

Proposal to Establish an Honors College at UD

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1. Executive summary

The University of Delaware Honors Program (UDHP) originated in 1976 and has evolved into a comprehensive and well-regarded Honors Program. Since its inception, Honors students have been leaders on campus and have garnered numerous prestigious national scholarships and awards.

While few honors colleges existed in 1976, and many honors programs of that time were housed within a single college, the landscape for honors has changed significantly since UD's Honors Program was founded by Burnaby Munson, Donald Harward, and Provost Leon Campbell.

We are proposing that UD build on the Program's rich 43-year history to become an honors college. The Program, which started in 1976 with a few hundred students now enrolls nearly 2,000 students. This places the Honors at a size that is slightly smaller than the number of majors in the College of Engineering (2,429 full-time undergraduate students, Fall 2019) and in the College of Health Sciences (2,715 full-time undergraduate students, Fall 2019), and three colleges, the College of Agriculture and Natural Resources, the College of Earth, Ocean, and Environment, and the College of Education and Human Development, all have fewer than 2,000 majors. Of course, it should be noted that each Honors student also has a home college and department.

Becoming an Honors College will take UD Honors to the next level thereby allowing Honors to more effectively engage and support UD students and faculty, foster diversity and inclusion, and further enhance the profile and prestige of the University of Delaware. More specifically, it will

- enable Honors to better engage UD's most intellectually driven students and to achieve key strategic initiatives necessary to strengthen Honors overall;
- put Honors on the same level as our competitor and aspirational institutions;
- enhance recruitment, retention, and quality of our students;
- provide a significant development opportunity to generate more resources;
- raise the stature of Honors on campus, increasing visibility and expanding student and faculty participation; and
- enable Honors to be included in University-wide leadership conversations.

UD has long been recognized as providing outstanding undergraduate education for high achieving students. By becoming the Honors College, and by attaining the benefits mentioned, UD Honors will be well positioned to become one of the nation's top honors colleges.

Many constituents of the Honors Program have recognized the tremendous opportunities that an Honors College presents and their input has been incorporated into this proposal. Those constituents include the Honors Program Student Advisory Council (unanimous vote of support, December 2019), the Honors Program Faculty Board (unanimous vote of support, February 2020), and the Honors Program External Advisory Council (unanimous vote of support, November 2019). Furthermore, very positive discussions have taken place with UD's upper administration regarding the formation of an Honors College.

Section 2 presents an overview of honors education and the state of honors regionally and nationally (including at major public institutions and at AAU institutions). Section 3 presents and

overview of Honors at UD. Section 4 presents the specific rationales for forming an Honors College, and Section 5 presents the potential impacts that the creation of an Honors College may have. Accompanying documentation is included in the Appendices. Please note that a list of FAQs has been developed to provide a convenient way of finding answers to many of the key questions that are expected to arise. The FAQ document will be kept as a living document and can be found online at: <http://sites.udel.edu/honors/honors-college-proposal/>

2. National landscape for Honors

2.1. Honors education

The Board of Directors of the National Collegiate Honors Council (NCHC) describes honors education as follows (see <https://www.nchchonors.org/directors-faculty/definition-of-honors-education>):

“Honors education is characterized by in-class and extracurricular activities that are measurably broader, deeper, or more complex than comparable learning experiences typically found at institutions of higher education. Honors experiences include a distinctive learner-directed environment and philosophy, provide opportunities that are appropriately tailored to fit the institution's culture and mission, and frequently occur within a close community of students and faculty.”

Honors curricula foster development of effective problem-solvers, critical thinkers, persuasive writers and oral presenters, artistically literate, creative professionals and citizens who form judgements based on evidence, highly engaged students who have rich spiritual life.

Modes of learning, which encompass both in-class and extracurricular activities include research and creative scholarship, interdisciplinary studies, community building and engagement, service learning and leadership, and experiential learning (including undergraduate research and study abroad). Typically, an honors experience is enhanced through active and supportive living and learning communities.

High achieving students have specific needs like many other groups of students on a college campus. An honors education fulfills these needs so that students are retained and successful. High achieving students perform better academically when they are housed together. Underrepresented high achieving students are retained at higher rates when housed with other high achievers. Since higher percentages of high achieving undergraduates go on to pursue further education, it is important to set up a program that allows them to form relationships with potential recommenders who know them well, to participate in undergraduate research, and to provide opportunities for advanced coursework that prepares them for future study.

2.2. Honors colleges and programs across the US

According to College Transitions (<https://www.collegetransitions.com/blog/honors-programs/>), an internationally recognized team of college planning experts, “while honors programs have existed in one form or another since the GI bill first brought an influx of talented but cost-conscious students to public universities in the post-war era, the full-blown honors college is a more recent phenomenon. The majority of honors colleges were born in the 1990s, designed to

lure Ivy-league caliber students to public institutions. Today, it is hard to find a large, public university that does not advertise some type of honors distinction.”

One difference between an honors program and an honors college is that many honors programs reside within a single college and only enroll students from that college. Honors colleges are much more comprehensive and typically have students from all colleges on campus (note that our Honors Program already has the characteristic of working with students from across campus). For the remainder of this document, the term “honors entity” will mean a formal honors organization, either a college or a program.

Some honors entities are small in terms of the percentage of students participating (the Schreyer Honors College at Penn State consists of 5% of the total undergraduate population) and some are larger (the Barrett Honors College at Arizona State consists of 17% of the total undergraduate population). Curricula can vary from “great works” honors courses to freestanding honors courses in the students major, to individual honors sections of required or elective courses. It is common for a senior thesis to be required to earn an honors credential upon graduation. GPA requirements for remaining active in honors range from 3.20 to 3.60. Honors housing options are also common, as are other perks like priority registration and extended library book checkout privileges. Most honors colleges have a facility that houses staff, faculty, classroom/meeting space, and study space. Some honors colleges house other related units such as offices for prestigious scholarships and fellowships and undergraduate research. Honors colleges often have their own admissions and development staff or are more directly involved in each of these activities. As one can see, in some important ways, UD’s Honors Program has developed into, and is functioning like an honors college, but up to now, has not chosen to take advantage of calling itself an honors college. While UD’s Honors Program already resembles typical honors colleges in some ways, becoming an honors college will have significant positive impacts.

Two valuable sources of data on the status of honors program/colleges across the US, including which program/colleges are most highly regarded, come from the National Collegiate Honors Council (NCHC) and from the publication *Inside Honors*. NCHC tabulates a wealth of information on honors entities across the US, and has recently produced a bulletin documenting the increase in the creation of honors colleges. *Inside Honors* is the most well-regarded ranking guide for honors entities at public universities. To be rated by *Inside Honors*, programs/colleges need to self-report extensive data about themselves. It is understandable that the most prominent honors programs/colleges chose to participate in this rating. As such, information about these schools is especially useful in assessing national trends among peer and aspirational honors entities. A list of the 41 universities evaluated in the 2018/19 *Inside Honors* can be found in Table 1. The table also indicates if the entity is a college or a program, and gives the rating on a scale of 1 to 5 (with 5 being the best).

Institution	Named	College	Program	Rating
University of Arizona		C		4
Arizona State University	Barrett Honors College	C		5
University of Arkansas		C		4
Auburn University		C		3.5
Clemson	Calhoun Honors College	C		4.5
Colorado State			P	3.5
City University of New York	Macaulay Honors College	C		5
University of Delaware			P	4.5
Florida Atlantic University	Wilkes Honors College	C		5
University of Georgia			P	4.5
Georgia State		C		3.5
University of Houston		C		4.5
University of Illinois			P	4.5
University of Indiana		C		3
University of Iowa			P	3
University of Kansas			P	5
Louisiana State University	Ogden Honors College	C		4.5
University of Massachusetts	Commonwealth College	C		4
University of Minnesota			P	4.5
University of Mississippi	Sally McDonnell Barksdale	C		4.5
University of Missouri		C		3.5
University of Nevada Reno			P	4.5
New Jersey Institute of Technology	Al Dorman Honors College	C		4.5
University of New Mexico		C		4
University of Oklahoma		C		3.5
Oklahoma State		C		4
University of Oregon	Clark Honors College	C		4.5
Oregon State		C		4.5
Pennsylvania State University	Schreyer Honors College	C		5
Purdue University		C		3.5
Rutgers		C		4.5
University of South Carolina		C		5
Texas Tech		C		4.5
University of Alabama Birmingham		C		3.5
University of Central Florida	Burnett Honors College	C		4.5
University of South Florida		C		3
University of Texas at Austin			P	5
University of Vermont		C		3
Virginia Commonwealth University		C		4.5
Washington State University		C		3.5
West Virginia University		C		3

Table 1. Forty-one universities evaluated in the 2018/19 edition of *Inside Honors*

2.3. Honors colleges becoming the national norm

In 2017, the NCHC published a one-page brief titled *Recent Increases in the Establishment of Honors Colleges in the United States* (see Appendix A). The data for the brief came from NCHC's 2016 *Census of U.S. Honors Programs and Colleges*. The data was collected from honors colleges that are members of NCHC. According to the brief, "The 95 honors colleges responding ... represent almost 70 percent of NCHC member honors colleges and about half of the 182 honors colleges that Scott and Smith (2016) reported to exist in the United States in 2016." As such, the data provides a very good indication of the evolution of honors colleges in the US.

As is stated in the brief (which follows), the data collected indicates "a dramatic increase in growth of honors colleges since the mid-1990s, and the pace of increase is especially pronounced in just the last decade." The report goes on to state that "Of the 95 honors colleges for which we have data, one third (33.7%) have become honors colleges in just the last seven years, since 2010. Another one-fourth of the 95 responding were established as honors colleges in the previous decade. Thus, a clear majority of honors colleges are younger than 16 years old."

For the 41 honors program/colleges listed in *Inside Honors 2018-2019*, the majority (78%) are colleges (32 are honors colleges and 9 are honors programs, including UD). Of the 32 honors colleges, 12 started as programs and became colleges, and 20 started directly as colleges. Of the 12 that started as programs and became colleges, 8 (or 66%) were formed in the 1950's, 60's, and 70s. Of the 20 that started off as colleges, 14 (or 70%) were formed in the 1980's and after. In fact, of the 14 honors entities rated that started in the 1990s, 93% (13 of 14) were created as honors colleges. This strongly suggest that being an honors college is becoming the "industry standard."

2.4. Honors colleges in the region and among AAU institutions

In considering the move for UD's Honors Program to become an honors college, it is not only useful to know that the most prominent honors entities have and are moving in this direction, it is also useful to know about (1) our regional competitors (particularly state flagship and large public R1 institutions), (2) AAU institutions (again, particularly state flagship and large public R1 institutions), and (3) aspirational honors entities.

