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University Honors and Scholars Programs: A Proposed Plan for Restructuring

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Honors/Scholars Restructuring Proposal

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The University Honors and Scholars Programs: A Proposed Plan for Restructuring

Executive Summary

The University of Dayton will be a national leader in Catholic higher education. -- Vision 2005

As “flagship” academic units, the University Honors and Scholars Programs should not merely adapt to the changing structure of the university, they should be at the forefront of the University’s strategic plan to become a national leader in Catholic higher education and exemplars of its excellence and vision. This proposed restructuring of the programs is therefore designed to enhance their potential to produce distinctive graduates, nurture connected learning and scholarship, and contribute to the building of a strong campus community through the optimal use of the programs’ endowments and resources.

This plan calls, first, for the transformation of the existing University Scholars Program into a full-fledged Honors Program, therein expanding the academic opportunities available to hundreds of superior undergraduate students across the College and Schools, and, ultimately, providing them an institutional means to earn a “Honors” degree from the University of Dayton. Through the strategic use of existing resources, the new University Honors Program will enhance academic motivation and facilitate academic achievement in --and strengthen the recruiting advantage of-- every academic division of the university, and in this way, contribute to the strengthening of the entire campus community.

This plan also proposes the transformation of the existing University Honors Program into the John W. Berry, Sr., Scholars Program. As the most prestigious University-wide academic program admitting only incoming first-year students, The Berry Scholars Program will serve as the focal point for the recruitment of the best high school students who both understand and appreciate the unique benefits of higher education at a Catholic and Marianist university, and who are carefully recruited and selected as persons prepared to take full advantage of the university’s and program’s investment of considerable financial and human resources. Through their participation in a dynamic and in many ways unique integrated seminar sequence, faculty-mentored independent research, and specialized study abroad, leadership, and service opportunities, Berry Scholars will come to embody the University’s “Learn, Lead, and Serve” motto and serve as model distinctive graduates for the 21st Century.

It is proposed that this plan be fully implemented in the 2003-2004 academic year, in concurrence with the celebration of the programs’ 25th year anniversary. Before implementation can occur, however, an extensive consultation process with each unit (academic and non-academic) is necessary and desirable, as this plan will not only affect each unit, it also calls upon each unit to actively participate in the programs’ restructuring by enhancing their basic structure with unit-specific academic opportunities and goals. While restructured programs will serve fewer than the current 2000 University Scholars, the refinement of the programs’ mission and enhancement of their distinctive characters will, in the end, better serve the university as a whole in its quest to become a national leader in Catholic higher education.

Rationale

As the *Vision 2005* document underscores, the University of Dayton exists in an increasingly competitive higher education environment. In order to recruit the finest undergraduate students –academically superior students who wish to benefit from the Catholic and Marianist approach to higher education at a comprehensive university—the University of Dayton must offer, first and foremost, rigorous and academically competitive programs: *rigorous* in the sense of programs suited to meet the needs of our increasingly large number of highly skilled and academically gifted incoming students, and *competitive* in the sense of programs that are on a par with, or superior in quality to, those offered at competing institutions of higher education. Our Honors and Scholars Programs strategy is

therefore integral to our stature as a national Catholic university.

Yet, the University Honors and Scholars Programs are not themselves independent academic programs and cannot themselves meet this challenge. In accordance with the egalitarian Marianist spirit, the choice was made long ago to avoid the establishment of a "Honors College" along the lines, for example, of Valparaiso University's Christ College (its Honors College), which has its own administration, faculty, and course offerings, and which creates at least the appearance of a separate and elite class of students and faculty. Instead and in contrast, the function of the University of Dayton Honors and Scholars Programs is to serve as a *catalyst* for the academic programs offered in the College of Arts and Sciences, the School of Business Administration, the School of Education and Allied Professions, and in the School of Engineering. In collaboration with these units (and also in collaboration with key non-academic units, such as Enrollment Management, Residential Services and Residential Programs, and Student Development), the University Honors and Scholars Programs enhance the development of superior, nationally-recognized academic programs, and supplement these academic programs with non-academic services, programs, and events that, together, meaningfully contribute to the life and education of the whole person.

In the past, this work has been accomplished, for example, through programming such as the annual Scholars Author Address, which enhances the value of the Scholars Freshman Writing Seminars (ENG 114) offered by the Department of English, but which could not be successful without the participation and, indeed, the leadership provided by the Department of English faculty. Likewise, Honors Seminars, Honors Thesis advising, Scholars-designated courses, Scholars housing, Honors student library and scheduling privileges, and so forth, are possible only through the participation of the numerous academic and non-academic units, and including the expenditure of their own resources, human and otherwise. As a catalyst, the Honors and Scholars Programs provide coordination across academic units and between academic and non-academic units, sponsorship and planning for special programs and events, and the investment of independently-controlled resources in the form of scholarships, grants, and other types of direct funding of students (and, at times, faculty) in fields across the university. But unless properly leveraged, even these considerable resources—including 2 full-time staff members and a Director and Associate Director (both of whom serve part-time due to sustained faculty responsibilities), plus nearly 25 years of tradition, goodwill, and impressive alumni—are not enough by themselves to generate superior and nationally-recognized academic programs.

And there is the rub: How best to leverage the considerable, but alone, insufficient, resources of today's Honors and Scholars Programs so as to maximize their contribution to the competitive position of the university? With this central question in mind, the Honors and Scholars Programs contracted with Dr. Julia Bondanella in November, 2000, to provide an extensive program evaluation and a subsequent set of recommendations for institutional growth. Dr. Bondanella, Professor of Italian and French, renowned scholar, and Associate Director of the Honors Program at Indiana University-Bloomington, was well-suited for this role. As past president of the National Collegiate Honors Council, Dr. Bondanella was able to weigh and assess the University of Dayton programs in comparison with 30-odd years of experimentation and experience with nationally recognized Honors programs. The result of Dr. Bondanella's two-day site visit and subsequent research was a broad array of fruitful recommendations, as detailed in her "The Honors and Scholars Program at the University of Dayton: Current Conditions and Future Prospects" (December, 2000), a report that was distributed to members of the University of Dayton Provost's Council in 2001. But two specific recommendations stand out above all others.

