

UNIVERSITY OF WYOMING

**Honors Steering Committee**  
**Final Report**

*Submitted 20 December 2016*

## Overview of Steering Committee Activity

The Steering Committee, composed of members from across the University of Wyoming, was formed in Fall 2016 and charged with reviewing the work of previous internal and external reviews and propose a plan for moving forward with Honors at UW. The committee consisted of:

- Chris Rothfuss, *Chair, Honors Program*
- Susan Aronstein, *Director, Honors Program*
- Steve Barrett, *Engineering*
- Karen Bartsch Estes, *Psychology*
- Mary E. Burman, *Nursing and Social Work*
- Meg Flanigan Skinner, *Zoology & Physiology*
- Alexander Fullerton, *Honors Student*
- Duncan Harris, *Director Emeritus, Honors Program*
- Nina S. McConigley, *Honors Program*
- John D. Mittelstaedt, *Management and Marketing*
- Tim Nichols, *Honors Program*
- John Willford, *Molecular Biology*

Starting in October, the Steering Committee held five meetings to review and discuss previous recommendations, consider options, and develop consensus about a plan for transitioning the Honors Program to an Honors College. The Committee began by reviewing the following:

- [Oct 2014 UW Honors Program Self Study](#) - This internal self-study based on 'Basic Characteristics of a Fully Developed Honors Program' includes a history of the UW Honors Program; overview of existing program policies; courses, enrollment and course evaluations; historical participation rates and alumni information; and background on the Wyoming Honors Organization.
- [Nov 2014 University of Wyoming Honors Program External Review Report](#) - Dr. James McKusick of the University of Montana and Dr. Rosalie Otero of the University of New Mexico (each Honors administrators certified through the National Collegiate Honors Council) conducted a site visit, review of programming, and a series of personal interviews to evaluate the UW Honors Program. Their report includes "specific commentary and recommendations on the structure and organization of the Honors Program, and analysis of the UW Honors Program in terms of the NCHC's Basic Characteristics of a Fully Developed Honors Program." These NCHC recommendations serve as the basis for many of the recommendations forwarded by the Steering Committee.
- [Dec 2015 Honors Program Review Committee Recommendation Report \(Internal\)](#) - This internal report was prepared by a committee of UW Faculty tasked with reviewing the findings of previous reports, interviewing stakeholders, and providing recommendations to the Vice President for Academic Affairs regarding the future of the Honors Program at the University of Wyoming. The Honors Program Review Committee notes that their "recommendations regarding the UW Honors Program model are focused on maintaining and improving the quality of the Honors experience, increasing the extent to which students in professional majors may participate, and, to the extent possible, increasing resource-sharing to assist with the growing

needs of the program.” Recommendations provided were considered by the Steering Committee and incorporated in our final recommendations for a UW Honors College.

- Honors Programs and Colleges from comparator and aspirational to consider which model would be most appropriate for the University.

After a general discussion of these materials, the committee formed three working groups, Vision and Learning outcomes, Curriculum and Program Academic Structure, and Organization and Administration, to consider options and make program recommendations. The committee also had the opportunity to convene a focus group with approximately 30 current Honors students, during which they shared their ideas and insights around present program strengths and challenges and their aspirations for the future of the Honors Program at UW. Each working groups presented their findings and recommendations to the Steering Committee for discussion; these discussions form the basis of the committee’s recommendations for the future of Honors at UW.

***The Steering Committee recommends that the Honors Program transitions to an Honors College.***

## **Vision and Learning Outcomes**

- **The mission of Honors at the University of Wyoming** is to provide motivated, curious students with access to a buffet of boundary-pushing learning opportunities; a distinctive, transdisciplinary, enriched academic experience that positions them for future success as learners and leaders, locally and globally. In the context of a diverse, supportive, engaged community of scholars, Honors challenges students to think and work ethically, creatively and collaboratively through innovative, integrative learning approaches. Through meaning-filled academic and co-curricular experiences, Honors inspires and nurtures inquiry, reflection, leadership, service and growth. As a positive, dynamic entity at the University of Wyoming, Honors is an exemplar of best practices – affording opportunities for purposeful exploration, experimentation, and risk-taking intended to attract, retain, and add value to the experiences of some of the institution’s finest students and faculty.
- **Programmatic Learning Outcomes** were selected to provide a pathway of learning that support the Vision and Mission of the Honors College. The Learning Outcomes will be introduced and expanded throughout the Honors program. Some goals will be embedded within classroom experiences, whereas others might be found in extracurricular activities. Within each of the Honors levels (Please see *Curriculum*), students would select from a menu of class and extracurricular offerings. Please see Appendices A (Curriculum Map) and B (Engaged and Experiential Learning) for more details. The Programmatic learning outcomes are:
  1. Transdisciplinary approach
  2. International perspective
  3. Diversity perspective
  4. Leadership
  5. Undergraduate research
  6. Internship
  7. Service learning
  8. Critical thinking
    - a. Communication (written, oral, & digital)

- b. Exploration
- c. Application
- d. Analysis
- e. Evaluation
- f. Synthesis

## Curriculum

The Honors curriculum should represent approximately 25% of the total credit hours earned for an undergraduate degree, in accord with the recommendations of the NCHC. Currently, students enroll in Honors courses for 12.5-15% of their total course load, assuming only 120 credit hours completed at UW. To accommodate this, we need to keep current offerings, better formalize parts of the Honors process, and offer additional Honors course opportunities.

