

Proposal

Transition from Honors Program to Honors College

Katherine Bruce, Director, Honors Scholars Program

Johnson Akinleye, Associate Vice Chancellor for Academic Programs

Faculty Honors Advisory Council

Student Honors Advisory Council

CSURF Board

Contents

Executive Summary	3
Rationale	4
History/Current Program	4
What would change?	5
Mission and Organizational Structure	
Name	5
Mission Statement	6
Organizational Structure	6
Advisory Boards	6
Director Job Descriptions	7
Recommendations and Approvals	7
Curriculum and Opportunities	
Curriculum Hours	7
International Experiences	8
Honors Experiences in the Major	9
Early Experience in Research and Scholarly Activity	10
Prestigious Fellowship Advising	12
Implementation Timeline	
Phase 1	13
Phase 2	14
Resources- Long Term Wish List	14
Conclusion	15
Appendices	
A. Programmatic and Organizational Chart	17
B. Advisory Boards	18
C. Job descriptions for Director and Associate Director	19
D. Timeline	21
E. Suggested Site Visitors	22
F. Honors Fact Sheet	23
G. Quotes- Benefits of an Honors College	24
H. Characteristics of a Fully Developed Honors Program and Characteristics of a Fully Developed Honors College	25

Executive Summary

Many of our benchmark and sister institutions have recently developed Honors Colleges. The rationale is to increase their ability to recruit and retain high-ability students and to highlight the importance they place on offering an enriched honors curriculum. At UNCW, we have an Honors Program that enjoys a strong reputation nationally because it exceeds the basic characteristics of honors programs and already meets most of the characteristics of honors colleges as recommended by the National Collegiate Honors Council, the recognized leader in undergraduate honors education.

In this proposal, we recommend that [UNCW's Honors Scholars Program](#) transition to an Honors College model. An Honors College would serve an overarching administrative structure to house and support a) all aspects of the honors curriculum, b) programs to enhance undergraduate research in all disciplines, and c) advising for prestigious fellowships and scholarships. The Honors Scholars Program currently encompasses the [Center for the Support of Undergraduate Research and Fellowships](#) and undergraduate research opportunities have swelled over the past five years as Honors Program/CSURF has supported efforts to involve students (in and out of Honors) in undergraduate research. Further, as Honors serves as the contact for national fellowship nominations, we hope to develop a mentoring program to make our students more competitive. The "College" designation would recognize the extended functions that have already become a part of the Honors Program, and make clear the importance UNCW places on honors-sponsored opportunities for prospective students. Further, we would develop programs to encourage early research connections, honors experiences in the major, and recognition of international honors experiences.

The transition could be done immediately with existing resources and administrative titles; the only change requested is to have the director become a member of the Provost's Academic Coordinating Council. Other benefits of a transition to an Honors College are to encourage donor support and to extend honors experiences to more students on campus.

As a recognized leader in quality undergraduate education, the University of North Carolina Wilmington has exceptional opportunities that create a powerful learning environment for its students. Honors learning opportunities are key examples of UNCW's commitment to this strategic goal. The program encourages curiosity, critical thinking, and independent work skills by offering exciting academic and cultural activities, as well as the opportunity to develop close working relationships with the faculty. Its vision is to encourage life-long learning, including a global perspective. Given the growth and development of the Honors Scholars Program during

the past decade, now may represent a favorable time to re-organize and transition to an Honors College model at UNCW.

Rationale

According to a national survey of honors colleges, the rationale for a transition from honors program to college is three-fold: 1) to recruit academically stronger students to the university; 2) to improve the quality of honors educational experiences, and 3) to raise the profile of undergraduate honors education.

The Honors Scholars Program is a recruiting tool for UNCW. Applications to the Honors Program by fall freshmen have increased over 40% just since 2008. Most high-achieving prospective students expect to participate in an honors curriculum, and the status of “College” would highlight the importance UNCW places on the value of honors education, as well as emphasize that the honors curriculum is university-wide.

In this proposal, we describe a plan to support international honors experiences, undergraduate research opportunities, departmental honors experiences, and applications for national competitive fellowships. Honors faculty and students, as well as the Honors Faculty Advisory Council, have expressed support for these initiatives. An Honors College would serve as an overarching administrative structure to house and support 1) all aspects of the honors curriculum, 2) programs to enhance undergraduate research in all disciplines, and 3) advising for prestigious fellowships and scholarships. It is important to note that many of these opportunities extend to students outside the four-year Honors Scholars Program and thus support UNCW’s commitment to creating a community of scholars.

Also noteworthy is that the UNCW Honors Scholars Program already meets or exceeds most of the recommended characteristics of honors colleges as specified by the National Collegiate Honors Council (NCHC), the recognized leader in undergraduate honors education. The program and its students are recognized regionally and nationally. Therefore, the UNCW Honors Scholars Program is already well positioned to support a formal transition to an Honors College.

History/Current Program

The Honors Scholars Program was built on the tradition of mentoring undergraduates in research and other scholarly activity that has been emphasized at UNCW for over 40 years. In 1965, the first student graduated from UNCW “with honors” in biology by completing a rigorous two semester independent project under the supervision of a faculty mentor. Since that time, over

1600 students have completed the requirements to graduate from UNCW with the honors in the major distinction.

In 1994, the Faculty Senate approved the recommendation of the Academic Standards Committee that the honors experience be extended to all four years, keeping the capstone academic project as the senior honors project, and adding opportunities for entering students to take honors sections of basic studies courses as well as honors experiential and interdisciplinary seminars. A centralized program with a faculty director was established to implement all aspects of the four-year honors experience. Since 1994 over 2000 students have enrolled in the four-year Honors Scholars Program.

The Honors Scholars Program at UNCW attracts and retains academically talented students, offering a powerful learning experience by encouraging curiosity, critical thinking, and independent work skills, that together contribute to creating a community of honors scholars on campus. The Program is committed to offering opportunities to students as they pursue their academic passions in college. The vision of the program is to encourage and support life-long learning, including a global perspective.

Students in the Honors Program complete just over 20% of their UNCW coursework at the honors level. This includes 12 hours of honors sections of basic studies courses, 8 hours of honors seminars (honors freshman seminar, honors enrichment/experiential seminars and honors interdisciplinary seminar), and 6 hours of undergraduate research or creative scholarship in the major (499).