First, Dr. Bondanella observes in her report that the University Scholars Program is what nearly every competing university would call its "Honors Program," and she recommends that we adopt this now-standard nomenclature and further develop the program along the lines of Honors Programs across the country. This entails providing Honors Program students with the means to earn a Honors Degree, with a predictable variety of supporting academic programs in accompaniment, including especially the opportunity to conduct Honors Thesis research. This proposed change of name and concurrent reorganization would make the nature of the program relatively transparent to prospective students and their families:

they would understand their Honors Program status as a prestigious designation and approach the prospect of earning a Honors Degree with enhanced academic motivation. Since the Honors Program would also be open to students during their 1st and 2nd years at the university, the motivation attached to the reward of earning a Honors Degree (and to the other benefits and privileges afforded Honors students), would also therefore extend to students who do not enter the university as Honors students, but who are as a result of their academic performance in their first two years at U.D. reaching impressive levels of recognized academic achievement. A Honors Program restructured along these nationally proven lines would affect the entire campus community, providing incentives for students to reach their full academic potential, and would strengthen the ability of the University of Dayton to successfully compete for academically superior students vis-à-vis its primary regional and national comparison institutions.

As Dr. Bondanella then also observed, what the University of Dayton calls its Honors Program is what other nationally recognized universities typically refer to as a prestigious, named "Scholars" program, such as the Jefferson Scholars Program at the University of Virginia, the Herman B. Wells Scholars Program at Indiana University, the Benjamin Harrison Scholars Program at Miami University, and the Presidential Scholars Program at Boston College. These programs typically serve exceptional high school students who, in order to steadily advance toward attainment of their educational goals, require a continuation of the accelerated course work and advanced co-curricular activities characteristic of their high school experience. Such programs, then, typically serve a select group of highly recruited incoming students (e.g., there are annually only 30 to 35 Jefferson Scholars, 20 to 25 Wells Scholars, 25 Harrison Scholars, and 15 Presidential Scholars). Due both to competitive market pressures and the expansive needs of the students themselves, prestigious Scholars programs also typically expend relatively high levels of resources on their members (including usually full-tuition, room-&-board and fees, living expenses, study abroad stipends, and special service and leadership opportunities). Universities that invest in Scholars programs not only expect academic excellence from their Scholars students, they also expect robust participation in the life of the university (e.g., through service on university committees, participation in student groups and student government, and leadership in non-academic environments, such as in residence halls). In this regard, Dr. Bondanella recommended that the University of Dayton modestly restructure its already sound and in some respects, intriguingly unique, Honors Program, by enhancing its Catholic and Marianist features, strategically focusing the use of its already comparatively substantial resources, and lending it a name that would be both distinctive and appropriate for the mission of the university it serves. In order to continue to successfully compete for its share of the nation's top high school students, in other words, the University of Dayton need only develop its already impressive flagship institution along the lines of national leaders like the Jefferson, Wells, Harrison, and Presidential Scholars Programs offered by prestigious competing institutions such as the University of Virginia, Indiana University at Bloomington, Miami University, and Boston College.

These recommendations come at a time when both the University of Dayton as a whole, as well as the Honors and Scholars Programs themselves, are poised for fundamental, progressive change. The successful conclusion of *Call to Lead* campaign and the approach of the 2005 marker for University-wide restructuring to meet the demands for change articulated in the *Vision 2005* document, together, constitute a moment when it seems right to reassert the flagship status of the University Honors and Scholars Programs and encourage their growth and development through bold proposals for change.

Similarly, the University Honors and Scholars Programs themselves have developed since their founding in 1979 through commonly recognized phases for such programs and are now ready to take the next step forward. As Dr. Mark Schwehn, Dean of Valparaiso University's Christ College, explained during a site visit made by Dr. Dandaneau in July, 2000, Honors programs like his own, established in 1967, require a period for initial founding followed by a second period of university-wide institutionalization, only after which can they be reasonably expected to fulfill their ultimate role of positively strengthening an entire university community. Under the leadership of its first two directors, Dr. Patrick F. Palermo (1979-1991) and Dr. R. Alan Kimbrough (1991-2000), the University of Dayton Honors and

Scholars Programs have followed this same path, from the enthusiasm, creativity, and esprit de corps associated with their founding years to their firm inclusion in the institutional fabric of the university and development of substantial resources associated with their more recent history.

Bequeathed solid and well-supported programs at a time of change and growth in the University of Dayton as a whole, it is the purpose and goal of the Honors and Scholars Programs' current leadership—in collaboration and with the support of faculty and academic leaders across the campus-- to extend the programs' benefits to a sufficiently large number of students so as to fully realize their potential as a catalyst for University-wide academic excellence. And not just any random or abstract excellence, but an excellence that is attuned to meet the demands of today's world as articulated in the *Vision 2005* document, including the challenges of diversity within a renewed emphasis on faith and tradition, the range of daunting and increasingly critical issues confronting the human community at the dawn of the 21st century, and the constantly expanding challenges associated with the information and knowledge age.

Why, then, restructure the University Honors and Scholars Programs? Because we can, because we should, because we must—to be a national leader in Catholic higher education.

From Scholars to "Honors" Program: A Summary Description

Minimum University Standard for Conferral of University of Dayton Honors Degree

Completion of all standard degree requirements, plus:

- 3.4 GPA
- Completion of approved Honors Thesis (6 credit hours)
- 6 Honors courses* (18 credit hours; minimum average GPA for these 18 credits of 3.0)
- 1 approved leadership or service activity

**Approved study abroad program or cultural immersion experience substitutes for 2 Honors courses*

The College and Schools may enhance the Honors Program in their academic division through the addition of benefits and privileges. The Deans' Offices will also have authority over ad hoc admissions, and for Honors course designation and staffing. But, in consultation with various units, the Director of the Honors Program will have the authority and responsibility for approving and then maintaining a list of officially approved leadership, service, study abroad, and cultural immersion programs and activities.

Admission Requirements for the University Honors Program

Incoming Students:

- Automatic admission to incoming students with:
30 composite ACT *or* 1300 composite SAT
and
3.7 high school GPA *or* top 10 percent of high school graduating class
- Ad hoc admission decisions made by appropriate Dean in consultation with the Office of Admissions and based on the following criteria:
 1. qualified students from minority groups and qualified students who would contribute to the geographical or cultural diversity of the UD student body, including international students

2. qualified students from high schools with exceptionally rigorous academic standards and qualified students from high schools with a long-standing relationship with the university
3. qualified students majoring in fields of special interest to the university
4. qualified students with exceptional service or leadership experiences
5. qualified students with exceptional GPA, class rank, or standardized test scores

Second-Year Students (after 30 credit hours):

- Automatic admission to students with 3.4 GPA and 2 Honors courses
- Ad hoc admission with approved student-generated application to appropriate Office of the Dean.
- Faculty nomination of student, approved by appropriate Office of the Dean.