- **Interdisciplinary Core:** Our current Honors core courses which make up 15 credit hours of a student's academic progress are serving their purpose quite well. Specifically, students complete two freshman-level Colloquium classes, a sophomore-level Global Perspective class, a junior-level Modes of Understanding class, and a senior-level Issues and Choices class in the Honors core. Of the learning objectives noted above, these classes deliberately pursue most of them with notable contributions to the transdisciplinary approach, international perspective, and diversity perspectives at levels that are not achieved in a traditional course load. Additionally, the existing Honors core also meets other recommendations of the NCHC by satisfying many university studies requirements with these classes. We recommend maintaining this Honors core.
- **Senior Research Project:** A senior research project is considered to be the capstone experience within the Honors program. While this requirement serves to promote undergraduate research, service, leadership, and/or service learning experiences, it is highly variable in its current form. It has been recommended both in the external report and by members of our committee that the Honors senior research project become more robust with accompanying formal credits. Within this, we still fully embrace the flexibility needed for students with different majors and aspirations to pursue a project that will be meaningful and beneficial. However, additional structure will ensure the achievement of a common set of learning outcomes. We recommend a two semester sequence which may utilize a 3+3 (project and writing) or 1+3 (seminar/placement and project) format but will likely vary among departments and colleges. The College of Engineering will pilot a 1+3 format in the next year, which may serve as a valuable guide to other programs. Additionally, the HP 4990 course which currently exists as a COM3 should continue to be utilized to facilitate the thesis portion where appropriate.
- **Upper-Division Courses in field:** To fully achieve the 25% of total credit hour goal, we will need to adopt new or transform existing classes into Honors options. As a committee, we identified what we consider to be locations within an Honors student's career that additional courses could provide added value. The first of these locations is within the upper-level credits of a student's degree. We would like to provide students with the opportunity to pursue these either inside or outside of their field of study. If the courses are outside their field, the students will gain experience or prerequisites in pursuit of a future program, i.e. Pre-Law, Pre-MBA, which could serve to provide them with more diverse skillset or knowledge base. Within a student's major field, additional Honors offerings could add breadth, depth, or additional perspectives to promote expertise within their field. Again, the College of Engineering will be

piloting this approach with their Engineering Honors students in the upcoming years, so their insight will be helpful in outward implementation.

- **Honors Sections of large introductory classes:** The second area of opportunity falls within our students' first year. We would like to recommend that Honors sections of some of the larger entry classes be offered. Initial examples included Biology, Chemistry, Physics, Psychology, Calculus, Algebra, and Government among others. In addition to gaining an Honors experience early within their field, these classes will help promote more community amongst the Honors students and may serve as a brilliant recruiting tool both for students coming to UW unsure about Honors and for those who are still evaluating universities. These additional courses recommended would almost certainly have to be controlled by individual departments and some flexibility such as offering them to Honors and Majors students could provide for better ease of implementation.

With the recommendations noted, a student's academic career will include 28-31 credit hours of Honors course offerings and achieve the 25% goal for our students. Additionally, the students will gain critical thinking and experiential learning opportunities within their field to couple with those provided in the Honors core throughout their academic career. As some of these classes will have to be developed, we would reasonably expect a phased approach. We identified the senior research project formalization as part of an initial phase with in-field Honors course offerings to follow as they can be transformed or developed.

## Student Advising Models

Advising was an area noted specifically as lacking in the external report conducted on the Honors program, a sentiment which was echoed by the committee. The main impediment to quality advising in the current setup is staffing with the interim director and office associate handling much of the advising load above their regular workload. As the Honors program maintains 900-1000 students which includes approximately 300 incoming freshman annually, this is an inappropriate load for the current staffing to handle. Moreover, with a proposed curriculum enhancement coupled to desired experiential learning outcomes, a personalized advising experience will become more critical to assist in scheduling, scaffolding, and achieving these higher aspirations.

We would expect as the administrative structure of the Honors College becomes more robust, that some of this load will naturally spread across the faculty hires within the college. However, there are some potential models discussed which could further assist in improving the advising experience within Honors while still providing flexibility to the individual colleges at UW to manage their major advising as it best fits their needs. Some of these possible solutions could also be implemented more readily as they would utilize existing personnel and infrastructure at the university, which may provide time for the Honors College to ramp-up their efforts in a phased approach.

- *Freshman summer advising:* Honors sessions of orientation will need to remain in place. These allow for students to gain initial access to the program while being advised for their first semester at UW. This introduction should remain effective in a larger group setting as it is currently conducted.
- *Freshman fall advising:* As all Honors freshman take the Honors Colloquium I course, this presents an opportunity to cover the basics for their spring class (Honors Colloquium II) as well as to again discuss requirements to maintain program eligibility along with experiential learning

portfolio. As additional personalized advising may be essential at this point, some of the resources below may be prudent at this point.

