

Request for Honors Program name change to the Honors College

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**Contact Person: Martha Sonntag Bradley
Director, Honors Program and Professor of Architecture
1975 DeTrobriand
University of Utah
Salt Lake City, Utah 84113
801 581 7339**

1. Request

The Honors Program at the University of Utah respectfully requests its name be changed to the Honors College. The National Collegiate Honors Council sets standards for Honors Colleges; the current Honors Program meets and exceeds these standards in significant and substantive ways. The change also allows us to distinguish the Honors College with campus wide oversight and responsibilities from Departmental Honors Programs. The Honors College will function as a clearing house and regulatory body that strengthens Departmental Honors programs in the disciplinary colleges and their integration with University Honors. It will provide expert advising and advice, maintain excellence, and guarantee that the guidelines established by the Honors Policy Board are in place. Moreover, it is appropriate that the state's flagship university creates the first Honors College in the state system. The change will not create a new bureaucracy or administrative layer, but is a change in the name of an existing organization.

2. Need: Introduction

While the word "college" connotes different images in different contexts, at the University of Utah a college is an academic unit of distinction; charged to ensure quality in a particular discipline. The University of Utah's Policy and Procedures Manual describes a college as "an administrative organization of related free-standing divisions, departments, and schools" (PPM, 8.2). Nationally, a university that confers the authoritative title of College to its Honors Program demonstrates its commitment to excellence by enhancing its prestige and placing it at the center of its undergraduate mission. Indeed, this is a title that has significance in the national context of university Honors institutions. While the language used to describe an Honors College is largely about clout, identity and visibility in the context of a particular university, it also connotes a certain ability to operate in a complex way. Continuing this strong tradition, the Honors College will work in conjunction with the academic colleges and have a voice in the way academic questions are raised, considered and resolved. An Honors College will strengthen the image of the campus, demonstrate its values, and will help Honors expand its good work.

The Honors College will not produce its own degrees, but will graduate Honors students with Honors degrees in the context of their majors. In fact, nationally, only a handful of Honors Programs or Colleges produce their own degrees. The Honors College will work to develop

ways to enhance the student Honors experience in the majors through partnerships with the disciplinary colleges.

The Honors College will be an academic college with fully integrated subdivisions or Honors Programs in some colleges or departments on campus. Most important, the Honors College will not have power to grant tenure or degrees. The Honors College will borrow regular faculty from the disciplinary colleges and will not have a permanent faculty. We believe this sound approach fosters innovation, creativity and excellence in teaching by providing faculty the opportunity to teach special courses they might not be able to teach in their own departments. Although some regular faculty members from the departments teach for Honors regularly, each year there are many new professors who are teaching for Honors for the first time. This approach engages a wide range of faculty from across campus in the work Honors does and brings a vitality and freshness to the Honors classroom. In addition, Honors hires adjunct faculty to teach special seminars on a course by course basis.

During the past five years, our national organization, the National Collegiate Honors Council, has established criteria for fully developed Honors Programs and Honors Colleges. The University of Utah's Honors Program meets or exceeds *all* of the national criteria. In addition to the core General Education curriculum that Honors has offered for the past forty-five years, in the past five years Honors has developed new programmatic initiatives—the Departmental Honors Program, the Honors Living and Learning Experience, a suite of engaged learning activities among others—that now position us to become an honors college in the context of national Honors institutions. For the University of Utah's Honors Program to be competitive, to be ranked, and to receive national recognition for its excellence, its title must correspond to national understandings of its layered mission and organization, its respected position in the context of this university, and its ability to function in a complex and interesting way.

Need: The Honors College will recruit and help retain bright students.

The Honors College will be able to compete for the best students more effectively with other honors colleges at peer institutions such as Arizona State University that have honors colleges. There is a lot riding on a name—unlike a “program,” a “college” denotes prestige, selectivity, exclusivity, and community. The title, Honors College, more appropriately captures the vision and substance of what the Honors Program accomplishes on this campus. As a student in the Honors Intellectual Traditions course might suggest, this proposition reminds us of what Poe or the symbolists had said, that form not only influences substance but indeed can create it.

The Honors College will be a significant recruiting tool for the University as a whole, and a powerful mechanism for retention and for the production of loyal alums. It will function as a bridge to the disciplinary colleges, attracting a higher caliber of students, retaining them until graduation, and directing them toward distinguished graduate programs and careers. Some of these students will become leaders of our communities, and, all of them should be able to reflect on the sound preparation that the Honors College provided for their future lives.