Criteria for fully-developed honors programs and colleges are published by the National Collegiate Honors Council. This organization is the recognized leader in undergraduate honors education and has over 800 honors programs and colleges as member institutions. The characteristics the national council has identified are useful to evaluate the strengths and weaknesses of honors programs and colleges. The UNCW Honors Scholars Program meets the characteristics of a fully-developed honors program and currently meets most of the NCHC's characteristics of a fully-developed honors college (see Appendix H). Given the potential additional benefits of having an Honors College as part of the campus community, we propose that UNCW make this transition.

What would change?

Mission and Organizational Structure

Name: The following names have been proposed for an honors college at UNCW: Honors College, Honors Scholars College, and College of Honors and Undergraduate Research. All three

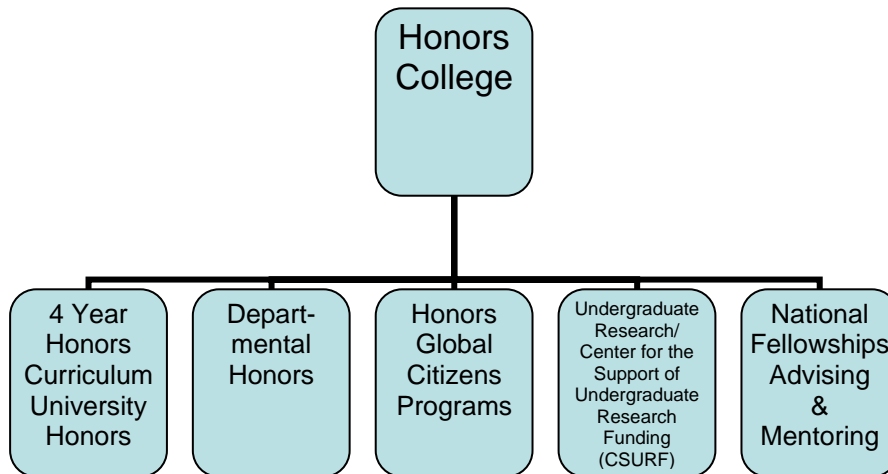
have advantages and all three facilitate naming opportunities in the future. The College of Honors and Undergraduate Research clearly states the mission of the College, while Honors College and Honors Scholars College are more conventional. For the rest of this report, “Honors College” will be used.

Mission Statement: The Honors Faculty Advisory Council has approved the following mission statement for the Honors College:

UNCW's Honors College provides opportunities for undergraduates to engage in independent and creative scholarly activity. The Honors College directs the four-year honors curriculum and departmental honors, offers opportunities to develop a global perspective, supports undergraduate research for all UNCW undergraduates, and mentors UNCW students through the application process for national scholarships and fellowships.

Mission statements for the Honors curriculum and CSURF would stay the same.

Organizational Structure: We propose an umbrella structure to support and highlight several areas that are currently supported by the Honors Scholars Program and the Center for Support of Undergraduate Research and Fellowships (CSURF). The Honors College would be the umbrella with five concentrations: the four-year university honors curriculum, departmental honors, global honors experiences, CSURF (changing the name to the Center for the Support of Undergraduate Research Funding), and advising for national competitive scholarships and fellowships. See also Appendix A.



Advisory Boards:

The Faculty Honors Advisory Council recommends changes to the advisory boards and councils. These are presented in Appendix B. In summary, the recommendation is to develop an

Honors College Advisory Council, plus keep the separate advisory bodies for the honors curriculum and CSURF. One benefit of an Honors College Advisory Board is to involve alumni and community members.

Director Job Descriptions:

The Faculty Honors Advisory Council recommends changes to the job descriptions for the Director and Associate Director (see Appendix C).

Recommendations and Approvals:

Curricular, program, and catalog changes must be approved by the Honors Committee or CSURF Board, then sent to the Senate or appropriate Senate Committee for consideration. The Honors College Advisory Council should be notified of recommendations.

Curriculum and Opportunities:

Curriculum Hours

Currently students in the four-year honors program complete 20.9% (16 hours) of course work at honors level. We recommend increasing this by 3 hours. Currently students who join the four-year program after the first semester freshman year are exempt from 6 honors credits (HON 110 and one honors basic studies section, and thus only take 16% of credits at honors level). We recommend that these students be required to complete at least 26 hours of honors courses, but not be required to complete HON 110 (honors freshman seminar). Thus, all four-year honors students would have a minimum of 26-29 hours (20.9% to 23.4%) at honors level.

<u>Current Honors Curriculum</u>	<u>Revised Honors Curriculum</u>
26 hours (20.9%)	29 hours (23.4%)
HON 110- freshman seminar (3 hours)	HON 110 (3)
HON 210- interdisciplinary seminar (3)	HON 210 (3)
HON 120- enrichment seminar (1)	HON 120 (1)
HON 120 (1)	HON 120 (1)
12 hours: honors sections of Basic Studies	12 hours: honors sections of Univ. Studies
6 hours of honors project 499	<u>3 additional hours of honors credit*</u>
	6 hours of honors project 499

*Additional ways to earn honors hours include: additional HON seminars, additional honors sections of university studies, study abroad semester or year, national student exchange, honors sections of upper-level courses in the major, honors contract class in major or minor, 400/500 cross-listed courses, additional honors project in second major.

In addition to the change in required hours, we propose to strengthen and expand several areas. These include opportunities for both honors students and students not currently participating in the four-year honors curriculum. For current honors students, we propose a) expansion of and recognition for *international experiences in honors* and b) development of *honors experiences in the major* in addition to the departmental honors project. For all undergraduates, we propose c) increased opportunities and support for *early experience in research and creative scholarly activity* and d) a mentoring program to help students prepare for *national competitive scholarships and fellowships*. Accentuating these areas builds on strengths already present in the Honors Program/CSURF and at UNCW, and supports UNCW strategic goals.

International Experiences:

If interaction with other cultures can effectively revise the familiar at home, the international experience can only be that much more profound for students studying abroad. To this end, a fully compliant honors college would work closely with the Office of International Programs, the departments of Foreign Languages and Literatures, Anthropology, Sociology, History, Psychology, and Communication Studies, to name but a few, to prepare students for a rich and meaningful study abroad experience. Foreign language training and immersion in a new culture are fundamental if our students are to become contributing citizens in the modern international community, both at home and around the globe. Below are ways that globalization can be strengthened in the honors curriculum.

