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DOC 2007-04 A New Vision for the University of Dayton's Honors Program

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Proposal to the Academic Senate

Title: A New Vision for the University of Dayton's Honors Program

Submitted By: Honors and Scholars Program

Date: September 26, 2008. ([Version originally submitted January 22, 2008](#))

Action: Legislative Concurrence

Reference: Art. II. B. 2.

See also materials related to the 2002 changes in the program: [2002 document](#), [2002 addendum](#)

Background

Early in 2008 the Honors and Scholars Task Force appointed by then Provost Pestello submitted its report to the Academic Senate for Legislative Concurrence. Assigned to the APC, the document was then subjected to detailed scrutiny and multiple revisions by the Director and Associate Directors of the Honors and Scholars Program in consultation with the members of the task force over the next nine months. The result is the version dated September 8, 2008.

Recommendation

The Academic Policies Committee recommends (unanimously) a vote in favor of legislative concurrence. However, the Academic Policies Committee also recommends that those sections of the proposal noted as areas for “continuous improvement”—especially those concerned with further curriculum development— be revisited by the Senate in a period not to exceed three years for purposes of accountability.

Rationale

The APC accepts the larger rationale for the programmatic changes dictated in part by the emerging Enrollment Management recruiting strategy and financial aid priorities, as well as the resource constraints within the existing Honors and Scholars budget. Furthermore, the APC believes that the focus on student research in the form of increased numbers of students pursuing the thesis option and the attendant support they will be offered by the program is a positive development in addition to the other benefits outlined in the proposal and supported by various administrators and units across the campus. While concerns remain from the APC regarding the curricular aspects of the proposed program that are unsettled or projected into the future, the current proposal is viewed as a necessary step forward by the program and the APC.

A New Vision for the University of Dayton's Honors Program

September 16, 2008

Executive Summary

Mission Statement

The University Honors Program (UHP) provides a community for high-achieving undergraduates from a variety of disciplines united in their academic passions and identities as emerging scholars. In keeping with the Catholic and Marianist traditions, the Honors Program emphasizes the education of the whole person and supports innovative undergraduate research and vigorous participation in international and intercultural study, service, leadership, and cultural and social events. Working closely with dedicated faculty members, Honors students accept a greater intellectual challenge through academically-enriched courses, in which ideas are more thoroughly explored, developed, and exchanged. Upon graduation, students who complete the Honors degree will demonstrate advanced habits of scholarly inquiry that will serve them well in a range of graduate programs and professional settings.

The Distinctiveness of the Proposed Program and Proposed Changes

- Students select their level of participation in the Program by aspiring to complete either an “Honors” or “Honors-with-Distinction” degree.
- Through various Honors Learning/Living Communities (LLCs), students begin an Honors curriculum that is challenging, interdisciplinary, driven by the intellectual passions of faculty, and complements student interests *and* their degree requirements.
- The UHP will continue to facilitate the development of new LLCs, with a specific goal of supporting LLCs that include courses beyond the first year.
- Because incoming Honors students often come to UD with collegiate-level course credit in hand, the new UHP allows students to substitute upper-level courses in the first year to take the place of introductory courses, thus aiding in recruiting *and* increasing the academic challenge in the first year.
- Most significantly, the new UHP places an emphasis on the completion of the thesis and provides the various resources necessary to complete this highest level of undergraduate academic achievement.

Changes Sought Under This Proposal

The UHP—in collaboration with the UHP Task Force—offers this proposal to seek University concurrence to enact the following changes:

- a. The current Honors track includes completing 27 Honors-level credit hours comprised of 21 credit hours from coursework and 6 credit hours for a thesis. The University will award a transcript-designated Honors-with-Distinction degree to those completing these same requirements.
- b. The UHP will introduce a transcript-designated Honors degree for completing 21 Honors-level credits hours with no thesis requirement.

- c. The UHP will use the funding generated by the Berry Endowment—scholarships targeted for the recruitment and retention of high achieving students—to support a significantly larger pool of incoming students across the academic units.
- d. The UHP will distribute its resources more equitably among all Honors students and, as such, will no longer offer a Berry Scholar distinction among incoming students or at graduation.
- e. Honors sections of courses should be limited to 25 students. In addition, all University-level accounting of these sections—e.g., the University’s DCI report—will not be used to penalize the academic units, departments or programs that offer Honors courses.
- f. In order to enhance the academic challenge for first-year students, the University will allow those Honors students who enter UD with relevant college credit and/or appropriate AP and IB scores to waive the corresponding introductory General Education courses and register for 200/300-level courses in the same disciplines during the first year for Honors credit. However, such a waiver should be accomplished in consultation with the student’s respective Dean’s office to ensure that the courses selected are appropriate for his or her program of study.

The UHP notes that this proposal discusses details of the new program broadly, but that items a-f (above) are the specific recommendations subject to concurrence from the Academic Senate.

The proposed re-structuring of the UHP has been conceived with maximum flexibility in mind. Because of on-going discussions regarding General Education, a potentially re-structured first-year English curriculum, among other proposed academic changes, *A New Vision for the University of Dayton’s Honors Program* provides a structure that can accommodate both the University’s present and future degree requirements. As the University’s academic reputation grows, so will the Honors Program—offering an academic challenge to a greater number of students through the process described in the pages that follow.

A New Vision for the University of Dayton's Honors Program

I. Background: The Charge of the UHP Task Force

The Honors and Scholars Task Force (see *Appendix #5* for a list of members) was assembled in October of 2006 at the request of Provost Fred Pestello to assess the state of the UHP and to suggest a course of action informed by both the *Habits of Inquiry and Reflection* and the University's *Strategic Plan* (2006). The Task Force is pleased to submit *A New Vision for the University of Dayton's Honors Program* in response to this request.

A New Vision arises from a shared desire—among administrators, faculty and students—to possess a distinctive Honors program, known for its capacity to challenge our students academically and for its ability to prepare students to be servant leaders. Specifically, this vision for the program strongly emphasizes the need for intellectual challenges to students through innovative curricula, research opportunities, and support during the thesis-writing process. The recommendations address students' lives both within and beyond the University community, and offer perspectives on service opportunities that advance both community development and leadership potential in the Catholic and Marianist traditions. This restructured program is designed specifically for emerging scholars who are eager for challenges and capable of making a transformative impact on society.

The ideas in *A New Vision* present a coherent, attainable vision and academic plan for UD's highest-achieving students, one in concert with both the University's *Strategic Plan* and the learning outcomes established in the *Habits of Inquiry and Reflection*. The new vision for the UHP extends to more faculty the opportunity to be involved in offering an academic challenge to this select group of students. The restructuring of the programs allows more students—through their own aspirations—ready access to courses and extracurricular offerings, while facilitating the efforts of students in conducting outstanding scholarship, research and artistic creation. The additional emphases on leadership, service, and international and intercultural experiences advance learning in diverse and profound ways.