Third-Year Students (after 60 credit hours):

- Automatic admission to students with 3.4 GPA and 3 Honors courses
- Ad hoc admission with approved student-generated application to appropriate Office of the Dean.
- Faculty nomination of student, approved by appropriate Office of the Dean.

Once admitted to the Honors Program, students will maintain their status (and related benefits and privileges) unless their GPA falls below 3.4 after 30 or 60 credit hours. Students dismissed from the Honors Program may be re-admitted automatically or through an established appeals process, to be administered by the appropriate Office of the Dean. Transfer students will be considered on an ad hoc basis by the appropriate Office of the Dean. *Students who reach junior status without having gained admission to the Honors Program may not be admitted to the Honors Program.*

Academic advisors will need to encourage prospective Honors Program students to achieve and maintain a sufficiently high overall grade point average *and* a sufficient number of Honors courses or seminars in their first or second year to make them eligible for admission (or re-admission) to the program. Faculty who identify academically talented and highly motivated students should be encouraged to nominate these students for admission to the Honors Program through a process established by the Dean in the student's major field of study.

Benefits and Privileges Available to Honors Students

- Only eligible first-year Honors students are able to apply to the John W. Berry, Sr., Scholars Program.
- Honors students have the privilege of enrolling in Honors courses and seminars.
- Honors students are extended invitations to Honors Program functions and events, including the annual Honors Author Address, Honors Symposium, and Honors Address.
- Honors students are assured academic scholarships through the University's scholarship selection process if appropriate application materials are submitted on time.
- Begun in 1997, the Hull International Fellows Fund was established to foster international learning, leadership, and service among University of Dayton Honors students. Honors

students who have completed 60 semester hours are eligible to apply for grants ranging from \$500 to \$7,500 to assist with international projects.

- Honors students are eligible to receive funding in support of travel to present Honors Thesis Research at scholarly or professional conferences.
- Honors students are eligible for special Honors residential housing and Honors residential programs opportunities.
- *Honors students are eligible to participate in Honors-sponsored ISSAP Programs.*
- *Honors students are eligible to receive funding in support of Honors Thesis Research.*
- *Honors students receive special library privileges.*

Honors-sponsored ISSAP, Thesis Research and Funding, and library privileges would be new features of the program. All other benefits and privileges are aspects of the current University Scholars Program.

Benefits Available to Departments and to Faculty

- Prospective Honors Thesis students are required to attend a Honors Thesis Workshop, complete a Honors Thesis Grant Application (maximum grant, including stipend for advisor and payment to department for miscellaneous costs associated with the thesis project: \$2500.00), and present their research at the University Stander Symposium (or at another approved research or professional forum).
- Honors Thesis Advisors will receive a \$500.00 stipend in their restricted account.
- Departments will receive a grant of \$100.00 to cover miscellaneous expenses for each Honors Thesis conducted in a major or minor field.
- Honors Course or Seminar Faculty and Honors Thesis Advisors are invited to participate in Honors Program Functions and Events.
- Honors Course or Seminar Faculty and Honors Thesis Advisors are invited to apply for funds specially designated to assist both with the development of upper-level residential study abroad programs and with course development and other specialized Honors Program curricular innovations.
- The Honors Program will restructure the Graduate Guidance Center and make it an effective resource for faculty who are advising prospective graduate students and fellowship and scholarship applicants. A new Graduate Guidance Center faculty committee, chaired by the Associate Director, will be formed and given resources to develop appropriate databases, pre-testing practice opportunities, and linkages with prestigious national and international fellowship committees.

Faculty will not be inundated with students ill-prepared for the challenges of independent undergraduate research (workshops will be *required*, students will by and large receive *support* [faculty and departments will always receive support], and projects will enjoy the recognition of a *public* reception). And faculty and departments will receive increased compensation and new opportunities for faculty development linked with the Honors Program. For example, the Honors Program will annually budget monies for the Fund for Educational Development Committee to distribute for proposals specially geared for inclusion in the Honors Program. The Honors Program itself will receive and administer grants to departments interested in developing scholarship-supported overseas residential opportunities for their majors. (The latter might enhance faculty

recruitment and retention as well.) The newly revamped Graduate Guidance Center will serve as a true clearing house for information, resources, and mentoring and advising related to graduate education opportunities and to prestigious fellowship and scholarship committees, such as the Fulbright, Rhodes, Marshall, and Goldwater fellowship programs.

From the "Honors" Program to the John W. Berry, Sr., Scholars Program:

A Summary Description

Minimum Standards for Conferral of University of Dayton Honors Degree, with Berry Scholar Notation

Completion of all standard degree requirements, plus:

- ◆ 3.4 GPA
- ◆ Completion of approved Honors Thesis (6 credit hours)
- ◆ Completion of the integrated sequence of six Berry Scholars Seminars (18 credit hours)
- ◆ Completion of the Berry Scholars Leadership in Community Retreat and the Berry Scholars Service Retreat
- ◆ Completion of one approved Study Abroad or Cultural Immersion Experience

New are the higher grade point average minimum (the current standard is 3.0), the leadership in community retreat (through partnership with the Center for Leadership in Community) and the service retreat (through partnership with Campus Ministry), and the international requirement.

Admission Requirements

- ◆ Available only to eligible first-year Honors students and limited to 30 members per year
- ◆ Based on letter of application, letter of recommendation, and a two-tiered interview process (with Honors Program Director or Associate Director, and then, in late February or early March, with members of the University Scholarship Committee)

This represents a 10 student decrease in the total annual size of the program, motivated in part by cost factors associated with the enhanced financial benefits of the program, in part by experience that suggests this as the number of truly "blue chip" students that the University of Dayton typically recruits in any given year, and in part to create a group more manageable in size, given the inclusion of retreats and international programs, and given also factors as concrete as the lack of seminar space on campus that can accommodate seminar sections as large as the current 20 students/section size.

The proposal is also to wed what are currently two parallel, and strategically unrelated, full-tuition scholarship committees, the University Scholarship Committee and the John W. Berry, Sr., Honors Scholarship Committee. Instead of interviewing 40 Office of Scholarship-selected students and making 20 scholarship offers (with the number of acceptances varying from year to year), this proposal is for the University Scholarship Committee to interview 40 to 50 prospective Berry Scholars, rank order them, and make firm four-year, full-tuition offers until 30 student have accepted.