- 1) Honors Semester: The Honors Program already works with the Office of International Programs to offer an honors semester at the University of Swansea in Wales each spring. This semester is open to UNCW honors and non-honors students, as well as honors students at other universities. This semester is considered an honors semester because it offers an internship and honors enrichment seminar as part of the curriculum. The Swansea semester has been in place for about 15 years.
- 2) With the support of an honors college, we will institutionalize the short international immersion component already present for some of our HON 120 Enrichment Seminars and HON 210 Interdisciplinary Seminars, offering one to two seminars a year involving travel abroad during spring break, the summer, or during the interim between semesters. For the past thirteen years, we have offered at least one honors international “splash” (e.g., academic study of London, Paris, Curacao, Scotland, Prague, Berlin, Spain, the Galapagos Islands and the Amazon). Further, we have worked with International Programs to offer honors credit for additional study abroad experiences associated with upper-level classes (e.g., Spring 2007 Environmental Psychology

with a study program in Belize). In 2011 we hope to offer the first Honors summer study abroad class to South Africa.

3) In addition, an innovation for the Honors College would be to integrate the experiences of honors students and international students to create learning environments in which students make global discoveries on campus and abroad. The joint participation of international and domestic students in small honors seminars can foster the exchange of multicultural perspectives that enrich lives and stimulate understanding. During Fall Breaks from 2006-2010, the Honors Program invited international students to accompany the honors students to Washington, D.C. for the annual Lyceum trip. The success of this cross-cultural experience was most evident in the way in which U.S. born honors students were challenged to see, anew, familiar landmarks and monuments of Washington from an international student's perspective and to explain to someone who does not share that cultural history the significance of those monuments. International students have also been invited to enroll in honors classes with the recommendation of the International Programs advisor.

4) To recognize this additional commitment to the honors curriculum, those students who complete the requirements will be recognized as *Honors Global Citizens* (approved by Senate in Fall 2010). As a cosponsor of this program, Dr. DiPuccio noted that this model will be useful for developing a similar recognition program for the entire campus.

5) Further, we have discussed possibilities for honors international study scholarships with Financial Aid, International Programs, and Advancement. We implemented a pilot program with \$10,000 in competitive awards during the 2008-09 academic year, but lacked the funds to continue the program.

Honors experiences in the Major:

Continuing the honors experience in the third year of study is sometimes difficult at a time when most of the students are now specifically involved in their major courses and when many are studying abroad at least one semester that year. However, there are strong pedagogical and social arguments for maintaining their sense of community during this time of transition. Foremost would be the opportunity to apply critical inquiry and research-based skills begun in the honors basic studies classes and honors seminars to the classroom dynamics of courses in the major. Honors opportunities in the major would also allow students closer contact with faculty research interests and lead to preliminary inquiry into research topics that might lead to an honors thesis. In addition to the academic enrichment, there is also the benefit of maintaining an intellectual discourse and sustaining the sense of community that formed as part of the residential experience with fellow honors students. Therefore, although students may no longer live

together, they still share interests, anxieties, and expectations leading up to their senior year, and they often miss the camaraderie.

Possibilities for offering honors credit in the major include:

- 1) Teaching specific honors sections of some 300 and 400 level courses in those departments with significant numbers of honors students already declared as majors. At present, Biology and Psychology have offered some upper level courses designated for honors students.
- 2) Teaching an honors laboratory section when a larger lecture section of the course and lab is not feasible. Physics and Math have used this model to good effect.
- 3) Emphasizing and encouraging honors *contracts* in upper level courses for university and departmental honors students in those departments where the numbers would not support a separate section. This strategy is useful as a way to involve more faculty in honors and to engage honors students in the research and scholarship of their discipline. Individual departments and honors would necessarily need to limit the number of contracts in any one course and would need to consider some form of compensation for faculty agreeing to contracts in their courses.
- 4) Encouraging use of 400/500 cross-listed senior/graduate level courses as an opportunity for honors students to receive honors credit for working at or near the expectations for the 500-level students.
- 5) Granting honors credit for courses taken in the student's major while enrolled in a study abroad program.
- 6) Encouraging departmental-level honors students to take honors sections of courses in the major as well as HON 210 and HON 120 courses. Historically, students pursuing departmental honors have defined that experience only by the 6-credit hours of honors work in that discipline when their GPA and intellectual engagement qualify them for other honors classes.
- 7) Opening up honors classes to non-honors students with high GPAs in limited numbers. This would have the benefit of offering an honors course experience to any high-achieving student; honors sections that are not fully enrolled would encourage qualified students to sign up for honors classes.

Early experience in research and creative scholarly activity:

There are several ways to channel students toward significant research experiences. Below we outline opportunities for students within the honors curriculum as well as through extracurricular pathways.

- 1) Within the honors curriculum, we would continue to develop seminars and advising models to introduce first and second year students to departmental research and scholarship opportunities. This is currently done on a routine basis for biology students in a one-credit honors enrichment seminar for first semester sophomores (“Honors Enrichment: Biological Research Methods”). In Fall 2007 we added a similar seminar for honors students interested in Nursing, and, in Fall 2009, we added a seminar for honors students interested in Business. This could be accomplished for other discipline areas as well. In addition, we have added several enrichment seminars in the more common interest areas (e.g. “Honors Enrichment: Making Movies”), so that students are interacting with faculty in their major areas during their early semesters. We would also encourage more peer mentoring by undergraduates already active in research, and have incorporated interviews with UNCW faculty and students into the honors freshman seminar.
- 2) In 2004, the Honors Faculty Advisory Council proposed that UNCW establish the Center for the Support of Undergraduate Research and Fellowships (CSURF) to provide additional support for and information about undergraduate research and scholarship activities to faculty and students. At the same time, the Chancellor earmarked funds to support travel expenses for undergraduates to attend professional conference with faculty mentors. Because Honors had already been offering small stipends for the same purpose, these travel award funds were administered by the Honors Program. Typically this program supports travel expenses for about 100 students in 14 different academic majors each year. Even first and second year students are encouraged to attend conferences with faculty mentors. This program is open to all students at UNCW.
- 3) CSURF offers several programs and workshops for students at all levels. We have hired graduate assistants for CSURF, through a one-year grant from UNC and through the support of the Graduate School, to assist undergraduates with logistics and presentation design by teaching them new software programs, helping with poster development, and guiding them in other general research skills. The graduate assistants also have been asked to present workshops to students in discipline-specific research classes. CSURF has also offered workshops about research opportunities to first-year students, and we would like to extend this to a full workshop series (see below, #6). Further, all students are invited to attend and participate in the annual UNCW Undergraduate Research Showcase; the 6th showcase will be held in Spring 2011.
- 4) Currently we offer an annual competition for Hosier Research Fellowships to juniors and seniors who have developed research proposals. With donor support, we would like to

