

# Honors College Position Paper on Honors College Faculty Status

## Executive Summary

The Honors College seeks to remove the restriction currently placed on its tenure and promotion guidelines that limits applicability of the guidelines to those hired before September 1, 2005, clearing the way to hire new tenure-track faculty. At the same time, to address concerns that have been raised about effective evaluation of faculty credentials, integration with other academic units, and communication with the UCA faculty at large, the Honors College proposes changes to the composition of hiring, promotion, and mid-tenure review committees to include non-Honors faculty with relevant expertise; the inauguration of more structured arrangements by which senior tenured faculty from other departments can teach Honors courses; and the creation of a Faculty Advisory Committee for the Honors College.

Our position emerges from two related considerations.

1. **Autonomy.** The Honors College seeks the freedom that all other academic units enjoy: to determine its own mission in consultation with the University administration, and to identify the resources necessary to accomplish that mission.
2. **Mission.** As it has evolved over the history of the honors movement nationwide, including for the last twenty-five years on this campus, the mission of the Honors College requires a group of dedicated scholars involved in teaching, mentoring, and research in an interdisciplinary community.

Each of these considerations collects a number of specific issues that the Honors College wishes to be widely understood by UCA faculty involved in conversation about its faculty status.

### Considerations of Autonomy

- The Honors College is the only academic unit on campus to have the number of its tenure-line faculty restricted.
- A tenure-line faculty member left for another position in 2006, creating a vacancy that needs to be filled.
- While the evaluation of Honors faculty representing various disciplines has its complexities, the management of faculty with appointments elsewhere or with joint appointments (as some proposals have envisioned) is problematic and undesirable.
- The tenure and promotion process currently in place has worked well in the cases of two Honors College faculty members who have been tenured and promoted since 2005.

- The American Association of University Professors embraces the development of tenure and promotion for interdisciplinary faculty, calling for special care to protect such faculty in the evaluation process.
- The UCA Honors College is not unique in hiring, promoting, and tenuring faculty; instead, we are one of six such programs in the country, with another in the process of moving to this model, a development that demonstrates accelerating interest in specialized Honors interdisciplinary faculty nationwide.

### **Considerations of Mission**

- The mission of the UCA Honors College is to serve the university at large by recruiting academically talented and motivated students to campus and providing them with enhanced educational opportunities in a living/learning environment featuring an interdisciplinary studies curriculum designed to develop their capacities as citizen-scholars. These students, once at UCA, do not major in “honors” but rather join the student bodies of departments across campus, learn the curricula of their majors, and prepare for discipline-related professions as they move toward completion of their degrees. Honors education aims at broader student-developmental goals – intellectual, moral, and civic.
- The Honors movement began as a way to serve the ablest students at an institution and has evolved into robust structures (characterized by national criteria) designed to foster student autonomy through instruction and practice in flexible problem-solving skills. This pedagogy requires the participation of instructors with special interest and continuing training in disintermediation, project-based learning, and cross-disciplinary activities.
- Part of the University interest in supporting such a mission is its role in attracting high-quality students to the institution. The Honors College engages in intensive recruiting and selection activities that require faculty with training and expertise in attracting and evaluating applicants for their academic promise and commitment to community values.
- The integrated interdisciplinary curriculum offered by the Honors College involves regular team teaching, advising, and mentoring in order to move students through a series of developmental challenges on the way to their participation as colleagues at upper levels. Student success in contemplating interdisciplinary questions and in acquiring the fundamental skills of working with and generating knowledge requires faculty members who are committed to mounting interdisciplinary courses; utilizing innovative, skill-driven pedagogies; and welcoming high levels of student involvement.
- The four-year residential component of the Honors College, in which more than three-quarters of its students participate, is unique on this campus. In conjunction with student groups (such as Freshman Mentors and Honors Council) and Residential Life personnel (such as Resident Assistants and Coordinators), the Honors faculty plays a key role in proposing and leading co-curricular programming that specifically evokes the academic character of our community.

With these principles and practical considerations in mind, we maintain that the "sunset clause" limiting the authority of the Honors College to hire, tenure, and promote faculty, originally intended only to provide a pause during which a conversation on interdisciplinary faculty status could be carried on, should be removed. However, the Honors College recognizes that the UCA faculty has an interest in maintaining standards of faculty evaluation campus-wide, and that at present non-Honors UCA faculty members have no formal channel through which to exchange information with the Honors College. We propose the following structures to address these concerns.

- A faculty member from a UCA department outside of Honors whose credentials or expertise are closely related to those of the position being filled will be included in any search committee for new tenure-line hires.
- The current tenure and promotion guidelines already call for the involvement of a non-Honors faculty member with relevant expertise in the departmental review committee for any tenure or promotion application; however, to ensure adequate guidance for the faculty member during the tenure probationary period, a non-Honors faculty member with relevant expertise will be added to the committee for the mid-tenure review.
- To enhance students' opportunities for intensive contact with accomplished scholars and to forge closer ties with other academic departments, we will offer arrangements to senior, tenured faculty to teach regularly in the Honors College as a late-career option or as part of their phased retirement plans.
- The Honors College Director will convene a Faculty Advisory Committee to facilitate communication with the UCA faculty community.
- As it has from its inception, the Honors College will continue to seek partnerships with other academic departments in the form of course-by-course arrangements to borrow or trade faculty members. This policy benefits non-Honors faculty members as well as students in the Honors College.

Attachments follow that elaborate points summarized above and provide support.

## **Attachment I**

### *The Charge from Faculty Senate*

The Faculty Senate requested a position paper from the Honors College to trigger a discussion about the status of faculty members in the Honors College. In April of 2005 the Faculty Senate approved guidelines for the tenure and promotion of faculty in the Honors College, passed by the Board of Trustees that summer, and used since to tenure two faculty members, each of whom have also been promoted to associate professor of interdisciplinary studies.<sup>1</sup>

The guidelines<sup>2</sup> contain a “sunset clause,” limiting applicability to faculty hired prior to September, 2005. The sunset clause was added the evening before the vote by Faculty Senate, and its purpose was to allow faculty members time to discuss tenure in the Honors College. Since May of 2005 a discussion has taken place among parties most interested in the outcome, but before now there has been no concerted effort to invite all interested parties into the conversation, nor has there been a process to resolve the issues at hand.

Once this document has been made available to UCA faculty, interested parties may respond in writing, and then an oral discussion will take place during the spring of 2008 in a committee assembled by Faculty Senate. Following the discussion, the committee will make a recommendation to Faculty Senate about the status of faculty members in the Honors College.

### *Framing the Discussion In Terms of Autonomy*

Members of the Honors College understand the issue in terms of an urgency to remove the sunset clause. For us the issue is simple. We have three tenured faculty members and two tenure-track faculty members. Another tenure-track faculty member took a position in 2006 at another university, and we seek to replace her by conducting a national search for a tenure-track assistant professor. The sunset clause has forced us into a holding pattern, in which we have hired a full-time, non-tenure-track faculty member while waiting for removal of the clause. No other academic unit at UCA is burdened by a limit placed on the number or composition of its faculty.

Framed this way, the case we make involves practical considerations, and the proposal to remove the sunset clause includes other items intended to address concerns voiced by UCA faculty in the discussion of this issue since May of 2005. We propose removal of the clause found in the wording of the tenure and promotion guidelines for Honors College faculty members that limits the applicability of the guidelines to faculty members hired prior to September of 2005 (see Attachment II). If not removed, the main long-term consequence will be the inadvertent development of a two-track faculty in the Honors College – an untenable arrangement.

The principal concern voiced against tenuring and promoting faculty members in the Honors College is whether adequate assessment by peers would be possible of one's scholarly contributions and professional development. The proposal raised by those with this concern is to hire tenure-track faculty in departments of the six academic colleges and then have them teach full-time or part-time in the Honors College, effectively routing these faculty through tenure and promotion protocols extant in the departments.

We have several reasons why we object to hiring and tenuring Honors College faculty members in departments across campus, for the explicit purpose of ensuring adequate assessment of scholarly development. First, the existing guidelines already address the issue of adequate assessment by peers. They call for the involvement of a non-Honors faculty member in the department-level equivalent committee for tenure and promotion: "One additional faculty member will be added to the department-level equivalent tenure committee. This member will be drawn at random from a pool of all faculty members from the applicant's discipline/field of study in a department outside of the Honors College, or a faculty member outside of the Honors College whose expertise and experience are sufficiently related to the applicant's scholarly credentials."

Our current practice requires that a non-Honors faculty member with relevant expertise in an applicant's field be a member of the tenure and promotion department-equivalent committee. Although no one yet has undergone a mid-tenure review process, we propose that the guidelines that cover the tenure review be applied to the mid-tenure review as well, which means that the committee would include a faculty member from a mid-tenure review candidate's discipline/field of study in a department outside of the Honors College, or a faculty member outside of the Honors College whose expertise and experience are sufficiently related to the candidate's scholarly credentials. We also propose that search committees for tenure-track positions in the Honors College include a faculty member from an applicant's discipline/field of study in a department outside of the Honors College, or a faculty member outside of the Honors College whose expertise and experience are sufficiently related to the applicant's scholarly credentials. [Note: Since the Honors College advertises for positions in interdisciplinary studies, applicants from various fields will form the applicant pools; consequently, it may not be clear which specialties will be needed from non-Honors faculty members until the applicant pool forms.)

Second, hiring, tenuring, and promoting Honors College faculty members in existing academic departments but appointing them (part-time or full-time) to the Honors College does not take into account the day-to-day, lived experience of working in one academic unit while being evaluated by another. It sets up a bifurcated professional identity -- split loyalties. This can unintentionally be exploitative, wherein a faculty member will have assignments from and requirements for "face time" in competing sites that add up to more than 1.0 FTE. Writing about tenuring honors faculty, Dr. Rosalie Otero (Director of the University Honors Program at the University of New Mexico) in an article entitled "Tenure and Promotion in Honors" in *Honors In Practice* (Fall, 2005 - the journal of the National Collegiate Honors Council), warned against split appointments for precisely this

reason. Moreover, how would resolution take place if the Honors College wanted to tenure a faculty member on joint appointment but the department did not, or vice-versa?

Third, hiring any new Honors faculty members through academic departments in other colleges would engender another unwanted bifurcation -- this one in the faculty structure of the Honors College, tenuring those hired prior to September 1, 2005, in the Honors College and those hired after in other colleges and departments. This arrangement would bring about an evaluative complexity for assessing teaching effectiveness and service, a complexity that would overwhelm any perceived gain made by simplifying evaluations of professional development. (Recall that three faculty members are tenured in the Honors College and two more are eligible for tenure under the existing guidelines.)

