student body, particularly students from underrepresented groups.

On site visits we frequently were cautioned that maintaining a diverse student body within the Honors College can prove challenging, particularly with regard to incentivizing participation for African American students. We maintain that outreach to K-12 minority students is essential – students must learn how to prepare for admission to the Honors College while in middle school and high school, but they also must come to value why enrolling in the Honors College is beneficial and important. The Honors College should be tightly aligned with the Office of Multicultural Outreach and with special programs currently run through the Center for Research and Learning that encourage the participation of students from underrepresented groups in research (e.g., McNair Scholars Program, Summer Research Opportunity Program). Partnering with peer mentoring programs, service learning, and outreach within Indianapolis Public Schools (particularly the Crispus Attucks Medical Magnet) on recruitment activities is also important.

2. The Honors College must share campus-wide strengths in the Health and Life Sciences.

Research and training within the Health and Life Sciences is an institutional strength, and must be reflected in Honors coursework and research opportunities, as well as through involvement in initiatives such as the Honors Professional Admissions Program and the Life-Health Sciences Internship Program.

3. Honors College curricula must be flexible – IUPUI is a complex institution that offers a diverse array of majors through schools affiliated with both Indiana University and Purdue University.

Honors College requirements must articulate readily with Departmental Honors requirements, as well as with the highly structured programs of study required in professional schools (particularly Engineering and Nursing). The Honors College should integrate seamlessly with key campus units including University College, Student Life, Center for Research and Learning, Center for Service and Learning, and the Office of International Affairs. At the same time, the Honors College should help to reduce the perceived size of the institution – making IUPUI a small, personal campus for students enrolled within it.

4. The Honors College should promote civic engagement through Honors Service Learning experiences and through intentional connections between students and their future careers.

Service learning – particularly service learning and leadership development opportunities in urban contexts – should be strongly recommended for all honors students. The Honors College should also work closely with the Career Center (or its equivalent within Schools) to help honors students identify meaningful internship and practicum opportunities.

5. International experiences – such as Study Abroad and International Service – are vital to helping students to become engaged global citizens. International students contribute positively to a diverse campus climate and help other students to learn international and intercultural perspectives.

The Honors College should encourage honors students to study internationally, and should continue to offer Honors credit for Study Abroad experiences. In addition, the Honors College should strategically recruit international students.

6. Vibrant course offerings are based on the Principles of Undergraduate Learning.

Honors courses and seminars should be built upon the Principles of Undergraduate Learning and student learning outcomes should be regularly assessed. Both student learning and its assessment should be supported through committed, inspiring faculty, and by cutting-edge, instructional technology.

C. Location and Space Configuration

The IUPUI Honors College must be strategically located in a central area of campus, as it will serve as a beacon for recruitment and as a center of excellence for a diverse community of academically talented and highly-motivated students. Plenty of meeting space, classroom and seminar rooms, a digital library (supporting research as well as the collection of capstone honors theses and projects) and computer clusters are essential. Offices are necessary for advising staff, honors faculty, and administrative personnel. To enhance a sense of community among enrolled students, particularly those who do not live on campus, it is important that lounge areas, as well as a kitchen and catering area, are available. To promote maximal flexibility despite space limitations, flexible classroom furniture arrangements (e.g., ‘conference room tables’ that can be divided into smaller clusters of tables and chairs) and moveable partitions (that could create 2 seminar rooms within a designated classroom) are recommended. Based on square footage estimates provided by benchmark institutions, a minimum of 9 – 10,000 square feet is needed.

As an urban research institution, space is at a premium on the IUPUI campus and it is unlikely that the Honors College could ever be housed within its own building. Yet for the Honors College to be perceived as autonomous, it is important that it not share space with University College or degree-granting schools. One possible ‘home’ for the Honors College – based on a model at the University of Houston (see <http://www.uh.edu/honors/>) – is the University Library. This is a central location that is infused with the intellectually stimulating atmosphere that the library affords. This site is also quite close to the Lilly Auditorium, which frequently is used for lectures delivered by visiting scholars. Students could gain access to the Honors College during

hours that the University Library is open and could use the student lounge, meeting rooms, and computer laboratory as a refuge when studying. Access could be controlled through swipe cards when the reception desk is not staffed. Another alternative is to incorporate an Honors Complex into a portion of “Phase 3” of housing – similar to the 120,000 square foot living and learning complex created at the University of Akron – http://www.uakron.edu/nll/Honors_Complex.php. Regardless of where it is situated, descriptions of the spaces to be built into the Honors College (together with square footage estimates) are provided in Table 3.2.

3.2. Space Configuration of IUPUI Honors College

Space	Sq Ft	Purpose(s) / Features
Reception Area	600	<ul style="list-style-type: none"> • Reception desk staffed by paid honors students during business hours • Waiting room area • Distribution of honors materials, applications, newsletters
Student Lounge	1000	<ul style="list-style-type: none"> • Socializing • Peer mentoring • Catered receptions for visitors • Recreational activities (pool, piano)
Kitchen/Catering Area	200	<ul style="list-style-type: none"> • Provide food for social events, receptions with visiting scholars • Benefit to students who may want to cook/eat on campus • Refrigerator, sink, oven, counter workspace
Quiet Study Area	900	<ul style="list-style-type: none"> • Individual and group study space • Digital library • Repository for capstone honors theses and projects
Computer Lab	900	<ul style="list-style-type: none"> • Access to advanced instructional technology • Printing, scanning, video-conferencing
Large Conference Room	800	<ul style="list-style-type: none"> • Faculty meeting space • Student meeting space • Orientation programming • Videoconferencing
Small Conference Room	400	<ul style="list-style-type: none"> • Faculty meeting space • Student meeting space • Advising/Mentoring by Faculty Fellows
Classroom	1900	<ul style="list-style-type: none"> • Scheduled honors course offerings • Talks by visiting faculty
Student Meeting Space	400	<ul style="list-style-type: none"> • Peer mentoring • Honors Club
Offices (10 @120 sq ft each)	1200	<ul style="list-style-type: none"> • Advising • Secure file storage • Faculty Fellows • Administrative and support staff offices
Total Space	8300 sq ft (designated) + ~ 1700 sq ft for corridor access/storage/etc.	

D. Staff and Faculty

The IUPUI Honors College will be led by a Dean, who is a member of both the Council of Deans and the Undergraduate Curriculum Committee. We strongly recommend that a national search be conducted in AY 09-10 so that this Dean will be able to oversee entire transition of the Honors Program to the Honors College. During our site visits, two relatively new Deans mentioned that a powerful recruiting influence had been the ability to be involved in building

their Honors Colleges from their inception – one administrator actually visited campus extensively for the year prior to her appointment in order to help drive the strategic planning process. After the Honors College has been established for several years, it would be beneficial to consider implementing the ‘joint appointment’ model for the Deanship adopted at the University of Illinois Chicago. At UIC, the Dean of the Honors College also serves as Vice Provost for Undergraduate Studies, which enables the Dean to efficiently integrate the Honors College with related academic programs (e.g., guaranteed admissions, scholarships) as well as to be able to add or cancel Honors sections of general courses flexibly and quickly. Comparisons to benchmark institutions with Honors Colleges (Table 2.3) indicated that staffing levels ranged from 9-11 FTE. We recommend that the IUPUI Honors College be supported by 8.5 FTE staff, supplemented by 2.0 FTE through student assistants (2 half-time graduate students, and 4 quarter-time undergraduate honors students), as outlined in Table 3.3.