The Honors College will bring top students to the disciplinary colleges with an attractive package of funding and special opportunities that complements that offered by the colleges. As important, when the Honors College will recruit talented students in the region it will provide them with sound reasons for staying. In this, the Honors College will be an important resource for the disciplinary colleges. For instance, in a college where there is no budget for recruiting undergraduates, the Honors College will make up that gap. It will do this by identifying the best potential students, bringing them to campus and setting them up for meetings with the leadership

of their potential colleges. This recruiting will be highly personalized, and will ensure that future students understand what special opportunities the University of Utah has to offer them in the context of their majors. The Honors College's ambitious recruitment program will build excellence in the majors. The title, Honors College, signals academic rigor and selectivity and more aptly captures the vision and substance of what Honors encompasses and symbolizes. As such, it will demonstrate a commitment to academic excellence at the U and will successfully reach additional high-caliber students both within Utah and beyond.

Need: The Honors College will partner with the disciplinary Colleges and Departments

The University of Utah is unique among its peer institutions because it has both a fully developed and integrated departmental honors program and a university honors program. This name change from the Honors Program to the Honors College will clarify the distinction and the relationship between the two. At the University of Utah, the Honors College and the College or Departmental Honors Programs will be uniquely integrated, ensuring that the core values of an Honors education will be exemplified in Honors classes regardless of where they are taught. The Honors College will function as a clearing house and regulatory body to strengthen departmental honors programs in the academic colleges. It will provide expert advising and support, maintain excellence in curriculum and programs, and ensure that the guidelines established by the Honors Policy Board are in place. The centralized supervision of Honors departmental programs will provide an orderly and consistent experience for students as well as fairness, quality, and accountability. The Honors Policy Board will function as the regulatory board that oversees all policy, curriculum and procedure in the Departmental Honors Programs. In addition, the Policy Board reviews the Honors curriculum to ensure rigor, the satisfaction of criteria for General Education requirements, and to monitor the excellence of the teaching faculty. The number of departmental honors programs will continue to expand to include more of the majors and colleges on campus.

Departmental Honors Programs serve the particular missions of the departments. For instance, in the College of Engineering, a new Departmental Honors program includes tracks of classes in each of the individual majors; a suite of special service, leadership, or engagement activities; and special advising and planning. In the Biology Department, a nine hour lab research experience is the centerpiece of the Departmental Honors Program.

Need: The Honor College will further the research agenda of the university.

The title Honors College will evoke selectivity to professional recruiters and graduate schools committees. Especially in a large state university such as the University of Utah, the Honors College will help distinguish students not only in the job search process, but also in graduate school placement by providing expert advising and support, maintaining excellence in curriculum and programs, and ensuring that the guidelines established by the honors board are upheld and understood by external audiences. The Honor College will perpetuate the research agenda of the University by providing students with powerful experiences in research in the context of its Departmental Honors Programs, in preparation for the Honors thesis, capstone project or in a tutorial setting. Honors research also proceeds in the context of labs, modern dance studios or concert halls, as well as in Honors Think Tanks or classes that take the approach of civic engagement.

The Honors College will expand its suite of distinctive experiential or engaged learning opportunities, challenging students to learn in collaborative settings, in partnership with other

members of the Honors community, and in community based research or research that is conducted in the service of both local and national communities. It will also expand the Honors Living and Learning Experience at Ft. Douglas, adding additional Honors floors at the Chapel Glen dorm when additional residential scholarships are funded.

Need: The Honors College will strengthen development efforts

In the same way that the college designation is important to recruitment, it is important to fund raising efforts. The designation of Honors College will signal to potential donors that Honors is a priority of this university, a program that guarantees excellence, and one that is worthy of their investment and trust. An Honors College will more likely attract donors capable of endowing the program, providing new scholarship programs and specific programmatic initiatives. An endowment will make it possible for the University of Utah and the Honors Program to more aggressively recruit better students with competitive scholarship packages. We seek funds from private donors and foundations familiar with the Honors Colleges of our peer institutions and national universities. Importantly, funds that will come to the Honors College ultimately benefit the academic colleges by enhancing existing scholarship programs, providing enrichment experiences for students in the majors, and developing departmental honors tracks of classes. In fact, Honors scholarship students take the majority of their credits through their major. It is critical to recruitment and retention that Honors increase the number of scholarships it can offer, particularly in our efforts to recruit and retain a more diverse population of students.

The Honors College will work as a strong and centralized, highly visible and respected instrument for attracting the best students, advancing excellence in undergraduate education, and providing students with a distinctive set of experiences beyond the core curriculum. The Honors College will help prepare them for leadership in the community, graduate school and professional life, and importantly retain them until graduation. The Honors College will provide students with powerful reasons for staying and supporting the University of Utah in the future as alums.