- *Embedded college advisors:* All of our colleges on campus already have some faculty who are exceptional advisors, many of whom are well-versed with the Honors program. It is sensible to inquire about these individuals working as college-level Honors advisors. These individuals may be imperative to the success of directing students through the proposed upper-level and freshman-level added classes. As 50/50 College Liaison positions come online, they will be expected to provide oversight over these embedded college advisors.
- *Drop-in advising days:* Concentrating faculty, staff, or other qualified individual appointment times during the week leading up to priority enrollment may better accommodate individual advising conversations. This would likely involve individuals needing to make time to be available for these appointments, so many individual commitments will be necessary to avoid stretching any source too thin.
- *Upper-class student advisors:* While we acknowledge that undergraduates cannot and should not serve as formal advisors, there is plenty of expertise about how to be successful in pursuit of an Honors degree within the Honors program. In regard to discussing course options, helping to find or brainstorm experiential learning, or senior research mentors, some of the upper-class students within Honors could be quite an asset to their cohort.

The noted potential solutions could better facilitate individual advising and development of better relationships with faculty, staff, and potentially with other Honors students. As these are keys to long-term success and persistence, measures which move the Honors College in this direction will be beneficial.

## **Student Recruiting Model**

Given the University's commitment to recruiting high-achieving students, the committee does not feel that UW should further limit access to the Honors College at this time. Instead, the College should work within the current admissions standards, either an unweighted GPA of 3.7 or a composite ACT of 28, to actively recruit these students to UW and the Honors College.

The committee recommends that Honors continue current recruiting practices:

- President's nomination letter sent to qualified students
- Follow-up congratulatory letter from Dean detailing College requirements
- Participation in the pre-college visit program

In addition, the committee recommends the following:

- Co-recruiting with colleges, including participation in college showcases
- Further in-High School recruiting, including sending Honors Faculty to High School classes
- Recruit from colleges around the state and from non-participating advanced students at UW
- Organizing facetime/hangout sessions

Finally, the committee recommends increasing funding offers for students in the Honors College:

- A scholarship fund to provide all Honors students with a yearly tuition stipend. A commitment of \$500 over 4 years per student would require around 350K a year (some of which could be covered by restructuring current scholarship funds).
- \$1000 per student in guaranteed study abroad funds. (Again, some of this could be covered from current scholarship funds).
- Research stipends for supplies, travel to conferences, and “buying” into labs. Up to \$1000 per student during their undergraduate career.

## College Structure

The Steering Committee discussed a variety of potential organizational structures that would expand the administrative and academic core of the Program as it transitions to a College. As noted in both the external and internal reports, the current program is severely understaffed. The current administrative structure of a Director and staff Program Coordinator are inadequate to the administrative and advising needs of nearly 1000 students, a number that will only increase if Honors enrollment keeps pace with the projected growth in student enrollment. The current faculty staffing model (in which the program’s one TT faculty is supplemented by reimbursing departments for faculty at the rate of \$6667 for a TT faculty and \$5000 for an APL) has, even when funding has been available, proved ineffective, as many departments either do not have the flexibility to assign faculty to Honors, or, particularly in STEM fields, cannot replace teaching with the amount offered. This has resulted in a heavy reliance on temporary adjuncts to deliver Honors classes.

In order to address administrative and instructional needs as the program moves to a college, the committee suggests the following structure:

### Administrative

- Honors Dean
- Honors Associate Dean: Brought on board as the college grows to assist the Dean with recruiting, advising, coordinating with other colleges, and tracking the experiential passport.
- Program Coordinator (Cass Tolman)
- Office Assistant, Senior

### Faculty

At its current size, Honors delivers 28 sections of freshmen colloquium and around 30 sections of 2000, 3000, and 4000 level classes each year. As Honors enrollment grows along with University enrollment, this number will need to increase. Additionally, more faculty will be needed to teach the added curriculum as the Program becomes a College. In this academic year, 2/3’s of colloquium classes and nearly 3/4s of 2000-4000 level classes have been taught by temporary adjuncts. The committee suggests the following to provide Honors with instructional faculty.

- *Honors Faculty*: Add two tenure track (TT) and/or extended term academic professionals (ETAPL) lines to increase full-time Honors Faculty to 3.
- *College Liaisons*: these faculty would be assigned 50% to Honors with teaching and advising responsibilities.
- *Faculty Fellows*: a ramp up to 9 three year competitively selected fellowships from external home departments with course development and teaching obligations for the Honors College to teach courses in the transdisciplinary core, advise students in field, and teach Honors courses in their home department and/or college.

- *Ad Hoc Faculty*: Faculty throughout the university would continue to offer individual courses to meet program needs.
- *Joint with Synergy*: Consider optional additional joint-hire with Synergy 3 ETAPLs as first-year specialists (see separate attached budget and proposal in Appendix C).

### **Advisory Committees**

The committee recommends the formation of internal, external, and student advisory committees to help guide the College toward fulfillment of its mission.

## **Relationship to the Rest of the University**

To strengthen and elevate Honors at the University of Wyoming will require shared commitment and support from units across campus, including Academic Affairs, College Deans, Department Chairs, offices of Residential Life, Admissions, the University of Wyoming Foundation, and others. Thus, the committee recommends the following:

- That the Dean of the Honors College meet regularly with the Provost, especially as the Program moves to a College, to identify and advocate for the needs of the Honors College.
- That the Dean of the Honors College be considered equal to the other academic Deans, as specified by the NCHC's criteria for a fully-developed Honors College.
- That the other academic Deans recognize that participating in Honors is an important part of the University's mission and include supporting Honors in their college mission.
  - However, The Steering Committee strongly emphasizes the importance of developing an equitable funding model for the College such that it is financially neutral or beneficial to faculty home Departments and Colleges when working with the Honors College.
  - The Steering Committee also strongly urges developing policies that ensure proper recognition of Honors College service for external faculty so that it is beneficial to their academic careers. This service model must account for advising and mentoring responsibilities distributed throughout campus.
- That the Honors College work with colleges and departments as they develop department and college Honors offerings, providing pedagogical development as necessary.
- That the Honors College continue to work with Residential Life in the running of the Honors floors and House, but that Honors have final jurisdiction over the House.
- That the Honors College continue to work with Admissions effectively to recruit high achieving to Honors and UW.
- That the Honors College be included in Foundation's capital campaign.