3.3. Recommended Staffing and Job Responsibilities

Position	% Effort	Responsibilities
Dean	100%	Oversight of budget, operations, and staff; Fundraising, Liaison to administration (Dean of Faculties) other schools and centers (CSL, CRL) and committees (curriculum), Chair of Honors Council
Associate Dean	100%	Recruitment, Admissions, Honors Professional Admissions Program, Bepko, Presidential, Plater Scholarships, career development, liaison to SPAN program, Coordination of assessment activities
Coordinator of Student Affairs	100%	Coordination of co-curricular honors experiences, residential learning community (Honors House), Honors Club, Internships and Study Abroad
Coordinator of Academic Affairs	100%	Director of advising services; manager of curriculum development and maintenance, Post-baccalaureate scholarships and awards, research and service learning, coordination of Faculty Fellows program
Advisor	100%	Orientation, Tracking of Student Progress, Advising
Advisor	100%	Orientation, Tracking of Student Progress, Advising
Communications Director	50%	Communications (newsletter), high school outreach, alumni networking, website content
Financial Officer	50%	Budgeting, Processing of Purchases, Scholarship and Research Fund management
Computer Technician/LSP	50%	Maintenance of technology in computer cluster, website design
Administrative Assistant	100%	Administration of Honors College office
Student Assistants (hired per academic year):		
Graduate Assistant (2)	100% (20 hrs/wk)	Assist with advising, communications, support for event programming
Work Study (4)	100% (10 hrs/wk)	Staffing of reception desk, peer mentoring, assistance with high school outreach activities, support for event programming, office assistance
TOTAL FTE: 10.5		

Faculty. The IUPUI Honors College must have a committed faculty that can be relied upon to offer honors courses regularly and to serve as mentors and research supervisors to honors students. We strongly recommend that the IUPUI Honors College adopt a competitive Faculty Fellows program, to which senior faculty (Associate and Full Professors, Senior Lecturers) are invited to apply. Members of the Honors Council (described below) will participate in the selection of Faculty Fellows, together with the Dean and Associate Dean of the Honors College. A long-term goal of the Honors College is to recruit at least one faculty fellow from each department that offers undergraduate degrees, as well as from units aligned with the

Honors Professional Admission Program. When not engaged in teaching honors coursework, Faculty Fellows will be asked to participate in the mentoring of Honors College students, departmental advising of students engaged in both Departmental Honors and the Honors College, and Honors College faculty governance.

To expand the honors curriculum and to increase its stability, the Dean of the Honors College will negotiate 3-year contracts with departments to ensure that particular honors courses (taught by designated honors faculty fellows) will be offered annually. These funds will be used to hire associate faculty to teach ‘bought out’ courses normally offered by faculty fellows.

Governance. The Dean of the Honors College will chair the Honors Council, which will include the Associate Dean, between 8 and 12 Faculty Fellows, 2 Honors Students, and 1 Honors Alumnus. Honors students will serve 1-year terms, with all others appointed for 2-year terms (with no more than 2 terms served consecutively). The Honors Council will advise the Dean on matters pertaining to the Honors College, participate in strategic planning and assessment activities, and engage in the selection of Faculty Fellows.

E. Curriculum

The NCHC recommends that an Honors College curriculum encompass at least 20% of a student’s degree requirements. We therefore maintain that a 24-hour curriculum be adopted, and that some consideration be given to the idea that these credits could replace a portion of students’ “general education” requirements. A hallmark of the Honors College curriculum must be its flexibility, given that IUPUI includes such a diverse array of degree-granting programs, some of which already offer Departmental Honors. Indeed, the Honors College curriculum must be able to seamlessly integrate with Departmental Honors requirements in order to attract students to pursue both types of Honors simultaneously. A listing of programs that currently offer Departmental Honors and their respective requirements is presented in Table 3.4. As several programs require that 18 of the 24 credits be earned within the major, the Honors Curriculum cannot require more than 2-3 honors seminars outside of the major. Such seminars should be interdisciplinary, based on multiple Principles of Undergraduate Learning, and have a service learning or research emphasis.

3.4. IUPUI Departmental Honors Programs and Requirements

School	Program/ Department	Honor Hrs	Dept. Hrs	Total GPA	Honors GPA	Description
Business	Kelley Honors Program	24	18	3.3	3.5	Complete 24 total Honors credit hours (18 hours of required Kelley courses + 6 hours of Honors electives)
Liberal Arts	German	24	18			At least 18 credit hours (out of the total 24) must be earned in German courses above the G119 or G132 level, and 6 credit hours must be in electives.
	Philosophy	24	12	3.3	3.5	At least 12 credit hours in philosophy and at least 6 credit hours outside philosophy.

Nursing	BSN- Honors	n/a	18	3.5	3.5	18 credit hours in Nursing honors seminars and colloquia during the sophomore, junior, and senior years.
Science	Biology	21 / 24	15 / 18	3.3	3.5	In Track 1 (honors with thesis), students must complete 21 honors credit hours including 6 hours outside of biology and 15 hours in biology. In Track 2 (without thesis), students must complete 24 hours of honors work, including 6 hours outside of biology, 4 hours of BIOL K101/K103 honors sections of lab/recitation, and 14 credit hours in H-Option biology courses and/or 500–600-level biology courses.
	Chemistry	24	12	3.3	3.5	Must complete 1 credit hour in the C301 or C302 Chemistry Seminar, 6 credit hours in C409 Chemical Research, 5 credit hours of H-Options 1 in undergraduate courses and/or graduate chemistry courses, and 12 credit hours of honors credit in courses outside of chemistry.
	Earth Sciences	24	18 / 15	3.3	3.5	For the BS degree, honors students must complete 24 credit hours of honors work, 18 credit hours in geology and 6 credit hours in other approved honors courses. For the BA degree, 15 credit hours in geology and 9 credit hours outside geology.
	Psychology	24	6	3.3	3.5	At least 3 hours of this credit must be for PSY B499 Honors Research, which culminates in an honors thesis. Only grades of A or B will count for honors credit.

Academic Requirements. Students should be required to complete 24 credits of honors coursework, including a 3-credit first year seminar (to be taken either in the summer prior to the first year or during the first year), a 3-credit second year seminar, and a capstone. The capstone should be a culminating activity within the students' program of study that entails the completion of an honors thesis or an honors project (yielding notations of General Honors With Thesis vs. Without Thesis, respectively). Expanding the cadre of Honors Faculty through the Faculty Fellows program, and negotiating 3-year contracts with departments will help to increase the number of Honors courses that are regularly available. Students also will be encouraged to take graduate seminars, study abroad, honors service learning, and credit-bearing research experiences for honors credit. H-option contracts should be a last option when procuring honors credit. Seniors in the Honors College also should be required to submit a 15- to 20 page dossier during their last semester that addresses the question, "What have you learned through your engagement in the IUPUI Honors College?" Creation of the dossier will promote the personal reflection and growth of honors students, and it also can serve as an artifact for assessing student learning and for refining the Honors College curriculum.

Required Co-Curricular Experiences. Students should be required to engage in at least 2 co-curricular experiences while engaged in the Honors College, modeled after the "Honors Activities" required at the University of Illinois Chicago. Each of the 2 experiences should last for at least one semester and could include activities such as peer mentoring, serving as a teaching assistant or as a resident assistant in Honors House, tutoring, holding an office in the Honors Club, serving on the Honors Council, or writing for the Honors Newsletter. Tutoring and

mentoring need not be limited to IUPUI students but could also entail outreach to local IPS schools, either through ‘homework hotlines’ or through after school mentoring programs. Such experiences should help to promote the personal development and leadership of Honors College students, as well as benefit the campus and local community.