Need: Honors builds community

The Honors College will build a close-knit community within a large research university. At small liberal arts colleges, it may not be necessary for an honors program to be designated as an honors college. But at a large public research university such as ours, it is imperative to offer smaller scale experiences that bind students together and create a collective identity. Colleges function best at large, pluralistic universities such as Arizona State or the University of Arizona, Oregon or Michigan State or the University of Utah. The diversity of majors, students, and disciplines at a school like the University of Utah stimulates a corresponding diversity of ideas. The Honors College will gather students from numerous fields of study into a self-reflective and self-determining group, one with a genuine collective identity. As a result these students will work together to maximize their opportunities for learning while at the University. It is an unfortunate reality of this campus that more conventional students tend to flee the campus in order to go to work or to regroup at home after school. Honors students connect to a community located in a particular place: the Honors Center at Ft. Douglas and Honors housing at Officer's Circle. The physical amenities for both learning and living that the Honors Program now provides have been integral to the significant and recent changes in the program itself. In terms which for us are almost shockingly literal, the Honors Center, the Poulson Honors House, the Honors Second Year House, and the Honors floor at Chapel Glen create the community setting

for the 1,900 students of the Honors Program. This is now the equivalent of the small liberal arts college in the midst of the large public university. This setting exemplifies the Romantics' notion that the buildings, furnishings and grounds of a campus comprise a literal body, the material means through which the spirit of learning could express itself. The title Honors College signifies this collective and this set of changes.

The Honors College will consistently convert successful students into loyal and active alumni. Graduates and alumni traditionally identify strongly with the college from which they graduated. Even though the Honors College will not actually grant degrees but rather graduates Honors students with Honors degrees in the context of their majors, its involvement with each student from recruitment to graduation will be intense and frequent. More importantly, the intensity and frequency of peer interactions will cultivate an atmosphere of community that will engage alumni participation and loyalty.

3. Institutional Impact

Faculty will continue to teach for the Honors College on a semester by semester basis on loan from departments. The Honors College will not have a permanent faculty, will not grant tenure and will not produce disciplinary degrees. The University Honors degree or the Departmental Honors degree is not a stand alone major or degree, but works in sync with what students do in their major. The institutional impact of the name change consists of the enhancements described above, not in bureaucratic expansion.

4. Costs

This change is primarily a name change and will have no significant financial impact to the Honors Program/College or the University. The state budget will remain the same, but additional programmatic support will be raised through development efforts which will be enhanced by the name change. The institutional impact of the name change consists of the enhancements described above, not in bureaucratic expansion.

5. Practice Elsewhere

This proposed name change makes sense in the context of national Honors organizations at public universities. Many of the universities that we compete with for the best entering students have fully developed Honors Colleges, meeting the criteria set by the National Collegiate Honors Council. Those universities include: the University of Illinois at Chicago, the University of Pittsburgh, Michigan State University, the University of Arizona and Arizona State University. Other prominent universities have Honors Programs in the context of disciplinary colleges, such as the University of California at San Diego, University of Michigan or California State University at Berkeley. These programs are characterized by: a. smaller numbers, typically a couple of hundred students; b. the way they serve the unique needs of the discipline; c. the varied forms they take on in the different colleges; and, d. the multiplicity of Honors Programs on their campuses. Each disciplinary Honors Program is different from the others. In a third scenario, a single university wide Honors Program exists that is modest in size and scope, such as at the University of California at Irvine, that has a single Honors Program with fewer than 600 students. This type of program meets the criteria set by NCHC for Honors Programs but does not meet the criteria for an Honors College. Such a program might help students satisfy General Education requirements, but typically does not include a residential component or

departmental Honors tracks of classes. The designation of College is one which connotes a particular size and complexity of the program, the relative prestige it holds in the context of its university structure, and the recognition of the importance of its mission to that of the University as a whole. The title Honors College represents excellence in undergraduate education and more appropriately describes what the University of Utah's Honors Program does.

6. Changes, if any, in precise names of degrees offered.

The Honors degree is a distinction that is attached to the disciplinary degree and is not a stand alone degree. Because there is no degree, there is no change in name.

7. Changes, if any, in catalog prefix descriptions, course designations, etc.

There will be no changes in catalog prefix descriptions, course designations, etc.

Conclusion

In conclusion, the University of Utah's Honors Program meets the criteria set nationally for consideration as an Honors College in substantive ways. Because of the important institutional and programmatic changes that have occurred during the recent past, the Program offers a wide array of opportunities and special programs for some of the best students on this campus, true excellence in undergraduate education. Although this is primarily a change in name, it will support our mission and the accomplishment of our goals in significant ways, including student recruitment and retention, national recognition, development success, alumni participation, graduate school placement and more. It is, importantly, a truer recognition of the significance of the Honors Program in the context of this University.

The designation of "College" will help draw endowment funding to the University of Utah's Honors Program. This endowment will fund scholarships which will expand the number of students who can live on campus and participate in the Living and Learning experience and to energetically participate in all the other Honors enrichment experiences. It will support innovative teaching, and lead to the expanded development and staging of an increased number of such special opportunities such as the Honors Think Tank. For the University of Utah's Honors Program to become the most distinctive and powerful educational opportunity for the best students in the region and to remain competitive with our neighboring schools, we must become an endowed Honors College and have the enormous benefits and advantages this change will provide.