Implementing these changes will provide a direction for and a challenge to the UHP in aiding all members of our community to flourish, a central idea expressed in the University's *Vision of Excellence* (2005). The UHP welcomes the opportunity to work closely with the Academic Senate, the Deans and the University community to refine and implement these recommendations designed to promote “quality education of the whole person” and to develop “the individual's physical, psychological, intellectual, moral, social and creative qualities.” (*The Characteristics of Marianist Education*, 1996)

II. Current Challenges for the UHP

The overarching challenge for the current program is that, while a large number of first-year Honors students are recruited every academic year, only a very small percentage of this group graduates with an Honors-designated diploma. In addition, there are several other significant challenges facing the Honors Program:

- a. A lack of consistency in delivering an intellectual challenge to Honors students and Berry Scholars.
- b. A Berry Scholar recruitment process that leaves large numbers of highly-qualified applicants with a reduced incentive to attend UD.
- c. An Honors Program lacking the equitable distribution of benefits, with a few participants receiving significant benefits and most members receiving almost no benefits.

- d. A set of Honors course offerings that do not regularly fill with other Honors students, thus diluting the academic challenge.
- e. In a climate where the University is attracting larger numbers of top-tier students, the diminished gap between Berry Scholars and Honors students in our highest achievement tier makes the selection of Berry Scholars an increasing challenge.
- f. An Honors Program that lacks structure and identity, leaving students unmotivated to participate and uninformed as to how or why to participate.
- g. A predominance of Honors courses offered in the first year, which increases the difficulty for some of the following students to earn an Honors-designated diploma:
 - Students who join the Honors Program after multiple semesters at UD.
 - Students who bring in college credit from Advanced Placement (AP) or International Baccalaureate (IB) high school courses (an increasing trend).
 - Students who participate in dual-enrollment or post-secondary option programs (an increasing trend).
- h. Unclear policies regarding continued membership in the UHP, related to the following:
 - The required level of academic performance to maintain Honors/Scholars status.
 - Expectations for leadership and service.

(Note: *Appendix #2* summarizes the ways in which this proposal responds to each of the challenges above.)

Recent history also shows that the number of thesis writers is increasing. Previously, the Honors Program was structured in such a way as to focus its benefits and resources on the 30 Berry Scholars per year (120 Berry Scholars total). Building on the work of the previous UHP leadership teams, the UHP has supported and encouraged Honors students to complete the thesis. Recent classes have included over 50 thesis writers per year, and over 70 are projected to graduate in 2009. Facilitating the Honors activity of this number of students provides a challenge to the current program's structure and finances.

Finally, while we note that the Berry Program has produced a number of excellent scholars over the years, the full-tuition offer of the Berry Scholarship is a relatively recent change, beginning only five years ago. In addition, such a practice is not sustainable, given that the rising costs of tuition have surpassed the growth of the endowment. In short, the Berry Endowment does not cover the full cost of these scholarships. While the University briefly provided the additional funding necessary to offer full-tuition scholarships, Enrollment Management is no longer willing or able to supplement the Berry Program at that level. For the '08-'09 incoming class, in a one-time agreement with the Office of Financial Aid, students were offered a scholarship of \$25,000 over the four years (in addition to the \$50,000 in merit-based aid through the University). In perpetuity, under the current model by which the Berry Program is administered, Berry Scholars could receive scholarships of \$21,000 over the four years (in addition to merit-based aid) after the current cohorts of "full-tuition" Berry Scholars graduate. The decision has been made that the incoming '09-'10 Berry Scholars, the *last* class of Berry Scholars, will be offered scholarships of \$20,000 (in addition to merit-based aid) over the four years. Beyond the 2009-10 academic year, the Berry Endowment would continue to be used to recruit high-achieving students. However, the UHP hopes to work more closely with the academic units—perhaps combining scholarship funds—to recruit more than thirty students per year and to place those incoming students into LLCs that match student interests and majors. The present proposal attempts to honor the spirit of the original Berry endowment—funds that were intended to recruit and retain high-achieving students—

but to do so in a manner that extends benefits and resources to a greater number of deserving students.

III. The Case for Change and a Reflection on the Berry Scholar Program

The UHP is working to enhance the program’s curriculum and benefits. UD’s academic reputation is on the rise, evident in its increasing ability to attract top-tier students (see data at the top of page six at the end of this section). Once on campus, the Honors Program can serve as one of the transformative experiences awaiting these high-achieving students. Building on its 30-year history of success, the UHP recommends that the current programs be modified for several reasons. First, the challenges listed in *Section II* need to be addressed. Second, with a growing interest among students not only to participate in but also to complete the requirements of the Honors Program, we need to develop a distinctive and challenging program for this large number of students. As noted previously, there will be 70 likely thesis-writing graduates in 2009 and, if the changes in this proposal are approved, the number of Honors students could easily double (noting that not all will be thesis writers). These large numbers can positively influence the academic culture of the university. Third, competitive and distinctive honors programs act as a powerful recruitment tool. Students, as well as their families, like to hear that they will have access to a challenging and transformative program with corresponding benefits. In the end, the program needs to focus its resources more equitably on those who are academically successful and who will engage in a higher level of scholarship and creative endeavor at the University.

Table 1: A brief comparison of Honors Programs, including the current and proposed programs at UD

						
Criteria for admission	ACT: 30 SAT: 1360	ACT: 29 SAT: 1280	ACT: 30 SAT: 1340	ACT: 29 SAT: 1300	ACT: 29 SAT: 1290	ACT: 29 SAT: 1300
Priority Registration	No	Yes	Yes	Yes	No	Yes
Specialized advising	Yes	Yes	Yes	Yes	No	Yes
Housing benefits	Yes	Yes	Yes	Yes	Yes	Yes
Thesis requirement	3 cr. hr. thesis	Optional 3 cr. hr.	Optional	Optional	6 cr. hr. thesis	Optional 6 cr. hr.
Course requirements	24 cr. hrs.	~21 cr. hrs.	~12 cr. hrs.	Entire liberal arts curriculum	24 cr. hrs.	21 / 27 cr. hrs.