The reason we focus on state flagship and large public R1 institutions is that honors has a common and important meaning for these institutions. Honors does not necessarily mean the same thing for private schools. In fact, for very prestigious private schools, honors entities do not typically exist as the institution considers itself to be 100% honors. Of the 50 schools in *Inside Honors*, all are public institutions, and at least 80% would be considered state flagship or large public R1 schools (such as University of Arizona or Arizona State).

Regional competitors

Many of UD's cross-applicant and competitor schools have honors colleges. Of the state flagship and large public R1 competitors in the mid-Atlantic region (NY, PA, NJ, VA, MD, WV, and DE), the three greatest competitors in terms of student applicants are Penn State (PA), the University of Maryland (MD), and Rutgers. **All three of these have honors colleges.** Furthermore, the University of Pittsburgh (PA), Virginia Tech (VA), and West Virginia

University (WV) also have honors colleges. Of the four comprehensive SUNY universities (Stony Brook, Binghamton, Albany, and Buffalo), Buffalo and Stony Brook have honors colleges and Binghamton and Albany have honors programs. Finally, The University of Virginia (VA) has the Echols Scholars Program. Therefore, excluding UD, of the eleven state flagship and/or large public R1 mid-Atlantic region competitors mentioned, eight have honors colleges (73%). It is clear from a student recruitment standpoint, becoming an Honors College is quite important.

AAU institutions

Of the 34 public AAU institutions (see Table 2), 12 have honors colleges and 22 have honors programs. In terms of the breakdown of which institutions have colleges and which have programs, there is a very clear regional trend.

Of AAU institutions in the mid-Atlantic and northeast regions, six of seven (86%) have honors colleges. These six are Penn State, Rutgers, Maryland, Stony Brook, Buffalo, and Pittsburgh. The only AAU school in these regions that does not have an honors college is UVA (which has the very well-regarded Echols Scholars Program).

In the remainder of the country (southeast, mid-west, southwest, northwest, and west), 21 of the 27 AAU institutions have honors programs (78%). These include Florida, Georgia Tech, UNC Chapel Hill, UT Austin, Texas A&M, Ohio State, Michigan, Iowa, Iowa State, Kansas, Wisconsin, Minnesota, Illinois Urbana-Champaign, Colorado, Washington, and six University of California institutions. The six AAU institutions in these regions that have honors colleges are Purdue, Missouri, Indiana, Michigan State, Oregon, and Arizona.

The reason for the trend may be the fact that the AAU institutions outside of the mid-Atlantic and northeast regions are located in states where a very high percentage of students are in-state (i.e. in-state flagship and/or major public R1 schools are extremely desirable options for in-state residents). On the other hand, there is much more cross-state competition in the mid-Atlantic and northeast regions, and the draw of an honors college is seen to be very important for recruiting. In this respect, UD depends tremendously on out-of-state students, and having an honors college to allow us to better compete with the AAU schools nearby is extremely important for us.

Aspirational honors colleges

Based on the *Inside Honors* evaluations, of the seven honors entities with the highest rating (5 mortarboards), five are colleges (Arizona State, CUNY, Florida Atlantic, Penn State, and South Carolina). The two that are not colleges are UT Austin (founded in 1935) and the University of Kansas (founded in 1968). Further, of the five colleges, four are named (e.g. Penn State's Schreyer College). Of the two programs, UT Austin and Kansas, neither is named. In fact, none of the programs in *Inside Honors* are named. Being named, or in other words being endowed, is critical for the future success of Honors at UD. The endowment that a named college would create would provide the much-needed resources to enable honors to compete with the very best honors colleges in the country. Without that endowment, honors at UD will be hard pressed to maintain its stature in the face of the growing number of named and endowed honors colleges across the nation.

AAU Public Institution (year joined)	Honors College	Honors Program
Georgia Institute of Technology (2010)		X
Indiana University (1909)	X	
Iowa State University (1958)		X
Michigan State University (1964)	X	
The Ohio State University (1916)		X
The Pennsylvania State University (1958)	X	
Purdue University (1958)	X	
Rutgers University – New Brunswick (1989)	X	
Stony Brook University – The State University of New York (2001)	X	
Texas A&M University (2001)		X
University at Buffalo – The State University of New York (1989)	X	
The University of Arizona (1985)	X	
University of California, Davis (1996)		X
University of California, Berkeley (1900)		X
University of California, Irvine (1996)		X
University of California, Los Angeles (1974)		X
University of California, San Diego (1982)		X
University of California, Santa Barbara (1995)		X
University of Colorado, Boulder (1966)		X
University of Florida (1985)		X
University of Illinois at Urbana-Champaign (1908)		X
The University of Iowa (1909)		X
The University of Kansas (1909)		X
University of Maryland at College Park (1969)	X	
University of Michigan (1900)		X
University of Minnesota, Twin Cities (1908)		X
University of Missouri, Columbia (1908)	X	
The University of North Carolina at Chapel Hill (1922)		X
University of Oregon (1969)	X	
University of Pittsburgh (1974)	X	
The University of Texas at Austin (1929)		X
University of Virginia (1904)		X
University of Washington (1950)		X
The University of Wisconsin – Madison (1900)		X

Table 2. Honors colleges/programs at public AAU institutions

3. Honors Program at UD

The University of Delaware’s Honors Program has earned a national reputation for its rigor, creativity, and the quality of its students, who are bright, enthusiastic, and intellectually curious. The 2017 Princeton Review has called Honors the “intellectual pearl of the University.” Our program is based on the three pillars of challenge, enrichment, and community.

Challenge

UD’s Honors Program values students who are academically motivated and interested in immersing themselves in a strong living and learning community. We challenge students by:

- Promoting rigorous coursework, setting high expectations, and smaller class sizes that increase opportunities for faculty connections and undergraduate research.

- Creating interdisciplinary honors curricula that encourage coursework inside and outside of students' majors.
- Supporting the development of expert-level communication skills.
- Preparing students for competitive graduate programs and supporting students in their pursuit of Rhodes, Truman, Marshall, Fulbright and Gates Cambridge Scholarships.
- Providing students with a choice between a thesis and non-thesis option for the Honors Degree.

Enrichment

The Honors Program encourages students to expand their studies by pursuing educational opportunities both inside and outside of the classroom and giving back to the community around them. We enrich the student experience by:

- Providing enrichment awards for independent projects and travel
- Sponsoring service learning and volunteer work
- Supporting peer leadership positions
- Promoting creativity in writing (the student-run blog, *186 South College*) and in music, poetry, and comedy (Redding's Coffeehouse events).
- Encouraging faculty to apply for course enrichment funds for off-campus excursions and guest speakers

Community

The Honors Program values the importance of engagement, and believes that a welcoming community creates successful students. We foster community by:

- Creating housing options reserved for Honors Program students. First-year students live together in a first-year residence hall on campus with upper division peer mentors who plan events for the community and serve as an academic resource.
- Providing an upper-class housing option for Honors students who desire to remain on campus in a honors community.
- Engaging students on the Honors Student Advisory Board and the Honors Programming Board.
- Encouraging collaboration between Honors Program students.
- Inspiring Honors Program students to become a vibrant scholar within the larger community.
- Organizing weekly study breaks, which bring faculty into the residence halls.
- Organizing field trips, camping excursions, and days of service to allow students to build meaningful friendships while exploring the region.
- Hosting faculty dinners "12 at the Table" to strengthen students' connections to faculty.

3.1. History of Honors Program at UD

To provide context on Honors at UD, and why the time is right to make the change from an honors program to an honors college, let us first take a look at a condensed history of the Honors Program.

Honors Program is founded in 1976

UD's Honors Program was founded by Burnaby Munson and Donald Harward in 1976. It began as a year-long program for approximately 140 outstanding high school seniors to finish their

coursework while simultaneously beginning their college careers. The students lived together at Wesley College and were taught by UD faculty. At the completion of the program, most students would enroll at a university, but not necessarily at UD.

Evolution of the Honors Program through the 1980s

To encourage students to continue their studies at UD, in 1979, the Honors Program evolved into a four-year program at the main campus in Newark, DE. Creation of the four-year program led to the development of the Honors Degree. The requirements for the Honors Degree included the overall 30 credits of Honors coursework with 12 credits in the major; however, the upper-level course requirement included 2 small Honors Tutorials (one with readings focused in the humanities and the other in the sciences). At this time, all Honors Degree students were required to complete an Honors thesis and to pass a departmental comprehensive exam. There were 250 students in the first class. The number of entering Honors students throughout this period grew slowly to approximately 350 by the end of the decade. First-year Honors students were housed in Dickinson Hall. The residential peer mentors were established and were known as “Dickinson Fellows.”

Evolution of the Honors Program through the 1990s

In the 1990s, with the growth in the size of the program, the Honors Degree requirements were adjusted from requiring 2 small Honors Tutorials to just one tutorial being required. In place of the second tutorial, Honors Degree students were required to take either an Honors seminar or an Honors version of a departmental seminar. A senior thesis was still required but the comprehensive exam was not. While the number of departments offering Honors Degrees expanded, the numbers of students completing the Honors Degree remained relatively small. During the 1990s, first-year Honors housing moved to Russell Hall and the peer mentors were renamed “Russell Fellows.” An upper-division Honors housing option was created along with “Senior Fellows.” The incoming class size rose steadily throughout the decade. By the end the decade the program was enrolling 400 first-year students.

Evolution of the Honors Program through the 2000s

Early in the 2000s, to encourage a larger percentage of Honors graduates to complete an Honors Degree, a non-thesis option was created. Honors capstone A track to an Honors Degree, requiring an Honors capstone, was created. This new non-thesis track was geared towards serving honors students in majors that do not have extensive research opportunities. The non-thesis option became known as the Honors Degree, whereas students choosing to pursue research and write a thesis earning the Honors Degree with Distinction. At the same time, the Honors Program also developed the General Honors Award (GHA) for students to earn midway through their college career. This new award replaced the first-year certificate and encouraged students to continue taking Honors coursework beyond the first-year to complete their degree programs.

The Honors Program continued to grow both in number of students enrolled and in number of course offerings during the decade, and the number of students graduating with Honors Degrees increased rapidly. With the growth of the freshman class size approaching 500 students, first-year Honors housing expanded to Russell, Lane, and Thompson Halls, widely dispersing. As a way to promote a more cohesive sense of community, honors floors within the building complex were formed.