When an Honors student joins the Honors College they will become a member of a collective, a community of bright and talented persons, who work together to maximize their opportunities for learning while at the University located in a particular place—the Honors College at Fort Douglas.

SIGNATURE PAGE

Institution Submitting Proposal: University of Utah

College or Division affected: Honors Program

Change Description: Name change of the Honors Program to the Honors College

Proposed Beginning Date: _____

Institutional Signatures:

Director Honors Program

Dean Graduate School

Senior Academic Vice President

President

Date

Appendix

Basic Characteristics of a Fully Developed Honors College¹

Comparison with National Standards:

The Honors College will help Honors students achieve excellence in undergraduate education and importantly help prepare them for graduate or professional school. On this campus, the Honors College will partner with the academic colleges to provide the best possible undergraduate experience and prepare students for graduate or professional school. The core Honors curriculum satisfies general education and bachelor's degree requirements through rigorous and innovative classes taught by the best professors on campus. As important, Honors students develop critical reading, writing and thinking skills in the context of small and intense Honors classes that will strengthen their work in the majors. Beyond this, Honors has worked

¹ <http://www.nchchonors.org/basic.htm>

during the past three years to address the needs of students in the majors with the Honors tutorial and has broadened the definition of the Honors thesis to include capstone projects in disciplines where written theses are not appropriate (i.e. modern dance or ballet, theater, or architecture). The Honors Program helps good students become better students and bolsters their efforts to prepare for graduate or professional school. In the academic year 2006-2007, the Honors Program includes 1,900 students. The Honors faculty challenges a talented cohort of students, some of the best and brightest on campus. It has done this successfully for the past forty years.

The Honors College will provide a singular opportunity for teaching bright students. Teaching in Honors is used as a perk or award given to productive and innovative teachers in the colleges. Those who teach in Honors greatly value the experience of teaching eager, intelligent and motivated students. A new annual award, the Honors Professorship, provides faculty the opportunity to develop new and innovative pedagogies and Honors course content and rewards faculty for their excellence. The International Leadership Professor award gives faculty a chance to teach a class designed to prepare students for an international experience.

The National Collegiate Honors Council's website lists the "Basic Characteristics of a Fully Developed Honors College." This material was produced and approved by the National Collegiate Honors Council Executive Committee on June 25, 2005. A quick look at these characteristics demonstrates how the University of Utah's Honors Program meets the basic criteria for an Honors College. The Honors Program fully meets these criteria.

A fully developed honors college should incorporate the relevant characteristics of a fully developed honors program.

The Honors Program meets the criteria for a respected honors program as described by the National Collegiate Honors Council.

- It addresses the needs of a targeted population of students and maintains entrance requirements. To be admitted to the program, students must have a 3.5 grade point average and index score of 120. Students must maintain a 3.5 gpa to graduate with an Honors degree. This is a high standard in comparison with other programs, such as that at Arizona State that requires a 3.25 gpa or even Berkeley that requires a 3.3 gpa for graduation with the Honors degree.
- These entrance and participation criteria are carefully monitored and enforced by the program.
- The Honors Program has a clearly articulated mission statement and strategic plan, appropriate budget and funding plan, and a stable institutional history of excellence.
- The director of our Honors Program reports to the Vice President of Academic Affairs.
- The honors curriculum includes special sections of General Education classes and those classes required for the bachelor's degree, special independent study courses (the Honors tutorial), and advanced seminars.
- The requirements for graduation with the Honors degree include substantial work and no less than 15% of the total course work required for graduation from this university.
- Both the degree and the certificate awards are listed on the student transcript. The program relates to both General Education requirements and major requirements (through Departmental Honors and the Honors thesis). The program is a respected contributor to this university. Honors chooses its faculty carefully with the chairs of departments for their teaching excellence and commitment to undergraduate education.
- The Honors Program has a suitable location where students attend classes, are advised by the Honors advising team, and meet for social activities.

- The director works in close collaboration with other deans, chairs, Honors advisors and undergraduate advisors and faculty in every aspect of the program.
- The program includes a student advisory committee, an alumni advisory committee, and a faculty advisory board. The Honors Program fosters and encourages innovative teaching.
- The program is reviewed in the same ways as departments. Students are offered the opportunity to attend regional or national conferences, study abroad, and participate in community service and engaged learning.
- The Honors Program makes special provisions so that transfer students enter the program and graduate with the degree.

A fully developed honors college should exist as an equal collegiate unit within a multi-collegiate university structure.