While the Berry Scholars Program would be the focal point of the university's full-tuition scholarship strategy and while the faculty administrators of the Berry Scholars Program would

enjoy a significant “funneling” influence on the selection process, the Director and Associate Director would no longer, as is the case currently, have exclusive control over the selection process, which would in this proposal be widened to include the preferences expressed in the rank order produced by the faculty and administrators serving on the University Scholarship Committee.

Benefits and Privileges Available to Berry Scholars

- ◆ Guaranteed Four-Year, Full-Tuition Scholarship
- ◆ Honors Thesis Grants available*
- ◆ Guaranteed International Scholarship
- ◆ Summer Tuition Grants available
- ◆ Specialized Sequence of Berry Scholars Seminars
- ◆ Leadership and Service Retreats and Social Activities
- ◆ Priority Scheduling
- ◆ Specialized Academic, Career, and Professional Counseling
- ◆ Enhanced Housing Privileges
- ◆ Enhanced Library Privileges

The current Honors Program already provides most of these benefits, but often in an ad hoc manner. For example, many students already enjoy summer tuition support or exceptionally generous thesis research grants. Most current Honors students also participate in one or another study abroad or cultural immersion experience. This list, then, is largely a formalization of current practices.

*While the Berry Scholars budget will reflect a fund sufficient to annually fully support 30 theses, thesis support is not, strictly speaking, guaranteed, but is instead dependent on the merit and quality of the student’s thesis grant proposal.

Expectations for Berry Scholars

- ◆ Maintain exemplary academic performance (minimum 3.4 GPA)
- ◆ Complete the Berry Scholars Seminar Sequence and Honors Thesis
- ◆ Embody the University’s “Learn, Lead, and Serve” Motto by integrating scholarship with significant leadership and service experiences, including through participation in the Berry Scholars Leadership in Community Retreat and participation in the Berry Scholars Service Retreat
- ◆ Participate in a significant, approved international learning experience
- ◆ Act as servant-leaders on campus and in the community, and as distinctive graduates and admired alumni

Integrated Berry Scholars Seminar Sequence

<i>Capstone</i>		
4th year, 2nd term	Senior Colloquium in Faith and Reason (optional)	1 credit
4th year, 1st term	Honors Thesis Research	3 credits

***** Study Abroad or Cultural Immersion *****

3rd year, 2nd term	Honors Thesis Research	3 credits
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The Berry Scholars General Education Cluster: Work and Community

3rd year, 1st term	Engineering Systems Design Seminar Seminar for all 3rd-year Berry Scholars EGR 320	3 credits
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***** Study Abroad or Cultural Immersion*****

2nd year, 2nd term	Social Science Seminar SOC 298	3 credits
2nd year, 1st term	Philosophy Seminar PHL 345	3 credits

***** Study Abroad or Cultural Immersion *****

<i>Humanities Base</i>		
1st year, 2nd term	History Seminar HST 198	3 credits
1st year, 1st term	English Seminar ENG 198	3 credits
1st year, 1st term	Religious Studies Seminar REL 198	3 credits

Berry Seminars would be, ideally, typically team-taught or otherwise creatively staffed by the University's most dynamic faculty, small in size (15 students) and designed to maximize student participation, and geared to exemplify connected learning and scholarship across disciplines. The Berry Scholars Seminars Sequence would be unique among its kind, for example, in its integration of practical engineering perspectives and practices with a humanities and social science general education.

In the above model, the current order of seminars is maintained with the exception of the philosophy and social science seminars, which are transposed in order to facilitate the creative and integrated use of spring vacations in the social science seminar for "Spring Breakout" type experiences, and to create a seminar sequence that allows the two with the most practical, community-focused subject matter (Social Science and Systems Design) to conclude the sequence in succession. Participation in a "Spring Breakout" integrated with the Honors Social Science Seminar would minimally satisfy the Berry Scholars Program's international requirement.

Implementation Timeline

The earliest that a new University Honors Program and the new John W. Berry, Sr., Scholars

Program could be ready for University-wide implementation would be Fall Term 2003-2004. Reading back from this point, an implementation timeline would look as follows:

Fall 2003-2004: Implementation

Summer 2002-2003: Recruitment for Fall 2003-2004 Begins

(Office of Admissions and Honors and Berry Scholars Programs' literature and Web pages would have to be ready for recruitment uses in less than one year.)

Winter 2001-2002: Academic & Non-Academic Units Establish Programs for Honors Students

(Any unit-specific curricular or extra-curricular offerings and/or degree requirements, and the details concerning any non-academic benefits and privileges, would have to be established by the Winter 2002 term if they are to be included in the new recruitment process.)

Fall 2001-2002: Consultations Leading to Formal Acceptance of Revised Proposal

(Discussion of proposal with key bodies, such as the Academic Senate, additions and revisions, final approval.)

Fall 2001-2002: Initial Formal Proposal before Provost's Council

Fall 2000-2001: Honors and Scholars Discussion with Provost's Council

(Distribution of Dr. Julia C. Bondanella's program evaluation and recommendations.)

The implementation process would of course have to address all sectors of the university affected by the changes in these programs, and would have to also account for the students enrolled in the university under the prior Honors/Scholars system. Regarding the former, obvious areas for extensive consultation would include the Office of the Registrar (new diplomas, for example, would need to be created, and a new type of academic record-keeping instituted), Enrollment Management (including especially Admissions and Scholarships), and the College of Arts and Sciences, the School of Business Administration, the School of Education and Allied Professions, and the School of Engineering, each having the opportunity to tailor the Honors Program to their specific vision, needs, and requirements. (These consultations have already begun, at least in an informal manner, as the Director has met with the Provost and Deans [and often, Associate Deans] to begin discussing this restructuring proposal.) Once the programs were completely specified, a process of intra-university communication would have to be instituted, so that all the members of the university would have the opportunity to familiarize themselves with the new system.

Regarding the latter issue, University Scholars could be immediately integrated into the new system. There would be, however, an unlikelihood that many upper-division Scholars would be in a position to meet the criteria for the Honors Degree. Informational workshops and mailings would be prepared for these students nonetheless, even though they would be of primary significance to first- and second-year "Scholars" who would have enough time to aspire to meet the criteria herein proposed for a Honors degree.