Evolution of the Honors Program through the 2010s

The Honors Program continued to grow from 500 to 600 first-year students. First-year Honors housing was consolidated and moved to Louis L. Redding Hall in 2013. The peer mentors were permanently renamed to be “Munson Fellows” in honor of Burnaby Munson. During this decade, requirements for maintaining one’s Honors status were added. These included minimum GPA requirements, as well as taking at least one Honors course per year. In 2019, the Program introduced a new, interdisciplinary Honors track which incorporates interdisciplinary courses (including an inter-college seminar), co-curricular work, and a “signature product.” The most recent freshmen class (entering in the Fall of 2019) numbered 636 (the largest ever first-year class).

Summary of recent honors enrollment and degrees

The data presented in Tables 3 and 4 shows enrollment and degree data for the Honors Program for the past 10 years. It should be noted that over the past several years the Honors Program has enacted varying requirements to remain active in the Program, which did not exist prior to 2007. Prior to 2007, students could remain in Honors regardless of whether they were eligible to take an Honors course, which requires a 3.0 GPA for all UD students. As a result, a minimum 3.0 was instituted and remained in place for several years. This requirement was well below that of most other honors colleges and programs. While we are still below the GPA eligibility standard of several of our Honors competitor and comparator institutions, we have move toward a more comprehensive set of requirements in the past 5 years. According the new guidelines, in order to remain in the Honors Program, students must meet minimum GPA 3.2 at the end of the 1st year and 3.3 every year after), and they must complete three credits of Honors coursework per year. The 3.4 GPA to graduate with an Honors Diploma (an Honors Diploma is either an Honors Degree or an Honors Degree with Distinction) has remained the same since 1979 when the Program began.

For the past ten years, Figure 1 shows the number of entering Honors freshmen, Figure 2 shows the total enrollment in Honors, Figure 3 shows the number of Honors Diplomas granted, and Figure 4 shows the percentage of Honors students who graduate with an Honors Diploma.

One can see from the plots that there has been growth of the total enrollment, as well as the size of the freshman class. With an enrollment approaching 2,000, Honors has nearly as many undergraduate students as the College of Engineering (2,362 full-time undergraduate students in the fall of 2018) and the College of Health Sciences (2,544 full-time undergraduate students in fall of 2018), and more students than three of the current colleges.

Both Table 4 and Figure 4 show that for students who do remain in Honors up until graduation, 89% are graduating with Honors Diplomas. This is a dramatic increase from the start of the decade. We continue to work on increasing our retention of students from entry to graduation (77% for the graduating class) and assist students toward the goal of completing and Honors Degree (where available) through the four years (projected to be 69% from entry to a Honors Diploma this year).

A piece of data not presented in Table 4 that is critically important is the overall rate that honors students are retained at UD and graduate from UD (either in honors or not in honors). According to a Cognos report from 6/9/2017, which involves a retention analysis that includes entry terms 08 Fall to 15 Fall, and a graduation analysis that includes entry terms 08 Fall to 12 Fall, students who enter UD as honors students are retained to their second fall at a rate of 96% (vs. 92% for the total population), students who enter UD as honors students graduate from UD (either in honors or not honors) within four years at a rate of 87% (vs. 72% for the total population), and students who enter UD as honors students graduate from UD (either in honors or not honors) at some point a rate of 92% (vs. 83% for the total population). One can see from this that students who enter UD in honors do very well overall.

Academic year	Honors freshmen	Total number of Honors students (fall count)
2010/11	466	1735
2011/12	433	1653
2012/13	454	1583
2013/14	413	1547
2014/15	598	1725
2015/16	610	1867
2016/17	469	1818
2017/18	532	1844
2018/19	600	1885
2019/20	636	1933

Table 3. Number of students in the Honors Program

Entering year	Total number of Honors students entering that year	Requirements to remain in Honors (students held to eligibility requirements upon entry for duration of UD enrollment)	Total number of Honors students in the class four years later for graduation (Fall count)	Honors Diplomas (HD plus HDwD) awarded	Percentage graduating with Honors Diplomas (based on total Honors students who entered in cohort)	Percentage Graduating with Honors Diplomas (based on Honors students in the class at graduation)
2007/08	472	No GPA requirement	450 or 95%	217	46%	48%
2008/09	490	3.0 min. throughout career	449 or 92%	259	53%	58%
2009/10	465	3.0 min. throughout career	443 or 95%	242	52%	55%
2010/11	466	3.0 min. throughout career	458 or 98%	311	67%	68%
2011/12	433	3.0 min. throughout career	426 or 98%	259	60%	61%
2012/13	454	3.0 min, after 1st year and 3.2 in all subsequent years	387 or 85%	306	67%	79%
2013/14	413	3.0 min, after 1st year and 3.2 in all subsequent years	360 or 87%	274	66%	76%
2014/15	598	3.0 min, after 1st year and 3.2 in all subsequent years	450 or 75%	322	54%	72%
2015/16	610	3.0 min, after 1st year and 3.2 in all subsequent years	480 or 78%	379	62%	79%
2016/17	469	3.2 min, after 1st year and 3.3 in all subsequent years, plus min 3 credits Honors each year	364 or 77%	324	69%*	89%*