Fourth, while faculty members in the Honors College want the sunset clause lifted and do not want future faculty members to be hired through other departments, it is also likely that non-Honors faculty would be troubled by such an arrangement. Honors College faculty find it difficult to imagine any faculty member at UCA wanting an arrangement where work takes place in one setting but evaluation in another, and it is difficult to imagine any academic unit wanting limits placed on the number of tenure-track faculty members it can employ. It raises critical questions about the authority to set such limits. A discussion can take place about the mission, role and scope of the Honors College at UCA – the purpose of the sunset clause – without leaving such a draconian measure in place to motivate it. Indeed, discussions have been taking place periodically among the most interested since the fall of 2005.

Fifth, UCA is not the first university to designate tenurable status for honors faculty members (being the fourth of six, instead, with more universities making this shift each year). The AAUP national organization maintains no objection to tenuring faculty in academic units that deliver a curriculum in interdisciplinary studies. See [http://www.eric.ed.gov/ERICDocs/data/http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/0000019b/80/19/4e/fe.pdf](http://www.eric.ed.gov/ERICDocs/data/http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/19/4e/fe.pdf). Rather, they argue that special care should be used in setting up the procedures to protect the faculty members in question. We have taken special care at UCA with guidelines for the tenure and promotion of Honors College faculty members and with the procedures that form the committees. The process is working well (having been carried out twice so far with tenure and with promotion). Even though this arrangement is relatively new at UCA, the Honors College is not even the first to employ it: tenure-track faculty members in the Library came prior, and the committee formation we set up is modeled after theirs.

Understood from the perspective of an Honors College insider, this issue seems quite clear – we have tenured faculty already, the approved tenure and promotion guidelines are in the Faculty Handbook and have been used twice without difficulty – we seek simply to have the local authority to hire tenure-track faculty members in the future, authority accorded to every other academic unit on campus that hires tenure-track faculty. The issue framed this way is one of autonomy.

*Framing the Discussion in Terms of a Mission-Curriculum-Faculty Nexus*

Arguably, the larger aim of the sunset clause is not merely to have the Honors College provide a narrow defense of its position on the sunset clause, no matter how urgent its removal is or may seem to Honors College insiders. Nor is it merely to engage UCA faculty in a discussion of faculty status in the Honors College. Rather, that larger conversation should be framed in the most basic terms that exist for an academic unit, namely, its mission, the curriculum needed to accomplish that mission, and the faculty and other resources needed to deliver that curriculum. This calls for Honors College faculty to stand outside a day-to-day agenda and think in terms of university citizenship, making clear the mission and practices, what these are designed to accomplish, why the mission is important, and why in the final analysis The Honors College needs a dedicated, departmental faculty. That discussion is necessarily complex, reflected in the lengthy text and supporting documents that follow. As organizing principles, let us move from the past to the present, from the general to the specific, and from the national to the local.

*History of Honors.* Honors education consists of "the total means by which a college or university seeks to meet the educational needs of its ablest and most highly motivated students" (p. 5).<sup>3</sup> The means to do so typically include recruiting and screening highly able students, placing them in challenging curricula characterized by small classes that are writing-intensive, and that feature active learning, close faculty mentoring, scholarship, and meta-cognition. Institutional objectives usually focus on attraction and retention of high-ability students by displaying a "commitment to quality education," attracting funds, and "enhancing the public image of the institution as a place of superior scholarship" (p. 7).<sup>3</sup> The net result is a great deal of difference in types of honors programs, because they reflect specific traits of the various institutions in which they were incubated. Currently in the United States there are perhaps 750 honors programs affiliated with the National Collegiate Honors Council (NCHC) and about 90 honors colleges.<sup>4</sup>

When did this begin? One can find examples of graduating with honors as far back as 1873 at Wesleyan University and the University of Michigan. In time Ivy League schools started the practice, and when they did, schools such as Princeton, Columbia, and Harvard required a tutorial or exam or thesis for graduation honors. But it was not until 1922 that comprehensive honors education in America began, when Frank Aydelotte instituted a program at Swarthmore. In his 1944 account, Aydelotte foresaw an influx of college students after the war, and he believed "America's future depended on allowing gifted students to break out of the 'academic lock step' through challenging courses of study that encouraged them to accept more freedom and responsibility and to develop their intellectual independence and initiative" (p. 15).<sup>5</sup> The curriculum permitted greater student independence by replacing traditional upper-division courses with "free-discussion" seminars, having no attendance or hour requirements, culminating in a series of "less frequent, but more comprehensive" written and oral exams than ordinarily found in university curricula (p. 37).<sup>5</sup>

The program succeeded, radical though it was, and other universities began their own honors programs. The two most common structures emerging were (1) an integrative approach – stand-alone honors courses that replaced other specific courses, and (2) a distributive approach – honors work as an extra activity in departments or in departmental courses beyond ordinary requirements for graduation.<sup>6</sup>

Honors programs began conversing with one another in the 1950s when the Rockefeller Foundation awarded a grant to the University of Colorado. Its honors director, Joseph Cohen, used this grant to visit other universities so as to pull together a national conference. According to Asbury, “[B]efore 1957, most early honors work was concentrated primarily in private colleges and universities, and only did it occasionally appear in public institutions. This meant that the honors concept was not available to a vast number of students” (p. 7).<sup>7</sup>

Cohen’s plan was to extend the honors concept, and in 1957 the first and second national honors conferences met in Boulder, Colorado, with fewer than 30 public and private institutions. They formed the Inter-University Committee on the Superior Student and put out a newsletter. These actions stimulated considerable interest in honors programs across the country and led to the formation of NCHC in 1965. By 1970 its journal began, further uniting programs and allowing them to share best practices. By the time of the first NCHC conference, 200 participants attended, representing 100 institutions.

The 1980s marked a second wave of growth; membership in NCHC increased by nearly 40% (according to executive secretary-treasurer of NCHC in 1990, William P. Mech).<sup>8</sup> In her statement of intent to run for the second vice president position in 1990, Toni Forsyth stated that “since joining the organization [NCHC] in 1985, I have witnessed a phenomenal growth in membership as well as in diversity among its members. We, too, have moved from a largely homogeneous population of mostly four-year institutions to a wonderfully heterogeneous population of two-year and four-year public, private and historically Black colleges.”

The NCHC found itself confronted not only with variation in types of programs but also in quality. It became apparent to the honors community that descriptors were needed about what constitutes a fully developed honors program. Following survey research and extensive discussions, in 1994 NCHC adopted “Basic Characteristics of a Fully Developed Honors Program” (Richard Cummings).<sup>9</sup>

Sessions held on these characteristics at the national conference were sometimes tense. Honors directors or deans of new or growing programs began to worry that accreditation was soon to follow, and that the characteristics would become requirements, potentially undoing programs or colleges that did not measure up. To the contrary, however, even after the basic characteristics were adopted, variation among programs continued. Some programs became more fully developed and transitioned into honors colleges, while others made no changes at all but began to call themselves honors colleges anyway.



In 1994, there were twenty-three Honors Colleges in the NCHC database, the oldest of which was founded in 1960 at the University of Oregon. In 1994, John Madden conducted a survey of these twenty-three colleges hoping to identify what distinguishes programs from colleges.<sup>10</sup> The characteristics that stood out in honors colleges included specialized course offerings under their own rubric, a core faculty assigned to teach for the Honors College, parity with other academic colleges in status and budget, and a residential component. He also found several programs that functioned like honors programs but called themselves honors colleges, and vice versa.

Following nearly a decade of debate about what made honors colleges unique, the Executive Committee of NCHC undertook an initiative to discover and codify the basic characteristics of a fully realized honors college. Peter Sederberg, then-dean of the Honors College at the University of South Carolina, who led the effort, said that “the NCHC ought to take a strong interest in this phenomenon, [because] if an institution is simply gilding the name, then ‘Honors College’ becomes a devalued misnomer designed as a marketing strategy and intended to mislead potential applicants into believing that something new exists where, in fact, substance remains unchanged” (2004, p. 121).<sup>11</sup> Research was conducted on the sixty-five Honors Colleges affiliated with NCHC in 2004 to determine the key features that they shared, and following a raucous session at the national meeting in New Orleans, the basic characteristics were accepted and then endorsed in 2005.<sup>12</sup>

Among the characteristics most salient to this discussion are the abilities of an honors college (1) to exist as an equal collegiate unit within a multi-collegiate university structure; and (2) to exercise considerable control over honors recruitment and admissions, policies, curriculum and selection of faculty.

*On the Concept of Honors, Its Mission and Curriculum.*<sup>4</sup> In the most general sense, the term “honors” is arguably moribund. The concept “honor,” as in “honorable,” is medieval in context and requires selves to conform unquestioningly to social expectations.<sup>13</sup> Peter and Brigitte Berger, along with Hansfried Kellner, argue that from Cervantes forward, the goal for Western selves has shifted to discovering one’s inherent dignity, nameable only after discarding scripts authored by others, authors now long dead. To do so requires critical thought immersed in liberal arts – the liberating arts – which leads to stepping outside taken-for-granted structures of everyday life.

This suggests “honors” education is no longer limited as it once was to a mission of strictly transmitting knowledge of past traditions, given the broader case made by many about the “modernization of consciousness.” If “honors” has been emptied of that former meaning, with what shall it now be filled? Honors colleges across the nation are moving away from being defined by specific problems or disciplinary approaches and heading instead toward missions that convey flexible problem-solving skills. Doing so fully requires the use of project-based classes.

With this mission, “honors” becomes understood as a constellation of elements rather than just a certain kind of student or class or faculty member. It is a place where selected

students and faculty members practice scholarship and citizenship together. We study great books not simply because the canon is what one studies, but because its answers have stood the test of time in coping with recurring human problems. We study other sources of answers, too – sources other than those of antiquity, from places other than the west, from women, from science, and from contemporary scholarship in a variety of fields.

This mission works best in a learning community with infrastructural requirements focused on the student working group rather than the faculty member. Faculty members act as interactive participants, resources, advisors, consultants or coaches, helping keep students on task, delivering content, evaluating progress, and giving regular feedback. What emerges is the ability to collaboratively solve real-world problems creatively, grounded in scholarly undertaking that compares and contrasts wisdom traditions and disciplinary methodologies. The goal: to develop citizen-scholars, capable of carrying out research, collaborating with others, leading when necessary, and embracing the public square as a locus of action equally important to them as are their professional and personal lives.

This mission's curriculum is integrative (referring to stand-alone, interdisciplinary courses) with increasing emphasis on student-generated content as students mature each succeeding year, rather than distributive (referring to honors as an extra activity in departments or in departmental courses, beyond ordinary requirements for graduation).

This curriculum consists of arrangements that ground student empowerment in and out of the classroom. These are strategies, structures, and technologies of disintermediation -- the practice of student-to-student collaboration, taking place without constant intervention and oversight by an instructor. The goal is readiness -- to respond to new situations rather than to rehearse old scenarios. Old situations are good for practice, but the test is how students perform under new circumstances. That is the only way to test skills apart from content.