- extend this to include competitive summer internships for first and second year students so that they can start research projects early in their careers.
- 5) The CSURF Board recently endorsed a UNCW Undergraduate Research Scholar designation for students who demonstrate sustained research while at UNCW. This proposal will go before the Faculty Senate early in Spring 2011. Recognition for advanced students will highlight the research opportunities at UNCW and encourage first and second year students to participate.
 - 6) We plan to develop a CSURF workshop series open to all students. The workshops would be focused on poster development, oral presentation skills, writing effective resumes, basic grant writing, and guidelines for responsible conduct of research (RCR). The RCR workshop is slated to be offered in Spring 2011.
 - 7) We would like to develop a Faculty Mentor program to match first year students with interested faculty who would serve as initial research mentors. This would be a competitive application process for first year students and would be a unique recruiting tool for UNCW.

Prestigious fellowship advising:

A small number of UNCW students have applied for and received prestigious national fellowships, scholarships and internships. For example, UNCW has a strong track record with applications for Fulbright Awards and NOAA Hollings Scholars. We have had students receive Gilman, Phi Kappa Phi, Phi Eta Sigma, and James Madison scholarships/fellowships. We have had a few applicants for Truman, Udall, Goldwater and Marshall Scholarships. What we lack is support for a dedicated advisor to promote the opportunities and shepherd students through the process. For example, the advisor for the Fulbright program is uncompensated and dependent on other faculty to volunteer time for interviews. Within the framework of an Honors College, there would ultimately be personnel dedicated to this function. Fellowship/scholarship mentoring would be open to all UNCW students, and would include workshops for faculty as well (i.e., writing effective letters of support).

We have piloted several student and faculty workshops in this area. What we hope to do in the next two years is develop a workshop series for faculty and students (what are the national scholarships and fellowships?, developing effective resumes, writing effective letters of recommendation, writing effective personal statements, etc.). One possible option would be to invite high-achieving sophomores (high GPA, test scores, and application) to participate. This could be a unique recruiting tool for UNCW.

Implementation Timeline

Phase One: Reorganization to an Honors College could begin immediately with no EPA or SPA changes or increase in funding.

Although recommended nationally, there is no real need to convert the “director” position to a “dean” position. There are several Honors Colleges that are headed by positions other than dean (for example, associate dean, director, or associate/assistant vice-chancellor). Examples are Auburn, Oklahoma State, and Appalachian State. What is mandated nationally is that the head of an Honors College should report directly to the Provost and have a seat at the Deans’ Council. Thus, reorganization to an Honors College could begin immediately with no EPA changes; even a change in reporting line is not required, as the current reporting structure works well. It would be appropriate for the Director to have a seat at the Provost’s Academic Coordinating Council in the UNCW structure; the Provost and Deans are in agreement with this.

Further, a transition to an Honors College could begin immediately with no additional funding resources. Recent SPA changes that have already occurred in Honors (reclassifying an Admin Assoc position to Admin Specialist and making a time-limited position permanent full time) will support development of the programmatic changes described in this proposal. See Appendix D.

For program organization, we would extend and codify the umbrella structure that currently exists with the Honors Program overseeing CSURF as in the organizational framework. Thus, the Honors College would include oversight of all aspects of Honors (four-year, departmental honors and international), undergraduate research/CSURF, and comprehensive national fellowship advising. Again, it is noteworthy that CSURF and national fellowship advising opportunities are open to all students, plus any UNCW student with a 3.2 GPA that has completed 74 hours can participate in the departmental honors experience.

There are several benefits of immediate transition to an Honors College. First, we would develop the organizational structure to offer extended mentoring for undergraduate research and national fellowship advising. National fellowship advising is currently being done in CSURF, several offices and departments- without a central source. For example, Dr. Burgh in PAR advises students interested in Fulbright Awards, but has no administrative assistance. This fall the Honors office provided this assistance to Dr. Burgh. Further, the current director and associate director would develop a mentoring program for freshmen and sophomores. We have begun to pilot this program by offering workshops to honors freshmen. We would extend the informational workshops to other high-achieving students on campus.

Further, Honors Global Citizens recognition can now be implemented. This joint partnership with the Office of International Programs is a way to pilot a program that may extend

to other students on campus as well. Using the umbrella of an Honors College to pilot the program underscores its strategic nature.

In addition, with the implementation to the University Studies curriculum, this is an excellent time to reassess the honors curriculum requirements, and underscore the importance of global, experiential and interdisciplinary opportunities for students. Again, doing this under the umbrella of an Honors College emphasizes the relation of the honors curriculum with undergraduate research and international opportunities.

Transitioning to an Honors College now could allow additional funding opportunities in terms of much needed merit scholarships. As the quotes at the end of this proposal attest, donors are more likely to invest in an Honors College.

Finally, transitioning to an Honors College underscores the emphasis UNCW places on excellence in undergraduate teaching and scholarly engagement, and would position UNCW in line with honors experiences at our sister institutions. Among our peer and benchmark institutions, College of Charleston, Towson University, Appalachian State University, and UNC Charlotte have Honors Colleges. Within the UNC system, 6 of the 15 schools offering honors experiences have Honors Colleges (UNCP, UNCG, UNCC, WCU, ECU, and Appalachian State). Among CAA schools, 6 of the 12 schools support Honors Colleges (Towson, Drexel, Hofstra, ODU, George Mason and VCU).

Phase Two:

We recommend that an external review with site visitors occur during Spring 2011 or Fall 2011. The last external review was in 1998, and best practices dictate another review. Suggestions for reviewers are listed in Appendix E.

Over the next five years (2011-2015), the Honors College director would work with Academic Affairs to assess whether additional personnel or resources would be needed to expand the mission of the Honors College or to meet UNCW priorities. A long-term resources “wish list” follows.

Long-Term Resource Wish List

Merit Scholarships: Merit scholarships funds have decreased to 2002-2003 levels. UNCW is losing high ability students to schools that can offer merit awards to students who have excelled academically in high school. Development of a plan to increase honors merit scholarships must be a priority concern for Advancement. An Honors College should be able to offer merit scholarships to qualified students.