## **Resources Needed**

The budget below reflects the resources needed to create an honors college. Costs are based on national averages and/or UW cost structures. They include:

- **Honors Dean (new)** – based on the average of “Research” and “Other Doctoral” honors program deans, according to the “2015-16 Administrators in Higher Education Salary Survey,” by the College and University Professional Association for Human Resources (CUPA-HR).
- **Honors Associate Dean (new)** – based on the average of “Research” and “Other Doctoral” honors program associate deans, according to the “2015-16 Administrators in Higher Education Salary Survey,” by the College and University Professional Association for Human Resources (CUPA-HR).



- **Program Coordinator (existing)** – based on the average of “Research” and “Other Doctoral” academic program directors, according to the “2015-16 Administrators in Higher Education Salary Survey,” by the College and University Professional Association for Human Resources (CUPA-HR).
- **Office Associate, Senior (new)** – based on “minimum plus 15%” wage rate for the University of Wyoming
- **Honors College Faculty (1 existing, 2 new)** – based on average Assistant Professor salary for University of Wyoming
- **College Liaison (6 new)** – based on 50% of average Assistant Professor salary for University of Wyoming
- **Honors Fellowships (9 new)** – these are fellowships for recognized faculty who make significant contributions to the Honors College.
- **Operational Budget (drawn from existing funds)** – covers overhead, travel, etc.
- **Other existing** – existing budget that will be absorbed into new operations
- **Employee Paid Benefits (EPBs)** – these are paid out of university budget, but not currently recognized in individual unit budgets. “New EPBs” estimates additional cost to UW.

**Forecast Budget:**

	<b>New</b>	<b>Existing</b>	<b>Total</b>	<b>New EPBs</b>
Honors Dean (new)	\$152,397		\$152,397	\$68,579
Honors Associate Dean (new)	\$104,467		\$104,467	\$47,010
Program Coordinator (existing)		\$65,820	\$65,820	
Office Associate, Sr	\$32,628		\$32,628	\$14,683
Honors Faculty (3, 2 new)	\$136,344	\$68,172	\$204,516	\$61,355
College Liaison (6 new)	\$204,516		\$204,516	\$92,032
Fellowship (9 new)	\$90,000		\$90,000	\$40,500
Program Operation (existing)		\$150,000	\$150,000	
Other (existing)		\$100,462	\$0	
<b>Total</b>			<b>\$1,004,344</b>	<b>\$324,158</b>
Total with additional EPBs				\$1,328,502
Current Budget		\$384,454		
Net Adjustment			\$619,890	
Net Adjustment with new EPBs				\$944,048.40

The current honors program budget is \$384,454. At full operation, an honors college would require an additional \$619,890, with an additional \$324,158 in new EPBs. The majority of costs are personnel. By comparison, this is the operating budget of a medium-sized department. These costs can be offset by program fees, annualized gifts and philanthropic support. Over and above current commitments, this is a \$15-20 million endowed gift.

## Transition Plan / Timeline

To transition from the current Honors Program to an Honors College, a three phase plan with milestones is proposed. Milestones for each phase are provided below.

	<b>Phase I Fall 2017</b>	<b>Phase II AY 2018 and 2019</b>	<b>Phase III AY 2020 and 2021</b>
<b>Staffing</b>	<ul style="list-style-type: none"> <li>• Honors College Dean (new hire)</li> <li>• Office Assistant (new hire)</li> <li>• Program Coordinator (Existing)</li> <li>• Faculty - 1 Honors 100% Line (Existing)</li> <li>• Ad Hoc Departmental Support (Existing)</li> <li>• Year-to-Year and Adjunct Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Associate Dean (new hire).</li> <li>• Faculty Line (new hire)</li> <li>• Add three 50/50 College Liaison shared faculty lines (new hire)</li> <li>• Staggered hire of three faculty Fellows</li> </ul>	<ul style="list-style-type: none"> <li>• +1 Faculty Line</li> <li>• +3 50/50 College Liaison</li> <li>• +3/+3 Fellows. Add remaining Fellows as funding becomes available. Ensure staggered recruitment.</li> </ul>
<b>Projects</b>	<ul style="list-style-type: none"> <li>• College and Department Outreach               <ul style="list-style-type: none"> <li>○ Coordinating upper division courses</li> <li>○ Developing tracks within Colleges</li> </ul> </li> <li>• Pilot extended Honors with Engineering College</li> <li>• Develop advisory committees</li> </ul>	<ul style="list-style-type: none"> <li>• Experiential Learning Portfolio               <ul style="list-style-type: none"> <li>○ Begin managing with highly flexible and less formal model</li> <li>○ Implement multi-unit portfolio requirement</li> </ul> </li> <li>• College and Department Outreach: Continued development of honors tracks with colleges.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiential Learning Portfolio               <ul style="list-style-type: none"> <li>○ Increase formalization of portfolio</li> <li>○ Consider adding experiential learning transcript</li> </ul> </li> <li>• Assessment. Develop portfolio assessment plan</li> <li>• Develop 2+2 Outreach programs</li> <li>• College and Department Outreach: Complete development of honors tracks with colleges.</li> </ul>
<b>Fundraising</b>	<ul style="list-style-type: none"> <li>○ Begin funding endowments</li> <li>○ Develop program for naming opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Need endowment available for three fellows</li> <li>• Launch fund raising campaign with Honors Program alumni</li> <li>• Launch naming opportunity fund raising efforts</li> </ul>	<ul style="list-style-type: none"> <li>• Develop 2+2 Outreach programs</li> </ul>