IV. Financial Support

Although the Honors Program Committee was not specifically charged with the formulation of a plan for the financial support of the Honors College, we think that financing will be a critical issue raised by concerned faculty, staff, and students. In the RCM environment of Indiana University, units that do not generate substantial amounts of revenue through tuition or grants must be supported through assessments paid by other schools. Because the cost of the Honors College (both perceived and real) is critical to gaining internal support for its creation, we maintain that careful consideration of both base funding needs and potential sources of revenue are essential. While a large and thriving Honors College can eventually help to support itself through the increased enrollment of talented out-of-state and international students, funding in the short-term will be difficult in light of resource constraints. Campus administrators will need to make difficult choices in order for the Honors Program to evolve to an Honors College – yet we maintain that the short-term costs will yield substantial long-term benefits.

Expenses. Because the Honors Program currently has such limited staffing and space, a substantial increase in base funding is needed to support the recommended FTE and space configurations. In addition, it is critical that funds be available to support 3-year contracts with departments to offer honors courses on a regular basis. We recommend that departments be paid \$6000 per course at minimum. It will be necessary to offer 12 first-year seminars per year (\$72K) as well as 10 upper-level honors seminars annually (\$60K) – resulting in an annual allocation of approximately \$132,000 for instructional support. Small stipends also should be budgeted for supporting faculty who teach additional weekly recitation sections as “H-Options.” If honors course instruction is not supported financially, there will be no incentive for faculty (or department chairs) in an RCM environment to offer small honors courses in lieu of high-enrolling classes that generate far more revenue. In addition to staffing, space, and instructional support costs, additional funds will be necessary to support the purchase and maintenance of computers, furniture and furnishings for the Honors College, research and travel support for honors students, and co-curricular programming.

Potential Sources of Revenue. Because of the potential benefits of an IUPUI Honors College to the campus, Indiana University, and to the state, fundraising through private and corporate donors, as well as through an expanding network of alumni, is apt to be quite successful. This should be a high priority in the near future, and should be a principal focus of the to-be-named Honors College Dean. President McRobbie’s [Degrees of Excellence](#) initiative – through which five percent of nonacademic budgets will be set aside to fund efforts to help students earn degrees more quickly – also seems to be a viable source of Honors College funding. Finally, as the Honors College offers an increased number of its own interdisciplinary

courses through its Faculty Fellows, increased amounts of credit revenue (generated through H-credit courses) may be returned to the College.

V. Proposed Time-line

Timeframe	Year	Objectives
Immediate	Spring 08	<ul style="list-style-type: none"> • Share draft vision paper with faculty, staff, and students • Meet internally with departments and programs regarding articulation of Honors College requirements with Departmental/School Honors • Provide an overview of Honors College planning to the IUPUI Faculty Council
Short-term (0-2 Years)	AY 08-09	<ul style="list-style-type: none"> • Finalize vision paper based on feedback • Launch national search for IUPUI Honors College Dean • Identify space for Honors College • Launch aggressive recruitment campaign for Honors Professional Admission Program • Expand Honors Course offerings • Implement transcript notations for H-options and Honors courses
	AY 09-10	<ul style="list-style-type: none"> • Honors College Dean in place; plan for space renovations • Develop 5-year strategic plan under leadership of new Dean • Implement competitive application process for Faculty Fellows • Continue to expand Honors Course offerings • Offer Honors Service Learning course • Begin aggressive fundraising campaign • Outreach to Honors Program Alumni
Intermediate-term (3-5 Years)	AY 10-11	<ul style="list-style-type: none"> • Continue to expand pool of Faculty Fellows • Continue fundraising • Expand outreach to K-12 • Move to new space • Hire staff
	AY 11-12 and AY 12-13	<ul style="list-style-type: none"> • Expand co-curricular programming • Continue to hire staff • Honors College operating autonomously in designated space • 120 students enrolled per year (total of 500 enrolled students) • Evaluate progress toward 5-year plan and revise goals accordingly

Although there clearly is much to be done in the short-term to support the transformation of the IUPUI Honors Program into an Honors College, we suggest that planning might also begin within the next several years for the attainment of an additional longer-term objective. In particular, we advocate that students admitted to the Honors College directly from high school have all or most of their ‘general education requirements’ waived in lieu of honors coursework. Mastery of the Principles of Undergraduate Learning could be documented through electronic portfolios and monitored closely by Honors Advisors and Faculty Fellows.

APPENDIX: SITE VISIT REPORTS

Overview of Site Visit Questions

Programming/Curriculum/Staffing:

1. What does the honors curriculum look like?
2. How does the undergraduate honors curriculum interface w/ professional schools?
3. How do you cope with distinction between University and Departmental Honors tracks? (or thesis vs. non-thesis tracks)
4. Does the honors thesis coincide w/ capstone requirement?
5. Who's in charge of monitoring honors 'experiences' (e.g., service learning, study abroad, internships) Faculty vs. staff vs. lecturers?
6. What's on the transcript – how is Honors work designated? Can you offer additional 1-credit for 'honors' work?

Assessment:

7. What's the assessment procedure for Honors College?
8. How do you count - and track – honors students?
9. What are the retention and graduation rates for honors students relative to the rest of campus?
10. Do you track your graduates and do they stay in the region following graduation?
11. Have you assessed the impact of your particular transcript designation (i.e., does it give your students an advantage at professional school admission?)

Resources/Infrastructure:

12. How many students are on scholarships, and how much does scholarship cover? (tuition vs. housing)
13. How extensively do you engage in external fundraising? How successful have you been?
14. What is the internal motivation for having honors? Is there internal "hidden" motivation (generating out of state credit dollars?)
15. What is your space like? Can we see floor plans/space configuration?

Faculty:

16. Do you have an honors faculty? If so, do they ONLY do honors?
17. What do you do to promote faculty development?
18. Are there faculty rewards and incentives for teaching/being involved with honors?
19. Is there faculty governance within the Honors College?
20. Describe your advising staff/mechanisms for advising

Outreach:

21. Do you keep your alumni involved? How do you use your alumni?
22. Does Honors conduct outreach to high school students? If so, how? Does this benefit recruitment?
23. What kind of advisory/governance group is there for Honors College?

Purdue West Lafayette Honors Program (Simon Rhodes, 11/7/07)

Website: <http://www.purdue.edu/provost/honors/index.shtml>

General comments: Purdue WL has an honors program called the University Honors Program (UHP). I met with the Director, Dr. Chris Oseto, and the Associate Director, Catharine Patrone. I was very impressed by the attitude and dedication of the directors. They were refreshingly honest in their comments to me. Their philosophy involves student enrichment and UHP being a “living laboratory” for teaching with no preconceived ideas, and often small class sizes in the UHP honors courses.

Faculty who participate in honors are nominated by their colleagues, or are award winners, or are part of Purdue’s Teaching Academy. The UHP has 3.5 FTE: a half-time faculty director, a full time staff director and two other staff – one is devoted to helping students apply for scholarships (Rhodes, Marshall, etc) and one is in a general secretarial role.

UHP is relatively young – they have only had 3 classes so far. An Honors Circle composed of senior faculty and University and college administrators Deans oversees and advises the UHP. There is little relationship if any between students receiving fellowships and students being part of UHP. On the other hand, part of the UHP design is to make students competitive for Rhodes, Marshall, etc. scholarships – see below. Their target size per class is 140 but they have actually taken classes of ~80 per year so far because they think that is what PUWL can handle.

UHP students must do 24 hrs of honors experiences in total. The program works in conjunction with the existing honors programs that are school/college-based. (*Note that Purdue now uses the term “college” instead of “school”*). 5 of the 10 Purdue colleges have some sort of honors program. These courses can count towards the 24 credits that UHP students must accumulate. There are also some specific UHP honors courses. Students from any of PUWL’s colleges can be part of the UHP (not just from the 5 that have their own honors activities).