Service learning is becoming ever more common, and these courses can sometimes be characterized by an emphasis on extramural evaluation of students' work. Extramural evaluation requires performance before an external public, and though increasingly common nowadays, this is not yet prevalent in the liberal arts and sciences – it has not fully migrated from colleges of performing arts as competitive juries, or colleges of education as student teaching, or colleges of business as internships, or colleges of health or behavioral science as practica. Students are thrust into positions of leadership, keeping track of progress, coordinating efforts and organizing research and demonstrations of results. Professors must give students training and experience in being evaluators, as well. Indeed, faculty members in honors colleges across the nation are adopting pedagogies deemphasizing professorial centrality. As time goes on they may even find themselves in the future working together across more than one course, with faculty rotating in and out of the project as their expertise is demanded.

In this curriculum intellectual advancement occurs through scholarship (specifically referring to the way knowledge has been generated and assessed since the Enlightenment). The core value, freedom of inquiry, requires transparency (of method and assumptions) as well as participation in a peer community through publications and presentations; students read and review publications of others, past and present, and attend oral presentations of their contemporaries, whether student, faculty or guest. Assessment of student scholarship is admittedly difficult; the challenge is naming and defining skills we want students to learn, not confusing skills with their outcomes. To do this we must identify what practices are transferrable to other contexts.

Citizenship and leadership develop where students build and facilitate conditions for human flourishing, including practices of listening, turn-taking, and non-violent conflict resolution along with respect for difference. Citizen-scholars are guided in their leadership by scholarly values of unlimited inquiry, transparency of method and assumptions, and the free flow of information.

*The UCA Honors College Mission, Its Curriculum, and its Faculty.* We maintain that faculty status in any academic unit, including the UCA Honors College, must be based upon the mission of the academic unit in both its university and its internal components. As an example, consider briefly departments in a college of liberal arts. They typically have discipline-specific missions that seek to prepare their majors for careers in the profession by elucidating the field and its methods of inquiry – in short, departments “discipline the discourse” of their students. They also serve university-wide missions by educating students in the liberating arts of independent thought, historical location and cultural sensitivity, often through delivery of general-education courses.

The mission of the UCA Honors College is to serve the university at large by recruiting academically talented and motivated students to campus and providing them with enhanced educational opportunities in a living/learning environment featuring an interdisciplinary studies curriculum designed to develop their capacities as citizen-scholars. These students, once at UCA, do not major in “honors” but rather join the student bodies of departments across campus, learn the curricula of their majors, and prepare for discipline-related professions as they move toward completion of their degrees. Honors education aims at broader developmental goals – intellectual, moral, and civic.

To examine the components of the Honors College mission, begin by considering recruiting. Recruiting high-ability students is one of the most difficult undertakings that we carry out in the Honors College, despite its centrality in our mission to the university. If a university is going to attract such students, given the competitive environment, then it must offer scholarships based on academic merit, scholarships that pay all or nearly all of the costs of attendance. We know from surveying students we recruit that scholarships, Honors College housing, and the reputation of the curriculum are the most important reasons for attending UCA. Highly able students, those in the top 6-8% of graduating high school seniors, have many options and are actively sought by numerous colleges and universities. We make contact with perhaps 1000 prospects a year, from which we select

100-125. Faculty and staff members visit high schools, attend college fairs, meet with prospects and their parents who drop by, send letters to top graduating seniors around the state, and engage the services of student “ambassadors” from the Honors College who conduct outreach with younger counterparts from their high schools or hometowns. The scholarship and housing “package” is an initial attractant.<sup>14</sup>

After attracting prospects, the most complex endeavor for faculty members in the Honors College is evaluating them. The aim is to predict future student performance from materials submitted by applicants and from observations of their participation in mock seminars; in part the aim is to match expectations between what students want from their education and what we provide. On Inform and Interview Days “I-Squared Days,” held three to four times in the spring for graduating high school seniors, prospects (and their guardians) attend several informational sessions provided by the Honors administration, UCA administrators and staff, and current students. The evaluation process is predicated upon two essays submitted prior to I-Squared Day and a third written in response to a lecture delivered on the day prospective students are visiting campus; a small group discussion in a seminar setting; letters of recommendation; and a review of other records documenting academic achievement. Students are asked in particular to respond to an excerpt from Peter Elbow’s essay entitled “The Doubting Game and the Believing Game: An Analysis of the Intellectual Process” (found in *Writing Without Teachers*, published by Oxford University Press, 1973, pp. 147-91). It describes a method that characterizes much of our first-year instructional practice. Student performance on all of these instruments is scored on a uniform rubric, and the top scoring prospects are invited to be admitted until the class is filled.

Turning to the next component of our mission, consider the provision of enhanced educational opportunities. This aim is to develop a basic skill set that not only aids student learning in any area but also is transferable to other arenas of life. Three aspects of student development are highlighted: (1) scholarship – learning the arts of inquiry and conversation, culminating in structured academic research, academic writing and oral presentation; (2) leadership – practicing the organizational skills of collaboration, planning and assessment, and the personal skills of self-discipline and task management, culminating in the capacity to guide or direct group-based work; and (3) engagement – understanding the importance of civic involvement and giving back to the larger community, culminating in occasions of service that draw upon scholarship and leadership capacities.<sup>15</sup>

In one sense, this mission generates expectations for Honors College faculty members who are eligible for tenure and promotion that parallel those for all such faculty who teach undergraduates, including demonstrated effectiveness in teaching; accomplishments in scholarship, research, or creative activity; and service to the college, university, and community at large. Because the focus of the Honors College curriculum is undergraduate teaching in an interdisciplinary setting and fostering undergraduate scholarship through mentoring, special emphasis is placed on teaching effectiveness and those scholarly pursuits that contribute to such efforts (see Attachment II). But in another sense the mission leads Honors College faculty members to be subject to expectations that differ from those of discipline-specific departments with neither recruiting nor

residential components. Honors College faculty members are charged with attracting outstanding students to UCA by establishing and maintaining a reputation for excellence in academic and co-curricular programming, and with developing not only students' intellect but also their interpersonal, leadership and civic-outreach skills. The latter invokes an interdisciplinary curriculum and a linkage between living and learning sites and between the curriculum and programming adjunct to it. This results in the recurring need to function as a site for developing new and innovative models for instruction, as well as program delivery that integrates interdisciplinary teaching and learning. Effective recruiting and living/learning programming require practices and experiences not typically undertaken by faculty elsewhere in the university.

*Interdisciplinary Studies and the Honors College.* A central difference for Honors College faculty members is the requirement to teach interdisciplinary courses. In this section we present a brief history of interdisciplinary studies and show how interdisciplinarity manifests itself in the UCA Honors College curriculum.

“Interdisciplinary studies” began as and remains a response to increasing specialization and fragmentation of knowledge.<sup>16</sup> Disciplines and majors, as we now understand them, are relatively recent in origin, having come into being in the 1880s and 1890s. Prior to that, a college education was essentially interdisciplinary, designed to prepare students (almost all of whom were wealthy, white males) for leadership in business, government and the professions. With disciplines and majors came paradigms of scholarship – rule-bounded investigative methods and theories and assumptions and ways of presenting evidence and arguments that separated one discipline from the next, producing ever more specialized knowledge over time. Even as early as the late 1880s, at Princeton the call went out for an integrated “general-education” to combat specialization, led by James McCosh. Although he sought non-departmental and therefore interdisciplinary courses, the liberal arts, general-education approach that emerged at Princeton veered from his aim, being instead a sequence of departmental courses in the humanities. This sequence, not unlike a portion of our present-day general education requirements, produced disciplinary diversity, but only through a distributive approach. In other words, no stand-alone interdisciplinary courses were available to help students “build the big picture.”

A second approach, developed by Robert Maynard Hutchins and Mortimer J. Adler at the University of Chicago in the 1930s, centers on Greek and Roman classical texts and other “Great Books” of the Western canon. A core curriculum was established that was interdisciplinary, at least in terms of the humanities (across lines that divide philosophy, religion, history, literature, and the study of language). Unlike the previous Princeton model stressing the integration of disciplines for the purpose of connecting particular pieces of knowledge to the larger contours of a student's personal and civic life, the University of Chicago program focuses on a specific combination of Greco-Roman and Eurocentric content designed to introduce students to a common fund of wisdom. As the natural and social sciences grew in stature and emphasis at universities following World War II, the core curriculum came to include study of these disciplines in the arts and sciences. However, the natural sciences have always had an unstable presence in the core curriculum, because their practitioners are rarely trained to devote instructional time to

critical reflection of the underlying assumptions of scientific protocols, instruction that could be deemed meta-scientific.

John Dewey at Columbia University and Arthur O. Lovejoy at Johns Hopkins University were the leading lights of a third approach, which is concerned primarily with intellectual development (cognitive and moral) and personal growth of students. Unlike the Hutchins/Adler emphasis on western wisdom, the Dewey/Lovejoy model of interdisciplinarity stresses “process” and lacks specific “content.” Of the three, the Dewey/Lovejoy model has perhaps been the most influential in American higher education. It fits well with the “discovery” beginning in the 1960s of the importance of including in the core curriculum the voices of non-Western writers, people of color in the West, and women. By the 1980s, this sort of multicultural inclusion in general-education requirements led to a heated debate between “traditionalists” (actually, Hutchins/Adler proponents) and “progressives” (actually, Dewey/Lovejoy proponents) about what should be and should not be in the canon. Equally heated in that decade and ever since has been the degree, if any, to which “dead-white-male” authors of the Great Books are blinded by their own historical and cultural assumptions about what topics are worth studying and what counts as ratiocination.

UCA’s Honors College sprang to life in the throes of the struggle between the Great Books and the cognitive/moral developmental approaches. Rather than choosing one or the other or pronouncing a “pox on both houses,” founding director Dr. Norb Schedler opted for a third way, melding the two. In higher education in America, this is decidedly unique, even to this day. Perhaps the best way to illustrate it is to examine how it plays out in the courses we teach.

Consider the freshman and sophomore Honors College courses. These blended, interdisciplinary studies approaches work on different levels. Honors Core I (The Search for Self) has a content (history of ideas about self or human nature) centered in (some of) the great books of the Western canon (ala Hutchins/Adler). Residing at a level beyond the content is a way of teaching that Peter Elbow has titled “the believing game,” presenting each great thinker’s idea as a live option, making a case for its inherent truth, and connecting it with a student’s lived experience.