* Projections based on students who declared HD candidacy as of 1/8/2020

Table 4. Progress of students in the Honors Program

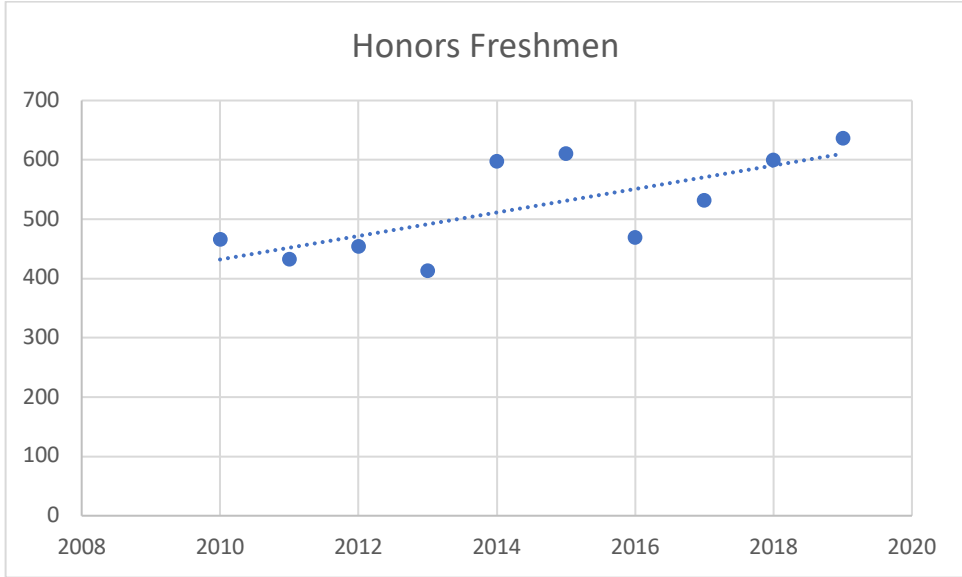


Figure 1. Number of first-year Honors students for the past ten years

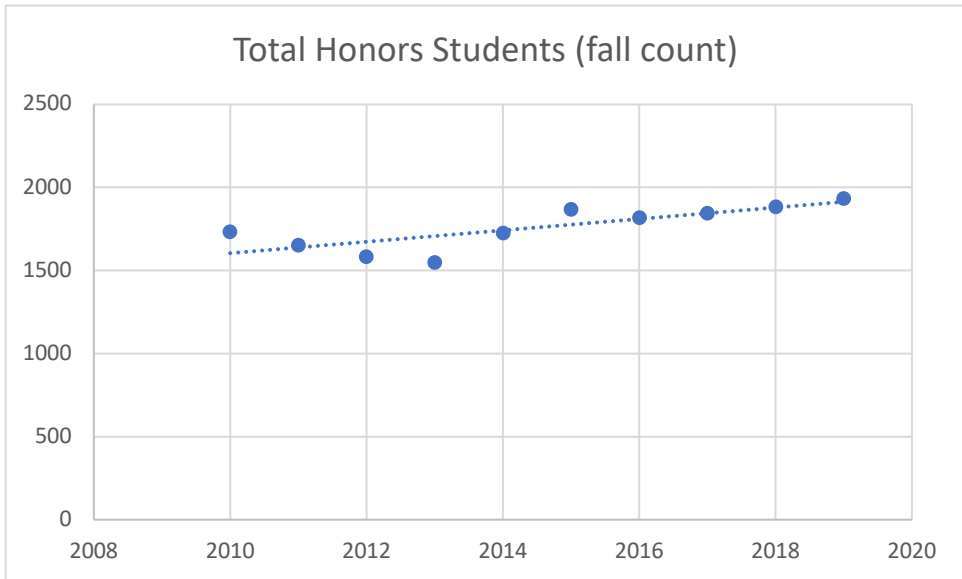


Figure 2. Number of total number of Honors students for the past ten years

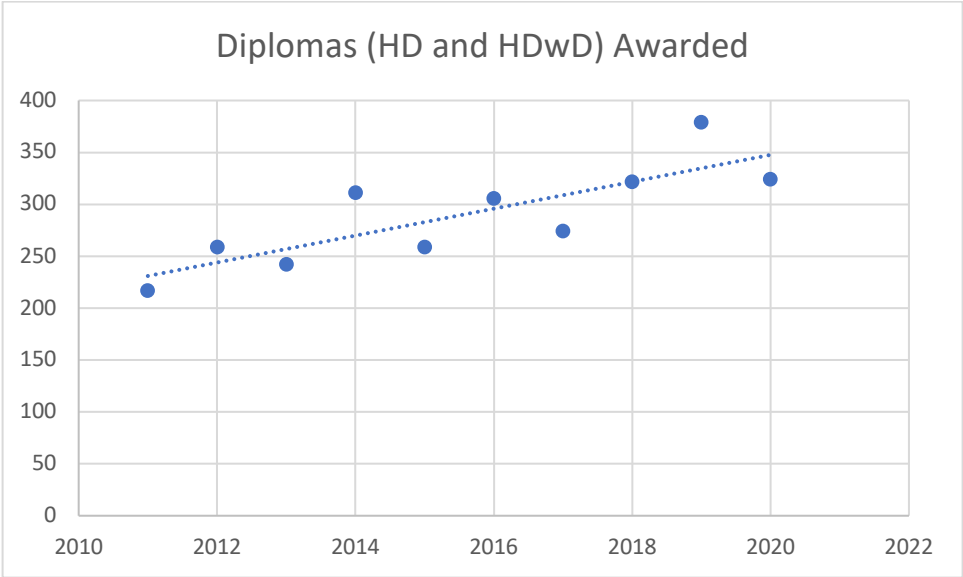


Figure 3. Number of Honors degrees granted for the last 10 years

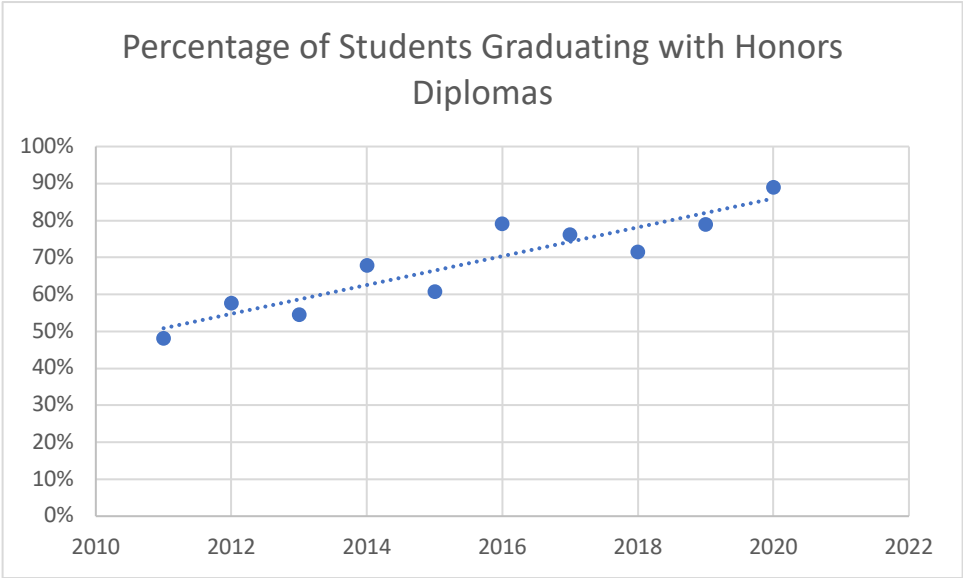


Figure 4. Percentage of Honors students earning an Honors Diploma for the last 10 years

Success of UD Honors students

The most important measure of a program's success is the achievement of its students. In this regard, UD's Honors Program has been a great success. Since its inception, Honors students have proven to be leaders both inside and outside of the classroom. While making up roughly 10% of the current undergraduate population, they are over represented in their engagement in campus activities, in assuming leadership roles on campus, and in receiving recognition of their accomplishments through campus and national awards.

With regard to campus engagement and leadership, we have found that Honors students are represented at roughly twice the rate of non-honors students. Some examples include participation in music related organizations including Marching Band (24% of which are Honors students), Concert Choir (21% Honors students), Symphony Orchestra (28% Honors Students), Study Aboard (where 7% of non-honors students participated in 2018/19 while 12% of honors students participated), along with being well represented every year in the Blue Hen Leadership Program, and on leading and participating on alternative spring break trips

With regards to their performance academically, Honors students make up a substantial number of the students on the dean's list. For Fall 2019, 1,421 of the 1,933 Honors students (or 73.5%) were on the dean's list (making up 31% of all students on the dean's list). Honors students are very involved in undergraduate research, and make up roughly half of all senior thesis students. Their academic success results in Honors students pursuing post-graduate education at roughly twice the rate of traditional students (roughly 40% vs. 20%), and Honors students have gained employment or are pursuing further education at very high rates (97% for the most recent graduating class).

Honors students have consistently parlayed their accomplishment to win numerous prestigious national scholarships and awards. Table 5 provides a summary of major awards won by UD students, and shows how many of those award winners were Honors students. All scholarship data are for the period from 1990 to 2019, except the Fulbright data, which is from 2006 to 2019 (2006 is the earliest date reliable records for Fulbright winners exists). A large-scale effort to help students apply for Fulbright awards has been made over the past 6 years, and therefore the vast majority of Fulbright awards won by UD students has occurred during the time we have good records.

Scholarship	All UD Students	Honors Students	Percentage Honors
Rhodes Scholarship	5	4	80%
Marshall Scholarship	3	3	100%
Mitchell Scholarship	1	1	100%
Truman Scholarship	16	14	88%
Goldwater Scholarship	41	35	85%
Udall Scholarship	2	2	100%
Gates Cambridge Scholarship	2	2	100%
Schwarzman Scholarship	2	2	100%
Fulbright Undergraduate Award	42	29	69%

Table 5. List of major awards won by UD students

Regarding UD’s award for top graduating female and male senior (the Warner and Taylor awards), from 2000 to the present, 36 of the 43 recipients (or 84%) were won by Honors students (some years had more than two winners). In addition, Honors students and Honors alumni have been recipients of various other scholarships and recognitions such as the Critical Language Scholarship, National Science Foundation grants, Boren Scholarship, Gilman Scholarship, Pickering Scholarship and the R&A Ransome Scholarship at St. Andrews in the UK.

3.2. Current status of UD’s Honors Program

The following sections provide information regarding the current size of the Honors Program.

Students

The incoming class of 636 Honors students in the fall of 2019 represented the largest Honors class every to enroll at UD. The total number of students currently enrolled in Honors, 1,933, also represents the largest ever.

Honors courses

As shown in Table 6, nearly 2,000 Honors students will have taken part in 678 course offerings taught by 427 faculty in the 2019-20 academic year. There were over 5,000 seats filled in those 678 classes (some classes are stand alone, and some involve add-on sections) Of the 427 teaching Honors classes, the vast majority are CT and TT faculty, with a few being adjunct professors.

Category	Number
Faculty teaching Honors classes/sections	427
Course offerings/sections	678
Student seats taken in Honors classes/sections	5,092

Table 6. Faculty and students engaged in Honors courses in the 2019-20 academic year

Staff

The Honors Program currently has ten staff members. The staff are:

- Director – Professor Michael Chajes (80% academic appointment)
- Deputy Director – Professor Chrysanthi Leon (50% academic appointment)
- Senior Associate Director – Kristin Bennighoff
- Associate Director – Jama Allegretto Lynch
- Associate Director – Christine Yang Schultz
- Assistant Director – Ray Peters (75% academic appointment)
- Academic Program Coordinator – Kelsey Cummings
- Co-Curricular Coordinator – Sarah Dobe-Hund
- Administrative Assistant – Kevin Deshaies
- Administrative Assistant – Francesca Wells

Accounting for fractional appointments, the total staff size is 9.05 full-time equivalents. This means that the Honors student-to-staff ratio is 214 (based on the current 1,933 students). The mean student-to-staff ratio for the 41 honors entities in *Inside Honors* is 128, with a median of

106, and a standard deviation 85. Therefore, the number of students per staff of UD Honors is almost exactly at one standard deviation larger than the mean ($128 + 85 = 213$). To be at the mean value of 241, for the current 1,933 students, the Honors staff size would be 15.

It is important to note that some honors entities have their own in-house admissions, communications, and development staff, as well as having undergraduate research staff and awards staff within honors. In other cases, these staff may be at the university level and function on a collaborative or dual reporting basis. Currently, Honors has no in-house admissions, communications, development, or undergraduate research staff. The proposed 5-year budget for the Honors College (Section 5.6) calls for an addition of 5 new positions (including recruitment & retention, communications, and development) bringing the College very close to the mean student-to-staff ratio.

4. Rationale for change

UD's Honors Program has had a rich history and has established itself as a high-quality program. The Program's most recent APR report in 2017 praised Honors by saying "The University of Delaware Honors Program (UDHP) has created a thriving and well-established avenue for outstanding students to receive an excellent undergraduate experience." While praising the program, the APR report also noted that it is time "take the honors program at UD to the next level of excellence."

Becoming an Honors College will take UD Honors to the next level thereby allowing Honors to more effectively engage and support UD students and faculty, foster diversity and inclusion, and further enhance the profile and prestige of the University of Delaware. More specifically, it will

- enable Honors to better engage UD's most intellectually driven students and to achieve key strategic initiatives necessary to strengthen Honors overall;
- put Honors on the same level as our competitor and aspirational institutions;
- enhance recruitment, retention, and quality of our students;
- provide a significant development opportunity to generate more resources;
- raise the stature of Honors on campus, increasing visibility and expanding student and faculty participation; and
- enable Honors to be included in University-wide leadership conversations.

This set of rationale is very much in line with the motivations for becoming an honors college that were documented in a national survey conducted by NCHC (Sederberg, 2008). In that survey, for which 35 honors colleges contributed responses, the most common reasons for forming an honors college included

- recruiting stronger students (100%),
- improving overall campus academic quality (91.4%),
- improving the quality of honors educational opportunities (88.6%),
- raising the profile of honors within the institution (85.7),
- having the head of honors report to the provost (82.8), and
- enhancing fundraising potential (60%).

Sections 4.1 through 4.6 elaborate on the stated rationales for becoming a college, each of which are significant and would be very difficult to accomplish without becoming a college.

4.1. Enable Honors to better engage UD's most intellectually driven students and to achieve key strategic initiatives necessary to strengthen Honors overall

The following are key strategic initiatives that will significantly strengthen Honors at UD.

Better engage UD's most intellectually driven students

Becoming a college will enable Honors to better engage UD's most intellectually driven students by enabling us to expand our ability to provide high impact practices (HIPs). Examples of HIPs are interdisciplinary and team-taught courses, co-curricular activities, participation in community engagement activities, entrepreneurial efforts, study abroad, undergraduate research, presentation of scholarship at conferences and publication of papers, senior theses, and signature products.

For the Honors Program to better engage UD students with the challenging academic programs that they crave, we need to increase our ability to support HIP activities both financially and by increasing faculty engagement (both increasing number of faculty engaged with Honors and also increasing the level at which those faculty are engaged). We believe a college would raise the stature of Honors on campus thereby increasing its visibility and making it more attractive for students and faculty to become engaged (see Section 4.5), would enable Honors to work more collaboratively and effectively with colleges across campus by being positioned as a college (see Section 4.6), and would be make it possible for Honors to generate the resources needed (largely through development) to expand upon what is already doing, and to pursue new initiatives (see Section 4.4).

Fostering diversity and inclusion

Recognizing and fostering a diverse student community enriches our students. Our goal in the Honors program is inclusive excellence, recruiting and retaining Honors students from a wide range of groups, including first-generation students, students from economically-disadvantaged schools, students with disabilities, returning veterans, non-traditional students and students from traditionally under-represented groups with attention to international status, race/ethnicity, LGBTQ+ identity and religious affiliation.

With the increased resources of a College, we can amplify the practices already in place to increase our representation of our diverse community. We would anticipate directing additional staff resources towards outreach, support and individual mentoring. We will strive to increase our representation of diverse identities in future staff hiring and in the affiliation of a more diverse group of faculty as instructors of Honors courses and as advisors. We may also adopt practices of other programs that have improved their recruitment and retention through one-on-one faculty mentorship for students from underrepresented groups (see for example Haverford College's Cheswick Scholars program, <https://www.haverford.edu/chesick-scholars-program/mentoring>).