Admissions. In the past, the UHP wrote to students who had already been admitted to PUWL asking them to consider being part of the UHP. To apply, these students had to write 2 extra essays. Every year, ~1500 students were selected for contact based on their standardized test scores, GPAs, etc. but also to try to generate a diverse group of UHP students (diverse in terms of academic interest, sex, ethnicity, home state, etc). Under the new PU administration, however, the UHP leaders will participate much less in admission to the UHP. The new policy will be much more formulaic and there is concern that this may affect the diversity of the UHP class.

- The UHP directors strongly recommended participation in the CIC honors meetings hosted by Penn State – they said that these are very useful in defining best practices.
- UHP students all go on a trip to Laval, Canada, in the summer before their freshman year. PUWL pays a portion of the costs and students also get 1 honors credit. This is a community-building, enrichment activity.

Programming/Curriculum/Staffing:

1. What does the honors curriculum look like?

UHP students must do 24 hrs of honors classes/experiences plus other enrichment activities (trips, community activities, etc.). Honors classes can be from school/college honors offerings or UHP offerings. Students must maintain a 3.6 GPA. The 3.6 GPA number was chosen partly because merit-based scholars must keep a 3.5 and they wanted UHP students with these scholarships to be OK – they also chose 3.6 because they wanted UHP students to be better than the average merit-based scholar.

There are some specific UHP honors courses:

<http://www.purdue.edu/provost/honors/courses/index.shtml>

2. How does the undergraduate honors curriculum interface w/ professional schools?

It does not. There are no guaranteed admissions tracks for example. [The Associate Director noted that she had some experience with such programs from her time at Ohio State and notes that there were some teething problems there – this sounded like OSU actually interviewed students for such tracks when they were leaving high school rather than having a second interview step before professional/grad school].

3. How do you cope with distinction between University and Departmental Honors tracks? (or thesis vs. non-thesis tracks)

Admission to UHP is competitive and UHP students must do 24 hrs of honors work (can be from their school/college honors program, and/or UHP honors courses) plus other enrichment activities. The number of UHP students is much less than the number at PUWL than do school/college honors (e.g. there are ~800 students in Liberal Arts at PUWL who do some sort of honors, but only 222 students in the entire UHP). The program works in conjunction with the 5 existing honors programs that are school/college-based

4. Does the honors thesis coincide w/ capstone requirement?

There is no specific honors thesis and most PUWL degrees do not have specific capstone experiences.

5. Who's in charge of monitoring honors 'experiences' (e.g., service learning, study abroad, internships) Faculty vs. staff vs. lecturers?

The Associate Director, in consultation with the Director, monitors all student activities and progress (has staff help for this).

6. What's on the transcript – how is Honors work designated?

The UHP students get a special honors diploma – this is also specifically noted as Honors Diploma on their transcript. Transcripts of students in regular school/college honors programs (not the UHP) just have “with honors” on their transcripts.

We discussed if graduate/professional schools would take the time to see the difference between the two types of notation here. I liked their answer – they said that both “honors” designations were likely similar in their (positive) effect on a student's paper application, but they expected that after that had helped the student get an interview, the enrichment that they provide in the UHP would enable their UHP students to really shine in interviews.

7. Can you offer additional 1-credit for 'honors' work?

They do not do this but UHP students can petition a course director and the UHP to do extra work for a “standard” course (i.e. more quality and quantity) in order to have that course then count for their required 24 honors credits (but there is no extra credit numerically). The UHP director must approve these cases.

Assessment:

8. What's the assessment procedure for Honors College?

Not much yet as still young but the University administration and the Honors Circle monitor all activities.

9. How do you count - and track – honors students?

The Associate Director, in consultation with the Director, monitors all student activities and progress (has staff help for this).

The Director and Associate Director track the academics of all of the 222 UHP students. I got the impression that they are very hands-on and they individualize their interactions with students. For example, they have retained students in the UHP who have a GPA less than the required 3.6 because they regard the student as being on a positive trajectory and committed to UHP. They have dismissed students from the UHP who have 4.0 GPA but who are not taking honors courses and are not involved with the program.

10. What are the retention and graduation rates for honors students relative to the rest of campus?

They have only had 3 years worth of students so far, so no graduation data. Their retention rate is good – so far they have lost 1 or 2 students per cohort (of ~80 per year), so ~98% retention. The directors did note that PUWL's overall retention rate is lower than many of their Big Ten peers. UHP students do better in classes than non-UHP students.

11. Do you track your graduates and do they stay in the region following graduation?

Not in operation long enough.

12. Have you assessed the impact of your particular transcript designation (i.e., does it give your students an advantage at professional school admission?)

Not in operation long enough.

Resources/Infrastructure:

13. How many students are on scholarships, and how much does scholarship cover? (tuition vs. housing)

There is little relationship if any between students receiving fellowships and students being part of UHP. On the other hand, part of the UHP design is to make students competitive for Rhodes, Marshall, etc. scholarships. Some UHP students are housed together in Shreve Hall. The directors noted that in general, PUWL was “behind” IU in terms of offering fellowships to students with high SAT scores and that they were working on this.

14. How extensively to you engage in external fundraising? How successful have you been?

This is tightly controlled by the PU administration. They have been told by the new PU administration that endowing the UHP is now a University priority and they have ¼ time of a development officer devoted to them, but no progress to date.

15. What is the internal motivation for having honors? Is there internal “hidden” motivation (generating out of state credit dollars?)

1/3 of UHP students are out-of state but that is not very different from overall PUWL ratio. They do want to cultivate students who can be competitive for Rhodes, Marshall, etc. – that would boost the profile and ranking of the University. One staff person devoted to this aspect. The role of the UHP as a recruiting tool is clearly controversial – see the above discussion on the change from customized admission to “autoadmission”.

16. What is your space like? Can we see floor plans/space configuration?

They have a suite in Young Hall with an entrance area (includes secretary desk), a computer lounge, a student/faculty lounge, and three attached offices. UHP students can access the suite until midnight using a swipe card. I guess the entrance area, computer lounge, and student/faculty lounge as being ~500-600 sq ft each.

Faculty:

17. Do you have an honors faculty? If so, do they ONLY do honors?

Yes, there are honors faculty who teach for UHP but they are not only for honors. Faculty who participate in honors are nominated by their colleagues or are award winners or are part of Purdue's Teaching Academy.

18. What do you do to promote faculty development?

Nothing specifically mentioned.

19. Are there faculty rewards and incentives for teaching/being involved with honors?

\$7,000 is paid to the head of the Department of a faculty member who teaches an honors course. What happens after that is between the head and the faculty member. Typically, there is one of three outcomes:

- The funds are used to buy out the faculty member's time from her/his existing teaching responsibilities
- The funds are disbursed to the faculty member as an overload payment and he/she maintains their existing teaching responsibilities
- A combination of the above, sometimes including using the funds to buy special materials for the honors course.

20. Is there faculty governance within the Honors College?

An Honors Circle composed of senior faculty and University and college administrators Deans oversees and advises the UHP.

21. Describe your advising staff/mechanisms for advising

The Associate Director, in consultation with the Director, monitors all student activities and progress (has staff help for this). The Director and Associate Director track the academics of all of the 222 UHP students. I got the impression that they are very hands-on and they individualize their interactions with students.

Outreach:

22. Do you keep your alumni involved? How do you use your alumni?

No alumni yet.

23. Does Honors conduct outreach to high school students? If so, how? Does this benefit recruitment?

No, but they would like to do this.