A dilemma is created on this second level as each course proceeds, because the ideas covered do not accord with one another, nor do they flow in a logical or chronological sequence one from the other. Consequently, even though each student receives a plausible case that Thinker Number One is correct and that Thinker Number Two is correct, Thinkers One and Two do not agree; thus a student must reflect to find a way to confront and perhaps resolve the discrepancy. With each new Thinker introduced, the reflective method becomes ever more sorely tested as the discrepancies and disciplinary assumptions multiply.

Thus, the course begins to operate on a level beyond either of the other two, one that existentially engages students in a process of cognitive and moral challenge (ala

Dewey/Lovejoy). Assumptions are questioned and worldviews examined, while faculty members guide students in discovering and honing methods of analysis.

This process has been updated from its inception at Columbia and Johns Hopkins by work in the 1950s-1980s of developmental psychologists at Harvard such as William Perry {see Perry, William G., Jr. (1970). *Forms of Intellectual and Ethical Development in the College Years: A Scheme* New York: Holt, Rinehart, and Winston; and Perry, William G., Jr. (1981). "Cognitive and Ethical Growth: The Making of Meaning", in Arthur W. Chickering and Associates, *The Modern American College* (San Francisco: Jossey-Bass): 76-116.} and Carol Gilligan {*In a Different Voice: Psychological Theory and Women's Development* (1982). Harvard University Press}, and then developed further by feminist scholars from the Stone Center at Wellesley College {see Belenky, Mary F.; Clinchy, Blythe M.; Goldberger, Nancy R.; & Tarule, Jill M. (1986). *Women's Ways of Knowing: The Development of Self, Voice, and Mind* (New York: Basic Books)}.

As students move into Honors Core II (The Search for Community), whose content centers on a history of ideas about human society, the conflict over disparate social and cultural arrangements and public policy pronouncements becomes more specific. The course either examines differing societal formulations or it surveys some “hot button” social problems along with their attendant policy implications. In each case, students have to choose from multiple possibilities, all the while keeping in mind how a choice in one area calls out for consistency with choices in other areas. What is taking place for students can be nothing short of “building the big picture” with respect to society and public policy. The developmental component pushes students toward and through what William Perry terms “multiplicity” and into “contextual pluralism,” and what Belenky and her colleagues call “constructed reality.”

Honors Core I and II are team-taught courses enrolling 125-150 students with eight instructors. Of the forty-five class meetings in a Monday-Wednesday-Friday course, perhaps fifteen are large-group sessions, requiring one or two instructors to lecture while the other thirty are small-group sessions, requiring each instructor to lead discussion or have a student do so.

The team collaborates on building the syllabus, selecting the readings, devising writing prompts for student journals, producing assignments for major papers and exams, and composing “small group guides” that aim to keep discussion more-or-less consistent across the eight breakout groups. The team meets weekly to maintain course operations.

Honors Core III (The Diversity of the Search) presents ideas that directly engage notions of pluralism, expressly examining diversity in a variety of ways – religion, race, gender, social class, culture, legal systems, medical systems, ecosystems, etc. By this point in the curriculum, content is pushing beyond that of the Great Books canon and into the newer canon of Great Thinkers – feminist, post-colonial, post-structural, post-modernist. Honors Core III was among the first courses at UCA to embrace multicultural education, beginning in the middle 1980s. Some of the newer minors in Liberal Arts – African and African-American Studies, Asian Studies, Environmental Studies, Gender Studies, and

Religious Studies – involve courses taught first in the Honors College.

Encountering this content brings with it an inherent challenge, requiring nearly every participant to question assumptions and taken-for-granted, received “wisdoms” acquired in one’s youth. Honors Core III is not (usually) team-taught, with students enrolling in one of eight to ten different offerings, in courses with student-teacher ratios of fifteen to one. Having small classes all semester (contrasted with the Freshman Seminars’ sometimes large, sometimes small groups) puts students in a position to make more frequent oral presentations. By taking increasing responsibility for what transpires in the classroom, a student has a greater number of opportunities to make “commitments in the face of contextual pluralism,” and results from Perry’s studies show that this pushes students’ development to an increasingly mature response to pluralism.

The Honors College embraces both interdisciplinary and multidisciplinary approaches to delivery of its curriculum. The latter presents experts from different disciplines to address diverse aspects of a complex problem (e.g., the search for self), with each expert invoking the issue from the perspective of a specific discipline, while the former requires presenters to meld two or more disciplines to create a new (interdisciplinary) approach (e.g., environmental literature, religious studies, Asian studies, linguistic philosophy, social psychology, etc.).

Interdisciplinary approaches allow for meta-cognitive reflection by students and faculty members on the sense-making protocols intellectuals use in framing, investigating, and writing conclusively and persuasively about complex problems. These approaches also enable courses to be centered on topics not easily contained within a discipline, and facilitate collaborative pedagogies, often using project-based courses and service learning. Although courses or portions of courses like these are not exclusive to the Honors College, what is unique is having interdisciplinarity be central to the mission of the freshman and sophomore curricula.

The requirement of interdisciplinarity remains critical to the mission of the junior and senior curricula, through which students are able to earn a minor in interdisciplinary studies. They are required to complete two junior-level seminars, courses delimited not by a discipline but by topic; a senior seminar that investigates global issues in an interdisciplinary manner; and an Oxford Tutorial followed by a senior thesis, during which a student completes a year-long, interdisciplinary project of undergraduate scholarship.<sup>17</sup>

*The Role of Non-Honors Faculty in Honors College Teaching.* From its inception, the Honors College has both depended upon and actively sought partnerships with faculty from other departments. When it was founded twenty-five years ago, faculty from English, history, art, music, biology, psychology, and other departments participated in teaching the first Honors classes and mentoring its first students alongside founding director Dr. Norb Schedler. As enrollment grew and then leveled off at 180 students, Dr. Schedler and then-associate director Dr. Rick Scott were able to teach many of the necessary classes, along with a few faculty members “borrowed” from departments.



Consider an example from the fall semester of 1994 when the Honors College enrollment was approximately 170 students. The schedule consisted of five sections of the freshman seminar, two sections of the sophomore seminar, two sections of the junior seminar, one section of the group-based Oxford Tutorial, and one section of the group-based Senior Thesis course, for a total of 11 unique course sessions. Dr. Scott taught four sections, and Dr. Schedler taught two. Three sections were taught by departmental faculty who were recruited to teach in Honors each year (fall or spring), and the remaining two sections were taught by departmental faculty members on a one-time basis.

In the years that followed this example, when the Honors College was asked by the UCA administration to grow its enrollment to 500, Drs. Schedler and Scott recognized that the role they had been playing as core Honors faculty now required additional personnel. Student-teacher ratios had ranged from 12-15:1, and it was important to keep those ratios in order to deliver the curriculum in the manner intended; this meant adding many more sections, requiring many more instructors. For that reason they sought and obtained permission to establish faculty lines in the Honors College, and hired the first faculty member with such an appointment in 1999 (Endnote 1 contains additional information about the history of enrollment in the Honors College and its impact on Honors College faculty status).

A core Honors faculty, however, was never intended to expand to a size sufficiently large to teach all classes offered in the Honors College. Rather, it is the policy of the Honors College to benefit both our students' learning experiences and the non-Honors UCA faculty's teaching experiences by continuing to offer teaching opportunities in Honors to several non-Honors faculty members each year. This group of non-Honors faculty is composed of (1) senior faculty members who have expressed an interest in teaching with Honors regularly, who have garnered strong teaching evaluations in the Honors College setting, and who have worked out with us and with their chairs and deans agreements to do so, as well as (2) faculty who teach in Honors on a more occasional basis (including junior faculty).

We understand faculty benefits of this policy to be many: the chance to teach highly motivated students in a small seminar setting, to mount classes that deal with interdisciplinary implications of their disciplines that might not fit neatly into the departmental curriculum; to try out innovative pedagogies; and to spark interest in their fields among highly desirable students who may become their departments' majors or minors. For the Honors College, we believe this system serves our students well by injecting fresh perspectives into the classroom, by providing classes that both complement the major fields of our students and supply a broad variety of topics to an inquisitive population with wide-ranging in interests, and by enabling us to mount enough course sections – forty last semester (which is now typical) – to maintain class sizes appropriate to the seminar format.

Consider a second example from the fall of 2007, when the Honors enrollment was 488. The freshman seminar had eight sections, nine sections of the sophomore seminar were taught, eleven sections of junior seminars were held, two sections of senior seminar took

place, and four sections of the group-based Oxford Tutorial and six sections of the group-based Senior Thesis course were taught. Of these forty sections, ten were taught by “borrowed” faculty. That percentage (ranging from 20-25%) has been typical since we reached our target enrollment of about 500 students in the fall of 2003.

So the Honors College continues to make arrangements with departments to borrow faculty to teach its courses at the rate of six to ten such faculty members each semester, teaching about ten of the forty to forty-two sections of Honors courses. In addition, recognizing departmental resource constraints as well as the disciplinary resources the Honors College holds in its tenure-line faculty, with support from the Provost’s Office we are able to compensate departments for each borrowed faculty member in the amount of the cost of one adjunct hire. We are also able to work out trades whereby an Honors faculty member who can mount courses of disciplinary interest teaches a course in a department during the same semester when a faculty member from that department teaches an Honors course.

Trading and borrowing faculty on the one hand, and having a core faculty in the Honors College on the other hand, are not mutually exclusive. The Honors College requires a specialized faculty dedicated to fulfilling aspects of its mission that no cadre of “borrowed” faculty – which is to say, temporarily convened and variously composed from semester to semester – could be asked or expected to undertake: recruiting, advising, offering co-curricular programming, and modeling the values and educational philosophy of the Honors movement as we understand it and seek to advance it. Such a faculty can be assessed in light of tasks and accomplishments central to Honors, but not shared by other academic units on campus, and it can be trained and mentored toward those ends. The departmental faculty members we borrow allow us to offer non-Honors faculty on campus a site for an innovation lab for pedagogical strategies and for them to potentially attract new majors from among Honors students. The Honors College intends to maintain this policy, continuing to offer teaching opportunities to a number of non-Honors faculty members each year in order to benefit the non-Honors UCA faculty, the Honors College, and its students; there are no plans, nor is there any desire among the Honors faculty and administration to change this policy. To the contrary, the Provost, Deans, and Honors College Director have repeatedly affirmed the importance of having non-Honors faculty teach Honors courses.

*Conclusion.* In sum, the cognitive and moral student development components of the Honors College mission require faculty to carry out four major teaching functions: (1) to mount interdisciplinary courses, aiming to produce citizen-scholars; (2) to participate as members of a teaching team; (3) to deliver courses that are writing-intensive, feedback-intensive, and student contact-intensive; and (4) to use innovative course structures that feature collaborative, project-based, peer-to-peer pedagogies.