Housing: Central to an Honors College is the honors residential community. While we have a 96-bed honors residence hall, we have outgrown it. For the past four years, we have had to overflow into a “pod” in Cornerstone, a pod in International House, and/or an honors suite in the Suites to accommodate the honors freshmen who live on campus. We were in discussion with Student Affairs about other residential possibilities some years ago, but have not been recently. One change that did occur in Fall 2009, and will continue, is that honors sophomores asked for second year honors housing, and Housing and Residence Life arranged for an honors “wing” in Seahawk Crossing. This has been a very successful housing option for second year honors students.

Size of the Honors Program: The attached fact sheet (Appendix F) summarizes increases in the size of the Honors Program since 1999. Both the four-year and departmental honors project experiences have grown. If an Honors College is developed, we would need to consider whether to increase the size of the honors freshman class. Currently we are holding the number of fall freshmen in honors constant at about 123-126, and increasing the number of students who enter Honors in their second and third semesters (including transfer students) or at the departmental honors level. This is similar to the UNCW strategy to hold freshman class size fairly constant and increase student enrollment in other ways.

Funding: The development of all the programs outlined in this paper would ultimately require additional permanent funds, but many of the new functions can be implemented in stages, and new programs can be piloted to determine student and faculty interest and pros/cons before there would be any changes to dedicated personnel or budget. Currently Honors is funded by permanent funds and by annual “flex” allocations to support programs. With an Honors College, we would hope to see much of the current annual allocations become permanent- for example: HON section overload salaries, departmental compensation for offering sections with reduced class size, CSURF graduate student, CSURF travel funding, CSURF supplies, honors international programs, scholarships, etc.

Personnel: The timeline identifies possible requests for personnel over time, if, for example, UNCW identifies mentoring students for national scholarships and fellowships as a priority.

Conclusion

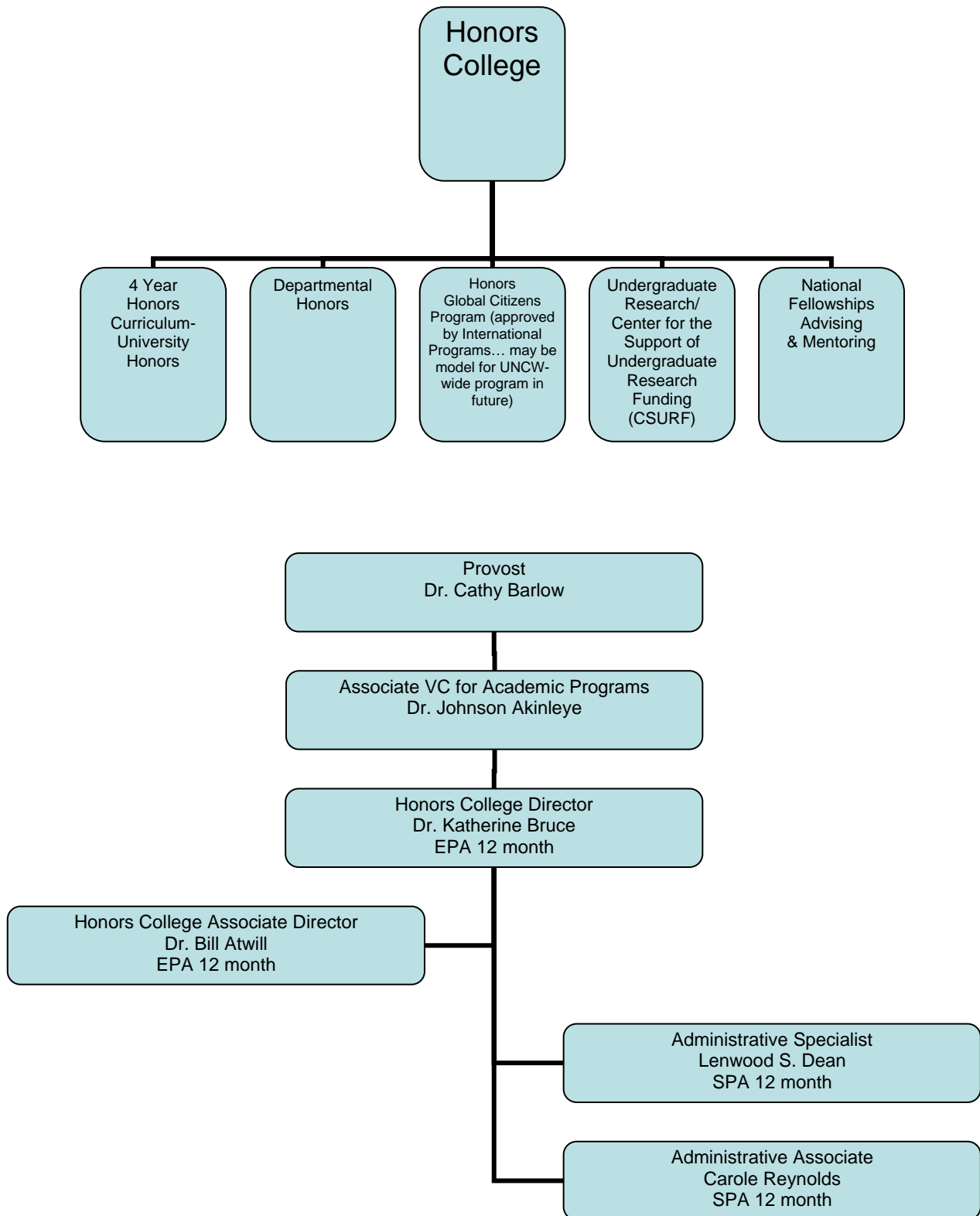
UNCW could support an Honors College ***immediately with current staff and funding.*** Further, if a priority for UNCW, we could develop a plan to expand the national scholarship advising program and the undergraduate research opportunities incrementally so that any changes

in resource allocation would not be prohibitive, and would be added only if in line with the strategic goals of UNCW.

As UNCW attracts more academically talented students, more students have come to expect to continue honors experiences in college. The opportunity for an outstanding honors experience is one feature that can help make UNCW their top choice. In surveys given to the last two cohorts of honors freshmen, 85% said that being accepted to the Honors Program was a deciding factor in their decisions to attend UNCW. This underscores the benefits of a transition to an Honors College in terms of attracting more students to UNCW and promoting more opportunities for active engagement of both all undergraduate students and faculty in research and scholarship.