## Phase I: Target Date Fall 2017

- **Staffing**
  - Honors College Dean (new hire). It is essential to have the Honors College Dean in place by early Fall semester 2017. This will allow the Dean to coordinate and facilitate completion of the phased implementation program. It is recommended the Dean's search be conducted during the Spring 2017 semester.
  - Office Assistant (new hire). To assist the Dean in the day-to-day operation of the Honors College, it is essential to have an office assistant hired early in the Fall 2017 semester.
  - Program Coordinator (Existing)
  - Faculty - 1 Honors 100% Line (Existing)
  - Ad Hoc Departmental Support (Existing)
  - Year-to-year and Adjunct Faculty
  - Convert long term year-to-year to permanent. There are several faculty members who have served the Honors program for many years on an annual, year-to-year contractual basis. For the stability of the Honors College it is essential to convert these faculty members to permanent faculty positions.
- **College and Department Outreach.** A hallmark of the new Honors College is the active participation of all UW academic units. Some units will provide upper division Honors coursework, Honors specific activity for existing courses, and Honors courses track within the College.
  - Coordinating upper division courses
  - Developing tracks within Colleges
  - Pilot extended Honors with Engineering College. The College of Engineering and Applied Science has established a working group to develop initiatives for active participation within the Honors College. The working group will develop a proposal in Spring 2017 and pilot the program in Fall 2017. This pilot can serve as a model for other colleges.
- **Fundraising:** Begin funding endowments. It is imperative the Honors College develop alternate revenue streams to support new and ongoing initiatives. Possible sources include a fundraising program with Honors Program alumni. Also, a companion program for naming opportunities within the new College will be explored.
- **Develop advisory boards.**

## Phase II: Target Date AY 2018 and AY 2019

- **Staffing**
  - Associate Dean (new hire). An Associate Dean will be hired to assist the Dean and staff with the day-to-day operation of the Honors College. Also, the Associate Dean will develop a student portfolio initiative.
  - Faculty Line (new hire). A dedicated Honors College faculty member will be hired. This faculty member may be converted from an existing internal faculty member.
  - College Liaison positions (new hire). Add three shared faculty lines. These faculty lines will be a 50/50 share with other Colleges. These faculty should likely be existing faculty that would be backfilled to meet College needs.
  - Hire three faculty Fellows. Fellow hires must be staggered to allow continuity.
- **Experiential Learning Portfolio.** The initiative for students to develop a portfolio of experiential learning will be launched.

- Begin managing with highly flexible and less formal model.
- Implement multi-unit portfolio requirement.
- **Fundraising**
  - Need endowment available for three fellows.
  - Launch fundraising campaign with Honors Program alumni.
  - Launch naming opportunity fund raising efforts.
- **College and Department Outreach.** Further development of college-extended honors program.

**Phase III:** Target Date AY 2020 and AY 2021

- **Staffing:** Continue new hiring efforts including:
  - +1 Faculty Line
  - +3 College Liaison positions
  - +3 / +3 Fellows. Add remaining Fellows as funding becomes available. Ensure staggered recruitment.
- **Experiential Learning Portfolio**
  - Increase formalization of portfolio
  - Consider adding experiential learning transcript
  - Assessment. Develop portfolio assessment plan.
- **Fundraising**
  - Raise endowment funds to support remaining fellows
- **College and Department Outreach.** Complete development of college-extended honors program.

**Fund raising opportunities**

There are numerous opportunities to support the Honors College of the Rocky Mountains at the University of Wyoming, designed to meet the engagement preferences of supporters. There are naming excellence funds, scholarship, programmatic and naming opportunities. Opportunities include:

Opportunity	Annualized Gift	Endowed Option
<b><i>The ABC Family Honors College</i></b> The flagship gift for the Honors College at the University of Wyoming. Recognizes a donor for their contributions to honors education at the University of Wyoming. Proceeds will be used to establish the leading honors college in the Rocky Mountains.		\$12,500,000
<b><i>The ABC Family Honors College Dean</i></b> The ABC Family Dean of the Honors College will serve as the chief administrative officer of the Honors College		\$5,625,000
<b><i>The ABC Family Honors Faculty</i></b> Dedicated faculty for the Honors. Three available; requires multi-year commitment	\$100,000	\$2,500,000
<b><i>The ABC Family Honors Liaison Faculty</i></b> Faculty split with colleges to build inter-disciplinary strength. Six available; requires multi-year commitment	\$50,000	\$1,250,000