The Honors College is more than a traditional academic community. It is a living-and-learning community where students acquire tools for thought and prepare for careers that motivate and challenge, as well as discover how to live responsibly among others. Tackling deep-seated problems begins with gatherings at the classroom table, but our

"lively experiment" does not end there. The Honors curriculum encompasses a wide variety of faculty-sponsored services and opportunities. It is delivered through co-curricular challenges like High Table lectures, student Soapboxes, and the Foreign Film Cinema Series, as well as major colloquia delivered through the Challenge Week series. It is enlivened by unique undergraduate research projects and senior theses that span the disciplines. New horizons are opened up by close relationships forged between students and faculty members, and ideas born from these collaborations are enriched by study abroad and research at home. Moreover it is not unusual for students and faculty to be engaged in conversation all hours of the day, 365 days a year, through our unique Honors Online Community.

In order to pursue a mission-driven, interdisciplinary curriculum delivered with collaborative pedagogies in a living/learning environment, the Honors College needs continuity in its teaching faculty, a continuity that can only come from persistent practice. The lived experience of faculty members in the Honors College comprises a unique "community of practice" wherein faculty share the core values expressed in the mission and hone a shared set of teaching protocols. Faculty status must correspond to the task of attracting the kind of specialized personnel needed to carry out these functions. Once hired, Honors College faculty members need training, experience and collegial contact in order to develop and maintain their commitment to these practices and values.



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**THE HONORS COLLEGE**  
**TENURE AND PROMOTION STANDARDS, PROCEDURES, AND**  
**GUIDELINES**

**I. General Statement**

The Honors College serves the University of Central Arkansas (UCA) and the larger community by providing a specially designed curriculum of interdisciplinary studies for academically talented and motivated undergraduate students. Expectations for Honors College faculty members who are eligible for tenure and promotion are the same as those for all such faculty, including demonstrated effectiveness in teaching, accomplishments in scholarship, research, or creative activity, and service to the college, university, and community at-large. Because the focus of the Honors College is undergraduate teaching in an interdisciplinary setting and fostering undergraduate scholarship through mentoring, special emphasis is placed on teaching effectiveness and those scholarly pursuits that contribute to such efforts. The Honors College is charged with three main missions: (1) attract the best and brightest students to UCA by establishing and maintaining a reputation for excellence in superior academic and co-curricular programming; (2) provide personalized attention to Honors College undergraduate scholars, promoting the arts of inquiry, conversation, and collaboration, culminating in high quality undergraduate scholarship; and (3) function as a site for developing new and innovative models for classroom instruction and curriculum delivery that can serve as a campus-wide vehicle for the reintegration of interdisciplinary teaching and learning.

By virtue of its particular mission, a strong emphasis is placed upon teaching interdisciplinary studies and on other interactions between faculty and students, including mentorship, and on contributions to co-curricular programming that enhance student learning beyond the boundaries of the classroom. Although excellence is expected in the triad of teaching, research, and service, the sum of an individual's contribution in the area of undergraduate instruction, in all of its manifestations, will be most heavily weighted in the decision to grant tenure or promotion.

**II. Criteria for Tenure and Promotion**

**A. General**

The Honors College values scholarship in all its forms—teaching, research/creative activity, and service. Honors College courses and programs specifically serve undergraduates, and the curriculum is interdisciplinary. Thus, emphasis in tenure or promotion is placed upon the faculty member's contributions to undergraduate instruction in interdisciplinary studies.

## **B. Teaching**

Effectiveness in teaching is the most heavily weighted criterion for the determination of tenure or promotion for a faculty member in the Honors College. Evidence of teaching excellence may be illustrated through supporting materials included in a “teaching portfolio.”

1. For seminars taught, the portfolio may include such items as syllabi; handouts given to students, including writing assignments; lecture notes; student evaluations of courses taught or alternative course-assessment instruments; peer (faculty) observation instruments; student e-mails/thank-you notes, and the like; photos, when applicable; xerox copies of marked student essays; student-conference sign-up sheets; outside recognition of teacher and/or the students in a course; instructional manuals and/or textbooks developed; non-print media when relevant, e.g. a website.
2. Mentoring students in Oxford Tutorials, Senior Thesis Projects, and Independent Studies is valued. For tutorials mentored, the portfolio may include such items as student-tutor contract; student progress reports, research plan, research proposal; student e-mails/thank-you notes; letter(s) from Oxford Tutorial course instructor; list of specific students mentored, identifying topics, semester, and year. For theses advised the portfolio may include such items as student-advisor contract; xerox copies of sections commented upon; student e-mails/thank-you notes; letter(s) from Senior Thesis Project course instructor; signed title pages from completed theses; letter(s) written to recommend theses for Outstanding Thesis Award. For independent studies courses taught, the portfolio may include such items as student course proposal; syllabi and other relevant handouts; student e-mails/thank-you notes; other materials as applicable. For guest lectures given in other courses the portfolio may include a list of courses and dates; lecture notes; thank-you notes or e-mails from the inviting professor(s).
3. Advising students is valued in all its forms. The applicant’s file may include documentation of such activities as informal advising regarding courses, majors, grant applications, resumes, applications to graduate school, and the like; copies of letters of recommendation (protecting student privacy by keeping the bulk of the letter not readily visible).
4. Development as a teacher is valued, and can include evidence of attending university-sponsored workshops and seminars, such as those offered by the IDC; work on curriculum development; innovations in teaching; grant writing related to teacher development.
5. Furthermore, it is expected that a faculty member will participate in an annual evaluation, that entails documenting a summary of the previous year’s

performance, preparing a planning document for the upcoming year, and attending an oral interview with the director or associate director, and will anticipate announced classroom visitations for the purpose of evaluative review.

6. It is also envisioned that excellent classroom teaching will be demonstrated through characteristics seen in traditional classroom interaction between students and faculty (e.g., thorough and up-to-date knowledge of subject matter, well-organized and clear presentation of relevant material, clear and willing responses to students' questions, overall ability to maintain students' interest, overall ability to maintain an appropriate classroom atmosphere, effective and timely integration of appropriate audio-visual materials, and fair and responsible grading.) Effective and excellent instruction may also be demonstrated through non-classroom activities (e.g., contributions to team-teaching in the Freshman Honors Seminars, tutoring, advising, supervision of Honors College Thesis Projects, grooming for national scholarship competition, fostering SURF/SILO grant proposals, design of courses or curricula, development of academic programs and non-classroom activities, development of textual materials or manuals, and other activities which indirectly support student learning, such as counseling students and general accessibility to students).

### **C. Scholarship, Research or Creative Activity**

Scholarly productivity, in the form of research or creative activity, is vital in advancing the discipline/field of study or state of the art. An applicant for tenure or promotion must demonstrate acceptable work in research or creative activity. This criterion is the second most heavily weighted, behind teaching effectiveness. Because Honors College faculty members can represent a multitude of disciplines, evaluation of work in the area will make allowance for individual differences and for the unique requirements of specialized fields (see Tenure and Promotion Procedures and Guidelines below). In addition, contributions toward the "state of the art" of the Honors movement (ie., the development, delivery, and administration of a specially designed, interdisciplinary university education to high-achieving students) are encouraged and will be credited equally to those in the faculty member's discipline/field of study. Contributions to the Honors movement might include publications or other efforts related to Honors-specific pedagogy, or other areas related specifically to serving high-achieving students.

1. Evidence of productivity in scholarship, research, or creative activity may include books and/or major creative works (if applicable); journal articles, scholarly or creative; and conference presentations. The applicant's file should contain xerox copies of papers; conference programs, and the like.
2. In addition, other professional development may be included for evaluation, such as non-peer reviewed publishing, including book reviews, minor articles,



etc.; other conference presentations; and grant writing, documented by xerox copies of papers; conference programs; grant abstracts and award letters.

3. To provide a context for evaluation of the applicant's published items, documentation should be presented indicating the approximate rate of acceptance for peer reviewed journals and conference papers or presentations.

#### **D. Service**

Because of the nature of the Honors College and its emphasis on personalized relations between students and faculty; because of the centrality of interdisciplinary work and the concomitant need for faculty to develop relations across disciplines; because of its aim to enhance and expand teaching and learning beyond the classroom through co-curricular programming; because of its goal to invite members of the university community and the community of Central Arkansas to participate in fora that present scholarly ideas, public policy, or creative activity; and because of its emphasis on teaching and the corresponding importance for Honors College faculty members to support and foster the teaching culture and undergraduate scholarship campus-wide, the Honors College emphasizes the service function. This criterion is weighted lower than that of teaching effectiveness and scholarly productivity. Candidates for tenure or promotion must demonstrate professional contributions through service to the college, the university, the Honors movement, their disciplines/fields of study, the community at large, or other appropriate areas.

1. The applicant's file may document items for service in the Honors College such as attending/directing co-curricular activities, such as the Freshman Fall Retreat; High Tables; Mind Television; the Contemporary Foreign Cinema Series; Soapboxes and other ad hoc presentations within the Honors College; Fridays in the Field or other service learning and/or other student community service activities; Sophomore Orientation Saturday; Challenge Week; Issues in the Public Square; Senior Thesis Day presentations; attending or helping to organize Freshman Family Day, Parents Day, Orientation Banquet, December Senior Banquet, or May Senior Banquet. Documentation would include such items as a sample schedule of sophomore lectures/thesis presentations; relevant e-mails, posters, etc.; annual review and/or letter from the Honors College director or associate director.
2. Other service activities for the Honors College may include developing new web sites or other communications devices (documented by print-outs, or compact disks); advising Honors College student groups such as the Vino and Paradigms staffs, the Honors Council, the Chess Club, and the like (documented by e-mail correspondence, minutes, photos, publicity, publications); conducting recruiting interviews; making recruiting phone calls, or writing recruiting letters, or making recruiting trips.

3. Service to the university may include items such as membership on university-wide committees, membership in the Faculty Senate, sponsorship of university-wide clubs and student or faculty organizations.
4. Service to the community may include items that demonstrate involvement in community affairs and organizations expressed through the applicant's professional training and memberships. This service may also include membership in and leadership of regional and national organizations of the applicant's professional discipline/field of study, or those in the Honors movement.

### **III. Criteria for Initial Appointment**

Faculty members in the Honors College are appointed to tenure-track positions following procedures that govern all other tenure-track appointments, as set forth in the *UCA Faculty Handbook*.

### **IV. Tenure and Promotion Procedures and Guidelines**

#### **A. General**

In accordance with the operating procedures of the University of Central Arkansas, a faculty member will be evaluated for tenure or promotion in any year in which timing requirements for the submission of the application are met (see the *UCA Faculty Handbook*). The faculty member, with assistance provided by the Honors College director or associate director, has the primary responsibility for preparation of the contents of the file for tenure or promotion. This policy shall apply only to faculty hired before September 1, 2005.