The structure of the Honors Program mirrors the complexity of a university college on campus. It includes an administrative staff: Director, Associate Director, and office staff of four. The Honors Program “borrows” faculty from regular departments and hires adjunct faculty from the community for special classes such as the Pre-Law Seminar or for Honors Think Tanks with special topics. The Honors Program has two boards that support its academic mission, fund raising efforts, and programmatic innovation. They are the National Honors Advisory Committee and the Honors Policy Board.

The head of a fully developed honors college should be a dean reporting directly to the chief academic officer of the institution and serve as a member of the Council of Deans, if one exists. The dean should be a full-time, 12-month appointment.

Although the reporting line of the Director is through the Senior Associate Vice President of Academic Affairs to the Senior Vice President of Academic Affairs, it has always been true that this line is direct and fully supported in every way. Our association with the Council of Academic Deans and Directors has led to fruitful partnerships and collaborations, which in turn have led to increased credibility, visibility, and respect on this campus for the Honors Program. The Director of the Honors Program’s position is half-time, as is that of the Associate Director. Both continue to teach in their disciplines. Together these two individuals have a full-time presence both in the office and on campus more generally, and each serves on numerous university wide committees as well as in their respective departments.

The operational and staff budgets of fully developed honors colleges should provide resources at least comparable to other collegiate units of equivalent size.

Considering that Honors does not have a permanent full-time faculty and that the 1,900 students of the Honors Program only take 20% of their total classes through the program, the Honors Program budget is comparable to that of similar sized units and is appropriate to our mission. Because we have a development officer, the Program adds to its state budget through fund raising efforts which have so far met with substantial success.

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.

During the past three years the Departmental Honors Program has grown to include Honors tracks in fifteen different departments and in every department in the some colleges such as the College of Engineering. The Departmental Honors Program is systematized and regulated

so that in every place it appears it meets the same requirements, shares the same mission, values and goals, and students meet the same criteria, participate in rigorous classroom and research activities, and are tracked through the Honors Program's own systems. The definition of the Honors thesis now includes capstone projects in disciplines where written theses are not appropriate, (i.e. modern dance or ballet, theater, or architecture).

The University of Utah's Honors Program is unique among its peer institutions because it has both a fully developed departmental honors program and a university honors program. In addition, the unique integration of the two guarantees that the core values of an Honors education are exemplified in Honors classes regardless of whether they are taught in the colleges or in the program itself. The centralized supervision of Honors departmental tracks provides a more orderly and consistent experience for students and ensures fairness, quality, and accountability. The Honors Policy Board functions as the regulatory board which oversees all policy, curriculum and procedure in the Departmental Honors tracks. The Honors Policy Board reviews the Honors curriculum to ensure rigor, the satisfaction of criteria for General Education requirements, and to monitor the excellence of the teaching faculty.

The Honors Program functions as a clearing house and regulatory body that strengthens Departmental Honors programs in the academic colleges, provide expert advising and advice, maintains excellence, and guarantees that the guidelines established by the Honors Policy board are in place. The number of Departmental Honors programs will continue to expand to include more of the majors and colleges on campus.

Departmental Honors greatly serves the mission of the departments. For example, in the College of Engineering, a new Departmental Honors program includes tracks of classes in each of the individual majors: a suite of special service, leadership, or engagement activities; and special advising and planning. As a result, at the end of its first year, eighty top students in the college are being specially prepared for graduate school or to enter the profession. In the College of Science, the Department of Biology's Honors committee determined that a nine hour research lab experience would be the core of the Departmental Honors experience.

Honors enshrines the notion of partnership through Departmental Honors Programs, through interdisciplinary teaching in such contexts as the Construction of Knowledge lecture series and the Honors Think Tank, and through sharing faculty with departments. During the past three years the Departmental Honors Program has grown to include honors tracks in fifteen different departments and in some colleges such as the College of Engineering and Science in every department.

Importantly, the Departmental Honors Program has been systematized and regulated so that classes across the University meet the same requirements, share the same mission, values and goals. Students meet the same criteria, participate in rigorous classroom and research activities, and will be tracked through the Honors College's own systems.

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.

The Honors Program believes excellence begins with the aggressive recruitment of the top ten percent of students in the region, and with a more diverse student body. Beginning in the fall of 2003, Honors and the Student Recruitment and High School Services office launched an Honors Recruitment campaign that includes four key activities: 1) a mass mailing to targeted seniors and juniors during fall semester; 2) four overnight campus visits for high achieving students and their parents during fall semester; 3) ten one day visits for students and their parents during spring semester; and, 4) follow-up personal contacts throughout the year. The

recruitment of high achieving students is based on the belief that the classroom experience of all Honors students would be enhanced by the addition of more students who enjoy being challenged, expect much of themselves, and who are bright, talented and dedicated.