The current Berry Program has proven successful, and this proposal seeks to offer many of its advantages to a significantly larger number of students. Berry Scholars frequently cite the

attractiveness of a curriculum developed with high-achieving students in mind and delivered to a small cohort. This is the role of the new and existing Honors LLCs. Many Berry Scholars have also cited the academic challenge of completing a thesis under the guidance of dedicated faculty, as well as the benefit of receiving appropriate financial support for their research. This drives the need for making the thesis option more obtainable to the growing number of high-achieving students. Using the example of the current Fall '08 class, as of July 2008, UD had deposits from 6 students in the 1560-1600 SAT or 35-36 ACT tier, 55 students in the 1460-1550 or 33-34 ACT tier, and 118 students in the 1360-1450 or 31-32 ACT tier. Regarding the three tiers, the incoming '08 Berry Scholars constitute 3 students, 14 students, and 9 students respectively. The UHP strongly believes that we need to enhance the academic experience for the great number of students who have previously been unable to enjoy the academic challenges and benefits of the Berry Scholars Program.

IV. Proposing a New Structure

The general structure for the newly-proposed program is shown in Figure 1 on page eight. Please note the division of the activity into the first-year portion of the Program, as well as the opportunities that exist beyond the first year.

Features of the First-Year Program:

- a. **Recruitment.** Before arriving on campus, students would be recruited and designated as Honors Program-eligible by the University. The proposed standard for incoming Honors students will be a minimum high school GPA of 3.7 *and* an ACT of 29 or SAT of 1300. This proposed standard is expected to draw in excess of 250 Honors students to UD per year, roughly 15% of the incoming class. The UHP has already identified a process by which those recruited for participation in the Honors Program could opt out. The incoming students should willingly accept the challenges of the Honors Program and the corresponding LLCs.
- b. **Curricular Initiatives.** Beginning with the incoming class of '09, students would choose to participate in one of several curricular LLCs. The current list of Honors-eligible LLCs includes CORE, HOG (Honors on Globalism), and SEE (Sustainability, Energy and the Environment). The academic advantages of such programs are numerous: the coursework is united by common themes, interdisciplinary in nature, and driven by the intellectual passions of both faculty and students. Details of these three LLCs may be found in *Appendix #4*, a-c, which illustrates the ways in which these programs offer a curriculum-intensive experience for students in the first year and one that can be maintained throughout a student's undergraduate experience. The UHP notes that additional Honors-eligible LLCs are clearly a necessity in the future. One key to the academic distinctiveness and challenge of the first year of the Honors Program lies in the creation and execution of academically-rigorous LLCs that complement students' interests. The Honors Program is particularly interested in facilitating the development of an LLC devoted to the Catholic Intellectual Tradition, as well as an LLC that might include faculty and courses from the current Berry Scholars seminar sequence united under a common theme.
- c. **Financial Awards.** Discussion is still ongoing regarding the use of the Berry endowment to recruit students to UD. One idea would be that a larger set of students will receive Berry Scholarships, at a lower level of aid than has been associated with the Berry Scholars Program in the past. The funding could be used to attract high-achieving students in under-represented disciplines to ensure that our most promising incoming students represent the various academic units. The original intent of the John W. Berry,

Sr. endowment—which was earmarked for the recruitment and retention of high achieving students—would be respected by this proposal, and his name will continue to be used in any association with the distribution of these endowment funds.

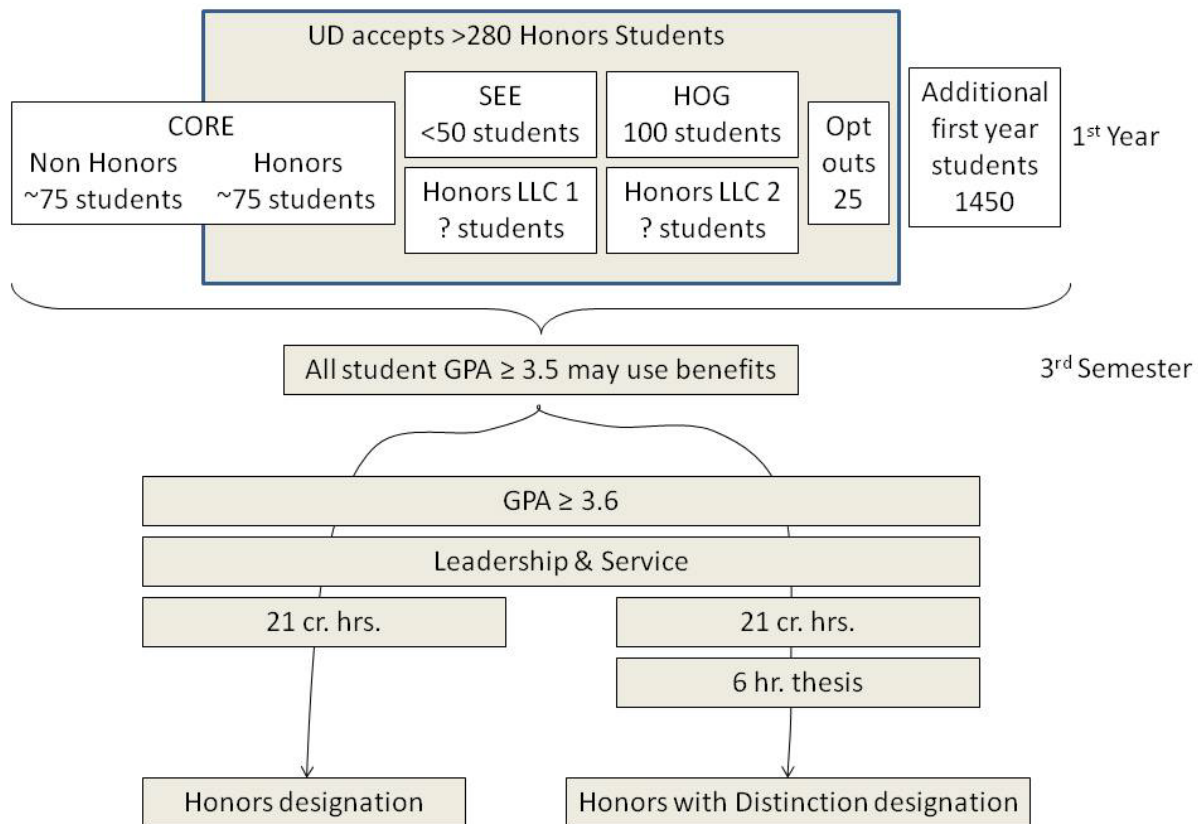
- d. **Benefits.** Students recruited as Honors-eligible would receive the priority registration and housing benefits outlined in sections “q” and “r” below.
- e. **Waiving Courses.** Students waived from any lower-level courses because of incoming college credit would be able to register for a 300-level General Education course in that same discipline during the first year (for example, students receiving AP credit for English could substitute an “advanced composition” course in place of the customary first-year composition course). This upper-level course would count as Honors coursework (even though the course would not necessarily have a formal honors distinction or meet the Honors criteria described in *Appendix #3, a.*). The substitutions are most likely to affect History and English, where high-achieving students regularly enter with introductory-level credit. Please note that this proposed change distinguishes us from our competitors, many of whom still require their Honors students to take the introductory Honors classes.
- f. **Incentives.** There would be no diploma distinction for *entering* the University as an Honors student. The advantages of participating are the increased academic challenge to exactly the students who desire one, as well as the credits earned toward completion of the Honors or Honors-with-Distinction degrees.