Further, in many cases, development of an Honors College is accompanied by high-profile merit scholarship programs that further attract students to the school (see Appendix G). The Honors College and Honors Residence Halls can also be naming opportunities. Thus, the prestige of an Honors College is attractive not only to students who are researching which university to attend, but also to community members who support the university.

Appendix A: Honors College Programmatic and Organizational Structure



Appendix B: Advisory Boards

Honors College Advisory Council (new)

The Honors College Advisory Council is comprised of seven faculty members. Two are elected from the FHAC each year, two from the CSURF Board each year and three are appointed by the Provost in consultation with the Honors College Director, based on interest expressed in the Senate Committee Preference Survey. Ex-officio voting members are the honors director and associate director, Assistant Vice Provost of International Programs, director of Housing and Residence Life, dean of the University College, director of the Center for Teaching Excellence, chair of Academic Standards, chair of the Research Committee, VC for Advancement or representative, the Provost or representative, and the presidents (or representatives) of the Honors Scholars Association and Student Honors Advisory Council. Two community members and/or alumni will be invited to serve on the Council for two-year terms. Members appointed by the Provost serve staggered three-year terms. The Council assists and advises the director on issues of program development and evaluation, assessment, fundraising and advancement, and other broad concerns relevant to undergraduate research, honors curriculum, and fellowship advising. The Council reviews recommendations from the CSURF Advisory Board and the Faculty Honors Advisory Committee as needed.

Faculty Honors Advisory Committee (new name, 3 additional members proposed... same function)

The Faculty Honors Advisory Committee is comprised of 12 faculty members appointed by the Provost. Nominations are made to the Provost by the Faculty Senate Steering Committee, which receives recommendations for members from the honors director based on preferences from faculty elicited by the annual Senate Committee Preference Survey. Six members come from the College of Arts and Sciences, one from the College of Health and Human Services, one each from both professional schools, and three at large. Ex-officio voting members are the honors director and associate director, dean of University College, director of the Center for Teaching Excellence, chair of Academic Standards, the Provost or representative, and the presidents of the Honors Scholars Association and Student Honors Advisory Council. Members serve staggered three year terms. The Committee assists and advises the director on issues of curriculum, recruitment and retention of students, scholarship awards, program evaluation, and other student concerns. Members of the Committee serve as Honors liaisons to senior honors projects. Faculty interested in serving on the Committee should inform the Faculty Senate, their dean, director, or department chair, or the honors director.

CSURF Advisory Board (focus only on undergraduate research, name change)

The CSURF Advisory Board makes decisions regarding the Center for the Support of Undergraduate Research Funding policies and priorities in order to best meet its mission. Its members represent the interests of the various constituencies we serve. Board members commit to meeting approximately four times a year, including review of proposals for the Paul E. Hosier Undergraduate Research and Creativity Fellowships, and to participating in CSURF-sponsored events. Sixteen voting members, representing the Colleges and the Professional Schools, are recommended by the Honors College Director and appointed by the Provost. There are six ex-officio voting members including the Director and Associate Director of Honors, the Director of the Center for Teaching Excellence, and the Chair of the Research Committee, and the Associate Dean of Research. With the exception of ex officio members, members will serve 2 year staggered terms, renewable two times.

Student Honors Advisory Committee (new name ... same function)

The purpose of the Student Honors Advisory Committee is to discuss issues related to admissions, curriculum, and policy matters that pertain to student interests. Students on SHAC help shape the student expectations for Honors Scholars. SHACers are expected to help review applications for admission to honors, attend SHAC meetings, and be active in Honors events. Any student in good standing with the Honors Scholars program and the university may apply to be a member of SHAC. In addition to students who apply for membership, the Honors Scholars Association officers, Honors House RAs, and Honors Mentors are on the council.

Appendix C: Directors' Job Descriptions

Honors College Director: Proposed Job Description

The Honors College is administered by a director who is appointed by the Provost from tenured faculty applicants recommended by the Honors Council. The director's position is a full-time, 12 month appointment that includes a one-course teaching load each semester, and carries a three-year term, with renewal contingent on Council recommendation and Provost approval. Administrative duties of the director include: oversight and overall planning for the Honors curriculum and Center for the Support of Undergraduate Research and Fellowships (CSURF); recruiting students to the honors program, including review of applicants to honors; representing honors and undergraduate research to university and non-university audiences; administering the budget; oversight of honors and CSURF's academic components and recognition procedures; advising honors students; assessing the effectiveness of the honors program and CSURF; working with departments and individual faculty in the design of the honors curriculum and departmental honors; working with Housing and Residence Life to coordinate honors housing and programs; developing co-curricular enrichment activities; serving as the liaison to Advancement and assisting with fund-raising efforts and administration of scholarships; editorial responsibilities for the North Carolina and CAA undergraduate research journals; involvement with North Carolina Honors Association, Southern Regional Honors Council, and National Collegiate Honors Council, including service on committees and attendance at regional and national meetings; advising UNCW students about national fellowships and scholarships; convening the Honors Committee and CSURF Board; facilitating the Student Honors Advisory Committee; serving as the College's liaison with other academic programs and university services and offices.

Honors Scholars Program Director: Current Position Description

The Honors Program is administered by a director who is appointed by the Provost from tenured faculty applicants recommended by the Honors Council. The director's position is a full-time, 12 month appointment that includes a one-course teaching load each semester, and carries a three-year term, with renewal contingent on Council recommendation and Provost approval. Administrative duties of the director include: recruiting program students and faculty, representing the program to university and non-university audiences, directing overall planning for the program, administering the program budget, overseeing the program's academic components, advising honors students, assessing the program's effectiveness, working with departments and individual faculty in the design of honors courses and departmental honors requirements, working with the Office of Housing and Residence Life in coordinating-honors housing assignments and programs, development of co-curricular enrichment activities, convening the Honors Council, and serving as the program's liaison with other academic programs and university offices and services.