<b><i>The ABC Family or XYZ Corporation International Scholars Fund</i></b> Funds to create international studies opportunities for honors students. Expendable gift providing study abroad opportunities for up to 25 students.	\$25,000	\$625,000
<b><i>The ABC Family or XYZ Corporation Honors Research Fund</i></b> Funds to create faculty-led original research opportunities for honors students. Expendable gift providing research opportunities for up to 20 students.	\$20,000	\$500,000
<b><i>The ABC Family Honors Faculty Fellowship</i></b> Used to fund and recognize faculty who make a dedicated commitment to the Honors College. Nine available; requires multi-year commitment	\$15,000	\$375,000
<b><i>The ABC Family Honors Scholarship</i></b> Scholarships for honors college students; provides \$500 per year for four years	\$2,000	\$50,000

## Other Considerations

1. *2 plus 2 plans*: at the moment, students can transfer into the Honors Program as juniors, and thus the program does not need a 2 plus 2 with the community colleges. However, should the College decide that students must participate in the program all 4 years, 2 plus 2 plans will need to be developed.
2. *Outreach and statewide engagement*. Similar to the community college arrangement, Outreach students are able to complete the Honors Program through online course offerings at the 3000 and 4000 levels, and working with faculty mentors on their senior projects. Further courses will need to be developed for Outreach should the College decide to implement a four-year program requirement.
3. *Placement of Summer High School Institute*: When the Honors College is up to full administrative staffing, it may be possible to move HSI back into the College. Until such a time, the committee suggests that AA consider forming a faculty advisory committee to oversee the academic portion of the Institute.
4. *Living-Learning Community*: As the university pursues new residence halls, a living-learning community for Honors along the lines of CSU's or the one being built and Northern Arizona University should be considered.
5. *Scholarship Program Oversight*: Should the Honors College serve as a center for coordinating national and international scholarships such as the Truman, Rhodes, Marshall and Goldwater?

## Appendix A: Draft Honors Curriculum Map

- Indicate where the skills are introduced (I), Expanded (E) and Mastered (M) across the Honors program. Some goals will be embedded in the classroom, whereas others might be found in extracurricular activities. Please see appendix B for more detail. The goal is to see how skills are scaffolded across the curriculum. *Not every course should include all outcomes.*
- \*There would be a list of courses that fall within each Honors Level. Each course will include several (consistent) programmatic outcomes, as appropriate to the level (e.g. Freshman courses.) And each course will also include a few other student learning outcomes that are particular to the content/disciplinary area of the topic.

	Freshman Colloquium (Freshman)	International Perspective (Sophomore)	Modes of Understanding (Junior)	Issues and Choices (Senior)	Capstone Research (Senior)	Extra-curricular Opportunities
PROGRAM OUTCOMES	*Courses	*Courses	*Courses	*Courses	*Department-based)	*EXPERIENCES See Appendix B
INTRA-DISCIPLINARY						
INTERNATIONAL PERSPECTIVE						
DIVERSITY PERSPECTIVE						
LEADERSHIP						
UNDERGRADUATE RESEARCH						
INTERNSHIP						
SERVICE						
CRITICAL THINKING	-----	-----	-----	-----	-----	-----
- Communication (written and oral)						
-Exploration						
-Application						
-Analysis						
-Evaluation						
-Synthesis						

We are interested in exploring a passport type of approach for the extracurricular activities. Please see Elon University [http://www.elon.edu/e-web/students/elon\\_experiences/Transcript.xhtml](http://www.elon.edu/e-web/students/elon_experiences/Transcript.xhtml) for an example, and Appendix B.

# Appendix B: Experiential and Engaged Learning

When mapping the student learning outcomes across the curriculum it became obvious that not all would be met within in-class courses. As such, we investigated some models from around the nation to investigate how experiential learning can be verified and tracked. We include here the model from Elon University.

## **Engaged Learning (Elon University)**

*(With great appreciation to Evan Heiser, Assistant to the Vice President for Student Life and Dean of Students, for sharing this information with us.)*

Since 1994, all undergraduate students at Elon University engage in opportunities that integrate knowledge and experience. There are two programs: The Experiential Learning Requirement and the Elon Experiences program. Both programs focus on the same five areas: Internships, International Experience, Undergraduate Research, Community Engagement and Leadership. They differ in their academic depth and verification of experience.

## **The Experiential Learning Requirement: [http://www.elon.edu/web/academics/core\\_curriculum/experiential.xhtml](http://www.elon.edu/web/academics/core_curriculum/experiential.xhtml)**

The ELR is part of the academic requirement at Elon and is noted on the academic transcript. Two units of experiential learning are required; students often exceed the minimum requirement. The ELR is noted on the student's academic transcript. Units may be obtained in the following ways:

- Study abroad / Study USA (Run and tracked through Isabella Canon Global Education Center)
  - 4-hour course abroad = 1 unit
  - 8 or more credit hours abroad = 2 units
  
- Research (Run and tracked through Director of Undergraduate Research)
  - 1 credit hour of research (courses numbered 498 or 499) = 1 unit
  - Elon's Summer Undergraduate Research Program = 2 units
  
  - Internships (including co-ops, teaching and practicums) (Run and tracked through the Elon Job Network and the Office of Career Services)
  - 1 credit hour of internship = 1 unit
  
- Service-learning (Run and tracked through the Kernodle Center for SLCE)
  - Designated service-learning course = 1 unit
  - Pre-approved service-learning experience mentored by the Kernodle Center = 1-2 units (40+ hours per unit)
  