Already enrolled Honors students present a greater challenge. Neither straightforward grandfathering nor a complete split between the former Honors and the new Berry Scholars

Programs appear desirable. Grandfathering is unsatisfactory because the upper-class Honors students will, in general and in all likelihood, not be able to meet the new requirements (retreats, international experience, higher grade point average), while a hard split between the programs would mean a divided "Honors" house for three academic years! The solution proposed is to phase-in the Berry Scholars Program for the existing Honors students, where the 4th year Honors students graduating in the December of 2003 and the Spring of 2004 will simply receive the current Honors diploma (and Honors Key); for 2004-2005 graduates, special Leadership in the Community and Service Retreats will be arranged in the interim and every effort will be made to encourage international studies and cultural immersion, with any exceptional cases remaining being granted dispensation, and leading to the issuance of a special 25th Anniversary of University Honors Program diploma; for 2005-2006 graduates (students recruited this year for the Honors Program), we will offer informal international study grants and provide leadership and service retreats, and allow this class to be the first to receive the new Honors Degree, with Berry Scholar Notation. The graduating Class of 2007, then, will be the first group recruited as Berry Scholars.

Projected Budget

The following are only rough budget estimates, which are to be supplemented with a rigorous budget assessment prepared as an appendix by the Office of the Comptroller. The budgets projected below for the Berry Scholar and University Honors Programs are based on a series of assumptions and parameters that are discussed after this summary of the programs' estimated financial picture in the 2003-2004 academic year.

University Honors and Scholars Programs (estimates for '03-'04)

Endowment Annual Income	Berry	(#17352)	\$415,000
	H./op	(#19570)	\$200,000
	H./Sch.	(#17143)	\$70,000
	GAR	(#17103)	\$30,000
	Prim.	(#19785)	\$4,000
	Hull	(#17891)	\$42,000
	Total		\$761,000
	Total w/o Berry		\$346,000
Operating	Personnel	(#92680)	\$190,000

In addition to this endowment income and annual university-provided operating budget, the programs' will also benefit from substantial reserves that, in the 2003-2004 academic year, will probably exceed \$1,000,000. These funds will protect against higher than expected increases in tuition and other forms of inflation, and can be used for one-time expenses and, cautiously, to supplement annual budgetary needs.

It is important to conceptualize the Honors and Scholars Program accounts without reference to the \$7.5 million Berry endowment, which, in two years, will be primarily dedicated to providing a total of 40 four-year, full-tuition scholarships (10 per year), with a small remainder in annual earnings earmarked for the salary of the programs' new Assistant

Director. Even though this endowment will also generate a substantial amount in reserves (indeed, the majority of the above noted reserves), the contribution to discretionary annual income will be minimal, perhaps no more than \$20,000. Likewise, the operating budget is also fully committed to personnel costs and office operation expenses. In fact, it is standard practice to supplement this budget with endowment earnings. This leaves only the five remaining endowments to provide income for the restructured programs.

If we do in fact leave aside the Berry earnings and expenditures, and summarizing the above figures, the Honors and Berry Scholars Programs will earn roughly \$350K per year from their endowments and hold in reserve roughly \$1M.

Below, then, a listing of the projected budgets, beginning with the Berry Scholars Program.

Berry Scholars Program Annual Projected Expenses:

Benefit	Dollar Figure	Income Source	
30 Full-Tuition Scholarships 30 @ \$17,500	\$525,000	Berry (\$95,000) + UD (\$430,000)	
		10 @ \$9,500	10 @ \$8,000 + 20 @ \$17,500

Note: Figures based on original Berry endowment projections made by Dr. Patrick F. Palermo (7/99). The total outlay in this fourth-year of Berry Scholarship funding is estimated at \$380,000 (40 @ \$9500) from the Berry endowment and \$320,000 (40 @ \$8,000) from the university.

If we assume that the university is already committed to funding 10 full-tuition scholarships per year (a 50% yield from the 20 offers made annually), and that students receiving a full-tuition scholarship would already receive at minimum a \$7500 Presidential Scholarships, then the extra cost of an additional 10 full-tuition scholarships is roughly 10 @ \$10,000 or \$100,000 per year. But note also that the Office of Scholarships would no longer need to provide \$10,000 annually to assist in the recruitment of University Honors students, which is the current practice, and that these figures also do not assume any faculty/staff dependents, who enjoy full-tuition scholarships. Therefore, the cost of adding an additional 10 full-tuition scholarships is roughly \$90,000 per year (\$100,000 - \$10,000), even excluding the likelihood of faculty/staff dependents making up a small proportion of the Berry Scholars.

International Scholarship Stipends 30 @ \$2,000	\$60,000	H./scholarship (#17143)
Berry Scholars Seminars 6 seminars, 1 colloquium	\$50,000	H./operating (#19570)
Thesis Research Fund 30 @ \$2,500	\$75,000	H./operating & GAR & Primrose (#17103 and #19785)
Service & Leadership Retreats	\$15,000	H./operating
Travel (conferences, etc.)	\$10,000	H./operating

Summer Tuition Fund	\$25,000	H./operating
Programming	\$25,000	H./operating
Total	\$785,000	
Total w/o Full-Tuition	\$260,000	

Honors Program Projected Expenses:

Honors Thesis Fund 40 @ \$2,500	\$100,000	H./operating (#19570)
Hull International Fellows	\$42,000	Hull (#17891)
Programming (Scholars Author, Address, etc.)	\$50,000	H./operating
HP Faculty Development Grants	\$25,000	H./operating
International Scholarships	\$35,000	H./operating
Travel (conferences, etc.)	\$5,000	H./operating
Graduate Guidance Center	\$10,000	H./operating
Miscellaneous/Discretionary	\$25,000	H./operating
Total	\$292,000	

Summary:

Berry Scholars Program	\$260,000
<u>Honors Program</u>	<u>\$292,000</u>
<u>Total</u>	<u>\$552,000</u>

The difference between \$552K in total expenses and \$350K in estimated income - -\$202,000—is the projected annual budget gap for a restructured Honors and Berry Scholars Programs.

The Office of Advancement is currently pursuing an additional \$2.5 million for the Honors Program endowment, a project which, if successful, would earn for the Honors Program approximately an additional \$120,000 annually. With \$470,000 in annual income, the annual deficit would be \$82,000, all things being equal. It would be difficult, though not impossible, to close this gap by reducing the projected expenditures. In the short-run (4 to 5 years), it is possible for reserves to fill this budgetary gap without significantly diminishing their value as financial security in the event of unforeseen hardships or expenses. And in the meantime, additional endowment contributions could be sought.

