Honors College Self-Study Report, January 2012
Summary of Recommendations

1. Grow the Faculty
   a. Involve more tenured faculty at Associate Professor level and encourage more Assistant Professors; tenure-track faculty are essential to the future of honors education.
   b. Convince faculty that honors teaching is valued by chairs and deans.
   c. Recognize real pressures involving faculty and departmental/college resources.
   d. Widespread concern that teaching in honors could compromise chances for promotion and tenure; this is a disincentive for junior faculty to pursue honors teaching.
   e. Faculty rewards and incentives must be structured to encourage broader participation of tenure-track faculty.
   f. Retool departmental courses to serve honors program needs.
      i. courses with several sections; designate some as honors having faculty teach as part of their workload
      ii. create an honors section with a larger section serving the general population, receiving additional assignments and projects; faculty offering special discussion meetings or seminars for honors students (mixed results in COB but worth reconsidering)

2. Grow the Staff
   a. Dramatic growth in pre-health advising.
   b. Opportunity for pre-law advising.
   c. Staff to begin early outreach to high-achieving students to groom them for prestigious national and international scholarships.
   d. Establish Faculty Fellowships to do some of this.
   e. Caution of short-term graduate assistants and faculty fellows for long-term support.

3. Grow the Students
   a. Growth in number of students overall (no particular program).
   b. Most departmental programs could increase their scope.
   c. Cultivate programs in departments and colleges that do not already have programs.
   d. Honors College could take a leadership role in recruiting top students for departmental and college programs as well as University Honors Program.
   e. Identify and contact potential honors students early in their career through new methods such as emails to students on Chancellor’s list, inviting them to departmental, college or University Honors programs.
   f. Open up new departmental programs to increase access.

4. Changes in Structure of Programming
   a. Value in small, interdisciplinary courses.
   b. Augment these with departmental course offerings that count toward University honors requirements.
c. Honor College could promote such courses, working with department chairs to identify appropriate sections and instructors.

d. Explore alternatives to theses such as honors seminars, honors projects that could be completed by student teams under direction of a single faculty member and/or additional honors coursework with the department.

e. Honors College could work with departments and colleges who are interested in expanding or revising their offerings to serve more students.

f. Cross-listed honors sections to assist departments that are too small to dedicate honors courses.

5. Role of University Honors Council
   a. Council can serve a larger role in promoting the vision of honors across campus.
   b. Council can be a pro-active advisory board that could be much more involved in promotion of honors to students and faculty, encouraging the growth of existing programs and the development of new programs.
   c. Change meetings from once/twice a year to monthly meetings.
   d. Begin staggered terms (two-year for example) and add term limits to encourage “new blood” to get involved in honors programming.

6. Other
   a. Marketing should stress several types of honors programs that complement one another and fits needs of different types of students, from entering freshmen to continuing students and transfers, pre-professional to pre-graduate school.
   b. Current structure and team are working well. By thinking creatively about new program initiatives, we can use that structure to maximize potential.