- Leadership (Run and tracked through the Center for Leadership)
  - Pre-approved leadership experience mentored by the Center for Leadership = 1-2 units (40+ hours per unit)
  - Designated leadership ELR course = 1 unit
  
- Other courses or experiences with ELR designation, approved by the Core Curriculum Council

## **The Elon Experiences Transcript [http://www.elon.edu/web/academics/teaching/new\\_faculty/elonExperiences.xhtml](http://www.elon.edu/web/academics/teaching/new_faculty/elonExperiences.xhtml)**

Many students engage in important community and experiential experiences that do not necessarily rise to the level of academic experience and time commitment required for the ELR. Nonetheless, these experiences are considered to impart important life and career skills. Elon tracks these through their Elon Experiences program, which is an office within Student Life, whose VP reports directly to the Provost. Elon is in the process of re-crafting its verification of these experiences (*Chris, Susan and I have a copy of their partial draft, if anyone would like more information*). Similar to the ELR, the individual offices track and report student experiences to the office of Elon Experiences. Students who participate in this program receive an Elon Experiences Transcript, which is separate from their Academic Transcript, but is nonetheless signed by the Registrar.

Their Registrar would be happy to discuss details.



# Appendix C: Joint-hire with Synergy 3 ETAPLs as first-year specialists

## Position Request

**Rationale:** The current practice of hiring part-time, adjunct instructors to staff the bulk of Honors and Synergy courses is unsustainable. Since 2013, these Academic Affairs programs have operated without course buy-outs in the college of Arts & Sciences, a necessary shift that created a sharp increase in adjunct hiring.

**Shared Hires:** The Honors and Synergy Programs are strongly committed to the recruitment and retention of UW students; first-year students in these programs receive support and enrichment opportunities that bolster their success and enhance the university community. For several years, the two programs have hired temporary instructors jointly. We propose continuing our practice of shared positions in an effort to diversify the instructors' expertise and course assignments, as well as to develop a critical cadre of teaching professionals who can contribute to leadership in first-year student experience and excellence in cross-curricular teaching.

**USP Offerings & Adjunct Attrition:** Currently, Honors and Synergy offer 64 first-year, USP courses (34 in Synergy and 30 in Honors). The offerings comprise First-Year Seminar, Communication 1, and Communication 2 classes. In fall 2015, 80% of these critical classes were taught by adjunct instructors. This over-reliance on adjunct teaching creates both practical and ethical problems. Adjunct instructors tend to leave after one or two years, leading to excessive administrator time in recruiting, hiring, training, and developing new instructors for highly specialized programs. In any given fall, Synergy and Honors directors are devoting significant time to hiring and training 70% of the programs' instructors, only to lose them the following year.

**Problematic Hiring Practices:** Further, Honors and Synergy directors are unwilling to continue using hiring practices decried by many national higher education organizations, including the AAUP, MLA, and members of the House Committee on Education and the Workforce. It's worth noting that scores of 2015 news articles bemoan the unethical pay and benefits offered to university adjuncts, a practice termed "adjunctivitis" (e.g. *The Atlantic*, *the Huffington Post*, *New York Times*, *The Wall Street Journal*, and *The Chronicle of Higher Education*). Not only are the positions untenable for the people occupying them, but they lead to markedly diminished student success and retention outcomes (see Dan Edmonds article in *Forbes*, May 28, 2015).

**Benefits of Stabilizing Faculty:** Synergy and Honors were created as lynch pin programs for recruiting and retention serving over 600 students in their freshmen year. Stabilizing faculty in these programs will increase student success and create opportunities for innovative program and curriculum development. Permanent instructors can participate in student mentorship, purposeful advising, and university-wide leadership in first-year and student success initiatives. Because the USP offerings in these two programs must be fulfilled by a program or department, the "true" costs to the university are relatively low.

## Two-Year Hiring Plan

**FY 17:** Hire three positions for Honors and Synergy, two extended-term and one temporary lecturer.

- **Two extended-term APL positions.** Course assignments include FYS (Synergy), Communication I (Synergy and Honors) and Communication II (Honors). Course assignments

may be altered year-to-year but will exclusively serve USP offerings.

**Cost:** \$124,000 (including EPBs)

- **One  $\frac{3}{4}$  time temporary lecturer.** Course assignment includes FYS (Synergy), Communication I (Synergy and Honors) and Communication II (Honors).

**Cost:** \$42,000 (including EPBs)

**Total Cost FY 17:** \$166,000

**FY 18:** Convert the Honors temporary lecturer position into an extended-term, Honors and Synergy APL position. **Cost:** \$62,000 (including EPBs)

**Total Cost FY 18:** \$62,000

\*While these hires will not fully stabilize Honors and Synergy faculty, they will make significant headway toward improving program sanity and student success for these university-level programs.

## Appendix D: Faculty Senate Q&A

**Overview:** On February 24, 2017, Chairman Scott Shaw of the UW Faculty Senate provided a series of written questions to the Honors Steering Committee regarding the transition from Honors Program to Honors College. Those questions and answers are provided below.