Features of the Honors Program Beyond the First-Year:

- g. **Eligibility.** As *Figure 1* illustrates (see page 8), there will be multiple avenues for participation in the UHP beyond the first year. Three pathways include:
 - **Any student with a UD GPA of 3.5 or higher**—regardless of previous involvement in the Honors LLCs—would be eligible to extract some of the benefits of the Honors Program.
 - **Honors-Designees.** Students who achieve a minimum GPA of 3.6, a minimum of 21 credit hours of Honors coursework, a consistent record of responsible behavior, and the fulfillment of the leadership and service component will graduate as *Honors-designees*. Please note that the GPA of 3.6 is an increase over the current standard of 3.5. However, over the last three years of graduation data, the percentage of students graduating with a 3.5 or above (and obtaining Latin Honors of *cum laude*, *summa cum laude* or *magna cum laude*) is 28%. This places the number of students beyond the first year as Honors eligible—should we leave the threshold at 3.5—as better than 1 in 4. It is the belief of the current UHP Task Force that a higher threshold for participation in the Honors Program is necessary. *Data is currently being collected to evaluate a 3.6 GPA requirement and how this varies by unit.*
 - **Honors-with-Distinction Designees.** Students who achieve a minimum GPA of 3.6, a minimum of 21 credit hours of Honors coursework, a 6-hour thesis with a grade of B or better, a consistent record of responsible behavior and the fulfillment of the leadership and service component will graduate as *Honors-with-Distinction* diplomas. Finally, the students recognized by the UHP as pursuing an Honors thesis would have access to thesis funding support and would be eligible to enroll in 21 credit hours per semester at no additional charge.

- h. **A Pursuit of National Standards for Engagement.** *Basic Characteristics of a Fully Developed Honors Program*, a document prepared by the National Collegiate Honors Council, is used as the standard for the suggested percentage of Honors coursework for a student to graduate with the Honors designation. In re-shaping the UD Honors program, the UHP Task Force cites this document to emphasize the need to encourage our Honors students to aspire to increased Honors coursework: “The program requirements themselves should include a substantial portion of the participants' undergraduate work, usually in the vicinity of 20 or 25% of their total coursework, and certainly no less than 15%.” For a degree requirement of 124 credit hours, 21 credits is 17% of coursework and 27 credits is 22%.

Figure 1: The new structure of the University Honors Program



- i. **Upper-Level Honors Coursework.** The UHP will continue to facilitate the development and scheduling of upper-level Honors coursework, especially among General Education courses. In the Fall '07 semester, 18 upper-level Honors and Berry Scholars sections were offered. In the Winter '08 semester, 19 upper-level Honors and Berry Scholars sections were offered. The UHP notes that, strategically-placed and fully-enrolled with Honors students, few additional Honors courses may be needed to facilitate the needs of the newly-proposed program. *Data is currently being collected to evaluate the actual demands on the College to facilitate this requirement.*
- j. **Thesis Research and Writing.** The UHP will continue to facilitate the thesis process, noting its central role in the development of emerging scholars. However, the UHP will not define the specifics of a thesis. Thesis research and writing is expected to be discipline-specific and representative of scholarship in the student's own field. The advisor and the department's own guidelines provide the basis by which a thesis is

- evaluated. The UHP will work with the units to generalize the notion of thesis work, particularly to include work that is initiated as part of capstone and/or team projects.
- k. **Newly-developed Honors LLCs.** New LLCs are expected to include coursework beyond the first year. Credits obtained within the LLC curriculum may be applied toward the credit hours expected for the Honors and Honors-with-Distinction degrees. The UHP once again notes its commitment to facilitating a Catholic Intellectual Tradition LLC and working with current and past Berry Scholars faculty to build on the success of selected courses drawn from the sequence of Berry seminars and united under a common theme.
 - l. **Negotiated Honors-Credit-Hour Equivalents.** Currently, the CORE and Chaminade Scholars programs have negotiated Honors-credit-hour equivalents with the UHP. This is permitted under the current UHP structure, and continuing this practice is prudent. Moreover, the UHP will negotiate similarly with the SEE LLC and the Dayton Civic Scholars to ensure significant participation by Honors students.
 - m. **International or Intercultural Immersion Experiences.** The UHP is currently negotiating with the Center for International Programs (and will work with Campus Ministry) to elevate Honors student interest in international or intercultural immersion experiences. Moreover, the UHP will continue to oversee the annual distribution of the Hull International Fellows Fund that distributes approximately \$50,000 for students to facilitate these unique experiences. Students would be eligible to apply for the Hull grants if they have a 3.5 or above, and have completed 6 or more Honors credits in the previous year (or are currently enrolled in Honors courses).
 - n. **Graduate Courses.** The UHP is proposing an administrative change that would enable it to start counting the credits earned in 500-level (and above) classes as credits earned toward completing the Honors coursework required to graduate with the Honors and Honors-with-Distinction degrees. The UHP is not requesting any change to each department's own standards and procedures for granting access to these classes. The UHP notes that many of our Honors students take these classes already, but they currently receive no Honors-credit for them. A larger number of students could benefit by obtaining these Honors credit hours. However, the demand for spots in these graduate classes is expected to be modest and is expected to be viewed positively by instructors seeking an increase in the potential enrollment for their graduate courses. An agreement has been reached with Graduate Leadership Council of the University of Dayton Graduate School, and the process of awarding Honors credit for 500-level (and above) classes will be piloted in the '08-'09 year to assess impact.
 - o. **Common Experiences including new Honors courses.** Shared experiences for Honors students would include participation in the following: the Honors LLCs, programs similar to the Lawrence A. Ruff Honors Authors Program, and the annual Stander Symposium and Honors Student Symposium. In addition, the UHP is planning to highlight the theme of "scholarly inquiry" by proposing a series of three one-credit hour courses focusing on thesis and research experiences, fellowship opportunities, and graduate school information and applications. Initially, these courses will be developed by the UHP and offered through Continuing Education (as UDI courses), and the credits would be applicable across the units at no extra charge for Honors students.
 - p. **Service, Leadership or Community Contribution.** To complete the Honors or Honors-with-Distinction degrees, a service, leadership or community contribution would be expected. The expected level would be more significant for those pursuing an Honors-with-Distinction degree. Students will choose from a list of possibilities initially generated by the UHP Student Leadership Committee, a volunteer group of Honors students assembled by the UHP to assist in planning and program improvement. The

Director of the UHP will provide oversight regarding the recommendations of the Student Leadership Committee, and the UHP Office will oversee the students' involvement, where it will be compiled with other student data.