#### **B. Faculty Committee Structure**

##### **1. Tenure Committees**

Department- and college-level tenure committees will be constituted as detailed below. The director of the Honors College will serve in the capacity of a department chair in the Honors College faculty tenure procedure; the director of Exemplary Studies will serve in the capacity of a college dean in the Honors College faculty tenure procedure.

- a. *Department-Level Equivalent Tenure Committee*. Tenure application will be made to the director of the Honors College. The director will

forward the applicant's file to the department-level equivalent tenure committee. Faculty members with tenure in departments outside of the Honors College who have taught on a recurring basis in the Honors College will form a pool of candidates from which four will be chosen at random to serve as the department-level equivalent tenure committee. Recurring basis is here defined as having taught a semester-long course in the Honors College on two or more occasions during the time that constitutes the applicant's probationary period for tenure. One additional tenured faculty member will be added to the department-level equivalent tenure committee. This member will be drawn at random from a pool of all faculty members from the applicant's discipline/field of study in a department outside of the Honors College, or a tenured faculty member outside of the Honors College whose expertise and experience are sufficiently related to the applicant's scholarly credentials. Candidates in the pool are to be chosen by the director of the Honors College with approval by the Provost. Once faculty members become tenured in the Honors College, all holding that status will also serve on the department-level equivalent tenure committee.

b. *College-Level Equivalent Tenure Committee.* Tenured faculty members appointed by the Faculty Senate to the University Honors Council will serve as the college-level equivalent tenure committee. This committee will exclude the director of the Honors College, who serves ex officio on the Honors Council.

c. General *Faculty Handbook* procedures will apply to all other tenure procedures, time deadlines, procedures for confidentiality, and appeal procedures. Neither the Honors College director nor associate director is a member of the tenure committees; neither may meet with these committees during their deliberations.

## **2. Promotion Committees**

The director of the Honors College will serve in the capacity of a department chair in the Honors College faculty promotion procedure; the director of Exemplary Studies will serve in the capacity of a college dean in the Honors College faculty promotion procedure

a. *Department-Level Equivalent Promotion Committee.* Promotion application will be made to the director. The director will forward the applicant's file to the department-level equivalent promotion committee. Faculty members in the Honors College with ranks of assistant professor, associate professor, or professor are eligible to serve on the department-level equivalent promotion committee. In addition, faculty members with tenure in departments outside of the Honors College who have taught on a recurring basis in the Honors College will form a pool of candidates from which four will be chosen at random to join the department-level equivalent

promotion committee. Recurring basis is here defined as having taught a semester-long course in the Honors College on two or more occasions during the time that constitutes the applicant's probationary period for promotion. One additional faculty member will be added to the department-level equivalent promotion committee. This member will be drawn at random from a pool of all faculty members from the applicant's discipline/field of study in a department outside of the Honors College, or a faculty member outside of the Honors College whose expertise and experience are sufficiently related to the applicant's scholarly credentials. Candidates in the pool are to be chosen by the director of the Honors College with approval by the Provost.

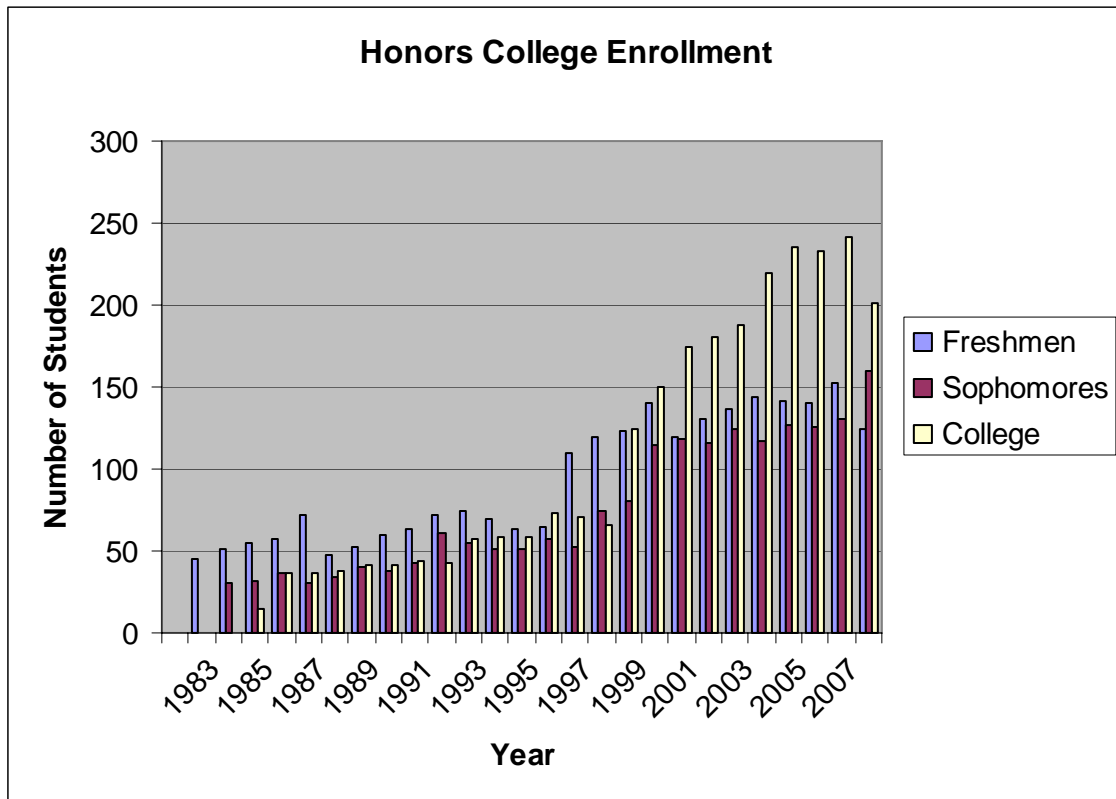
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c. General *Faculty Handbook* procedures will apply to all other promotion procedures, time deadlines, procedures for confidentiality, and appeal procedures. Neither the Honors College director or associate director is a member of the promotion committees; neither may meet with these committees during their deliberations.

## Endnotes

1. What follows is a brief history of Honors College faculty status. Inaugurated in 1982, UCA's Honors College became the 14<sup>th</sup> in the nation. There are currently about 90 honors colleges and over 750 honors programs affiliated with the National Collegiate Honors Council (NCHC). At the end of its first decade, the Honors College had in place a four-year curriculum, culminating in a minor in honors interdisciplinary studies; there were approximately 160 students. Now in its 25<sup>th</sup> year, the Honors College has just under 500 students, housing about 400 in a living/learning community in two honors residence halls. About 100-110 students (on average) now graduate annually from the Honors College, and there are slightly fewer than 1000 alumni.

The chart below depicts fall semester enrollment by class (freshmen, sophomores, and juniors/seniors combined, the latter labeled "College") from 1982-2007.



It was not until the fall of 1985 that the Honors College had a full complement of student cohorts (freshmen through seniors). From 1985 to 1996, enrollment was relatively steady, ranging from 120 to 180. From 1997 to 2003 enrollment in Honors College tripled, from about 175 to over 500. Efforts to grow enrollment came about because of a proposal in the fall of 1996 from the UCA Administration; the aim was to attract a greater number of highly able and motivated students to UCA, who would major in departments and colleges across campus. To this day, the target size of the Honors College is 500 students.

Beginning with the 1997 incoming freshman class, we sought to recruit about 120 new students each year. That produced an enrollment jump in 1997, after which this strategy yielded steady growth, as retention from the freshman to the sophomore year remained strong, and as retention from the sophomore year into the minor remained about the same (the retention rate did not change, but the number of students in the pool to be retained was greater). It is evident that retention of more students *beyond* the first two years of the program (blue and red bars in the chart above), contributed greatly to enrollment growth since 1998. The freshman class stabilized at 140-150 from 1999 to 2006, and currently we seek to recruit 100-125 new students a year into the freshman class, as well as another 25 a year into the sophomore class from top performing non-Honors UCA freshmen (including international and non-traditional students) as well as top students transferring to UCA. The total Honors College enrollment has remained around 500 since 2003 (there were just over 500 students in the fall of 2006 and just under 500 in the fall of 2007).

In order to deliver its curriculum effectively while and after growing, the Honors College needed to maintain its longstanding student/teacher ratio ranging from 12-15:1, requiring additional sections of honors courses. In 1996, then-director Dr. Norb Schedler and then-associate director Dr. Rick Scott were the only two faculty members assigned to teach Honors College courses. Faculty members were borrowed from departments around campus to help team-teach the freshman seminars or teach additional sophomore or junior seminars, and Drs. Schedler and Scott taught senior seminars and the group meetings for tutorial and thesis students. Enrollment growth has resulted in increasing the number of faculty members needed to teach Honors College courses. After a few years (1996-1998) this put a tremendous strain on departments that were lending us faculty, causing them to undo borrowing arrangements at the last minute. This became more and more frequent and put us in a position of over-reliance on adjunct faculty or having courses over-enrolled.

By the summer of 1998 enrollment was projected to be 350 for the fall. Working on our self-study in preparation for the 2000 North Central Association visit, we encountered the following item, "Identify resources needed to make your program stable and sustainable during the next 10 years." We listed core faculty for the Honors College as one key resource. A few honors colleges around the nation had begun hiring core faculty (currently there are six, counting UCA, and a seventh, Western Kentucky, has proposed doing so). We sought to staff some of our courses with core faculty (freshman and senior seminars, in particular), while continuing to borrow faculty from departments across UCA to help teach sophomore and junior seminars. The Honors College sought to remain integrated with non-core faculty, not wishing to become inward-turning (a policy ratified by the Provost, Deans and Chairs, all of whom agree with us that non-core faculty should routinely cycle through Honors College courses); rather, we wanted to solve recurring course-scheduling problems by staffing the majority of our courses with core faculty, trained and vested in our pedagogy of interdisciplinary studies, capable of consistently delivering courses in a collaborative setting.

Although we sought to hire tenure-track faculty, we did not receive permission to do so. We conducted national searches, nonetheless, using a search committee of faculty who had taught with the Honors College on a recurring basis and were familiar with our mission and practices (from the Departments of English and Writing). Initially we were allowed to offer non-tenure-track positions based on Board Policy 302 (non-tenure-track, renewable annually with a three-year contract). Three faculty members were hired under this arrangement between 1999 and 2001.

In June of 2003, the newly revised UCA Faculty Handbook was put into place as UCA was removed from AAUP censure. A major change concerned the Policy 302 positions. These could now be converted to tenure-track positions, provided that the faculty member desired it. Honors College faculty members and administrators had been among those actively lobbying the newly installed Hardin Administration for this change. The three faculty members affected by it quickly asked that their contracts be converted to tenure-track status.