**Q1:** *The Final Report of the Honors' steering committee is vague about moving from a 1 to a 2 semester sequence for senior research projects. The committee recommended that students utilize a 3 + 3 credit format (project and writing) OR a 1 + 3 credit format (seminar/placement and project). How – and who – decides this? This would have to be a department/program level decision. The Honors College would have the ability/responsibility to approve the formats.*

*Also, for departments/programs which may not have their own setup, the Honors College would have a standard Honors option as well for which the infrastructure would already exist. Do department/disciplines or the nascent Honors program (regardless of final format) get to choose? The Honors College would work with the department or program to develop towards a mutual agreement.*

*Who grades these projects? This would depend greatly on how the research projects are set up in coordination with departments/programs and the level of Honors College staffing. Currently projects are graded/approved by mentors in department, based on a rubric.*

**Q2:** *The Report proposes expanding the proportion of Honors courses from 12.5 – 15.0% to 25%. UW is currently undergoing a downsizing. Can the APC establish whether teaching resources exist now to offer Honors-sections for large introductory courses in 'biology, chemistry, physics, psychology, calculus, algebra and government among others? This answer is tied to the level of staffing of the Honors College - particularly the joint appointments. Smaller classes would clearly require appropriate resource allocation.*

*It is unclear whether what is proposed are Honor's-only sections in these fields, or if non-Honor's student can enroll in such sections. Both options were discussed. This would be left up to the specific department, in consultation with the Honors College and would depend upon possible staffing or headcount issues related to Honors-only sections.*

**Q3:** *The Report proposes introducing new or 'transforming' existing courses into the Honors options, some at the upper division level. If the former, can the APC define how many new courses are needed? That will depend on available resources, level of Honors College staffing and partner department interest.*

*What does this translate into in FTEs? The required FTEs associated with the Honors College transition have been provided in the proposal. FTEs associated with new upper division courses beyond that are currently speculative and subject to resource availability.*

*If 'transforming' existing courses is involved, is the intention that such courses be restricted to Honor's students only (traditionally the approach by the Honors program UW)? Again, this*

would be a discussion between the department, partner college and the new Dean of the Honors College. The Honors Steering Committee recommends flexibility.

*Alternatively, can non-Honor's students continue to participate? As above.*

*If a 'double-dip' approach is used, what are the guidelines for the additional expectations of Honors students? As above.* However, it was noted in Honors Steering Committee discussions that 'extra work Honors classes' are best avoided and not consistent with the program purpose.

**Q4:** *What are the duties of the proposed new dean?* The duties and responsibilities of the Dean would be at the discretion of the Provost.

**Q5:** *A total of 3 tenure-track faculty and/or extended term academic professionals are proposed (2 are new positions). Can the APC establish the proportion of these employees' time that is needed to provide instruction?* This will be decided by the Honors College Dean based on teaching / course load needs. As the College implementation is proposed to be phased, these obligations may change. The workloads for the new faculty will follow the UW standard job descriptions for TT and APLs.

**Q6:** *Will they also be expected to perform research, extension and/or professional service?* Again, this would be based on the individual hires in consultation with the Honors College Dean needs. Priority will clearly be teaching, but other obligations should remain flexible.

*If so, what is their job split?* These faculty's job descriptions would be based on the current faculty workload documents. Tenure track faculty would be expected to perform research in field. It is expected that these faculty would have a large teaching split (~70%), a significant advising split (~20%), and perhaps a service or research split (~10%). However, as noted, the intent is to leave these positions flexible to ensure that the Dean of the Honors College will be able to meet program needs.

**Q7:** *It is proposed 6 new college liaison positions be created. These will have a 50% assignment to the Honors program. These will be hired as assistant professors. If they are 50% assigned to the Honors program and 50% to a college, which of these has primacy in tenure and promotion decisions, or must these faculty members run double jeopardy?* This is an important decision and was discussed by the Honors Steering Committee, but was intentionally left for later conclusion by the new Dean, Provost and collaborating Colleges. There may not be a single decision. The process for review of faculty with joint appointments would be reviewed as delineated in UW Reg 803.

*In other words, is the proposed 50/50 split wise? As above.*

**Q8:** *Nine faculty fellow slots are proposed, at the cost of \$10K/person/year. What are the expectations of those fellows, particularly in number of additional courses developed/offered, and high school classes recruitment exercises performed annually?* This was discussed, but intentionally left unstated. The Dean of the Honors College and the Provost should be

involved in the decision regarding specific obligations - particularly in consideration of the resources available for the program and home department responsibilities. Flexibility will be needed.

**Q9:** *College liaisons will have the rank of assistant professors, and are intended to 'provide oversight' over 'embedded college advisors'. It is inevitable that some college advisors will have seniority relative to the new assistant professors/college liaisons. How will disputes be resolved when they arise between liaisons and faculty, particularly when the latter are more senior in rank? There was no intent to limit liaisons to assistant professor level, but this again will require further review and consideration by the Dean and Provost.*

*Who will referee these situations: administrators of colleges, the head of the Honors program, or both? There is precedent for similar disputes among colleges. However, consideration may be given by the Provost and Dean to determine if there is a need for further clarity.*

**Q10:** *There is a proposal to 'restructure current scholarship funds' and dip into existing scholarship funds. Per a Huron report, Student Financial Aid and colleges now make decisions jointly (at least in my college, Agriculture) about disbursement of existing scholarships. How will existing scholarships be 'restructured'? There is no immediate need for restructuring the Honors scholarship fund distribution. However, the Honors College may benefit from further consideration in coordination with stakeholders.*