- q. **Priority Registration.** Any student with a GPA of 3.5 or above would receive *access* to priority registration. That is, the priority registration would be accepted only if a student is presently enrolled in an Honors course the semester of registration. Students consider priority registration a significant benefit, and this would provide an incentive for their involvement in the Honors program.
- r. **Housing Benefit.** Any student who has completed 6 or more Honors credits in the previous year, with an overall GPA of 3.5, would receive access to the housing benefit. Again, students consider any advantage in the housing lottery to be a significant benefit.
- s. **Unit-Based Advising.** Students with a GPA of 3.5 and above, and pursuing Honors courses, will receive specialized unit-based advising (see *Appendix #3, c.*), a benefit that is already being coordinated between the UHP and the academic units.
- t. **Library Benefits.** The current library benefits will be maintained for students with a GPA of 3.5 and above.
- u. **Institutional Articulation Agreements.** Such agreements that are already in place with UD would be honored. Transfer students from other Honors programs would be evaluated on an individual basis to ensure the students' opportunity to aspire to one of the two tiers of the Honors program.
- v. **Internship Opportunities.** As a long-term goal, the UHP intends to develop internship opportunities for Honors students, especially for those who do not have these available as part of their departmental curriculum, in order to further enhance the distinctiveness of the program.
- w. **Expectations for Responsible Behavior.** The UHP will be drafting expectations for responsible and respectful behavior, including academic honesty and a requirement for establishing a record free of disciplinary issues. All students who enter UD as Honors-eligible will be informed of these expectations, and that the UHP reserves the right to suspend our scholarship money in cases where students violate these requirements.

V. Continuous Improvement for Program Enhancement

The Honors Program envisions reaching a goal of 75 "Honors-with-Distinction" graduates and 100 "Honors" graduates within four years of the inception of the new program. These numbers are believed to be sustainable and represent roughly 10% of a graduating class. Using surveys and interviews, the UHP plans to track students who have indicated an interest in Honors programming to assess where difficulty arises in meeting our Program's goals and how well GPA acts as an indicator of success. Requirements for success will be reconsidered in light of this assessment to create a record of continuous improvement toward meeting the needs of the students capable of and working diligently toward the completion of the two Honors-designated degrees.

VI. Budget Request in Support of the New Program

The UHP has requested increased base budget funding to support the following:

- Funding to the academic units for support of the additional Honors course sections. Due to the increased number of students expected to complete the proposed program, there will be a need for an increased number of Honors sections.
- Partial funding of the UHP staff position added in 7/07, and support of an additional course release for the UHP's Associate Director. The UHP Office is experiencing increased demand on its staff and its endowment for oversight of the program and assistance to the larger number of students involved. The UHP added a full-time staff position in July 2007, a position funded partially from the UHP endowment, with additional support from the Associate Provost for Academic Affairs and Learning Initiatives. The UHP Office will continue to provide the partial funding, but is requesting the balance from the University. The other added expenditure relates to the Associate Director's responsibilities, which continue to grow in light of the greater number of students being served by the office and the significant increase in thesis writers.
- Funding in support of unit-based advising. Based on the numbers of Honors students per unit for the incoming class of '08, the total amount would be distributed across the units accordingly. All four units have agreed to provide Honors unit-based advising. This is an important component of the proposal frequently provided by competitor institutions and requires funding before implementation.

Regarding the building of scholarship funds, the UHP office will partner with the Office of Development and the units to increase the scholarship funds for the purpose of recruiting top-tier students. This will not be a direct cost, but reflects a commitment on the part of the UHP to build these scholarship funds.

VII. Summary of Appendices

Appendix #1: Letters of Support

- a. Associate Provost Joe Untener**
- b. Vice President of Enrollment Management Sundar Kumarasamy**
- c. Vice President of Student Development Sister Annette Schmeling**
- d. Dean Kathy Webb, University Libraries**
- e. Associate Dean Don Pair, College of Arts and Sciences**

Appendix #2: Table Addressing the Current Challenges to the UHP

Appendix #3: UHP Administrative Information

- a. Criteria for Honors courses**
- b. Contracts for Honors courses**
- c. Unit-based Advising**
- d. The UHP Proposal and the HIR Student Learning Outcomes**

Appendix #4: Curricular Descriptions of the Honors LLCs

- a. CORE**
- b. SEE**
- c. HOG**

Appendix #5: Members of the UHP Task Force

Appendix #1(a): Letter of Support from Associate Provost Joe Untener

Tricia and Drew,

Thanks for sharing with me the proposed changes to the Honors and Scholars Programs. I know that the proposal is the result of many iterations with a broad cross-section of campus, and I'm pleased that the improvements to the program have received generally positive reviews.

The program was in need of an update, and I find that the new plan addresses previous shortcomings. The "recruiting" aspect of the program is significant as there is tremendous competition for talented students and we all want to attract great students to UD. The nature of the selection process for the relatively narrow Berry's program was not serving us well in this regard in recent years. Also the low rate of completion of "honors degrees" led to many issues including a poor reflection on the program overall, and a negative feeling among our students. I'm pleased that the proposal addresses these issues and others, and I'm confident that the new structure will better serve our students.

You indicated that some expressed a concern about the potential need for more "honors sections" of courses since they have lower caps on enrollment. If these lower caps lead to the need for more sections in a department, chairs will of course have to deal with the resulting need for more instructors and classrooms, so I understand this concern. You also mentioned, though, that some expressed a concern that offering these classes would somehow put a department in a bad light with regard to section sizes. This should not be an issue from my office. The Office of the Provost does not use averages or summary "macro" data when analyzing enrollment for decision making. If the DCI reports, for example, would show that in MUS we did not have individual instruction or class sizes were large in conversation classes in LNG or chemistry labs, it would indicate a problem. Similarly, honors sections would be expected to adhere to the stated enrollment caps, and these smaller section sizes would be expected, and would in no way reflect negatively on the department offering them.

I look forward to great improvements in the programs and hope that you'll contact me if there is anything further that I can do.