Honors College Associate Director: Proposed Job Description

The associate director of the Honors College is appointed by the Provost from tenured faculty applicants recommended by the Director of the Honors College. The associate director's position is a 12- month appointment and carries a three-year term, with renewal contingent upon the director's recommendation and Provost approval. Administrative duties of the associate director include, but are not limited to: curriculum development, including developing an honors course schedule each semester and working closely with department chairs to schedule honors sections of University Studies classes; recruitment of outstanding faculty to design honors classes and research opportunities for honors students, and administrative support for those faculty; recruitment and review of applicants to the honors program, including coordination with other campus programs; development and coordination of co-curricular enrichment activities; coordination and oversight of honors newsletter and various honors student media; participation in CSURF activities and special projects; major scholarship and fellowship advising; involvement with North Carolina Honors Association, Southern Regional Honors Council, and National Collegiate Honors Council, including service on committees and attendance at regional and national meetings; representing the honors program to university and non-university audiences; formal academic advising of honors students prior to declaring a major and subsequent informal advising for senior honors projects. The associate director is expected to teach one course in his or her home department each semester, as well a one-hour Honors Enrichment Seminar once a year, and a freshman honors seminar section as needed. Participation in June orientation sessions is expected.

Honors Scholars Program Associate Director: Current Position Description

Administrative duties of the associate director include: reviewing applicants for the honors program; curriculum development, including developing an honors course schedule each semester; representing the program to university and non-university audiences; working with departments and individual faculty in the design of honors courses; development of, and participation, in co-curricular enrichment activities; advising the Honors Scholars Association; developing an honors newsletter; participation in CSURF activities, and special projects.

The associate director is also a university college academic advisor to honors students. She or he is expected to teach one course in his or her home department each semester, as well as a one hour honors enrichment seminar once a year, and a freshman honors seminar section as needed. Participation in the June freshman orientation sessions is expected.

This is a 12-month position. Requirements include an earned doctorate and the rank of associate professor or above with tenure. Candidates must possess strong organizational, interpersonal, and communication skills. Experience in honors teaching and honors project supervision is a plus.

Appendix D: Proposed Time Line*Summer 2010*

- Reclassify current Administrative Associate full time position to Administrative Specialist, with increased job responsibilities to include recruitment and retention programming, housing liaison, public outreach; maintaining job responsibilities as budget manager and oversight of all aspects of program record keeping. **Completed**
- Make current part time/time limited Administrative Associate position permanent, full time position. **Completed**

2010-2011 AY

- Senate action on Honors Global Citizen recognition **Completed**
- Develop HC mission statement **Completed**
- Develop outcomes assessment strategy with Faculty Honors Council.
- Develop new job descriptions for Honors Director and Associate Director **Completed**
- Develop and pilot National Fellowships Mentoring Program.
- Offer administrative assistance to Fulbright Advisor. **Completed**
- Develop CSURF Undergrad Research Workshop Curriculum, including NSF-mandated training on responsible conduct in research. ***RCR workshop ready for Spring 2011***
- Undergo external program review (Spring 2011 or Fall 2011)

2011-2015

- Work with Advancement to develop strategies for funding and support (in progress)
- Consider need for National Fellowships Advisor if UNCW identifies increasing the number of students who are nominated for or receive prestigious scholarships and fellowships as a priority. Models for this position could be:
 - Reassign current faculty member with 1 course release/semester
 - Hire fulltime master's level advisor who also serves as UC advisor for most four-year honors students
- Consider need for CSURF Associate Director, again depending on UNCW priorities. Model could be:
 - Reassign current faculty member with 1 course release/semester

Appendix E: Possible Site Visitors

1. Brian Railsback, PhD
 Dean, The Honors College
 Western Carolina University
 141 Reynolds Hall
 Cullowhee, NC 28723
 Phone: (828) 227-7383
 Fax: (828) 227-7387
<http://www.wcu.edu/5499.asp>

- Transition from Honors Program to Honors College, 1997
- Focus on Undergraduate Research, Residential College
- over 1200 in Honors College
- Honors Diploma

2. Jerry Pubantz, PhD
 Dean, Lloyd International Honors College
 205 Foust Bldg., Box 20160
 University of North Carolina-Greensboro
 Greensboro, NC 27402
<http://honorscollege.uncg.edu/>

- Transition from Honors Program to Honors College, 2004
- Focus on International Experiences

3. Leslie Seargent-Jones, PhD
 Director, Honors College
 Appalachian State University
 175 Locust Street, B-9 East Hall
 Boone, NC 28608
<http://www.honors.appstate.edu/>

- Transition from Honors Program to Honors College, 2010

4. Sam Schumann, PhD
 University of North Carolina- Asheville
 Karpen Hall
 Asheville, North Carolina 28805

- National Collegiate Honors Council Past President
- NCHC Approved Site Visitor and Site Visitor Trainer
- Former Chancellor, The University of Minnesota, Morris
- Former Chancellor, University of North Carolina- Asheville

5. John Newell, PhD
 Dean, Honors College
 College of Charleston
 Charleston, NC
<http://honors.cofc.edu/>

- Transition from Honors Program to Honors College, 2007
- NCHC Approved Site Visitor

6. Bob Spurrier, PhD
 Director, The Honors College
 509 Edmon Low Library
 Oklahoma State University
 Stillwater, OK 74078-1073
<http://www.okstate.edu/honors/>

- National Collegiate Honors Council Past President
- Chair, NCHC Assessment Committee
- NCHC Approved Site Visitor and Site Visitor Trainer

Appendix F: Honors Fact Sheet
(see separate excel file)

Appendix G: Quotes- A Few Benefits of Transition from Honors Program to Honors College

Visibility and University Commitment to Quality Undergraduate Education:

“After almost 20 years as a Program we were accorded status as The Burnett Honors College in 1998 and it has made all the difference in the world as far as heightened visibility among students, faculty, and administration. "College" advancement also benefits from this heightened visibility. Perhaps more than anything else, our status as a college affirms UCF's administrative support for attracting and retaining the best and brightest students to our institution.” --- Alvin Wang, Dean, The Burnett Honors College, University of Central Florida

Connecting with students: From high school to alum

“Moving from program to college status is one of the best ways to demonstrate institutional seriousness about attracting, retaining, and maintaining alumni relationships with its best students.” --- William L. Knox, Director, Illinois Centennial Honors College, Western Illinois University

Advancement/Funding Opportunities:

“Congratulations on the metaphorical pregnancy. It will take at least nine months-- maybe a couple of years--but it will probably be one of the best decisions your campus has made in a long time. In my experience, ten years as a little honors program at the Univ. of Montana had netted not a penny of donations. In our first year as an honors college, we collected \$3 million and the figures went up every year after that. And students have become so identified with the honors college that it is now a recruiting tool: students want to come, not to the Univ. of Montana, but to the Davidson Honors College at the UM.”—John Madden, former Director/Dean at University of Montana (currently retired from Cerritos College)