The primary spending caps designed to shield the programs' from excessive financial liabilities are two: the limit of 30 Berry Scholars and the limit of \$100,000 in support of Honors Thesis Research. This latter figure --the result of a rough calculation of 40 theses @ an average of \$2500.00 each (where \$1900.00 goes to the student, \$500 to the faculty advisor, and \$100 to the department for miscellaneous expenses)—will be treated as a spending cap. Therefore, Honors students would not be *guaranteed* thesis research support. Rather, this fund would be distributed on a competitive basis, with funding recommendations made by the University Honors Committee (see Governance below). Every qualified Honors student --a third-year member of the program in good standing, who has attended the required Honors Thesis Workshop and who has secured proper faculty advisor support—is,

however, eligible to undertake a thesis project and submit a request for funding. Therefore, all Honors students may pursue a Honors Degree, but not all Honors students will necessarily receive funding in support of their thesis project. But even students whose grant proposals are not funded would still require a minimum of \$600.00 in support from the Honors Program (\$500.00 to the advisor and \$100.00 to the department). It is important to note also that a fund of \$100,000 could support more than 40 students, varying, of course, with the total dollar amounts of the requests and the possibility open for *partial funding* of proposed thesis budgets.

This is a significant matter because it is this feature of the proposed Honors Program that carries the greatest potential and most unpredictable financial liability—i.e., it is difficult to accurately predict the number of Honors students who will become eligible for Honors thesis research. Our consultant, Dr. Bondanella, advises that roughly 20 percent of incoming Honors students at Indiana University go on to attempt and complete a thesis project. If, for example, U.D.'s total number of incoming Honors students were to average 300, then we might expect, using this benchmark, as many as 60 students becoming eligible for funding in their third year. If 60 student thesis projects were fully funded (60 x \$2500.00), then our total liability would be \$150,000 per year. This figure, of course, exceeds our projected budget of \$100,000. While some students might be able to secure funds from other sources, such as the College of Arts and Sciences' Learn, Lead, and Serve Awards, others would have to conceive a thesis project with minimal expenses associated with it.

It is important also to note that many relatively small but nonetheless important spending details have been left out of the above projected annual budget. For example, no mention has been made of the Stander Symposium endowment or Stander-related expenses, as this budget is dedicated solely to providing for the annual symposium and is, for all intents and purposes, only under the temporary direction of the Honors and Scholars Programs. Similarly, there is no budget line listed for costs such as our usual \$10,000+ annual support of the Pre-Law Program's mock trial team, or for monies spent in support of numerous faculty initiatives, such as this past year's \$5000.00 in support of Dr. Richard Benedum's international N.E.H. program for undergraduates in education, and similar amounts in support of Campus Ministry and School of Business Administration cultural immersion and study abroad initiatives. The Honors and Scholars Programs are also a major annual contributor to the U.D. Art Series and Distinguished Speakers Series, provide special scholarships and extra financial support to art and to music therapy students, support various Scholars-led student clubs and group initiatives (e.g., Math Club, Speech and Debate Club, and various charitable causes championed by Honors and Scholars students), and in numerous other ways fund special activities and events on campus. The above projections cover the primary anticipated yearly expenditures, but it should be recognized that reserves may have to be used if the new Honors and Berry Scholars Programs are to continue to support such worthy initiatives across the university.

In conclusion, the above budget projection will be supplemented as soon as possible with an official detailed projection from the Office of the Comptroller. But even this very rough projection suggests that this proposed restructuring will substantially increase the budget outlays of the Honors and Berry Scholars Programs, and that the programs' projected revenues will not, in themselves, be adequate to meet these projected expenses. Many possible solutions to this budget gap present themselves. As noted above, the University, its participating academic units, or a combination of both, could close the budgetary gap. Projected expenses could perhaps be pared back, especially in the area of support for Honors Thesis research, the largest single area of expenditure beyond basic scholarship support. Also, as is currently underway, new endowment contributions could be sought. And the programs' reserves could be reinvested into a short-term endowment in order to generate a higher rate of return. In due time, this issue, alas, will be clarified by the Office of the Comptroller and the subject of discussion by the University's senior administrators.

Governance

The new lines of authority for the Honors and Berry Scholars Programs will include important roles for the Director and Associate Director, but are chiefly characterized by the

dispersal of authority among the four participating Dean's Offices and two modified university standing committees. These are addressed in reverse order, beginning with the two committees.

- The University Berry Scholars Committee. In this proposed structure, the University Scholarship Committee would be renamed The University Berry Scholars Committee and would annually interview and select the 30 Berry Scholars from a pool of candidates forwarded from the Director and Associate Director of the Berry Scholars Program. This committee would therefore have full and final authority to create a balanced, diverse class of Berry Scholars from a pool of our most promising prospective students. The faculty members on this committee will be appointed by the chair and should be representative of the four primary academic units, but will also include, *ex officio*, the Director of the Office of Scholarships (as Chair), and the Director of the Berry Scholars Program (as Vice-Chair) and the Associate Director of the Berry Scholars Programs (as Secretary). Any disputes will be settled by the chair, in consultation with the vice-chair and secretary. In the unlikely event that the committee fails to select 30 students (if, for example, there is a short-fall late in the recruitment process in the number of students who ultimately accept places in the Berry Scholars Program), the chair and the vice-chair and secretary are authorized to complete the selection process in cooperation and at their own discretion.
- The University Honors Committee. All members, including the committee chair, will be faculty and staff and will be appointed to 3-year terms by the Office of the Provost. The Director, Associate Director, and the Associate Provost for Faculty and Academic Affairs, will serve *ex officio* but will not chair the committee. As with the University Scholarship Committee, this committee will be broadly representative of the major academic divisions, but will also include representation from non-academic units (e.g., Residential Services, Residential Programs, Student Development, and Library). This committee will serve primarily as an advisory committee with several sub-committees (e.g., Hull Scholarship Committee, Honors Thesis Committee, and Honors Student Advisory Committee), but will also constitute a forum for the exploration of new Honors Program initiatives.

Additional committees associated with the Honors and Berry Scholars Programs would include the a newly re-organized Graduate Guidance Center Committee and a newly re-organized Berry Scholars Program Student Committee. But the authority of these latter committees is so clearly circumscribed and tangential to the main purpose of this document that they are not further discussed in this proposal.