Joe Untener
Associate Provost for Faculty and Administrative Affairs

**Appendix #1(b): Letter of Support from Vice President of Enrollment Management
Sundar Kumarasamy**

To the Members of the Academic Senate:

I send this letter to lend my strong support for the University Honors Program's proposal, "A New Vision for the University of Dayton's Honors Program". This proposal addresses many of the concerns held by Enrollment Management regarding our continued efforts to attract students to the excellent programs at the University of Dayton. In my view, this proposal will only help strengthen our recruitment efforts of students in the highest academic tiers.

This proposal also includes several specific recommendations that require the support and cooperation of Enrollment Management. We will work diligently with the University Honors Program toward taking the appropriate actions to implement or facilitate the following changes.

1. We will adjust the standard for students recruited as Honors from the current level of 29 ACT/1290 SAT to 29 ACT/1300 SAT. All of our materials will be updated to reflect this change in a timely manner.
2. We will enact priority registration for Honors students in a method commensurate with that stated in the proposal. There will be a timeline for implementation on this of at least a year in duration.
3. We will change advising reports to make the accomplishments of the Honors aspirants more explicit. There will be a timeline for implementation on this of at least a year in duration.
4. We will allow those pursuing the Honors-with-Distinction option to take up to 21 credit hours at no additional cost. Moreover, in selective cases, more than 21 credit hours will be allowed at no additional cost.
5. We will work collaboratively with the University Honors Program and each of the academic units in awarding Berry Endowment Scholarships for incoming high achieving students. The expected impact of these awards will be a definite increase in the percentage of University of Dayton students in the highest achievement tiers.

We look forward to continued collaboration with the Honors program and all units on campus in relation to increasing the caliber of students attending UD.

Please do not hesitate to contact me should additional concerns be raised about the proposal as it pertains to areas within Enrollment Management.

Sincerely,

Sundar Kumarasamy
Vice President for Enrollment Management

Appendix #1(c): Letter of Support from Vice President of Student Development Sister Annette Schmeling

Dear Academic Senate Members,

Since I have been at UD, I have been involved in meetings about the University Honors Program's proposal, "A New Vision for the University of Dayton's Honors Program".

I am supportive of the overall objectives of the proposal.

In this letter I want to specifically address the area of Housing benefits for Honors students. Historically we have provided Honors housing for Honors and Scholars students. Student Development sees that as an important benefit for Honors students, particularly at UD where housing is so valued by students. In addition, an Honors floor enhances the intellectual climate for the rest of the building and this "community of scholars" serves as strong role models for other UD students.

Please let me know if you have further questions. Thank you for your consideration.

Sincerely,
Sr. Schmeling, RSCJ

Appendix #1(d): Letter of Support from Dean Kathy Webb



August 4, 2008

Dear Dr. Hart,

The University Libraries enthusiastically supports the University Honors Program proposal. To support the more advanced coursework, as well as the students choosing the thesis option, the Libraries are prepared to offer the following benefits and services to the Honors Scholars.

Research Materials

Honors students will have the equivalent of graduate student borrowing privileges both at the UD Libraries as well as through OhioLINK.

- UD Max Books = 200
- UD Loan Period = 56 days, 1 renewal
- Maximum "holds" = 100
- Max OhioLINK = 200
- Max OhioLINK Loan Period = 21 days, up to 4 renewals

Research Services

- The Libraries will designate a Librarian to serve as a liaison with the Honors program.
- The Honors liaison will coordinate periodic workshops for honors students beginning their research and writing their thesis.
- Honors students have the use of Roesch Library Room 503 for group or individual study.

As the program evolves we can continue to adjust and add to these benefits as appropriate.

Sincerely,

A handwritten signature in black ink, appearing to read "Kathy Webb". The signature is stylized and somewhat cursive.

Kathleen Webb
Dean, University Libraries

Dean of University Libraries
300 College Park Dayton, Ohio 45469-1360
(937) 229-4265 (937) 229- 4215(FAX)

Appendix #1(e): Letter of Support from Associate Dean Don Pair, College of Arts and Sciences



August 21, 2008

Patricia M. Hart, Ph.D.
Director, University Honors and
John W. Berry, Sr. Scholars Programs

Tricia,

Thanks for the opportunity to review the latest draft of the UHP proposal. The CAS is glad to hear that you want an Honors structure that highlights distinctive elements in relation to student learning outcomes. The focus you've placed in the program on "students as scholars" is appropriate and timely.

The potential curricular vehicles we've discussed such as Honors-designated LLCs in the first year, capstone seminars in the major, and other distinctive Honors programming for sophomores and juniors will add value to the new program and serve our students well.

In particular, both the existing LLCs for Honors students as well as new Honors LLCs will provide a distinctive curriculum for students in the first year. Possible new Honors LLCs could be constructed to serve large numbers of Honors students.

I'll be happy to work with you to implement these exciting changes.

Sincerely,

Don Pair
Associate Dean for Integrated Learning and Curriculum

Appendix #2: How this Proposal Addresses the Current Challenges to the UHP

Current Program Challenge	Solution Proposed
A lack of consistency in delivering an intellectual challenge to Honors students and Berry Scholars.	The overall strengthening of the Honors Program, through the introduction of Honors LLCs and a larger pool of students with increased demand for upper-level Honors coursework, heightens the intellectual challenge for a much larger number of students. Although there will no longer be a Berry curriculum serving 30 students per year, most Honors students will be participating in integrated, multi-course LLCs.
A Berry Scholar recruitment process that leaves large numbers of highly-qualified applicants with a reduced incentive to attend UD.	In recent years, the UHP office has informed roughly 200 prospective students per year that they had not been selected as Berry Scholars. The elimination of the Berry Scholar distinction, combined with a recruitment emphasis that broadly seeks Honors-caliber students, eliminates this recruitment problem.
An Honors Program lacking the equitable distribution of benefits, with a few participants receiving significant benefits and most members receiving almost no benefits.	The elimination of the Berry Scholar distinction allows the Program to use its resources more equitably, thus yielding a more significant impact on the intellectual climate for a larger group of undergraduates.
A set of Honors course offerings that do not regularly fill with other Honors students, thus diluting the potential for academic challenge as the sections are filled with non-Honors students.	In addition to the clearly-defined incentives for participating in the Honors Program, the creation of a non-thesis “Honors Diploma” track should increase the pool of students enrolling in Honors courses.
In a climate where the University is attracting larger numbers of top-tier students, the diminished gap between Berry Scholars and Honors students in our highest achievement tier makes the selection of Berry Scholars an increasing challenge.	Facilitating the development of intriguing and challenging LLCs, and then having a framework in place that provides continued challenges up through and including the thesis, allows the UHP to offer benefits to a much larger group of Honors students.
An Honors Program that lacks structure and identity, leaving students unmotivated to participate and uninformed as to how or why to participate.	The new two-track structure of the program is streamlined and simplified, and students who aspire to complete one of the two Honors degrees will self-identify as Honors students. Additionally, the incentive program encourages students to learn about and stay involved in the Program.