Diversity in the classroom has proven educational benefits and reflects UD's core values. It also prepares our students for collaborative professional settings and leadership roles.

In terms of ethnicity, Table 7 presents a snapshot of the status of undergraduate students at UD and in the Honors Program as of Fall 2018. One goal of Honors is to make progress in this area. Becoming an Honors College will help by improving our profile and prestige, allowing us to better compete in a very competitive market. Having increasing scholarship resources, and expanding our advising and mentoring efforts will also be helpful. Furthermore, having a more accessible in-stream admission process will no doubt have very positive impacts on broadening the diversity of our student population, and in increasing the size of Honors.

Ethnicity (as of 2018 Fall)	UD Number	UD Percent	Honors Number	Honors Percent
Grand Total	17,550	100	1,885	100
White	12,541	71.5	1,442	76.5
African-American	889	5.1	30	1.6
Hispanic/Latino	1,413	8.1	18	1.0
Asian	916	5.2	187	9.9
Native American	20	0.1	2	0.1
International	941	5.4	16	0.8
Other*	830	4.7	190	10.1

*Other includes Native Hawaiian or Other Pacific Islander, Two or More Races, Non-Specific, and Unknown

Table 7. Ethnicity of undergraduate students at UD and in the Honors Program

Enhance Honors ability to serve as an incubator for innovative academic models

One role of an honors college would be to collaborate across campus to develop and pilot innovative academic models. The 2017 APR report stated that Honors Programs “represent an institution’s ambition for undergraduate education and teaching.” The programs “set the standard for teaching and research engagement with undergraduate students ... UD ... will want to maintain and enhance its reputation for excellence in undergraduate education and innovative teaching, since among other things, this is what will sustain its main source of revenue.” We see an Honors College playing a leading role in incubating innovative academic models, including the HIPs, as well as inter-college seminars, co-curricular work, and signature products. These new models would benefit all students at UD.

Enabling growth of the program

As an honors program, it will be difficult to increase in size without compromising student quality. If the program becomes a college, and the college builds on the existing excellent foundation to become a top honors college, opportunities to grow the program while maintaining or even increasing student quality become very real.

As an Honors College, we will be able to expand efforts to recruit matriculated, high achieving, non-honors UD students into Honors. It is believed that this type of in-stream admission into Honors can also enhance the diversity of our student body. Without the resources that are expected to be generated through development (see Section 4.4), the Honors Program will not have the resources needed to support a comprehensive in-stream program. Furthermore, without an increase in resources commensurate with other honors colleges, the Honors Program will be hard pressed to grow.

Enhance the profile and prestige of the university

And last, but not least, an Honors College would enhance the overall profile and prestige of the University of Delaware. Relative to an Honors Program, an Honors College will be much more visible to external constituencies, such as prospective student applicants and their parents, high school guidance counselors and teachers, faculty and administrators at other institutions, and employers. An Honors College will attract outstanding individuals to UD who will in turn bring a great deal of distinction to the institution. An Honors College would also be quite visible to internal audiences, and it is well known that faculty at universities with leading honors colleges take great pride in being affiliated with those colleges. A successful Honors College will elevate the prestige of the university.

4.2. Put Honors on the same level as our competitor and aspirational institutions

As described in Section 2.3, there has been a dramatic growth in the number of honors colleges since the mid-1990s (both in the formation of new honors colleges and in the transition of existing honors programs into honors colleges). Of the 50 honors colleges/programs participating in Willingham's *Inside Honors* rating guide, 38 (or 76%) are honors colleges and 12 (including Delaware) are not. Of the three adjacent state universities that we compete heavily with for students (University of Maryland, Penn State, and Rutgers), all have honors colleges (Rutgers' formed in 2017). The most highly regarded honors entities in the US are named colleges (Penn State's Schreyer College, Arizona State's Barrett College, and the University of Mississippi's Sally McDonnell Barksdale College). It is clear that the national norm has become an honors college and not an honors program. Like UD's recent decision to change the name of Department of Music to a School of Music, "Honors College" has become the conventional naming classification for honors entities, and we will be handicapping ourselves by not following suit. Simply put, for UD's Honors Program to remain competitive with the elite honors entities we should rename the Honors Program to the Honors College and strive to find a donor to name it (Section 4.4).

4.3. Enhance recruitment, retention, and quality of our students

Our Vice President for Enrollment Management, Rodney Morrison, who comes most recently from an institution that has an Honors College (Stony Brook), has said that not being an Honors College puts us at a disadvantage when recruiting top students (especially since many of our local competitors have Honors Colleges). Vice President Morrison is our local expert on this subject, and he has seen the effects on recruiting of being, and not being, an Honors College. Vice President Morrison believes we will be able to recruit better students if we have an Honors College. As mentioned earlier, the NCHC survey of honors colleges (Sederberg, 2008) reported that 100% of those surveyed indicated that "recruiting stronger students" was a motivation for them to become an honors college.

At this year's first Blue and Golden Saturday, the very first question that was asked in a packed Mitchell Hall by a visitor was "Can you tell me the difference between an honors college and an honors program?" While my answer was that we largely function as a college, it was clear from this question that students considering UD's Honors Program are also considering institutions that have honors colleges that both function as a college and are named a college. Generally, honors colleges are considered more robust, prestigious, and better resourced. So, in cases where we don't have the opportunity to field that question directly, we may lose out. In the climate of

increasing numbers of honors colleges both regionally and across the country, in order to continue to compete successfully for the very best students, we need to become an honors college.

According to the 2017 APR report, regarding the importance of honors in recruiting, they wrote “The review team met with close to a dozen students during the visit, and ten of those students said that UDHP was the primary factor in their decision to attend UD. They pointed in particular to the possibility of having small classes. This was true even for those students who were accepted at schools that were ranked higher than UD. Consequently, maintaining the quality of the educational experience is important in maintaining a competitive edge in recruiting the best students.” A well-resourced college, with faculty eager to be engaged with it, will allow us to not only maintain this essential characteristic of Honors, but to actually expand upon it.

In addition to improving our ability to recruit the best students, one goal of the Honors College would be to improve retention rates within the program. Recalling the data from Table 3, while a high percentage of students who remain in Honors until graduation receive Honors Diplomas (89% for the upcoming graduating class), a little over 20% of the incoming students who will graduate in 2020 left the Program. While we certainly would not expect that every student who enrolls as an honors student will find it to their liking, we have found that the single most effective way to address this is to increase the quality of the incoming students (as the majority of the losses are due to unmet GPA requirements). For the reasons explained above, being a college will help with this. Having more faculty engaged with honors means having more mentors for students across campus. Having a larger advising staff within the Honors office also means more increased advisement for students. Being able to provide a broader range of HIPs will increase the number of students who remain engaged in Honors and do not want to leave.

4.4. Provide a significant development opportunity to generate more resources

In order to provide a better experience to our students, and in order to be considered among the elite honors entities in the country, additional resources are needed. Recognizing that Honors is not likely to get a significant increase in base budget (as this would need to come from another unit’s base budget), the increased resources would need to be generated from new sources. Fortunately, an Honors College provides a wealth of philanthropic opportunities including naming rights. Nationally, the number of named colleges has been growing, and UD’s development staff indicates that an Honors College would bring a new and exciting option for giving. Creating a significant endowment for a college (in the range of \$30M) would go a long way toward supporting the student and faculty activities that are described elsewhere and are needed to enable Honors to go to the next level. The chances of naming the existing Program are very slim. Donors are far more likely to donate to a “college” than to a “program.” The reason is that a “college” denotes prestige and permanence and the highest status within a university. A “program” denotes none of these.

Indications from discussions with UD’s Office of Development and Alumni Relations regarding the potential for creating a sizeable endowment (in the \$30M range) for an Honors College have been very encouraging. Honors has over 11,000 alumni, with the earliest having graduated 40 years ago. Furthermore, recent years has seen a noticeable increase in the number of named honors colleges nationwide. As noted in a Chronicle of Higher Education article posted online on

May 22, 2019 (<https://www.chronicle.com/article/She-s-Led-the-U-of-South/246350>), "South Florida joins many institutions in using philanthropic dollars to support honors colleges in hopes of attracting high-achieving students. The family of James L. Barksdale has spent about \$30 million since 1997 on the University of Mississippi's honors college, and Craig and Barbara Barrett funded Arizona State University's honors college with \$10 million in 2000."

Examples of Honors Colleges that have mounted successful development campaigns include Arizona State University's Barrett Honors College, Clemson's Calhoun Honors College, the City University of New York's Macaulay Honors College, Florida Atlantic University's Wilkes Honors College, Louisiana State University's Ogden Honors College, the University of Mississippi's Sally McDonnell Barksdale, the New Jersey Institute of Technology's Al Dorman Honors College, the University of Oregon's Clark Honors College, Pennsylvania State University's Schreyer Honors College, and the University of Central Florida Burnett Honors College.

4.5. Raise the stature of Honors on campus, increasing visibility and expanding student and faculty participation

Becoming a college would heighten the stature and visibility on UD's campus to both students and faculty. Colleges are the top academic entities on campus. As a college, Honors would be organizationally recognized as an equal. Colleges also have their own communications staff which allows for promotion both on campus and in recruitment efforts (including the recruitment of high-achieving current UD students). Increasing the on-campus visibility will help Honors generate greater levels of participation from both students and faculty. With regard to faculty, it is likely a college would have greater resources to encourage, support, and recognize increased faculty engagement. This might include the support of undergraduate TA's for faculty teaching honors classes, more course enrichment funds, the establishment of workshops to present best practices in honors education, and the creation of awards to recognize outstanding contributions. Functioning at the college level would allow for increased collaboration across colleges and that in turn would make developing interdisciplinary HIPs easier.

4.6. Enable Honors to be included in University-wide leadership conversations

As a college, Honors would be better aligned within the UD organization. Currently, Honors functions as a campus-wide organization and yet is treated organizationally more like a department. This makes it difficult for the current Program, and the head of the Program, to contribute to University-wide conversations and to work directly with the other colleges. It is not surprising that NCHC describes mature honors organizations as being colleges, positioned in the university structure where the head of honors reports directly to the provost or chief academic officer (see Appendix B).

Since Honors has undergraduate students from all colleges, it makes sense that Honors be at the college level. In fact, the elevation of Honors to the college level is quite analogous to the elevating Graduate Studies to become the Graduate College.

Along these same lines, the 2017 APR report recommend that UD "Change the leadership of UDHP to a 100% administrative position reporting directly to the provost ... The position could be allied with additional responsibility for undergraduate education generally. Honors needs a

seat at the table in central administration. Ideally, leadership in honors should be present at all major executive committee meetings involving deans, provosts, and deputy provosts. The leader of UDHP should be pro-active, conducting 1:1s with campus leaders on a regular basis.”