24. What kind of advisory/governance group is there for Honors College?

An Honors Circle composed of senior faculty and University and college administrators. Deans oversees and advises the UHP.

Virginia Commonwealth University Honors College (Marianne Wokeck, 11/15/07)

Website: <http://www.honors.vcu.edu/>

Met with Dr. Tim Hulse (Dean), Dr. Anne Chandler (Senior Associate Dean), Dr. Jacqueline Smith-Mason (Assistant Dean)

1. How do you cope with distinction between University and Departmental Honors (thesis vs. no-thesis)

University Honors (honors courses) “trumps” departmental honors

2. Does thesis coincide w/ capstone (w/i departments)?

No; honors students need to complete a dossier, demonstrating that they have become a well-educated individual (instructions for completing the dossier are detailed and precise and include application for graduation). The required essay addresses the 4 commitments of the university and the 7 elements of education (= comparable to PULs at IUPUI). The Honors College deans assess then dossiers.

3. How do you count...and track students?

Responsibility of Assistant Dean; VCU has a pre-med + science culture (VCU offers “guaranteed” = “preferred” admission to high school students as well as VCU sophomores and transfers (3.5 GPA and all other admission requirements must be met) to med and other professional and grad schools (MD option; MS/PhD/MD options); over 1,000 students (close to goal of 5% of all students) in the program w/o much recruiting; admission to Honors College + admission to grad or professional program (guaranteed admission).

3. Who is in charge of monitoring honors experiences (faculty vs. staff vs. lecturers)?

Dean supervising Honors College (PhD/faculty-level) staff

4. What’s the honors curriculum look like?

Determined “in-house”; not by the Honors Council; but vetted by campus-wide curriculum committee (program vs honors college tension = university-wide oversight).

Core curriculum (21 cr hrs);

honors variance (18 cr hrs [6 sections]); goal: integration into university life with an arts-and-sciences-structured curriculum (rhetoric; creative writing; numbers theory; philosophy; social sciences; art) + 12 cr hrs in the major

In a typical semester, about 12-15 honors courses (20 = max enrollment); in addition 4-5 honors modules (these modules are designed as “easy fits” to round out gen ed, disciplinary, or honors requirements

5. General Honors Notation (GHN). How does undergraduate honors dovetail w/ professional schools?

Guaranteed admission makes GHN notation more attractive than professional school notation.

6. How many students are on scholarships, and how much does scholarship cover? (tuition vs. housing)

Various levels of scholarships (full ride; partial assistance; in-state; out-of-state \$90,000 scholarship funds/yr [not counting research funds])

- 7. What do you do to promote faculty development? Faculty rewards and incentives?**
Faculty apply for honors status w/ specific courses (vetted, selected, and approved by Honors College deans) for a three-year term (Honors Council). There is no “extra” compensation, except for summer courses; departments are compensated for “loaning” honors faculty at 12.5% of salary and fringes (= incentive to departments to support highly paid colleagues to teach honors courses)
Honors College budget – \$1.5 mill, excluding research budget
- 8. Do you have an honors faculty? If so, do they ONLY do honors?**
Yes; different levels; most teach certain courses or modules; few, if any are honors only (see #7).
- 9. Is there faculty governance w/i Honors?**
There is an Honors Council, which is not faculty governance; no plans for faculty governance.
- 10. External fundraising? How successful have you been?**
Yes, especially for research (\$100,000) and international studies experience.
- 11. What is the internal motivation for having honors? Is there internal “hidden” motivation (generating out of state credit dollars?)**
Commitment from the provost and president to honors; good cooperation with deans of other schools.
- 12. Retention and graduation rates for honors relative to rest of campus?**
Retention and graduation rates high, especially because of guaranteed admission programs to grad and professional schools.
- 13. What’s the assessment procedure for Honors College?**
Annual (peer) review (if I understood it correctly, administration and oversight of review by the provost’s office [tied to budget; no RCM]).
- 14. Do you track your graduates and do they stay in the region? (brain drain/tax dollar issue)**
Most students leave after completing grad and professional schools; those in pursuit of national scholarships are expected to leave the state.
- 15. Space description (can we see floor plans?)**
The Honors College occupies recently renovated space in a former hospital building. This means that office and “shared” facilities (computer lab, lounge, class room, seminar and meeting rooms; administrative offices) are in the same building as the students’ rooms (each with a bathroom because of the former hospital room arrangement, which the students like a lot, I am told).
- 16. What’s on the transcript – how is Honors work designated? Can you offer additional 1-credit (above ‘typical’ course)? Have you assessed the impact of your transcript designation?**
Honors is clearly designated on transcript; no official assessment of impact of transcript designation. Indirectly, the number of guaranteed admissions to grad and professional schools and the success in winning national scholarships is seen as clear sign of success.

17. Does Honors conduct outreach to high school students? If so, how? Does this benefit recruitment?

Yes, high school students and their counselors are informed about Honors and invited to visit the college.

18. Advising staff/mechanisms for advising

Intensive advising by deans staff (mostly the senior associate dean [general advising; individualized study program and scheduling] and the assistant dean [research projects]). Graduate mentoring also contributes to the “all around” advising for honors students.

19. What kind of advisory/governance group is there for Honors College (org chart);

Position	FTE	Responsibilities
Dean	100%	Budget; oversight of operations and staff; liaison to administration (provost) and other schools' deans; fundraising
Senior Associate Dean	100%	Advising, academic needs, and career development
Assistant Dean	100%	Admission; orientation; undergraduate research programs; summer programs; public sector management
National Scholarship Coordinator	100%	Advising; national scholarships
Senior College Support Technician	100%	Admission (guaranteed admission process); undergraduate research programs; administration of Honors College office
Coordinator of Student Affairs	100%	Coordination of honors experience outside of the classroom, including Honors Seminar series, freshmen retreat, and Honors graduation
Coordinator of Academic Affairs	100%	Director of advising services; manager of curriculum development and maintenance
Graduate Assistant	100% (= 20 hrs/wk)	Assistant to the National Scholarship Coordinator

Total: ~ 8 FTE (not counting fiscal and publications officers who are shared with University College)

IU Bloomington – Hutton Honors College (Kathy Johnson & Melissa Biddinger, 11/19/07)

Website: <http://www.indiana.edu/~iubhonor/>

Met with Dr. Jean Robinson (Interim Dean), Lynn Cochran (Assistant Dean), Charlene Brown (Director of Extracurricular Activities), and Jill Baker (Director of Admissions)

1. How do you cope with distinction between Univ and Departmental Honors (thesis vs. nonthesis)

Issue is quite similar to that on our campus. There are students who do Departmental Honors but don't bother finishing up the General Honors Notation requirements. Efforts are being made to make the notation more attractive to students in professional schools. For example, Kelley has their own Honors Program – students were not very interested in the GHN because of the (old) rule that no more than 2 courses can be taken from any department. But the 'department' criteria have been applied more loosely to students from Kelley – e.g., management, finance, accounting, etc. all 'count' as different departments, which means that many more credits can be taken from within Business...and this rule will now be applied across campus (to hopefully attract more students from SPEA, Education, etc.)

2. Does thesis coincide w/ capstone (w/i departments)?

Yes

3. How do you count...and track students?

Advisors do the majority of the tracking, but this has been pretty loose – e.g., the 3.0 GPA requirement has not been strictly enforced. There are about 3200-3500 students 'in' the Honors College (~10% of undergraduates), with about 700 entering students each year. About 20% of entering students have scholarships (though not all in honors). About 120 graduate each year, so there's loss of about 500 students along the way.

Advisors track students throughout the first 2 years, and some senior exit surveys are administered. But this is an area that needs to be worked on further. Tracking is very labor-intensive.