Tenure-track faculty members in the Honors College worked during the 2003-04 academic year to devise guidelines for tenure and promotion. Completed in spring of 2004, the guidelines drew upon departmental practices and protocols at UCA's College of Liberal Arts and upon factors used for interdisciplinary studies programs at other honors colleges in the United States that have tenure-track faculty. Also in 2003-04, the Honors College conducted a national search for another tenure-track faculty member, who was hired in August of 2004 (bringing the total number of tenure-track faculty members to four).

In 2004-05 procedures to implement a tenure and promotion process in the Honors College were developed (and can now be found in the Faculty Handbook and in this document as Attachment II). Particular care was taken to set procedures in context of the special mission of the Honors College, judging faculty primarily in terms of teaching effectiveness in an interdisciplinary studies setting that fosters undergraduate scholarship (see the General Statement). In addition, care was also taken to propose a committee structure that has all five points of evaluation every other faculty member throughout campus experiences in the tenure or promotion process. (A provisional process was also proposed for use until enough faculty members are tenured to serve on an internal committee.) The process is modeled after the one used by UCA Library faculty.

In 2004-05 the Honors College conducted a national search for another tenure-track faculty member, who was hired in August of 2005 (bringing the total number of tenure-track faculty members to five). The tenure and promotion procedures were approved by Faculty Senate in April of 2005, albeit with a clause added to limit applicability to faculty hired before September, 2005. The document was approved by the Board of Trustees that summer.

In the fall of 2005 Dr. Scott's tenure was moved from the Department of Sociology to the Honors College. During the 2005-06 academic year, Dr. Donna Bowman went through the tenure process and was awarded tenure in the Honors College. In the 2006-07

academic year, she went through the promotion process and was promoted to associate professor; in addition, Dr. Allison Wallace went through the tenure and promotion processes and was awarded tenure and promoted to associate professor. Another tenure-track member left UCA in 2006 to take a position elsewhere, and two other faculty members are tenure-track. All told there are currently three tenured faculty members in the Honors College, two tenure-track faculty members and three non-tenure-track faculty.

2. Honors College Promotion and Tenure Guidelines are appended as Attachment II; the sunset clause can be found in Section IV. A.

3. Grey C. Austin (1986). "Orientation to Honors Education." In *Fostering Academic Excellence Through Honors Programs*, ed. Kenneth E. Eble. San Francisco: Jossey-Bass.

4. "Honors 2025: The Future of the Honors College" by Richard Ira Scott and Philip L. Frana, forthcoming, *Honors In Practice – Journal of the National Collegiate Honors Council*. Spring, 2008.

5. Aydelotte, Frank (1944). *Breaking the Lock Step: The Development of Honors Work in American Colleges and Universities*. New York: Harper.

6. <http://education.stateuniversity.com/pages/2070/Honors-Programs-in-Higher-Education.html>.

7. Asbury, R. (1994). Part Two: The History of ICSS. *The National Honors Report*, XV (4), p. 7-8.

8. Mech, W. (1990). Statement of Intent. *The National Honors Report*, XI (3), p. 6.

9. Cummings, R. (1994). Basic Characteristics of a Fully-Developed Honors Program and How They Grew: A Brief History of Honors Evaluation in NCHC. *The National Honors Report*, XV (2), p. 27-32.

Basic Characteristics of a Fully Developed Honors Program (see <http://www.nchchonors.org/NCHC%20Basic%20Characteristics.pdf>)

No one model of an honors program can be superimposed on all types of institutions. However, there are characteristics which are common to successful, fully-developed honors programs. Listed below are those characteristics, although not all characteristics are necessary for an honors program to be considered a successful and/or fully-developed honors program.

- A fully-developed honors program should be carefully set up to accommodate the special needs and abilities of the undergraduate students it is designed to serve. This entails identifying the targeted student population by some clearly articulated set of criteria (e.g., GPA, SAT score, a written essay). A program with open



admission needs to spell out expectations for retention in the program and for satisfactory completion of program requirements.

- The program should have a clear mandate from the institutional administration ideally in the form of a mission statement clearly stating the objectives and responsibilities of the program and defining its place in both the administrative and academic structure of the institution. This mandate or mission statement should be such as to assure the permanence and stability of the program by guaranteeing an adequate budget and by avoiding any tendency to force the program to depend on temporary or spasmodic dedication of particular faculty members or administrators. In other words, the program should be fully institutionalized so as to build thereby a genuine tradition of excellence.
- The honors director should report to the chief academic officer of the institution.
- There should be an honors curriculum featuring special courses, seminars, colloquia and independent study established in harmony with the mission statement and in response to the needs of the program.
- 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 course work and certainly no less than 15%. Students who successfully complete Honors Programs requirements should receive suitable institutional recognition. This can be accomplished by such measures as an appropriate notation on the student's academic transcript, separate listing of Honors Graduates in commencement programs, and the granting of an Honors degree.
- The program should be so formulated that it relates effectively both to all the college work for the degree (e.g., by satisfying general education requirements) and to the area of concentration, departmental specialization, pre-professional or professional training.
- The program should be both visible and highly reputed throughout the institution so that it is perceived as providing standards and models of excellence for students and faculty across the campus.
- Faculty participating in the program should be fully identified with the aims of the program. They should be carefully selected on the basis of exceptional teaching skills and the ability to provide intellectual leadership to able students.
- The program should occupy suitable quarters constituting an honors center with such facilities as an honors library, lounge, reading rooms, personal computers and other appropriate decor.
- The director or other administrative officer charged with administering the program should work in close collaboration with a committee or council of faculty members representing the colleges and/or departments served by the program.
- The program should have in place a committee of honors students to serve as liaison with the honors faculty committee or council who must keep the student group fully informed on the program and elicit their cooperation in evaluation and development. This student group should enjoy as much autonomy as possible conducting the business of the committee in representing the needs and concerns of all honors students to the administration, and it should also be included in

governance, serving on the advisory/policy committee as well as constituting the group that governs the student association.

- There should be provisions for special academic counseling of honors students by uniquely qualified faculty and/or staff personnel.
- The honors program, in distinguishing itself from the rest of the institution, serves as a kind of laboratory within which faculty can try things they have always wanted to try but for which they could find no suitable outlet. When such efforts are demonstrated to be successful, they may well become institutionalized, thereby raising the general level of education within the college or university for all students. In this connection, the honors curriculum should serve as a prototype for educational practices that can work campus-wide in the future.
- The fully-developed honors program must be open to continuous and critical review and be prepared to change in order to maintain its distinctive position of offering distinguished education to the best students in the institution.
- A fully-developed program will emphasize the participatory nature of the honors educational process by adopting such measures as offering opportunities for students to participate in regional and national conferences, honors semesters, international programs, community service, and other forms of experiential education.
- Fully-developed two-year and four-year honors programs will have articulation agreements by which honors graduates from two-year colleges are accepted into four-year honors programs when they meet previously agreed-upon requirements.

[Approved by the NCHC Executive Committee (3/4/94)]

10. Madden, J. (1994). What is an Honors College? *The National Honors Report*, XV (2), p. 35-40.

11. Sederberg, P. (2004). Characteristics of the Contemporary Honors College: A Descriptive Analysis of a Survey of NCHC Member Colleges. *Journal of the National Collegiate Honors Council*, 6 (2), p. 121-136.

12. Basic Characteristics of a Fully Developed Honors College (see <http://www.nchchonors.org/NCHC%20Basic%20Characteristics.pdf>)

An honors educational experience can occur in a wide variety of institutional settings. When institutions establish an honors college or embark upon a transition from an honors program to an honors college, they face a transformational moment. No one model defines this transformation. Although not all of the following characteristics are necessary to be considered a successful or fully developed honors college, the National Collegiate Honors Council recognizes these as representative:

- A fully developed honors college should incorporate the relevant characteristics of a fully developed honors program.
- A fully developed honors college should exist as an equal collegiate unit within a multi-collegiate university structure.

- The head of a fully developed honors college should be a dean reporting directly to the chief academic officer of the institution and serving as a full member of the Council of Deans, if one exists. The dean should be a full-time, 12-month appointment.
- The operational and staff budgets of fully developed honors colleges should provide resources at least comparable to other collegiate units of equivalent size.
- A fully developed honors college should exercise increased coordination and control of departmental honors where the college has emerged out of such a decentralized system.
- A fully developed honors college should exercise considerable control over honors recruitment and admissions, including the appropriate size of the incoming class. Admission to the honors college should be by separate application.
- An honors college should exercise considerable control over its policies, curriculum, and selection of faculty.
- The curriculum of a fully developed honors college should offer significant course opportunities across all four years of study.
- The curriculum of the fully developed honors college should constitute at least 20% of a student's degree program. An honors thesis or project should be required.
- Where the home university has a significant residential component, the fully developed honors college should offer substantial honors residential opportunities.
- The distinction awarded by a fully developed honors college should be announced at commencement, noted on the diploma, and featured on the student's final transcript.
- Like other colleges within the university, a fully developed honors college should be involved in alumni affairs and development and should have an external advisory board.

[Approved by the NCHC Executive Committee (6/25/05)]

13. See Peter Berger, Brigitte Berger and Hansfried Kellner's, *The Homeless Mind*. (1974). New York: Vintage, especially the excursus entitled "On the Obsolescence of the Concept of Honor," pp. 83-96.

14. Readers of the Endnotes may find it useful to learn about UCA's scholarship policy and how it relates to Honors College scholarships. For a long time UCA offered scholarships that paid tuition and fees and room and board for top students, but in 2004 UCA eliminated board from Presidential Scholarships. The scholarship policy changed again for 2007, becoming dollar amounts for each ACT scholarship category rather than being tied to tuition/room/board costs. Except for the Foundation Scholarship (for National Merit or Achievement Scholars), the new scholarships do not cover those costs; Dean's Scholars (ACT=27-28) have a \$4000 gap for the year while Presidential Scholars have a \$2000 gap.

To remain competitive, the Honors College sought and received supplemental scholarships for board from 2004-2006. In 2007 we sought and received supplemental funds to close the gap between the dollar amount of Trustee Scholarships and the cost of attendance at UCA, to close most of the gap for Presidential Scholars, and to close the gap somewhat for Deans' Scholarships.

Competition for these students is keen, especially considering that only 6% of students who indicated UCA as one of the top six institutions they preferred to attend had an ACT score of 28-32 and 0% had an ACT of 33-36. Nonetheless, in 2006 we managed to bring 120 students to UCA with an ACT of 28-32, and twelve students with an ACT score of 33-36. In 2007 we managed to bring 125 students to UCA with an ACT of 27 or higher and fifty-seven with an ACT score of 31 or higher. In 2007 we were able to do so even though the scholarship package we put together does not cover the full cost of attendance and is therefore not fully competitive when one is recruiting from only the top 4% of the high school graduating population in the state. Surveys of our incoming freshmen show that nearly eighty percent are applying to schools out of state, and that over three-fourths choose to attend UCA because of the Honors College program and the scholarship package it offers.