Regarding the authority that accrues to the Deans, the Deans of the College of Arts and Sciences, School of Business Administration, School of Education and Allied Professions, and School of Engineering, shall have the authority to: a) admit and dismiss students not automatically admitted or dismissed to and from the Honors Program; b) override automatic admission and dismissal decisions; c) admit students to Honors courses; d) designate courses as Honors courses; and e) add benefits and privileges to the Honors Program in their academic division. For example, the Dean's Offices will admit non-Honors students into Honors courses. This is an important process since students must enroll in a specified number of Honors courses *before* becoming eligible for *automatic* admission into the program. But the Deans (or authorized personnel, such as Associate and Assistant Deans, Department Chairs, or Honors course or seminar faculty), may also, if they wish, admit students into the Honors Program as such, overriding the automatic admission criteria at their own discretion. *The Offices of the Deans will therefore have authority to regulate the*

numbers of students entering, or attempting to enter, the Honors Program in their first and second year at the University of Dayton.

With regard to incoming students and prospective students, the Offices of the Deans will consult with the Office of Admissions (as the Director does now electronically via the EMAS System), to make final decisions on borderline admittance cases. *In this way also, the Deans will serve as gatekeepers to the Honors Program in their unit, and will have final authority over its development and growth in their academic areas.*

The responsibilities of the Director and Associate Director, who report to the Associate Provost for Faculty and Academic Affairs, will remain unchanged unless otherwise modified in the above.

Questions & Answers: Key Areas for Discussion

- ◆ *Will the number of what we now call "University Scholars" decrease as a result of this new system?*

This is likely. The automatic admissions criteria are changed in this proposed new Honors Program, from the current 29 ACT/1270 SAT standardized test score minimums to 30 ACT or 1300 SAT composite minimums. The ad hoc criteria are, however, expanded, and the authority to make ad hoc admissions decisions is relocated to the appropriate Office of the Dean. While the concomitant increase in new benefits and privileges afforded to Honors students might somewhat offset the effects of higher test score standards, it is likely, at least in the short-run, that the University of Dayton will enroll a lower number of students in the new University Honors Program than it has in the current University Scholars Program.

- ◆ *Can or should the University cope with some 2000 "Honors" students?!*

This is a concern. It does not make sense to have such a large absolute number of Honors students or so large a portion of Honors students in relation to the total undergraduate student body, nor, in fact, does the Honors Program have sufficient resources to provide this number of students with benefits such as Honors Thesis Grants.

In addition to higher automatic admissions standards, then, the proposed Honors Program also features demanding graduation standards. One might expect a good number of entering Honors students to be dismissed from the program or denied a Honors Degree due to an inadequate overall grade point average (i.e., below 3.4 after 30 or 60 U.D. credit hours earned; or below 3.4 upon completion of their degree program), or due to inadequate grades in Honors Courses or Seminars (i.e., below a GPA average of 3.0 or "B" in the 18 credit hours of Honors courses or seminars). Some will earn their way into this academically rigorous program, but many others, one would expect, will earn their way out.

Therefore, only a relatively small number of Honors students will ever in any given year be working on a Honors Thesis or ultimately graduating from the university with a Honors Degree. A Honors Program serving between 10 and 15 percent of the undergraduate student body would be a manageable and sensibly proportional group. This is the normal size of similar Honors Programs at comparable universities.

- ◆ *What could the College and Schools decide to do for Honors students majoring in their fields?*

Whatever they wished! This proposal is focused exclusively on a minimal University-wide structure and set of minimum standards.

There are, of course, already numerous existing special programs that could easily segue with this new Honors Program at no or very low costs. For example, the School of Business Administration has a number of international programs (e.g., Lille and Augsburg; graduate programs in Prague, Toulouse, and Helsinki; the marketing program in Asia), the new Entrepreneur program, the Scholars Forum (which could simply be renamed "the Honors Forum"), and the Center for Portfolio Management, each of which could be an attractive option for Honors students in SBA. Likewise, in the School of Engineering, Honors students might be encouraged to aspire to the combined Bachelors and Masters Degree program and linked with special co-op positions with the University of Dayton Research Institute, while School of Education Honors students might be well-suited for the new opportunities for student teaching in England or for the ISSAP Dublin experience that has recently included courses in education. Of course, the largest number of Honors Program students would major in the College of Arts and Sciences. Here, they would make likely candidates for Learn, Lead, and Serve Awards and admission into CORE, and would have an enhanced incentive for enrolling in increased numbers in special Honors (what we now call "Scholars") courses or seminars offered in the Humanities Base or in the General Education clusters.

Of course, in addition to already existing programs, each unit –even each department-- would be free to create new opportunities for their Honors students. For example, a department might want to establish an annual international scholarship for one or two Honors students in their field, which could be in part supported by the Honors Program. If a competitive scholarship for study abroad were made available, this would be an added incentive for students to major in a field and then take one or two Honors courses in that field as a prerequisite for scholarship eligibility. The Department of Economics and Finance could send a student to the London School of Economics for a semester, while the Departments of Physics and of Psychology could send a student to Cambridge University. Relationships such as these are already existing: in Mechanical Engineering, to offer but one example, there is a student studying this semester at Canterbury University in Christchurch, New Zealand, as a result of connections established by Dr. Philip Doepker and with the support of the Honors Program. In the proposed Honors Program budget, monies listed for "International Scholarships" (apart from the Hull Fellows Fund), would be used to further develop programs such as these noted.

◆ *Can the Honors and Scholars Programs manage these proposed changes?*

With the help of each academic unit and the support and collaboration of the key non-academic units, the Honors/Scholars Programs is ready to manage these new programs as well as cope with the challenges associated with the transition to a new structure. In particular, we will be aided in this process by the addition of a new full-time staff member, the Assistant Director of the Honors and Scholars Programs, who began August, 2001, and whose duties are focused on program development, management, and evaluation.

◆ *What type of assessment plan will be developed?*

Assessment has not been the current Honors and Scholars Programs' strong suit. Useful data has not, generally, been maintained and analyzed. This will change. One of the duties of the new Assistant Director will be to develop a record of past performance in the Honors and Scholars Programs, and then use this data to establish benchmarks for future development and growth. After a year or two of data gathering and initial analysis, it should be possible to

develop an assessment plan that quantifies the new programs' relative success and failure (e.g., Will the Berry Scholars Program increase our recruiting ability?, increase student retention?, and etc.).

- ◆ *Why not simply make study abroad or a significant cultural immersion experience mandatory for a Honors degree?*

The ability to substitute a study abroad or cultural immersion experience for two (of 6 required) Honors courses or seminars should constitute a significant incentive for participation in international education, but it is not proposed as a mandatory requirement. A student might choose to enroll in 6 Honors courses or seminars at the University of Dayton, in which case, if they averaged a "B" (3.0) or better in these courses and completed an approved and accepted thesis project, they would then qualify for a Honors Degree without having had any international learning experience.