4. Who's in charge of monitoring honors experiences (faculty vs. staff vs. lecturers)?

There are 5 faculty whose teaching contracts reside in Honors – 2 were hired many years ago and 3 Lecturers have been hired more recently. Jean Robinson is attempting to shift from paying faculty directly (and relying a lot on emeritus faculty) to alternative approaches – including recruiting new post-doctoral fellows into the honors faculty (fresh energy, need teaching experience), negotiating directly with chairs/deans (rather than with individual faculty) and aiming for 3-year contracts with departments to offer honors courses (which I think is a great idea – helps to ensure continuity). Stipends generally are 6500-7000 per course.

5. What's the honors curriculum look like?

21 credit hour requirement (curriculum attached) - there are 80 courses offered
Some are 'standalone' honors courses; others are joint-listed courses (honors students co-enroll in class that includes nonhonors courses; different cohorts use different course numbers; some are departmental honors courses that are cross-listed with Hutton Honors college; some courses are 'regular' offerings with an additional discussion section each week, reserved for honors students –

who typically earn an additional credit hour via H299 (yielding a 4-credit course). Students need to earn 21 hours.

General Honors Notation (GHN) Requirements for Students Admitted to Hutton Honors College Fall 2005 and later: [excerpted from website -

<http://www.indiana.edu/~iubhonor/fag/nota.php>

Many IU schools and departments offer honors programs of their own for their undergraduate majors, and many Hutton Honors College students choose to pursue these programs. Our students may also, if they choose, earn a **General Honors Notation** from the Hutton Honors College. This notation signifies outstanding performance in a broad, liberal arts curriculum and will appear on the official transcript and on the diploma. To earn this notation, students must successfully complete the following general honors program:

Each student must complete a curriculum consisting of a minimum of **21 credit hours** of honors courses.

These 21 hours must include at least two 3-credit "H" courses offered by the Hutton Honors College itself - HON-H 211, HON-H 212, HON-H 203, HON-H 204, HON-H 205, HON-H 303, HON-H 304, HON-H 305 - or another Hutton Honors College "H" course at the 200-level or above.

Note: The Hutton Honors College HON-H 299 Tutorial will count as approved notation credit only with the prior approval of the Dean of the Hutton Honors College. The 1-credit Hutton Honors College discussion sections paired with departmental courses (examples include HON-H 299/CLAS-C 206, HON-H 300/GNDR-G 310) will result in a total of 3 credit hours toward the notation. These discussion sections do not fulfill the "H" course requirement.

Students may not receive notation credit for laboratory hours, **and credit for departmental honors reading and thesis courses is limited to 3 credit hours. Students may not count more than two courses from any one department toward the notation. (Courses offered by the Hutton Honors College itself - because they are offered by faculty from a variety of schools, departments, and disciplines - do not fall under this restriction.)**

Students may receive notation credit for foreign study: 6 credits for one academic year abroad, 3 credits for one semester, and 1 credit for summer study (4-week minimum). Additional notation credit may be earned if courses taken abroad are at the honors level.

Students must maintain a minimum grade point average of 3.40 in their notation courses and a minimum overall grade point average of 3.40 at graduation.

6. How does undergraduate honors dovetail w/ professional schools?

They lose a lot of students to departmental honors programs within professional schools. But they've tried to make requirements more flexible to make it easier for students to do both (see #1)

7. How many students are on scholarships, and how much does scholarship cover? (tuition vs. housing)

20% of entering students are on scholarships, but not all of these are honors scholarships
One staff member is a combined data manager/scholarship coordinator. There are 3200-3500 undergraduates in the Honors College (about 10% of student body) – 700 of these are entering students.

8. What do you do to promote faculty development? Faculty rewards and incentives?

Typically the stipend is \$6500 per course, but see the answer to #4. There is no ‘selection procedure’ for honors faculty – this is something that is being worked on. Some faculty are retired and may receive a stipend in a research account for assisting w/ honors instruction. Credit revenue from H courses goes directly back to the College of Arts and Sciences. It’s easier to recruit faculty to teach courses from larger departments. Faculty who teach a discussion section (added onto a ‘regular course’) typically earn \$1000 stipend.

9. Do you have an honors faculty? If so, do they ONLY do honors?

See answer to #4. Currently the dean(s) are expected to teach 1 honors course. There are only 5 faculty whose teaching contracts are in honors (lecturers).

10. Is there faculty governance w/i Honors?

Not currently – too much turnover. But this is a long-term goal.

11. External fundraising? How successful have you been?

The Hutton gift is going to provide a new building and an endowment to support students, particularly in International Study/Study Abroad (currently, there is enough support so that any student in HHC could have some funding to help support study abroad). Other donors have given large gifts as well, perhaps because of the visibility that the Hutton gift have given honors. The Hutton gift is a huge boon – very exciting.

12. What is the internal motivation for having honors? Is there internal “hidden” motivation (generating out of state credit dollars?)

Small, liberal arts experience within a large research institution. Didn’t ask the out-of-state credit dollar question...

13. Retention and graduation rates for honors relative to rest of campus?

Not tracked well enough to determine this. Would assume them to be quite high.

14. What’s the assessment procedure for Honors College?

Advisors track status of in-progress students for first 2 years – very time intensive and minimum requirements (3.0 GPA) are not rigidly enforced. There also is a senior exit survey administered.

15. Do you track your graduates and do they stay in the region? (brain drain/tax dollar issue)

The Alumni Foundation sends out newsletters to Alums (Honors staff write the text and it’s sent out through the Alumni Foundation. They’re currently not allowed to solicit gifts directly – this must be done through the Foundation. But the Foundation does track Honors alums and sets up lunches with Alums and Dean that hopefully will culminate in gifts.

16. Space description (can we see floorplans?)

Floorplans are still in flux, but the architectural renderings are amazing. Beautiful stand-alone limestone building (across from Union) w/ outdoor terrace, great room/library, 1-2 classrooms, student lounge and kitchen, office/advising space, seminar/meeting rooms. Currently in 2 residential-type houses converted to office space (next door to each other) – no classroom space, but ‘homey’ (sort of) student lounge areas, meeting space, offices. (we only were in one of these buildings – seemed moot to ask for a tour since the new building is slated to be completed in a year.

17. What's on the transcript – how is Honors work designated? Can you offer additional 1-credit (above 'typical' course)? Have you assessed the impact of your transcript designation?

General Honors Notation on transcript. Standalone Honors courses have Honors in title and H course number. H-option-type courses can have an additional H-299 credit added, yielding a total of 4 credits. Didn't ask about impact of transcript designation (seems like relatively little is tracked formally throughout program).

18. Does Honors conduct outreach to high school students? If so, how? Does this benefit recruitment?

Currently there is outreach down to 7th and 8th grades in schools throughout state (Indianapolis, Gary area). Students, teachers, and guidance counselors are brought to campus for day-long programming/activities. Ideally, students are brought to campus yearly so that by 10th grade, they have a clear idea of what they need to do to succeed in college/honors curriculum. Schools in Indy are approached based on zipcode...associated goal is to help to recruit a more diverse student body.