A predominance of Honors courses offered at the 100-level, which increases the difficulty for students to earn Honors-designated diplomas.

The UHP plans to offer Honors coursework in a more strategic fashion. First, students who enter UD with college credit will have the ability to bypass selected first-year classes by taking a non-Honors upper-division course for Honors credit. Second, a significant number of first-year students will enroll in Honors LLCs that automatically place students in course sections that will generate Honors credit, both in the first year and beyond.

Unclear policies regarding continued membership in the UHP.

Using Virtual Orientation, the Honors Program website, student committees and other means, the UHP will continue to heighten awareness of our program and its benefits.

Appendix #3(a): Proposed Criteria for an Honors Course

An Honors Course will be capped at 25 students and composed of 75% (or more) students with a GPA of at least 3.4 and the remaining 25% (up to) consisting of majors.

An Honors Course is expected to include the following:

- A smaller enrollment than typical departmental offerings.
- Instruction by full-time faculty with a record of effective instruction and a passion for the topic that draws the students into the discipline.
- A focus on high-achieving, engaged, and motivated students.
- A greater flexibility with format and teaching methodologies.
- Off-campus trips, guest speakers, service learning and/or opportunities to attend related professional, cultural and social events.
- Specialized resources and/or technology related to the course topic.
- Higher academic expectations in an attempt to provide for a more interesting and challenging learning environment, which includes,
 - exploring course topics with greater depth and breadth.
 - possessing higher expectations for research, inquiry or writing.
 - focusing on critical thinking, interactive discussion or active learning such as debates, case studies, simulations, discussions, etc.
 - involving a greater emphasis on reading—including the use of archival texts, journal articles, etc.—and cross-disciplinary materials whenever appropriate.
 - providing opportunities for students to pursue topics and projects of individual interest generated from taking the course.

Administrative Process

The UHP will continue to gather information regarding each department's Honors course offerings for the semester. In addition to the course being listed under the department's regular offerings, the UHP would then,

- List the course under the UHP course offerings.
- Advertise the course on the UHP web site.
- Distribute the information to Unit-Based Honors advisors.
- Distribute the information directly to high-GPA students across the University.

Appendix #3(b): Establishing Honors Contract Courses

Students who have completed the CORE Program or other LLCs would be able to apply three credits of contract courses toward the designated diploma requirements, whereas students entering the UHP after the first year would be able to apply nine credits.

Contract courses enhance the academic experience in a course in which the majority of students are not receiving Honors credit. Prior to the beginning of the course, the Honors student must develop a proposal (not to exceed one page) in collaboration with the course instructor. The proposal would include a description of the following:

- The learning objectives for the supplemental work.
- The process for achieving the objectives.
- The basis for evaluating the supplemental work.

Possible expectations for students earning an “H” in the course:

- An extra research paper.
- An extra component to an already-assigned paper or presentation.
- A more detailed assignment for an already-assigned paper or presentation.
- An additional component to a test or exam.
- Independent or additional reading or research, perhaps with a discussion group or periodic meetings with the instructor to discuss the material.
- A classroom activity (debate, discussion, simulation, etc.) or an in-class presentation for the entire class.
- A conference presentation appropriate to the course content. (Preparation may be during the semester of the course, the presentation may succeed that semester.)
- Attendance at appropriate out-of-class presentations, lectures or events and the completion of a reflection/response regarding the event’s relevance to subject material.
- An artistic creation or performance.

Recommended Process for Contract Honors Courses

Department Chairs are encouraged to be proactive in co-listing an H section for classes in which there is expected enrollment of Honors students, and for which the instructor is prepared to engage the Honors students in the additional expectations.

Otherwise, once the course composite has been published, but before the start of registration, a student wishing to earn Honors credit for a regular course should achieve the following:

- Meet with the course instructor to develop the proposal (as outlined above).
- Notify the department chair, once the faculty member agrees to work with the student. If the chair agrees, he or she would contact the Registrar requesting the duplicate course, but with an “H” designation.
- Register for the “H” section in order to receive Honors credits on their transcript.
- Notify the UHP about the agreement. *The UHP will develop a form for the student to use to gather the required signatures.*

Appendix #3(c): Specialized Unit-Based Honors Advisors

A specialized faculty advisor for Honors students would focus on guiding the students through the selection of appropriate classes for their major and for the UHP, thus encouraging students to be engaged in the UHP curriculum and programs. In addition, the advisor could mentor these students, guiding them through any career or academic choices. The advisor would also assist the students in understanding the expectations of the thesis process and guide them in selecting an appropriate faculty advisor for their research. Unit-Based Advisors could serve as the thesis advisor, but the expectation would be that faculty in the department would also assume this responsibility.

The Honors advisor would be an advocate for advisees, and seek out and be aware of intellectually-challenging experiences for the students that might include discipline-appropriate research and/or experiential opportunities such as internships or jobs. They would keep the students informed regarding opportunities for publishing in undergraduate journals, presenting at conferences, and applying for national fellowships like the Rotary, Fulbright, Truman, Goldwater and others appropriate for their fields.

The UHP's administrators and staff would be in regular contact with the advisors about pertinent information for the Honors students.

Several of UD's peer and benchmark institutions provide Honors advising (St. Louis U, Miami, OSU, Villanova, Creighton, DePaul, Seton Hall, and Baylor).

The above proposal was approved at a Provost's Council meeting (11/14/07) and all units expressed interest in participating. The UHP is currently working on its implementation.

Appendix #3(d): The UHP and the Student Learning Outcomes from *Habits of Inquiry and Reflection*

The new University Honors Program would encourage students to achieve the following learning outcomes as articulated in *Habits of Inquiry and Reflection*:

1. Scholarship:

- Completing programs in their majors and in their Honors coursework (both through LLCs and upper-level Honors courses).
- Conducting the research and writing of the 6-credit hour thesis.
- Presenting research at the Honors Student Symposium and the Stander Symposium.

2. Faith traditions:

- Facilitating the development of an LLC devoted to the Catholic Intellectual Tradition.
- Working with the CAS to offer upper-level Honors courses in Religious Studies.

3. Diversity:

- Elevating student interest in international or intercultural immersion experiences.
- Distributing the Hull International Fund for students to facilitate these unique experiences.

4. Community:

- Participating as active members of the LLCs.
- Achieving the Honors diploma expectation of a service, leadership and/or a community contribution.
- Meeting the clearly-articulated Honors Program expectations for responsible behavior.