The designation of the Honors College will contribute to these recruitment efforts. We have worked to build an attractive package that will be a magnet for top students that includes the living and learning experience at Ft. Douglas, the integrated first year experience in the Honors Core in Intellectual Traditions, and special engagement activities like the Honors Think Tank which also serves the needs of transfer students. The designation of Honors College suggests this rich combination of activities beyond the basic General Education curriculum.

Moreover, the Honors Program has developed a set of courses and activities that serve the special needs of transfer students. In fact, the Honors Program is a significant attraction for many transfer students who intend to go on to graduate or professional schools. Transfer students represent 55% of the student population of the University. Some of these students have met with academic success and come to the University with the ambition to graduate with the Honors degree. Programs like SLCC's Honors Program help set them up for success at the University. But because they have satisfied many of their General Education requirements, in the past it was more difficult for them to accomplish this goal. New programs like the Honors Think Tank, the Honors apprenticeships or internships, Departmental Honors tracks, and the Honors Tutorial make it possible for transfer students to earn the number of credits required for graduation with the degree.

An honors college should exercise considerable control over its policies, curriculum, and selection of faculty.

After students have been accepted into the University of Utah, they are then eligible to apply to the Honors Program. Although the Honors curriculum must meet the criteria set by the General Education Area Committees, the program has complete autonomy in the selection of teachers, syllabi and courses. For decades, the Honors Program's policies developed through best practices and were transmitted informally through changes in staff and administration. Recently we published all policies and procedures in an operations manual to ensure transparency in what we do and regularity of expectations and standards. The Honors Policy Board makes policy decisions about Departmental Honors tracks and curriculum, and made the selection for the Honors Professorship Award. Members from the various colleges on campus include:

Dr. John Seger, College of Science

Dr. Patrick Tresco, College of Engineering

Dr. Debra Scammen, College of Business

Dr. Robert Mayer, College of Social and Behavioral Science

Dr. Steven Roens, College of Fine Arts

Dr. Margaret Toscano, College of Humanities

Julie Heinz, Marriott Library

Vice President John Francis

Dr. Martha Bradley, Director Honors Program and College of Architecture Professor

The curriculum of a fully developed honors college should offer significant course opportunities across all four years of study.

The Honors Program has developed a systematic way of supporting Honors students' efforts to graduate with the Honors degree by providing them with a first year experience—the two semester Honors Core in Intellectual Traditions, the Honors Core in Social and Behavioral

Science and Honors Writing, as well as classes designed for the sophomore cohort such these sciences courses: Genetics and Society; Women in Physics; or The History of Science. Students can take the Construction of Knowledge course and be introduced to the wide range of research conducted on our campus. At the end of the first five courses or the first tier of the program, which might include such classes as the Honors Core in Social and Behavioral Science, or classes in the Sciences or Fine Arts, the student receives the Honors Certificate (a designation on the student transcript). Students then can chose from the wide array of Honors seminars and other General Education or Bachelor's Degree classes, classes in Departmental Honors tracks, the Honors Tutorial, or the Honors Think Tank for their remaining two courses for the degree. The Honors Thesis is situated in the student's major. Beyond these courses, students can choose to participate in study abroad experiences, in Honors Internships or Apprenticeships, in Honors Mentorship experiences, or in the Community Leadership Workshop series. Starting in January 2007, students can participate in Institute Forums at the Honors Institute at Ft. Douglas.

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.

The total number of hours required for graduation at the University of Utah is 122. Honors students are required to take seven three hour classes or a total of 21 hours, and to complete the Honors thesis for another 3 credit hours or a total of 24. This represents 19.6% or roughly 20%. An Honors thesis or capstone project is required of all Honors students who graduate with the University or Departmental Honors degrees.

As is true of the Honors tutorial, internships, apprenticeships and Departmental Honors tracks, the Honors thesis is fully anchored in the context of the student's major. The Honors thesis, capstone or creative project represents the student's culminating work in their major discipline. The thesis project sets them up for graduate work, securing a job, or anticipates serious research they might conduct in the future. It enhances what is required by the major and represents a unique, rigorous and important final effort, evidence of their excellence as an undergraduate Honors student.

Where the home university has a significant residential component, the fully developed honors college should offer substantial honors residential opportunities.

During the past two years the Honors Program has greatly expanded its residential component in the Honors Living and Learning Experience at Fort Douglas. Fifty top Honors students live together on a single floor of the Chapel Glen resident hall. Many of them benefit from the residence living scholarship. The Living and Learning students take a cluster of classes at the Honors Center both semesters, join together in two smaller groups for "Cornerstone" with a faculty mentor, and form a strong and cohesive community of scholars. They meet at least once a month with an advisor in our office for in-depth and personal advising about classes, their life at the University and a wide array of issues they face as first year students. Overall, this is one of the most heavily supported and mentored groups of students at the University. In an ideal world every student at the University would have access to the same level of interaction with caring advisors and teachers. The Living and Learning Experience includes a second year cohort who will live together in one of the houses at Officer's Circle. One hundred students benefit by the Living and Learning experience at Fort Douglas each year.