19. Advising staff/mechanisms for advising

4 FTE advisors work to track students through years 1 and 2 in program. Also engage in individualized advising.

20. What kind of advisory/governance group is there for Honors College (org chart);

No Honors Council right now, but this is something they're moving toward...would like to have a core group of stable faculty, as well as a group of advisors; currently there are 10 faculty involved in a scholarship review committee, but no stable 'honors faculty.' (described further above)

Staffing: updated from <http://www.indiana.edu/~iubhonor/contact.php> based on Dean's remarks and stipulations of FTE:

Position	FTE	Responsibilities
Dean	100%	Administration of Hutton Honors College
Director, Recruitment & Scholarships	100%	admissions and scholarship information for prospective and incoming IU HHC students.
Assistant Dean	100%	chairs the Hutton Honors College scholarship committee, advises Honors Student Association, supervises Honors Residential Community.
Director, Advising	100%	advising, appointments, academic needs, course selection (current HHC students only). (1/2 Advising; 1/2 Directing)
Academic Advisor & Coordinator of Student Programs	100%	advising, Community Service Program, Honors Residential Community.
Academic Advisor & Outreach Coordinator	100%	advising, Outreach.
Director, Extracurricular Activities	50%	Hutton Honors College extracurricular programs.
Extracurricular Programming Assistant	100%	special programs and events.
Director, Publications & Undergraduate Grant Program	100%	manages HHC Web site; directs HHC Undergraduate Grant Program (for current IUB students only).
Manager, Edward L. Hutton	100%	administers International Experiences Program

International Experiences Program		
Director, Administration	100%	office management, budget matters, Honors Notation information.
Scholarship Coordinator	100%	grant & scholarship payment and scholarship renewal information for current IU HHC students.
Volunteer Coordinator	---	Manages local volunteering opportunities.
Secretary	100%	Advising appointment scheduling, records
Advisor	100%	
Graduate Assistants (2)	100%	Advising (20 hour each)
Undergrads (6)	Variable	Each work for small (\$2K)stipend

Total: ~ 14-15 FTE

University of Illinois at Chicago Honors College (Melissa Biddinger & Kathy Johnson, 12/3/07)

Website: <http://www.uic.edu/honors/>

1. How do you cope with distinction between University and Departmental Honors (thesis vs. no-thesis)

There is no competition and there's no departmental honors – the flexibility of the Honors College makes this a nonissue.

2. Does thesis coincide w/ capstone (w/i departments)?

The Honors College has recently required a capstone project – this often means a thesis..but it could also be a senior project (capstone is approved by faculty fellow).

3. How do you count...and track students?

There are minimal resources put toward assessment at this time – 4 FTE advisors are responsible for keeping track of honors students. There is also an Assistant Dean for Student Services that helps to track alumni.

3. Who is in charge of monitoring honors experiences (faculty vs. staff vs. lecturers)?

There is a thriving Faculty Fellows program - Faculty Fellows are professors interested in working with honors students, and remain involved typically for 2-3 year terms. Faculty fellows approve Honors Activities and play a critical role in mentoring/advising honors students. Certain lecturers and clinical practitioners may serve as fellows as well. Fellows generally have 5 to 7 students per year. Fellows are approved by the Honors Council. Fellows also vote on Honors policy.

4. What's the honors curriculum look like? Kathy and Melissa have copies of the Honors College Handbook (materials from website pasted below). Basically there's a TON of flexibility. Students must do 2 interdisciplinary freshman core courses during the first year. Students admitted after 2006 must also complete a capstone...but other than that students must simply complete an Honors Activity (approved by faculty fellow; registered as Honors 222) each semester. LOTS of things count – working in the tutoring center, serving as a mentor, writing for the Honors Newsletter, study abroad, undergraduate research, service learning, etc. We thought that this flexibility was a definite strength of their program. On the other hand, the Dean indicated that they would like to move toward a 24-credit hour requirement. Note: they do not offer an "Honors Notation" as part of their curriculum . . . the recognition that students in the program receive, per the UIC bulletin, is: "Honors College membership status is noted annually on student transcripts. Students graduating as Honors College members receive a gold stole to wear with their academic attire at the UIC commencement and convocation ceremonies." Thus, there is no set program of honors study at this time.

5. General Honors Notation (GHN). How does undergraduate honors dovetail w/ professional schools?

As noted above, the college does not have a formal Honors Notation program, but does require honors experiences each year. There is a thriving GPPA Program – students compete for a set

number of spaces aligned with graduate training in Medicine, Pharmacy, Dentistry, and Public Health. Many of the students we spoke with had chosen UIC because of these programs. The students with whom we spoke indicated that the GPPA program did relieve them of some stress when worrying about their post-baccalaureate futures and confirmed that students were free to change their majors (as one had from pre-med to sociology) should they subsequently change their post-graduation plans. Because of these programs – in conjunction with the flexible requirements, there seems to be synergy between Honors College and Professional Schools. GPPA students are automatically admitted into Honors College. Per the College, the Med School found that GPPA students could be better prepared in some areas and thus the school itself is teaching prep courses.

6. How many students are on scholarships, and how much does scholarship cover? (tuition vs. housing)

Every college is 'for itself' in terms of offering competitive scholarships. Students who are Pell-eligible get a complete 'free ride' – this is a huge expense, but the administration is committed to the Pell program. About 25% of the freshman class receive some financial assistance through scholarships. There are different types of scholarships – some pay only for tuition, some cover housing as well as tuition, etc. Campus-wide Scholarship Association, comprised of faculty and staff, have done well in raising money for scholarships. Since most of these are merit based, a large proportion of this funding goes to Honors College members. The Office of Special Scholarships oversees the Scholarship Association, competitive post-bacc scholarship applications, and GPPA.

7. What do you do to promote faculty development? Faculty rewards and incentives?

There are no incentives for the faculty fellows. There is no real programming for fellows (aside from occasional social gatherings and annual awards). Each fellow mentors 5-7 honors students...the size of the Honors College is constrained by the number of active fellows (the current student enrollment is being 'shrunk' from 1250 down to 1100 students so that it can be more feasible for the ~200 faculty fellows to handle the load.

8. Do you have an honors faculty? If so, do they ONLY do honors? Faculty fellows do NOT only do honors, but they are invested in the success of the Honors College. Some research-intensive faculty who don't have much contact with undergraduates welcome the opportunity to have contact with honors students. For General Education courses, faculty have been released to teach designated Honors sections. Recently, some Lecturers and Clinical Faculty have been appointed to 3-year contracts – typically receive 6-7000\$ per course (\$8-9K for medicine; \$6K for English). Because the Honors Dean is also Vice Provost, it is easier for him to move around sections of courses and open new sections (e.g., organic chemistry).

9. Is there faculty governance w/i Honors? There is an Honors Council that involves representatives from the various schools. This body selects Faculty Fellows and functions as an executive committee (recommending policy, voting on changes to programming). A student member from the Honors College Advisory Board (student governance org) also serves on the council.

10. External fundraising? How successful have you been?

Fundraising is a relatively low priority at this time. There is an Office for Special Scholarship Programs (OSSP) that is separate from the Honors College, but that works very closely with Honors (both offices are included in Dean Kauffman's portfolio).

Each year (recently) there has been a 9% tuition increase, which has benefited Honors through the H courses offered (this translates into a 70K\$ base budget increase each year).

11. What is the internal motivation for having honors? Is there internal “hidden” motivation (generating out of state credit dollars?) To create a ‘liberal arts college’ environment within a large urban research institution.

12. Retention and graduation rates for honors relative to rest of campus? Students in the Honors College have a 90% graduation rate.

13. What’s the assessment procedure for Honors College? At UIC, degree-granting programs must submit assessment plans. Since the Honors College does not grant degrees, it has not had pressure to engage in assessment. Recently a campus-wide assessment person has been hired. In the future, the capstone project will probably serve as a vehicle for assessing honors.

14. Do you track your graduates and do they stay in the region? (brain drain/tax dollar issue) The Honors College is now 25 years old and some of the original scholars are beginning to send their children through the Honors College. But there has been little energy directed toward tracking students. Recently an advancement officer has been hired (.5 FTE).