5. Impacts of change

5.1. Students

Becoming an Honors College will have a positive impact on students. An Honors College will be better able to support students because a college will be more robust than an Honors Program, will have more resources, and will be better able to work with colleagues across campus. We also see an honors college being better able to reach out to high achieving non-honors students to either encourage them to join the program, or to involve them in activities that will enhance their academic experience at UD. In the NCHC survey (Sederberg, 2008), 74.3% of the responding colleges said that becoming a college led to “enhanced academic programs and opportunities” for their students.

The creation of an Honors College will not result in any changes to current Honors degrees or their requirements. All existing degree requirements currently certified by the Honors Programs will migrate directly to the Honors College. It should be noted that students will still belong to their home college(s) and earn their degrees from those colleges. Honors will continue to certify the honors portion of their degrees.

5.2. Staff

The current Director of the Honors Program holds an 80% appointment and reports to the Deputy Provost for Academic Affairs, while the Deputy Director holds a 50% appointment. Moving forward, the Director of the Honors Program would become a Dean of the Honors College and report directly to the Provost. The Dean’s position would be a 100%, 11-month appointment, (consistent with the other Deans). The Deputy Director would become a Deputy Dean (50%, 10-month appointment). As the College matures, there may be a need for additional faculty to have administrative roles (perhaps as an Associate Dean). For example, a faculty member that focuses on supporting faculty who are developing and implementing new honors courses including new interdisciplinary seminar classes would be quite useful.

The current Associate Directors (of which there are three), would become Assistant Deans, as those are the equivalent titles and positions in the colleges. Like other colleges, the Honors College would need a Director of Communications and a Director of Development, and could also greatly benefit by having a staff member who specialize in recruitment & retention (with a particular focus on diversity and inclusion). In addition, by providing expanded opportunities for honors students, additional academic program management, and academic advising will be needed. Additional academic program management, and academic advising positions were already planned due to the expansion of the academic program associated with the new track. Positions like recruitment and retention, communications, and development would ideally be accomplished through partnerships with the relevant university-level offices (Admissions, Communications and Marketing, and Development and Alumni Relations).

The budget presented in Section 5.6 reflects the anticipated needs of the college in the first five years. As a college without primary faculty, the base budget would be treated similarly to the Graduate College, and would come directly from the Provost's office as it does now.

5.3. Faculty

All permanent UD faculty will be able to affiliate with Honors. The Honors College will also have faculty serving on its board, committees, and as department liaisons (for details see the bylaws shown in Appendix C and described in Section 5.5).

Increasing faculty engagement and being able to provide adequate support for those faculty who are engaged are two very important initiatives that will be pursued by the College. Being a College will help Honors succeed at accomplishing both of these goals. With greater stature on campus, faculty awareness and engagement will increase. Furthermore, with additional resources, course enrichment funds and other forms of support for those teaching Honors classes will be more readily available. There has been a gradual decrease in the availability of free-standing honors classes over recent years. An Honors College, with more engaged faculty, added resources, and a larger number of students to fill classes, would make an increase in free-standing classes viable.

5.4. University

While the creation of a new college is a significant investment for the institution, creation of the Honors College, like the formation of the Graduate College, will strengthen the university in many ways, including raising UD's profile and prestige. Other impacts range from enhancing recruitment of high achieving students, fostering diversity and inclusion, increasing alumni engagement, creating opportunities to name the college and create endowments to support student and faculty activities, and enhancing Honors' ability to serve as an incubator for innovative academic models.

5.5. Bylaws

Bylaws for the Honors College, found in Appendix C, were developed considering the current Honors Program bylaws and the bylaws recently adopted by the Graduate College. The Honors College bylaws have been unanimously approved by the Honors Program Faculty Board (February 2020).

5.6. Budget

A five-year budget for the Honors College has been developed and is shown in Figure 5. The budget includes the current fiscal year budget which is \$1.4M (FY20) as a point of reference. The budget shows the level of funding needed to enable the Honors College to achieve its goal of becoming a top tier Honors College, and is supported by the current Honors leadership including the Honors Program Director and Deputy Director, and the Honors Program Faculty Board. As a college without primary faculty, the base budget would be treated similarly to the Graduate College, and would come directly from the Provost's office as it does now.

The proposed budget calls for a 30% increase in the first year (\$1.40M in FY20 to \$1.83M in FY21) and an 75% increase over the full five years (\$1.40M in FY20 to \$2.46M in FY25) with total expenditures during that time increasing by \$1.05M. As discussed earlier, the bulk of this

expansion is anticipated to come from endowment income. A \$25M endowment would yield \$1M of annual income.

Academic year	FY20 (Current)	FY21	FY22	FY23	FY24	FY25
Professional Salaries (existing staff including Dean and Deputy Dean)	\$ 706,300	\$ 797,044	\$ 812,985	\$ 829,245	\$ 845,829	\$ 862,746
Salaried staff and hourly salary (existing staff)	\$ 71,635	\$ 73,068	\$ 74,529	\$ 76,020	\$ 77,540	\$ 79,091
S-Contracts for teaching (includes new colloquia and seminars)	\$ 71,532	\$ 72,963	\$ 92,765	\$ 170,602	\$ 257,847	\$ 263,004
New: Director, Communications (Grade 32E)*	\$ -	\$ 87,336	\$ 89,083	\$ 90,864	\$ 92,682	\$ 94,535
New: Director, Development Staff (Grade 32E)*	\$ -	\$ 87,336	\$ 89,083	\$ 90,864	\$ 92,682	\$ 94,535
New: Recruitment and Retention Specialist (Grade 28E)**	\$ -	\$ -	\$ 47,414	\$ 48,362	\$ 49,330	\$ 50,316
New: Academic Advisor (Grade 28E)**	\$ -	\$ -	\$ 47,414	\$ 48,362	\$ 49,330	\$ 50,316
New: Academic Program Manager (Grade 30E)**	\$ -	\$ -	\$ -	\$ 63,800	\$ 65,076	\$ 66,378
Employee Benefit Expense	\$ 358,793	\$ 492,607	\$ 545,226	\$ 584,904	\$ 596,602	\$ 608,535
Salaries and S-contracts	\$ 1,208,260	\$ 1,610,353	\$ 1,798,499	\$ 2,003,024	\$ 2,126,918	\$ 2,169,456
Student Wages	\$ 90,000	\$ 91,800	\$ 93,636	\$ 95,509	\$ 97,419	\$ 99,367
Academic Enrichment Funds***	\$ 50,000	\$ 55,000	\$ 60,000	\$ 65,000	\$ 70,000	\$ 75,000
Total Support Funds****	\$ 55,746	\$ 71,946	\$ 76,718	\$ 84,919	\$ 96,618	\$ 111,883
Programming and Support	\$ 195,746	\$ 218,746	\$ 230,354	\$ 245,428	\$ 264,037	\$ 286,250
TOTAL	\$ 1,404,006	\$ 1,829,099	\$ 2,028,853	\$ 2,248,452	\$ 2,390,954	\$ 2,455,707

* These positions can be dual reports/cost shared between the Honors College and the Office's of Communications & Marketing/Development & Alumni Relations

** These positions were already budgeted due to the needs of expanded programming for the new track

*** The bulk of these funds, used for student and course enrichment, and course development, have historically come from gifts

**** Supplies and general expenses, travel, includes increase due to new employees

Figure 5. Honors College budget for the first five years

In terms of specific budget items, there is (1) an increase in the level of effort of the head of honors (transitioning from a 10-month, 80% Director appointment to an 11-month, 100% Dean appointment), (2) the establishment of a Director of Communications and a Director of Development (both in line with other colleges), and (3) an increase in support staff over time including new staff in the areas of recruitment and retention (especially focused on broadening participation), academic advising, and academic program management. Also reflected in the budget is an increase in S-contract funds to cover new courses that are anticipated due to expansion of the program, an increase in basic operating support due to the increase in the number of students and staff involved in Honors, and an increase in “academic enrichment” funds which are used to support (1) students engaging in extra-curricular academic activities, and (2) faculty for both course enrichment and course development. Much of the ongoing support for academic enrichment comes from gifts to the Program, and as a College, we would expect this source of funding to increase.

Of course, the rate at which the Honors College would expand would largely be dependent on the rate at which endowment funds can be generated. Since several of the benefits of becoming an Honors College do not depend upon an immediate influx of funding, the five-year projection should not be taken as a required time window to achieve success. Furthermore, as mentioned in Section 5.2, positions like recruitment and retention, development, and communications may be

set up as joint positions with the offices of Admissions, Development and Alumni Relations, and Communications and Marketing. If that occurs, these positions can be cost-shared between Honors and those offices. In year one, \$250k of the \$425k increase in budget is due to the addition of the Director of Communications and the Director of Development. If these can be cost shared, this would greatly reduce the year one increase. Finally, Honors has an existing discretionary gift account that could be used in the short term to help with the projected FY21 increase.

5.7. Space

The Honors Program's current facility hampers our ability to build community among students, better engage them, and to grow. While the formation of the Honors College would not require a new building, larger and more functional space will be needed in the future to reach our aspirational goals, and to house new staff. Upgraded space will be a game changer as it will foster an environment in which students, faculty, and staff can grow and support each other. If the Honors College is formed, efforts to raise money to support a new space will be a top priority. Furthermore, if the size of the freshman class continues to grow, a second residential space beyond Redding Hall will be needed to house all first-year Honors students in a well-functioning living-learning community.

6. Summary

The Honors Program at UD was established in 1976 and has enjoyed a very successful 40+ years of operation. We believe that the time has come to transition from a program to a college, and we hope that this proposal has clearly presented a strong case for doing so.

A UD Honors College will be able to provide a more enriched experience for all high-achieving students on campus. It will enable UD to better recruit top students and be competitive with regional and national institutions. It will lead to increased visibility and prominence of Honors at UD, and will generate needed resources to be successful.

In 2017 the Princeton Review referred to the Honors Program as the "intellectual pearl of the University." The time has come to polish the pearl, and transform the Honors Program into an Honors College.