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.

There are two distinctions or awards an Honors student can earn that appear on the transcript: the Honors certificate and the University Honors degree. The University Honors degree appears on their diploma as well. Students wear the gold rope at graduation and in some departments or colleges are acknowledged at graduation.

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.

The National Honors Advisory Committee (NHAC) provides important volunteer leadership for the Honors Program. This is the group that successfully managed the Capital Campaign for the Honors Center. They were involved in the formulation of the idea for the Poulson Honors house. The 20 members are alumni and supporters of the Honors Program who have found prestige and success in their careers. They volunteer about 25 hours a year assisting with program development, fund raising, event planning, and communication with alumni. They have participated enthusiastically in “visioning” the expansion of the program, brainstorming and dreaming about what we might do next. Our programmatic initiatives have often been inspired by their daring and bold ideas. We have their unanimous support for this proposed change.

Current Members:

Chair, John A. Dahlstrom, General Counsel, Wasatch Property Mgmt, SLC, Utah
Colleen Larkin Bell, Attorney, Questar, Salt Lake City , Utah
Kenneth B. Black, Attorney, Stoel Rives, Salt Lake City , Utah
Bethann Butcher-Martin, Project Manager (Retired), Microsoft, Sandy , Utah
Barton W. Giddings, Patent Counsel, NPS Pharmaceuticals, SLC, Utah
James S. Jardine, Shareholder, Ray Quinney & Nebeker, Salt Lake City , Utah
Jon M. Lear, Attorney, Lear & Lear, Salt Lake City , Utah
Phillip Wm. Lear, Attorney, Lear & Lear, Salt Lake City , Utah
Julie Mathis, Attorney, Salt Lake City, Utah
Kathleen R. McMillen, former Development Director, Bountiful , Utah
Brian Moench, Anesthesiologist, St. Marks Hospital
N. Aaron Murdock, Attorney, Wilson Sonsini Goodrich & Rosati, SLC, Utah
William R. Richards, Clinical Professor of Law, U of U, Salt Lake City , Utah
John Skedros, Orthopedic Surgeon, Utah Bone and Joint Center, Murray , Utah
Don A. Stringham, Attorney, Salt Lake City , Utah
Janice Ugaki, Chief Operating Officer, Firmseek, Idaho Falls, Idaho
Phyllis Vetter, Associate General Counsel, U of U, Salt Lake City , Utah
Ben Wilson , Attorney, Smith Hartvigsen, Salt Lake City , Utah

Emeritus Members:

Douglas F. Bennett, VP of Federal Affairs, Liberty Mutual, Washington , D.C.
Scott E. Calder, President & CEO, Mainstream Data, Salt Lake City , Utah
Roger R. Ekins, Honors Program Chairman, Butte College, Oroville , California
Paul Whitby, Attorney, New York City , New York

February 5, 2007

Undergraduate Council
Office of Undergraduate Studies
110 SILL CENTER
CAMPUS

Dear Undergraduate Council:

I am pleased to support the Honors Program's proposal to change its name to "Honors College." The College of Humanities strongly supports the efforts of the Honors Program to provide innovative, interdisciplinary, and challenging undergraduate learning opportunities to its students. Humanities majors, who also pursue an Honors certificate, are some of our brightest students and nearly always continue their education at the graduate or professional training level. This proposal is long overdue as most of the top-echelon institutions, to whose status we aspire, have an independent Honors College with a Dean.

The "Honors College" will enhance the profile of the University's advanced learning program currently provided by the Honors Program. This change will add credibility to a program that has clearly demonstrated a commitment to excellence in education and also has a successful history of attracting and maintaining top-tier students. As a college, Honors will increase funding opportunities from foundations and private donors.

I fully expect the College of Humanities to continue to work closely with the Honors College and strongly recommend approval of this proposal.

Sincerely,



Robert D. Newman
Dean, College of Humanities
Associate Vice President for Interdisciplinary Studies

RN/jd



February 13, 2007

Dr. Martha Bradley
Director, Honors Program
University of Utah
Salt Lake City, Utah 84113

Dear Dr. Bradley:


I am pleased to add my strong support for changing the name of the Honors Program to the Honors College. About 25 percent of the students who graduate with the Honors degree are majors in the College of Social and Behavioral Science, and a large proportion of Hinckley Interns are Honors Program students. We know the rigorous curriculum they experience in Honors prepares them academically for graduate work.

The Honors Program has a long history of providing excellence in education for our best students and has greatly expanded its influence on campus in recent years by partnering with more colleges, departments, and institutes, including the Hinckley Institute of Politics; strengthening the residential component of the program; and providing students with more research-based learning experiences. These additions to an already excellent curriculum truly position the Honors Program to compare favorably with its national counterparts.