An across the board *requirement* is not part of this proposal because there are simply too many students who might not, for a variety of good reasons, be able to participate in such an experience. Without listing scenarios, imagine just one potential barrier: financial resources. Should the university establish a graduation requirement that will significantly increase the cost of attendance without also providing adequate financial or scholarship assistance for those students for whom the extra cost would be prohibitive? Currently, there is very little scholarship support dedicated solely to international educational experiences, and no such resources that are specifically need based. The Cordell W. Hull International Fellows Fund for University Scholars, for example, generates only \$40,000 per year for grants, a sum even under the present programs' structure that is woefully inadequate to fund the normal annual applications that range in the area of \$120,000 in total requests.

The Berry Scholars, however, will be *required* to participate in some type of approved study abroad or cultural immersion experience. Even if it is only a "Spring Breakout" to Mexico or Haiti, every Berry Scholar will have crossed an important border during their four years at the University of Dayton. For this group, we will guarantee a substantial (\$2000.00) overseas study stipend.

- ◆ *Doesn't our current Honors Program recruit so-called "blue chip" students already? Why, then, re-focus the full-tuition scholarship strategy?*

If we use the Class of 2005 as a case in point, the average SAT and ACT composite scores for this group of 40 students was 1314 and 31.7 respectively, with 20 of the 40 total ranked in the top 3 in their high school class and nearly all the students have achieved GPA's at or above 4.0. Just as importantly, each student has significant service and leadership experience, and a variety of intangibles that, for the most part, qualify them as true "blue chip" students.

Yet, the University Honors Program also lost 19 prospective students in the last recruiting cycle who declined offers of a place in the University of Dayton program, even though these offers also often came with full-tuition scholarships attached. These prospective students, too, were the *crème de la crème*, and we lost them to institutions such as Notre Dame, Miami of Ohio, Case Western, St. Louis University, Ohio State, and the University of Virginia Jefferson Scholars Program.

While we cannot "win them all," as it were, it is discouraging to see UD lose top prospects simply because we are not marshalling our already substantial resources in the potentially

most effective manner. A more strategically focused scholarship strategy is one important part of this plan. Already, an improved coordination between the Honors Program and the Office of Scholarships produced the largest ever yield of prospective full-tuition scholarship recipients (13/20, 11 of whom are in the Honors Class of 2005). This proposal is a continuation and extension of this type of cooperation, and is a two-way street where the Office of Scholarships makes a commitment to the support of the Berry Scholars Program and the new Berry Scholars Program administration cedes exclusive control over the student selection process. Working together in this way, the results will be that much better for the University of Dayton as a whole.

◆ *Why is 3.4 proposed as the minimum GPA for Honors students and Berry Scholars?*

This GPA minimum is consistent with nationally recognized Honors Programs (which typically require minimum GPA's in the range of 3.3 to 3.5). For example, Indiana University at Bloomington requires a 3.3 minimum GPA, while Miami University of Ohio requires a 3.5 overall minimum. A minimum overall GPA of 3.4 is, for example, the extrapolation of a 15 credit hour term in which a student earns two A's (4.0) and three B's (3.0). This standard sends the message that students receiving A's and A-'s in their course work are doing "Honors-level" work. In this new system, faculty might then also weigh their own grading scale in this light, distinguishing between A's and A-'s, on the one hand, and "B+'s" and below on the other, in terms of whether or not the academic performance in question should or should not qualify the student to hold a position in the Honors Program. In other words, faculty might use this new system, and the minimum GPA requirement in particular, to gauge the internal stratification of student performance in their courses in relation to a university-wide standard. Obviously, students need not earn A's in every course to qualify for admission or retention in the Honors Program. As the above exemplary term of study demonstrates, a student need not even earn A's in the majority of their courses to meet the minimum GPA standard.

Concluding Remarks

In 1999, the University of Dayton Office of the Provost established a committee to conduct a national search for the third director of the Honors and Scholars Programs. A clearly stated objective of this search was to appoint a director who would develop and initiate a plan for the restructuring of the programs. In particular, a stress was placed on the need to extend the benefits of these programs to a larger proportion of the undergraduate student body, that is, the focus for the desired restructuring was the University Scholars Program.

This plan addresses this need. Arguably, the most significant proposed change is the transformation the current Scholars Program into a full-fledged Honors Program that offers undergraduate students across the university the opportunity to earn a Honors degree. Ideally, this change would result in the expansion of faculty-mentored undergraduate research, new varieties of international study necessary in the 21st century, a renewed focus on the primary significance and value of academic excellence throughout the ranks of the undergraduate student body, and ultimately, distinctive University of Dayton graduates who are recognized for their embodiment of the Learn, Lead, and Serve motto. The implementation of this proposal would also offer viable endowment opportunities to not only the Honors Program but also to academic divisions and even departments.

The proposed restructuring of the current Honors Program into the John W. Berry, Sr., Scholars Program is also, however, quite significant. This change addresses the need to

enhance the university's competitive position vis-à-vis prestigious named Scholars programs, which can be accomplished by the strategic use of current full-tuition scholarship resources and through a modest enhancement program's distinction structure. Recruiting and retaining a select number of the nation's top students is, quite simply, an essential building block in the University of Dayton's vision to become a national leader in Catholic higher education. Through their leadership and service, both in and outside of the classroom, the value that this group brings to the university extends far beyond their own personal accomplishments.

Finally, as a proposal, this plan should be considered as a starting point for discussion. On the basis of consultation, it should be honed to anticipate any unintentional or perverse consequences, and expanded and refined to meet the needs of the primary academic and non-academic units. The budget projections included in this plan must also be supplemented with a rigorous and detailed assessment from the Office of the Comptroller.

The Honors and Scholars Programs are not a stand-alone academic units; rather, their role is to serve the College of Arts and Sciences and the Schools of Business Administration, Education and Allied Professions, and Engineering, by offering specialized programs and events for their most accomplished students and by coordinating the process of recruitment and retention and the non-academic facets of student life so to create an environment for the education of the whole person consistent with the distinctive Catholic and Marianist character of the University of Dayton. If restructured along the lines herein proposed, the new Honors and new Berry Scholars Programs will be able to pursue this mission to its fullest realization and play its flagship role in the University's strategic plan to become a national leader in Catholic higher education.