7. References

Sederberg, Peter C., "The Honors College Phenomenon" (2008). NCHC Monographs Series. 4. <https://digitalcommons.unl.edu/nchcmmono/4>

Appendix A: Recent Increases in the Establishment of Honors Colleges in the United States



BRIEF:
RECENT INCREASES IN THE ESTABLISHMENT OF HONORS COLLEGES IN THE UNITED STATES

Andrew J. Cognard-Black
 February 9, 2017

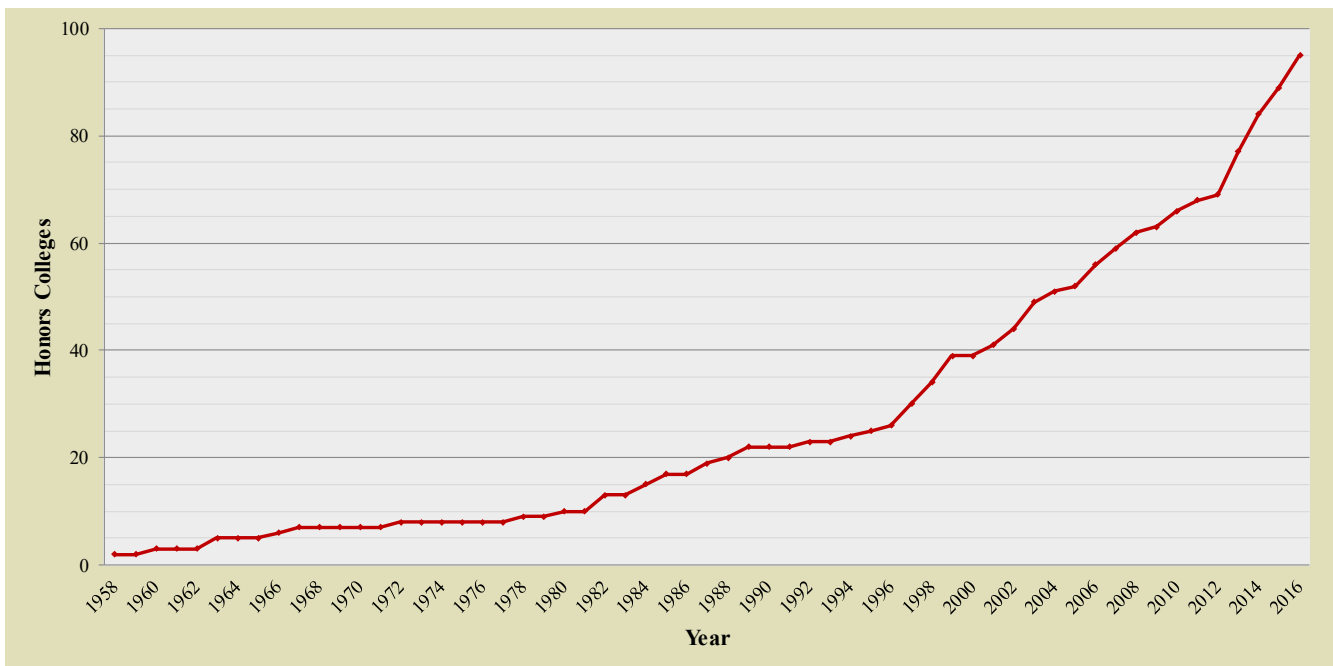
The figure below shows the growth in honors colleges in the United States. Data come from the NCHC 2016 *Census of U.S. Honors Programs and Colleges*. Respondents for each member institution were asked whether they had an honors program or honors college. Among those who responded that they had an honors college, the Census asked, “In what year did your honors college open and/or transition from honors program to honors college status?” The 95 honors colleges responding to the question represent almost 70 percent of NCHC member honors colleges and about half of the 182 honors colleges that Scott and Smith (2016) reported to exist in the United States in 2016. The historical numbers presented here are consistent with those reported by Sederberg (2008). Sederberg reported that 65 honors colleges existed among NCHC member institutions in 2004: 51 of those responding to the 2016 Census reported that they existed in the form of a college by 2004. The 2016 Census data show that 28 honors colleges were established between 1993 and 2004: Sederberg reported an increase of only 21 colleges during that period, but that difference of 7 can be explained almost entirely by the smaller response rate for the 2004 survey (Sederberg reported a 54 percent response vs. the 70–75 percent response rate among honors colleges to the 2016 Census). Data in the graph should be taken not as indication of the precise number of honors colleges in existence at any one moment in time but instead as an indication of the pace of growth in the establishment of honors colleges as distinct from honors

program organizational structure. The data reveal that the first honors colleges were established in the late 1950s, gradually increased in number around the time that NCHC was founded in the mid-1960s, and then began steadily to increase in the early 1980s. *While the figure does not represent the entirety of all honors colleges, the trend at those schools for which we do have data indicates a dramatic increase in the growth of honors colleges since the mid-1990s, and the pace of increase is especially pronounced in just the last decade. Of the 95 honors colleges for which we have data, one-third (33.7 percent) have become honors colleges in just the last seven years, since 2010. Another one-fourth of the 95 responding were established as honors colleges in the previous decade. Thus, a clear majority of these honors colleges are younger than 16 years old.*

References

Scott, Richard I. and Patricia J. Smith. 2016. “Demography of Honors: The National Landscape of Honors Education.” *Journal of the National Collegiate Honors Council* 17(1):73–91.

Sederberg, Peter C. 2008. *The Honors College Phenomenon*. NCHC Monograph Series. Lincoln, NE: National Collegiate Honors Council.



Number of Honors Colleges in the United States by Year
 Source: NCHC 2016 *Census of U.S. Honors Programs and Colleges* (n = 95)

Appendix B: NCHC Basic Characteristics of Fully Developed Honors Colleges

Basic Characteristics of a Fully Developed Honors College



The National Collegiate Honors Council has identified these best practices that are common to successful and fully developed honors colleges.

1. An honors college incorporates the relevant characteristics of a fully developed honors program.
2. The honors college exists as an equal collegiate unit within a multi-collegiate university structure.
3. The head of the honors college is 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 has a fulltime, 12-month appointment.
4. The operational and staff budgets of honors colleges provide resources at least comparable to those of other collegiate units of equivalent size.
5. The honors college exercises increased coordination and control of departmental honors where the college has emerged out of a decentralized system.
6. The honors college exercises considerable control over honors recruitment and admissions, including the appropriate size of the incoming class. Admission to the honors college may be by separate application.
7. The honors college exercises considerable control over its policies, curriculum, and selection of faculty.
8. The curriculum of the honors college offers significant course opportunities across all four years of study.
9. The curriculum of the honors college constitutes at least 20% of a student's degree program. The honors college requires an honors thesis or honors capstone project.
10. Where the home university has a significant residential component, the honors college offers substantial honors residential opportunities.
11. The distinction achieved by the completion of the honors college requirements is publically announced and recorded, and methods may include announcement at commencement ceremonies, notations on the diploma and/or the student's final transcript, or other similar actions.
12. Like other colleges within the university, the honors college may be involved in alumni affairs and development and may have an external advisory board.
13. The college regularly assesses and evaluates program goals and learning outcomes as articulated in the National Collegiate Honors Council's *Definition of Honors Education* and modes of honors learning, and as appropriate to the institution's culture and mission.

Approved by the NCHC Executive Committee on June 25, 2005, and amended by the NCHC Board of Directors on February 19, 2010, further amended by the NCHC Board of Directors on June 19, 2014.

June 2017

Appendix C: Honors College bylaws

Bylaws of the Honors College

I. Mission and Vision of the University of Delaware's Honors College

The University of Delaware's Honors College has been established to recruit, retain, and graduate high-achieving undergraduate students. The Honors College will:

- Serve as a center for undergraduate excellence
- Provide opportunities for challenge, enrichment, and community for Honors College students
- Support students in their pursuits of research, leadership, graduate and professional education, and prestigious scholarship applications
- Foster diversity and inclusion
- Encourage relationships with faculty, staff, fellow students, and alumni
- Provide a comprehensive first-year Honors community with options for upper-class Honors living/learning communities
- Collaborate with Enrollment Management and the Office of Admissions to continue success in recruitment and retention
- Engage Honors alumni

II. Relationship between the Honors College and other Units

Students are primary members of their "home" college(s) (in which their major or majors reside) and secondary members of the College. No students will solely be members of the College.

III. College Faculty and Governance Structure

A. Honors College Faculty

The faculty of the Honors College shall consist of all full-time faculty members of the University who hold primary appointments in the other colleges, and appointment to the Honors College will be considered secondary.

B. Dean of the Honors College

The Dean of the Honors College is the chief representative and administrative officer of the College and will report directly to the Provost. As chief representative and administrative officer of the College, the Dean shall have general administrative authority for overseeing the College. The Dean shall exercise leadership in recommending policies to the Honors College Faculty Board, in the introduction of educational ideas and proposals to the Board, and in the stimulation of discussions leading to improvement of the Honors College. The Dean's responsibilities shall include strengthening Honors education and advocating for Honors initiatives to the University and to the community. As chief executive officer of the College, the Dean shall have final authority to make

budgetary and personnel recommendations to the Provost. A university organizational chart that includes the Dean of the Honors College can be found in Figure 1.

C. Deputy Dean of the Honors College

The Deputy Dean of the Honors College oversees the academic curriculum of the College. Along with assisting the Dean in the overall administration of the College, the Deputy Dean will focus on curricular oversight and faculty engagement, with an emphasis on inclusive excellence. Specific responsibilities will include working with the curriculum committee to evaluate and update the curriculum, piloting new curricular elements, assisting with planning of colloquium/English 110 courses and other honors offerings, reviewing individual honors contracts (IHC's), preparing standards for honors courses, add-ons, capstones and pathways and holding workshops for faculty on best practices for honors. The Deputy Dean will enhance faculty engagement with honors, including recruiting and working with new honors faculty, assisting departments with the creation of new honors degrees and collaborating with faculty liaisons on course offerings.

D. Honors College Faculty Board

I. Purpose

The Honors College Faculty Board makes policy for and provides service to the instructional, advising, and related educational activities of the Honors College.

II. Membership

A. The membership consists of:

1. Any Honors College staff member who also has a faculty appointment at the University of Delaware. This ex officio membership is by virtue of the staff position held, and ceases upon vacating it. Ex officio members do not vote.
2. Faculty members appointed to the board by virtue of a formal agreement made between the Honors College Dean, the faculty member, and the faculty member's department chair.
3. The Honors College Dean shall identify and recommend potential board member candidates to fill any vacancies or pending vacancies.
4. Every effort shall be made to ensure that representation on the Board reflects a balance from across all academic colleges.
5. The Board shall consist of 14 faculty members (except in the case of unanticipated vacancies), including at least one member from every academic college.
6. Vacancies can be filled at any time as specified in section II.B.3.

B. Board member terms

1. The term of appointment is three years beginning on the first day of the academic year following the date of appointment. Appointments are renewable for a second term with the agreement of all parties concerned.
2. Appointments should be initiated in the spring or summer to replace current board members whose terms expire at the end of the current academic year.