The Alumni Association is very strong. There is a newsletter for alumni.

15. Space description (can we see floor plans?) Amazing space -- 8,000 sq ft in the Honors Building (with additional space in the Health Sciences center). In the Honors Building there's a lounge, conference rooms, library, computer lab, multiple offices/advising space. Students gain entrance via swipe cards and honors students staff front desk as a job. Downstairs there's a classroom and computer lab (with printer); upstairs there was more study space. There are 4 floors of Honors College housing in the new – out of this world – high rise tower (eat-in dining facility, vast amounts of group space – with little perks like wide-screen TVs, grand pianos, multi-floor corner lounges, free laundry, and suites for visiting scholars).The space is out of this world.

16. What’s on the transcript – how is Honors work designated? Can you offer additional 1-credit (above ‘typical’ course)? Have you assessed the impact of your transcript designation? UIC uses the Banner system which allows special grading practices – e.g., “Honors Grading Mode”. Students who receive a grade of C or higher in an Honors course receive an “H” next to the grade posted for the course to designate honors. Students receive an H (or in some cases an H plus an additional unit of credit) for doing honors work. Honors courses are denoted on transcript.

17. Does Honors conduct outreach to high school students? If so, how? Does this benefit recruitment? It has, but these efforts have not proven to be very fruitful – the net gain of students has been low. May need to do more to enhance diversity, particularly within STEM disciplines.

18. Advising staff/mechanisms for advising There are 4 FTE advisors that work within the Honors College.

19. What kind of advisory/governance group is there for Honors College (org chart);

Dr. Kaufman is .35 FTE HC Dean. He also serves as Vice Provost – this works well in that he can nimbly move programs faster and see points of integration across various units that fit within his set of responsibilities. He also argues that this lends credibility to the Honors College. Across the unit there's a total of 9 FTE (100% Executive Associate Dean, 100% Assistant Dean, 4 FTE Advisors, 2 grad assistants (hired for expertise in communications and IT).

**University of Maryland Baltimore County (UMBC) Honors College
(Frank Ross & Kathy Johnson, 12/6-12/7/07)**

Website: <http://www.umbc.edu/honors/>

Met with: Dr. Anna Shields, Director; Dr. Simon Stacey, Associate Director; Ms. Maureen McCormick, Program Coordinator; Ms. Peggy Major; Ms. Peggy Major, Program Management Specialist; Dr. Kim Leisley, Assistant Vice President for Student Affairs; Dr. Marilyn Demorset, Vice Provost for Faculty Affairs, and Honors College students.

1. How do you cope with distinction between University and Departmental Honors (thesis vs. no-thesis)

Most departments at the university have their own honors distinction that is not in direct competition with the Honors College. Many of the departmental honors do require thesis, but not all do. The departmental thesis option can count as an experiential learning requirement for the Honors College.

2. Does thesis coincide w/ capstone (w/i departments)?

The Honors College does not require a thesis.

3. How do you count...and track students?

The academic progress of Honors College students is monitored each semester through mandatory advising within the Honors College.

3. Who is in charge of monitoring honors experiences (faculty vs. staff vs. lecturers)?

The Honors College has a full-time staff member (program management specialist) who tracks progress and participation of honors student experiences.

Additionally, the applied learning experiences (ALE) is a way of tracking student participation. Each student must submit reflection reports to the Honors College upon completion.

4. What's the honors curriculum look like? Kathy and Frank both have copies of the Honors College curriculum materials. Essentially the Honors College admits approximately 125 freshmen each fall to the program. Those students admitted to the Honors College undertake general honors study in honors versions of regular classes and specially commissioned honors seminars, the subjects of which vary from semester to semester, cover a wide variety of interdisciplinary topics. In their first year at the university, Honors College students enroll in Honors 100, which meets weekly. This class introduces students to critical thinking, experiential learning and the pursuit of excellence. Honors College students are required to take an honors course each semester.

5. General Honors Notation (GHN). How does undergraduate honors dovetail w/ professional schools?

Again, most departments have honors options available. The Honors College staff work to make the process of "double-counting" as easy as possible for students. However, this is most difficult

in math and engineering programs, as both of those disciplines have very stringent prescriptive plans of study that often do not allow the flexibility for Honors College participation.

6. How many students are on scholarships, and how much does scholarship cover? (tuition vs. housing)

Students can be both in the Honors College and be scholarship recipients. The Honors College offers two “full-ride” scholarships which covers all minus \$1000 below the full cost of attendance. Additionally, the Honors College awards 15 \$1000 scholarships. These scholarships are both determined by the Honors College staff, and awarded based on incoming Honors students who do not receive maximum scholarship awards from the university. There is no special application for these scholarships.

7. What do you do to promote faculty development? Faculty rewards and incentives?

The Honors College hosts an annual half-day colloquium for faculty teaching Honors College courses. The Honors College is now accepting applications for the first cohort of faculty fellows, who will receive \$4000 for teaching Honors courses. Departments who sponsor H section courses receive small stipends, which may go to either the department or the individual faculty member.

8. Do you have an honors faculty? If so, do they ONLY do honors?

The Honors College director and associate director are considered honors faculty. The College has one additional faculty member who has a joint appointment with the Honors College and her academic department. She has academic advising responsibilities for the Honors College, as well. The forthcoming faculty fellows program will increase the number of honors faculty on campus.

9. Is there faculty governance w/i Honors?

There is a faculty advisory board which meets once per semester.

10. External fundraising? How successful have you been?

Fundraising for the Honors College is a relatively low priority at this time. All fundraising must go through institutional advancement.

11. What is the internal motivation for having honors? Is there internal “hidden” motivation (generating out of state credit dollars?)

The primary motivation for the Honors College is for recruitment purposes for the university and to create a ‘liberal arts college’ environment within a large state university.

12. Retention and graduation rates for honors relative to rest of campus?

Honors College students currently have a 54% 4-year retention rate. This equals the over-all campus rate. However, they have a 75% graduation rate within 6 years, which surpasses that of the campus.

13. What’s the assessment procedure for Honors College?

There is no formal on-going assessment done of the Honors College. However, this is being discussed as an emerging priority. There was an NCHC external review done of the program two years ago.

14. Do you track your graduates and do they stay in the region? (brain drain/tax dollar issue)

There is no formal tracking. Honors College students are asked where they are going when they finish the program, but there is no follow-up beyond that.

15. Space description (can we see floor plans?)

The Honors College is housed within the library. They have one classroom, which also serves as a meeting room. This classroom is not on the general inventory list. The College also has a student lounge which offers space for informal socializing, studying, student programs, and computer usage. There are seven staff offices, a large reception area, and a storage room.

16. What's on the transcript – how is Honors work designated? Can you offer additional 1-credit (above 'typical' course)? Have you assessed the impact of your transcript designation?

Honors courses are designated as H or HONR on the transcript. At graduation, students who complete the Honors College requirements are given a separate certificate and Honors College participation is noted on the final transcript.

17. Does Honors conduct outreach to high school students? If so, how? Does this benefit recruitment?

The Honors College itself does not conduct outreach to high school students, but does participate in university recruitment activities through presentations about the Honors College.

18. Advising staff/mechanisms for advising

All Honors College students receive mandatory advising each semester from one of the four Honors College staff. This is specifically in relation to their progress in the Honors College. Each student also has an assigned advisor within their academic program.

19. What kind of advisory/governance group is there for Honors College (org chart);

The Honors College administratively reports to Dr. Marilyn Demorest, who is Vice Provost for Faculty Affairs. The Honors College is under the immediate direction of Dr. Anna Shields, who is currently at the director (not dean) level.