Cost of Honors Scholarships. Faculty members around campus have said that UCA spends \$7-9 million on Honors scholarships. It turns out that these numbers are far too high, both in terms of scholarship costs and in terms of what academic units those dollars mostly benefit. In the Fall of 2007, of the 488 students in Honors, 404 received scholarships; adding it all up – ACT scholarships and supplemental scholarship funds combined – it comes to just under \$3.9 million. The big picture: 2304 UCA students received just over \$19 million in scholarships.

Honors students constitute 3.9% of the student body at UCA (488/12,500) and make up 17.5% of those students getting scholarships (404/2304). How should one determine the cost of Honors scholarships?

Students get the ACT portion of their scholarships with or without the Honors College. Understood that way, UCA spends not \$3.9 million on students specifically to be in Honors but rather \$1.4 million in supplemental funds (going to 384 students), and that amounts to 7.4% of the \$19 million scholarship budget.

All scholarship students at UCA major in a college, and this raises a question. Why not “charge” the scholarships to the college of their major? The totals would be:

Business	= \$2,017,622.50
Education	= \$ 736,334.50
Fine Arts and Communication	= \$1,880,803.00
Health and Behavioral Sciences	= \$4,308,759.00
Natural Science and Mathematics	= \$3,779,191.50
Liberal Arts	= \$2,036,472.00
Undeclared	= \$4,332,237.50

There are other scholarships (performance and athletic), but the point is that the direct scholarship cost of Honors is the supplemental scholarship funds over and above the ACT scholarships, funds that allow UCA to be competitive in recruiting. The direct cost of Honors scholarships is currently just over \$1.4 million (in supplemental funds going to 384 Honors students).

What are the supplemental funds? The Honors College has had 45 tuition scholarships for more than 20 years, and these are awarded to categories of students without an ACT scholarship from UCA -- non-traditional students, transfer students, international students and students already at UCA who join the Honors College. For the most part, these are students who would not qualify for an ACT scholarship as incoming freshmen because their ACT scores would have been too low. However, as freshmen at UCA they established strong records of academic achievement, with many of them recommended to us by faculty members around campus. This funding amounts to about \$275,000. We have been able to pursue a diversity initiative for the past decade with these funds.

We have 102 scholarships that supplement board costs for students receiving the Presidential category of ACT scholarship. The board supplemental award began in 2004 (as noted above), and has been awarded to incoming Honors freshmen from 2004-2006 – that is, students who are now sophomores, juniors or seniors; this year the total is about \$175,000. That scholarship will no longer be applicable once these students graduate.

We have 125 supplemental scholarships going to incoming freshmen, a policy just begun this year, to bring their scholarships closer to UCA's cost of attendance (see above). Trustee Scholars get \$100 a semester in supplements (bringing them to the cost of attendance), Presidential Scholars get \$1000 a semester (leaving them just short), and Deans' Scholars get \$1000 a semester (leaving them shorter). This amounts to just under \$300,000.

We have scholarships that cover the cost difference between a double room and a private room in an Honors residence hall. In the fall semester of 2007, 342 students received these scholarships. We have seen that private rooms are crucial for undergraduate scholars for quiet retreat, just as workout facilities are needed for athletes and rehearsal spaces are needed for musicians, etc. Students do academic work in their rooms – they pursue scholarship -- in Honors classes, general education classes, classes in their major and minor and in elective classes. These scholarships amount to just over \$400,000.

Finally, Distinguished Scholar Awards are available to students recruited as incoming freshmen with an ACT of 31 or higher or who are National Merit or National Achievement scholars. These awards, in the amount of \$3000 each, are one-time scholarships that can help defray costs of study abroad or serve as stipends for internships or undergraduate research or scholarship. For students to be eligible to use them they must have successfully completed at least two semesters in the Honors College, have a cumulative UCA GPA of 3.5 or higher, and be planning to pursue or already pursuing a minor in Honors Interdisciplinary Studies. These funds amount to \$275,000.

To summarize, the Honors College is charged with recruiting high-ability students to UCA from a very limited pool of candidates, and a scholarship is the main tool to do so; even so, scholarship funds specifically assigned to Honors that help us recruit these students turn out to be far less a share of the total scholarship budget than is generally believed to be true around campus. Because Honors College students do not major in Honors, the financial aid they do get -- ACT scholarships and supplemental Honors scholarships combined -- supports the attraction to and retention in colleges and departments around campus of a category of students that UCA seeks and values.

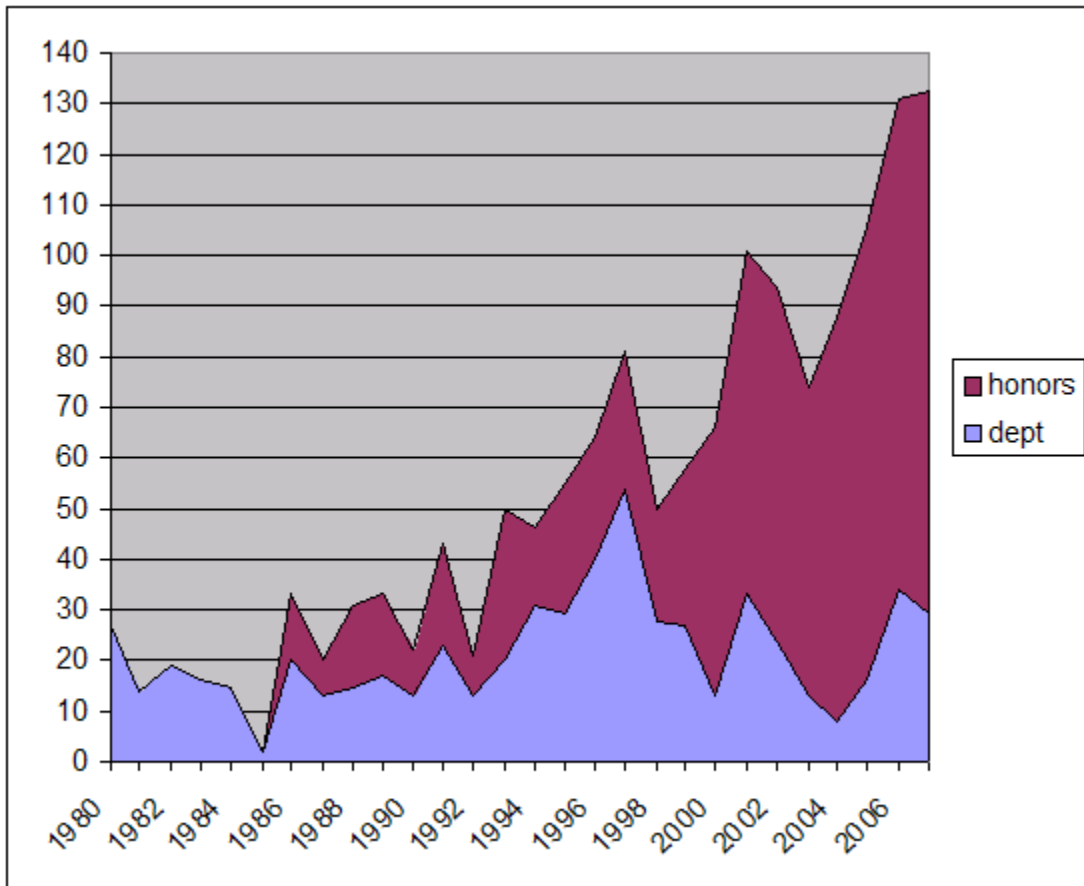
15. Students in the Honors College have a demonstrated record of leadership on campus. Honors students make up just under 4% of the student body at UCA but make up over two-thirds of the leadership of Registered Student Organizations and annually make up about 60-70% of the students receiving awards at the Honors Convocation in April.

16. For more information see Julie Thompson Klein, *Interdisciplinarity: History, Theory & Practice* (1990). Wayne State University Press, Detroit.

17. The Honors College has had a strong impact on the production of undergraduate scholarship since its inception in 1982. Faculty members from all parts of the UCA campus serve as Tutors and Thesis Advisors for Honors students. Currently, there are approximately 100 theses a year being produced in the Honors College and perhaps another 100 Oxford Tutorials taking place.

The chart below shows the number of undergraduate theses completed at UCA, departmental theses as well as Honors College theses from 1980-2007 (taken from UCA commencement bulletins). The X-axis shows the year, and the Y-axis shows the number of theses. The first Honors College theses were completed in 1986, and the number of theses increased as enrollment in the minor grew in the 1990s. Currently there are over 100 completed per year. The number of departmental theses completed at UCA has fluctuated mainly between 20 and 30 per year, with a peak of 54 in 1997. Since 1980, the Honors College has contributed approximately 60 percent of all documented undergraduate research theses on the UCA campus. Honors College theses are available in the UCA Archives, and represent the most-requested archival collection in Torreyson Library. [Note: Some departmental theses are available in the UCA Archives, but no campus-wide policy has been established to ensure their deposit within the manuscript collections. Many undergraduate departmental theses are held within departments or otherwise unavailable to the academic community.]

## Honors College Theses and Departmental Honors Theses, 1980-2007



Information below lists UCA undergraduate honors theses, 1980-2007 by college and department (total number of theses =1461).

### List of Departmental Honors Theses by College and Department, 1980-2007

**Honors College – 887 (60.7%)**

**College of Health and Behavioral Sciences – 212 (14.5%)**

- Nursing 49
- Physical Therapy 38
- Occupational Therapy 28
- Psychology 26
- Health Science 24
- Home Economics/Family & Consumer Science 25
- Speech Pathology 18
- Kinesiology/Physical Education 4

**College of Natural Sciences and Mathematics – 129 (8.8%)**

Mathematics 38  
Biology 35  
Chemistry 25  
Physics/Astronomy 16  
Computer Science 13  
Environmental Science 1  
Physical Science 1

**College of Liberal Arts – 89 (6.1%)**

History 23  
Political Science 19  
Sociology 11  
English 9  
Philosophy 8  
French 7  
Geography 6  
Spanish 5  
Religious Studies 1

**College of Business – 73 (5.0%)**

Finance 22  
Marketing 15  
Economics 10  
Computer Information Science/Management Information Science 10  
Public Administration 6  
Management 5  
Accounting 4  
International Trade 1

**College of Fine Arts & Communications – 47 (3.2%)**

Music 15  
Art/Studio Art 12  
Art History 8  
Journalism/Mass Communications 7  
Speech/Theater Arts 5

**College of Education – 24 (1.6%)**

Early Childhood 12  
Elementary Education 5  
Business Education 5  
Special Education 2