3. Appointments can be made at any time to fill a vacancy on the board. Such appointments are effective immediately and continue for a full three-year term beginning on the first day of the academic year after the date of appointment.
 4. Prospective members should be queried in advance to confirm their interest. No elective membership or renewal becomes final until a formal agreement with that person's department chair is executed or renewed.
- C. Service: Service on the Honors College Faculty Board shall be considered as equivalent to service at the college level (e.g., service as a college faculty senate representative) for performance evaluation purposes.
- D. Any Board member who has more than one unexcused absence from Board meetings in any academic year can be removed from the board. In addition, with the consent of two-thirds of all current Honors College Faculty Board members, an individual's membership may also be revoked for cause. This does not apply to individuals who are members by virtue of conditions in section II.A.1.

III. Meetings

- A. The Dean of the Honors College calls the meetings and presides. An agenda for Board meetings shall be distributed electronically to Board members and posted on the College website at least one week in advance of the meetings. No item introduced that is not on the published agenda may be decided by a vote taken at that meeting, although it can be the subject of a subsequent ballot.
- B. Meetings of the Honors Faculty Board will be held at least twice during the fall semester and twice during the spring semester of each academic year. One of the meetings each semester will be a General Faculty Meeting open to all Honors College Faculty. If votes are taken at the General Faculty Meeting, only Honors Faculty Board members have voting rights, as described in section IV.
- C. The Honors College professional staff shall attend the General Faculty Meetings but do not have voting rights.
- D. A portion of any meeting can be closed and limited to Faculty Board members at the request of the Dean or of two or more of the board members in attendance.
- E. Robert's Rules of Order shall be followed in the event that there may be any disagreement about proper procedure.

IV. Voting

- A. Each board member shall have one vote on any item of business.
- B. A quorum necessary for the discussion of business subject to vote shall consist of one-half of the membership plus one. Board members on leave who choose not to participate in the meeting, and vacant seats on the Board, will not be counted in determining this number.

- C. A simple majority of those voting shall decide all issues. On any matter on the published agenda, members not able to attend a meeting may participate by submitting their vote in writing (via email or otherwise) within five business days of the meeting. Intention to vote in this manner must be communicated to the Dean of the Honors College in writing prior to the scheduled meeting time.

IV. Committees

A. Curriculum Committee

A Curriculum Committee, consisting of eight faculty members, shall be appointed by virtue of a formal agreement made between the Honors College Dean, the faculty member, and the faculty member's department chair. The curriculum committee must consist of members from at least four different colleges and shall not include members of the Honors Faculty Board.

- a. Responsibilities of the curriculum committee include courses and curricula, including the review and evaluation of new or provisional courses, academic policies and degree requirements; changes in structure of the academic program; related matters.
- b. Terms are for three-years and can be renewed based on mutual agreement of the Honors College Dean, the faculty member, and the faculty members department chair.

B. Formation of Additional Committees

Additional committees, whether standing or ad hoc in nature, can be established or abolished, and their membership and purposes determined, at the discretion of the Honors College Board members.

V. Honors Faculty Liaisons

Honors Faculty Liaisons consist of one member of each department having an Honors Degree and are appointed by virtue of a formal agreement made between the Honors College Dean, the faculty member, and the faculty member's department chair. Terms are for three-years and can be renewed based on mutual agreement of the Honors College Dean, the faculty member, and the faculty member's department chair.

The role of the Honors Faculty Liaisons is to:

- Serve as a nexus between the Honors College and academic departments
- Help to integrate the goals and expectations of the Honors College with the academic curriculum and culture of each department
- Work with the Honors College to ensure that Honors students in their department are being well served
- Facilitate open communications between the Honors College and their department
- Attend the General College Faculty meeting each semester.

VI. Honors College External Advisory Council

The Honors College External Advisory Council is comprised of Honors alumni and friends who have provided a high level of volunteer service to Honors and/or the University. The members of the Council serve at the invitation of the Dean. The term of service is three years, and members may be reappointed to additional terms by invitation from the Dean. The Chair of the Council is appointed by the Dean. Re-appointment as Chair is based upon mutual interest.

The Council's role is to:

- Advise and assist the Dean on matters related to nurturing relationships among the College, its graduates and the wider community.
- Advise the Dean and College staff regarding the development of priorities for the College.
- Advise Dean and College senior staff on strategies for improving the prestige and quality of the Honors College experience at UD.
- Help ensure that the College has the resources to achieve its strategic planning goals and commitments to academic excellence by being a source of financial support to the Honors College and by helping the College engage new donors and pursue important new partnerships.

VII. Honors College Student Advisory Council

This council shall consist of 15 students, ideally representing all academic colleges, each of the Fellows programs, Honors Planning Board, and the overall diversity of the Honors Student Body. Members serve a one-year term (academic year) with a one-year reappointment possible.

Expectations

- Attend two meetings each fall and spring semester
- Join a networking hour with the Honors Advisory Board in the fall or spring semester
- Represent the perspective of the Honors student body (sharing questions, concerns, and ideas)
- Maintain good academic standing within Honors
- Attend Honors College Events as a councilmember, to engage with a variety of Honors students (such as field trips, residence hall events, Ice Cream on the Porch, and faculty dinners)
- Participate in New Student Kick-off and the General Honors Award and Honors Degree Ceremonies
- Recruit and recommend fellow students as potential HSAC members and participate in the selection process

- Prepare for meetings before attending by reading materials, soliciting student feedback on agenda items, and proposing agenda items as appropriate
- When serving in your role as a council member, dress in business casual and wear official name tag

VIII. Administration of Honors Degrees

The Honors College will certify the requirements for all Honors Degrees for graduating students. These certifications are shared with each College's Dean's Office and the Office of the Registrar.

Creating and Revising Honors Degrees

A. Departmental Approval

- If a department wishes to create an Honors Degree or wishes to change the specific departmental requirements for the Honors Degree, the department faculty should meet and discuss a proposal, including how they will offer a Honors credits in the major on a regular basis.
- Within the proposal the department should include a list of courses the department will regularly offer as Honors courses, to demonstrate how students will earn Honors credits in the major.
- Honors coursework from other departments which will be taken on a regular basis to complete the Honors Degree requirements need statements of support from those departments.
- A senior year capstone course is required for the Honors Degree.
- For a department to have a capstone course designated as an Honors Degree Capstone, the course must meet the requirements for an Honors Degree Capstone, and be approved by the Honors College.
- The Honors College staff is available to consult with the department and answer any questions they have about Honors Degree requirements and how to offer Honors courses as the new or revised degree is being developed.

B. Honors College Approval

- After review by the Honors Curriculum Committee, the Honors College Dean signs off on the Honors Degree proposal.
- After approval at the Honors College level, the proposal goes to the college of the proposing department for review and approval.

B. College Approval

- After review by the appropriate faculty body in the college, the College Dean signs off on the Honors Degree proposal.

- After approval at the College level, the proposal goes to the University Faculty Senate Office for review by the Undergraduate Studies Committee.
- Note: Approval in the College of Arts and Sciences rests with the A&S Faculty Senate after review by the Educational Affairs Committee.

C. University Faculty Senate Approval

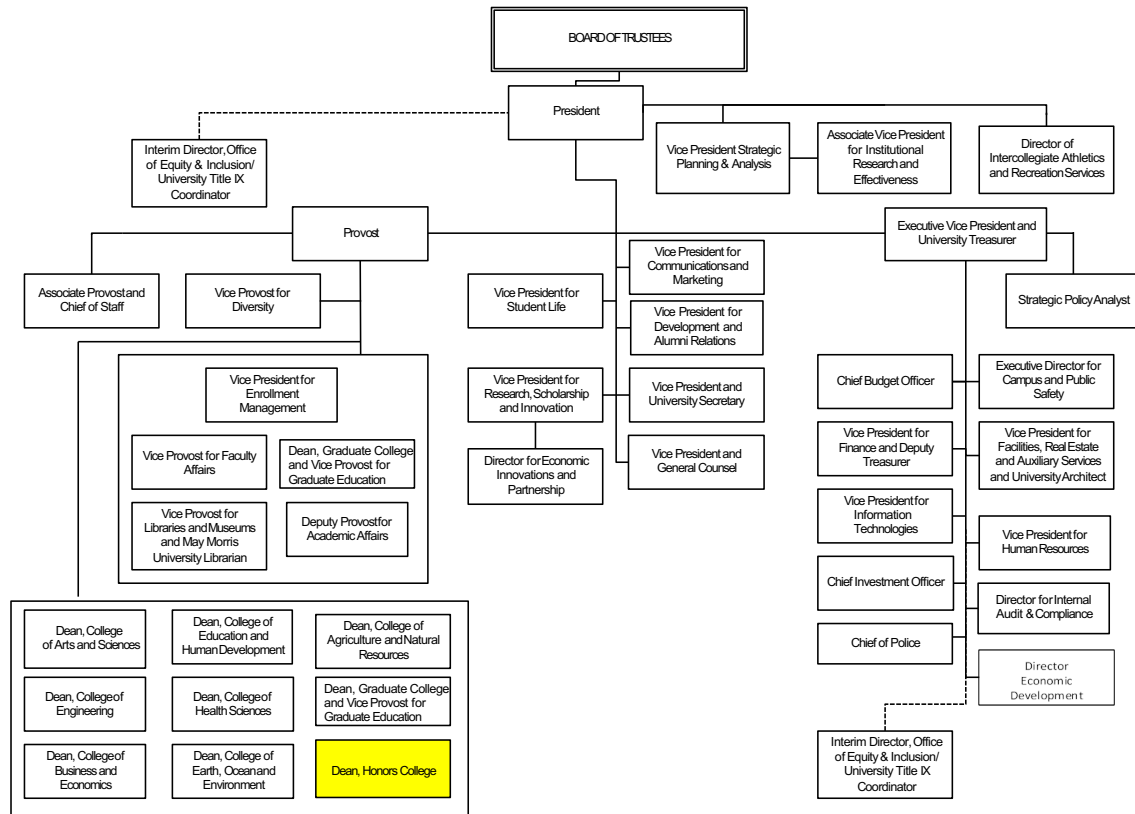
- The Undergraduate Studies Committee reviews the proposal for approval.
- The Faculty Senate Executive Committee reviews for proposal for approval.
- Next, the proposal goes to the full University Faculty Senate for approval.

D. Catalog

- Once approved by the Faculty Senate, the new Honors Degree will go into the catalog and will be entered as a degree track in the Registrar's Office.

IX. Amendment of Bylaws

These bylaws may be revised by the Honors College Faculty Board with the consent of two-thirds of those eligible to vote, provided that the proposed revision is part of the published agenda for an Honors College Faculty Board meeting.



Adapted from the University of Delaware Administrative Organization December 2018

Figure 1. Organizational chart of the University of Delaware including the proposed Honors College Dean