5. Practical wisdom:

- Completing Honors coursework, particularly through LLCs whose themes are designed to “address real human problems and deep human needs.”
- Refining problem-solving skills through thesis research and writing.

6. Critical evaluation of our times:

- Participating in the LLCs, which might address topics that include globalism, environmental sustainability, and social inequality.

7. Vocation:

- Conducting thesis research under the guidance of scholar/educators.
- Participating in an Honors Program experience through their own aspirations.

Appendix #4(a): The CORE Program

The Core Program offers an innovative, interdisciplinary curriculum consisting of a sequence of courses that address a common theme, “Human Values in a Pluralistic Culture,” and the courses are carefully coordinated with one another so that students experience the integrated character of the humanities. Extra-curricular speakers, arts events and other activities related to course content are an important part of the program.

First-Year Students take two courses that are closely integrated. ASI 111-112 is a twelve credit-hour sequence in which history, philosophy and religious studies are brought together chronologically and thematically, and into which is inserted selections from literature and the visual and performing arts. English composition (ENG 114 or 101/102) uses materials from all of the disciplines in honing the students’ writing and rhetorical skills.

Second-Year Students take three courses. They choose among the following social science courses: “Social Inequality,” “Community, Self and Society,” and “Nationalism and Ethnopolitics.” They also take one course in either philosophy or religious studies, selecting “Social Philosophy,” “Philosophy and Literature,” “Faith and Justice” or “Religion and Science.” Finally, students take one Arts Studies course. These three courses build on what the students learned in the first-year courses and focus on contemporary issues.

Third-Year Students take the final Core course, “Professional Ethics in a Global Community,” which fulfills the final requirement in philosophy and religious studies. The course builds on students’ previous work in Core and prepares them to be ethically thoughtful professionals in multi-cultural contexts. Students in the professional schools enroll in sections that focus on their profession, i.e., business, education, and engineering. Students in the College of Arts and Sciences select to focus on either theories of international development or liberation theology.

Appendix #4(b): The Sustainability, Energy and the Environment LLC

SEE encourages students to think critically about sustainability, energy and the environment from the viewpoint of several different disciplines. The SEE LLC will consist of 50 students in the initial year. There will be four separate courses offered as part of SEE. In the first two semesters (Fall 2008 and Winter 2009) students will choose from special sections of introductory English composition, Philosophy and History courses. In the second semester (Winter 2009) students will enroll in the SEE First-Year Seminar. Throughout the two semesters there will be extracurricular activities used to unite the themes of the course.

PHL 103 Introduction to Philosophy (3 credit hours) - This course will serve as both an introduction to the general discipline of philosophy and to central issues of environmental philosophy. The traditional areas of philosophical inquiry will be taught, but in such a way as consistently to tie them to central questions about the environment. Philosophical examination of the character of scientific knowledge and the nature of inductive arguments will be tied to the nature of scientific uncertainty and issues of global warming. Social and political philosophy will focus on issues of justice and property rights.

ENG 114 First-Year Writing Seminar (3 credit hours) - The course will use texts on environmental themes to teach the elements of rhetoric and argument. While still incorporating the Humanities Base texts to examine HB themes, the students will also

consider those themes in light of sustainability and the environment. The final research paper will focus on an aspect of environmental sustainability. The course would allow students to strengthen their skills in argumentation and critical thinking through study of a subject that they care about and are learning about in HST 103 and PHL 103. The course will also introduce them to the rhetoric and academic discourse of environmental studies, which will better prepare them for continued study in the field.

HST 103 West and the World (3 credit hours) - While working within a general chronological framework that will present major social, political and economic events between 1500 and the present, this course will also focus extensively on a number of broader long-term themes and trends including climate change, population growth, urbanization, industrialization, and the environmental consequences of globalization. The purpose of the course is to encourage an understanding of change over time and the importance of thinking about current events within a long-term framework. The text is “The Earth and Its Peoples” and the extra reading is “A Green History of the World”.

SEE 201 First-Year Seminar: Sustainability, Energy and the Environment (mini-course) - Students will meet twice each week in a large group of fifty (as opposed to the other Humanities Base courses that are part of the SEE Learning Living Community, in which enrollment will be capped at 25). During the course of the semester there will be lectures by faculty members from ten to twelve Departments, with assigned readings for each of these units. In addition, students will be required to take part in several off-campus and on-campus events including field trips, lectures and films. There will be two organizing strands that run through the semester. Students will learn about the issues of SEE temporally, moving from geological time to historical events and then toward projections for the future. In addition, there will be a spatial organization to the course as well, as we move from a local to an increasingly global perspective on SEE issues.

Other Existing Upper-Level Courses That Could be Integrated into SEE:

- ASI 320 Cities and Energy (taught by faculty from Mechanical Engineering, Physics, History and English)
- ASI 322 Cities, Suburbs and Sustainable Planning (taught by faculty from Sociology, Economics, Political Science and Philosophy)

In addition, several new courses are being discussed and developed by the SEE faculty including “Global Change and the Earth System” and “Construction of Place.”

Appendix #4(c): The Honors on Globalism LLC

The starting point for “On Globalism” is the notion that liberty and democracy are often described as quintessential American values. Through courses in Philosophy and History, “On Globalism” explores what these terms really mean “beyond the ballot box” – in students’ everyday lives as citizens of a global community. Students will be scheduled in an Honors section of HST 103 during your first semester and an Honors section of Philosophy 103 in the Spring.

Members of “On Globalism” will experience the following activities:

- Enjoy cookouts and dinners with friends and faculty.
- Meet an “LLC Honors Historian” from outside the university with specialization in global history. Students will be engaged inside the classroom as well as attend an evening lecture and a shared meal.
- Take trips to the Dayton Art Institute and the Cincinnati's National Underground Freedom Center that are coordinated with lectures.
- Participate in a symposium that will be given at the end of the semester.
- Present your HST 103 research at the Stander Symposium in the winter semester.

In addition, current “On Globalism” faculty have expressed a desire to offer upper-level LLC coursework as the program grows. Several existing humanities courses that connect to the themes of “On Globalism” could easily be listed as Honors sections as the demand for such courses increases.

Appendix #5: Members of the UHP Task Force

Patricia Hart, Chair – Director of the Honors and Scholars Programs

Ron Burrows – School of Business Administration

Roger Crum – College of Arts and Sciences

Kevin Hallinan – School of Engineering

Carissa Krane – College of Arts and Sciences

John McCombe – Associate Director of the Honors and Scholars Programs

Andrew Murray – Associate Director of the Honors and Scholars Programs

Paul Vanderburgh – School of Education and Allied Professions