I have been especially impressed with the recruiting initiative launched recently by the Honors Program. By crafting an effective recruiting tool that is focused on the top 10 percent of high school students in the western region, the Honors Program has strengthened our college and this university as a whole. In addition, the Honors Program offers attractive scholarships, which increases the number of students across campus with financial support who are thereby able to fully immerse themselves in their education. Further, students who enjoy the personal advising, enrichment activities and research-based experiences of the Honors Program bring their talents and intellect to classes in every college on campus. An Honors College on this campus will prove the old adage – a rising tide truly raises all ships.

As a strong supporter of the Honors Program, I believe the name "Honors College" better reflects the quality and depth offered by this academic unit. With an Honors College on our campus, we will help set the University of Utah apart as an institution that provides an educational experience for the best students in the region. I am pleased to join you in supporting the Honors Program in this timely and significant effort.

Sincerely,



Steve Ott, Dean
College of Social and Behavioral Science

College of Social and Behavioral Science
260 S Central Campus Dr Rm 205
Salt Lake City, Utah 84112-9150
(801) 581-8620



February 14, 2007

Dr. Martha Sonntag Bradley
Director, Honors Program
University of Utah
Salt Lake City, Utah 84113

Dear Dr Bradley:

As a member of the Honors Policy Board and as the Associate Dean of the College of Engineering, I am delighted provide my strong support for your proposal to change the name of the University of Utah's Honors Program to the Honors College. As you know, I was the principal designer of the College of Engineering's Honors program, which includes all of the six departments and the School of Computing. This year we have eighty of our best students in the program and have set a target goal of 300 or more students involved over the coming years. After hearing your plans and rationale for the name change I agree that this will best serve the needs of our students, will enhance their educational experiences and improve their opportunities for career success.

We appreciate the help you and your staff have provided in fostering the development of our program especially in the area of new student recruitment. We are committed to improving and strengthening our relationship through a process of coordination and collaboration, and are looking forward to creating new courses and developing innovative ways of both supporting and serving the needs of our students. Clearly, we would benefit from building a stronger sense of community among our highest achieving students.

An Honors College will serve as both a clearinghouse and a resource for the Academic Colleges on campus, helping us both recruit and retain the best students in the region. Your vision has the potential to grow into the flagship program that provides an enhanced undergraduate education to academically gifted students. I am pleased to provide you with this letter a strong support.

Sincerely,

Patrick A. Tresco, PhD
Professor, Department of Bioengineering
Associate Dean for Research
College of Engineering

January 26, 2007

Martha Bradley, Director
Honors Program
1975 DeTrobriand
Building 619, Ft. Douglas Triplex
Salt Lake City, UT 84113

Dear Martha:

Thank you for sharing your proposal to establish the Honors Program as a college. I enthusiastically support this proposal.

The Honors Program is very important to student success and conveys skills that will serve students in whatever career they pursue after graduation. Moreover, the program serves a broad constituency and helps to advance the teaching and learning mission of the university across all programs. The renaming of the program as a college is a very appropriate recognition of its centrality to the university and its impact on our students.

Sincerely,



Joyce L. Ogburn
University Librarian
Director, J. Willard Marriott Library



Wasatch Real Estate
Partners, LLC

February 20, 2007

Martha Bradley
Director, Honors Program
1975 DeTrobriand
University of Utah
Salt Lake City, Utah 84112

Re: Proposal for the Creation of the Honors College at the University of Utah

Dear Dr. Bradley:

As the chair of the National Honors Advisory Committee, and with the unanimous support of the committee's members, I heartily endorse the proposal for the creation of an Honors College at the University of Utah. The Honors College is the necessary progression of the Honors Program that has so greatly enhanced the undergraduate educational experience at the University. The value that the new College will provide to the University is immense. The Honors College will enhance the proven benefits that the Honors Program has achieved. The College will allow for better recruiting, heighten prestige and will showcase the University's clear commitment to excellence and to the innovative approach to learning that has become the hallmark of Honors.

In the past few years, the long tradition of the Honors Program has evolved toward the Honors College as it has added the Honor Center, developed a vibrant residential component at Fort Douglas and has enhanced the Honors curriculum providing engaged learning experiences. The next logical step is to bestow upon Honors the rights and title of a College so that it can further its mission, expand its reach and seek a lasting endowment.

The information set forth in the proposal is compelling. An Honors College will promote the interests of the students, the University, its faculty and the State of Utah. Approval of the proposal to create an Honors College will help to secure the University of Utah's place as a leader in higher education. Thank you for your thoughtful consideration of this important matter.

Very truly yours,

John Dahlstrom, Chair
National Honors Advisory Committee