“Creating the University of Arkansas Honors College was a terrific fund-raising opportunity for us. We now have substantial endowments for study abroad and research grants, for chairs, and for incoming scholarships. We have received funds from a variety of donors in addition to the major grant that allowed us to get started.”- Suzanne McCray, Associate Dean, University of Arkansas Honors College

Prestige/Competitive Edge:

“Becoming an Honors College increased our prestige with high school counselors in our area, and set us apart from the other regional campuses. Parents also noted the term ‘College’ as a sign of institutional commitment to quality undergraduate education when comparing universities.” Bonnie Irwin, Dean of The Honors College, Eastern Illinois University

Appendix H: Basic Characteristics of a Fully Developed Honors Program
Approved by the National Collegiate Honors Council Executive Committee (3/4/94; amended
November 2007 and February 2010)

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

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

The Honors Scholars Program at UNCW complies.

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

The Honors Scholars Program at UNCW complies.

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

The Honors Scholars Program at UNCW does not comply with this characteristic, as there is indirect reporting through the Associate Vice Chancellor for Academic Programs. However, this model is working well.

4. The honors curriculum, established in harmony with the mission statement, meets the needs of the students in the program and features special courses, seminars, colloquia, experiential learning opportunities, undergraduate research opportunities, or other independent-study options.

The Honors Scholars Program at UNCW complies.

5. The program requirements constitute a substantial portion of the participants' undergraduate work, typically 20% to 25% of the total course work and certainly no less than 15%.

The Honors Scholars Program at UNCW complies with 20.9%.

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

The Honors Scholars Program at UNCW complies.

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

The Honors Scholars Program at UNCW complies.

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

The Honors Scholars Program at UNCW complies.

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

The Honors Scholars Program at UNCW complies.

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

The Honors Scholars Program at UNCW complies.

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

The Honors Scholars Program at UNCW complies.

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

The Honors Scholars Program at UNCW complies.

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

The Honors Scholars Program at UNCW complies.

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

The Honors Scholars Program at UNCW complies but is in need of an external review; the last one was 1998.

15. The program emphasizes active learning and participatory education by offering opportunities for students to participate in regional and national conferences, Honors Semesters, international programs, community service, internships, undergraduate research, and other types of experiential education.

The Honors Scholars Program at UNCW complies.

16. When appropriate, two-year and four-year programs have articulation agreements by which honors graduates from two-year programs who meet previously agreed-upon requirements are accepted into four-year honors programs.

The Honors Scholars Program at UNCW complies in spirit but there are no 2-year honors programs in the immediate area. However, we have consulted with CFCC as they develop an honors program.

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

The Honors Scholars Program at UNCW complies.

**Basic Characteristics of a Fully Developed Honors College
(approved by NCHC Executive Committee June 2005 and amended February 2010)**

A quality honors educational experience can occur in a wide variety of institutional settings. When institutions embark on a transition from program to college, they face a transformational moment. Although no one model defines this transformation, the [National Collegiate Honors Council \(NCHC\)](#) recognizes the following characteristics as typical of a successful honors college.

1. An honors college incorporates the relevant characteristics of a fully developed honors program.

UNCW: The Honors Scholars Program at UNCW complies with the characteristics of a fully developed honors program.

2. The honors college exists as an equal collegiate unit within a multi-collegiate university structure.

UNCW: We do not meet this characteristic.

3. The head of the honors college is a dean, reporting directly to the chief academic officer of the institution, and serving as a full member of the Council of Deans, if one exists. The dean has a full-time, 12-month appointment.

UNCW: The director and associate director are currently appointed full-time, 12 month, and report to the Provost through the Associate Vice Chancellor. If we transition to Honors College, the director would remain a director but participate as a member of Academic Coordinating Council. (Currently the director of Honors attends Associate Deans' Council meetings.)

4. The operational and staff budgets of the honors college provide resources at least comparable to other collegiate units of equivalent size.

UNCW: Currently the base budget for Honors is supported with one-time funds each year by Academic Affairs. Further, resources for student travel to conferences with faculty mentors are supported by the Chancellor each year. Thus, we meet the spirit of this characteristic. Ideally, the annual funding could become permanent lines at some point. There could also be permanent funds requested for CSURF student travel. The Honors College would oversee CSURF and support all activities related to undergraduate research whether students were in Honors or not. This is the current practice. Honors is supportive of all undergraduate research projects and presentations. Honors instituted a formal Undergraduate Research & Scholarship Celebration Month at UNCW through CSURF open to all students. Honors also oversees mentoring for national fellowships.

5. The honors college exercises increased coordination and control of departmental honors where the college has emerged out of such a decentralized system.

UNCW: This is already in place.

It was done in 1994 when the four-year Honors Scholars Program began.

6. The honors college exercises considerable control over honors recruitment and admissions including the appropriate size of the incoming class. Admission to the honors college may be by separate application.

UNCW: This is already in place.

7. The honors college exercises considerable control over its policies, curriculum, and selection of faculty.

UNCW: This is already in place.

Curricular changes originate in the Faculty Honors Advisory Council, and are reviewed by Academic Standards, then Senate.

8. The curriculum of the honors college offers significant course opportunities across all four years of study.

UNCW: This is already in place.

We would develop additional ways to increase honors offerings for juniors and seniors.

9. The curriculum of the honors college constitutes at least 20% of a student's degree program. The honors college requires an honors thesis or honors capstone project.

UNCW: We already comply.

An honors project is required in all majors for graduation with honors. Honors coursework is 20.9% for University Honors graduates, thus meets the minimum per cent. As noted above, this would be an area to study if we were to add more honors experiences for juniors and seniors. Recommend transition to 23.3% (3 additional hours).

10. Where the home university has a significant residential component, the honors college offers substantial honors residential opportunities.

UNCW: We already comply.

11. The distinction achieved by the completion of the honors college requirements is publically announced and recorded, and methods may include announcement at commencement, notations on the diploma and/or the student's final transcript, or similar actions.

UNCW: We already comply.

12. Like other colleges within the university, the honors college may be involved in alumni affairs and development and may have an external advisory board.

UNCW: We could use some work in this area. We do not have an external advisory board yet. We have informal liaisons in development/advancement; we could develop formal ties with Alumni Affairs.