

Report of the Honors College Task Force

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Honors College Task Force Summary

In July of 2011, the Board of Trustees approved a proposal from the Provost to unify and transform Purdue's existing College and University Honors Programs into an Honors College (Appendix I). This proposal followed over 30 years of evolution of honors programs at Purdue and was based on recommendations in the New Synergies Strategic Plan, a 2009 external review of the University Honors Program and a proposal by the 2010-11 University Honors, Studies and Success Task Force. The Provost appointed an Interim Dean who began meeting weekly with the leadership of the College and University programs. The honors leadership team recommended the appointment of an **Honors College Task Force**. At the invitation of the Interim Dean of the Honors College and the Provost, a University-wide Honors College Task Force was formed in September of 2011 to provide advice to the Dean, the Faculty Senate and the Provost as to the best model(s) for moving the Honors College forward. Eighty-two faculty, staff and students were nominated and accepted the opportunity to advise on the structure of the new Honors College. All Colleges were encouraged to participate, and many other academic and student-focused units are represented. Members of the Task Force are listed in Appendix II. The first activity of the Task Force was to develop a set of '**Guiding Principles**' (see below). The Task Force was then divided into six working groups to consider specific issues in the development of the Honors College:

- Admissions and recruitment
- Curricula
- Faculty appointment and involvement
- Post-graduate placement opportunities
- Residential life/co-curricular
- Scholarships

Working group white papers on best practices were developed during the Fall semester of 2011 and are attached as Appendices III through VIII. The key principles developed by the working groups include:

1. Holistic admissions review coupled with college presidential scholarship review

The Honors College should recruit and admit high-ability students who have leadership potential and an interest in social responsibility. Honors students should excel in the classroom, serve as role models on campus, and contribute to the life of our community. To identify such students, a holistic review of student applications should be conducted. That is, a wide range of student characteristics and qualifications should be considered in the recruitment and admissions process.

Academic colleges should play a central role in the recruitment and admissions process. Specifically, Honors students should be selected based on a holistic review by the colleges with the Honors College providing review guidelines and examples of best practices.

The Honors College should engage in robust outreach and recruitment activities to cultivate a diverse set of high-ability prospective students. We think it is absolutely essential to dedicate substantial resources to outreach (recruitment) activities.

To ensure flexibility in the admissions process, the Honors College should *not* make automatic invitations to *all* Trustee and Presidential scholarship recipients. Although some colleges may decide to consider Trustee and Presidential scholarship recipients for the Honors College, these awards should not be connected to acceptance into, or continuation in, the Honors College.

Students who have completed no more than 4 semesters in full-time status (or the equivalent thereof) at an institution of higher education may apply for **transfer admission to the Honors College**. Current Purdue students may also apply for admission to the Honors College after completing one semester at the Purdue West Lafayette campus. These students who transfer into the Honors College (whether from another institution or from within Purdue) will have the first-year seminar requirement waived, but they must complete the capstone experience and achieve 6 co-curricular points. In addition, the honors curriculum requirements will be pro-rated based upon the timing of the student's admission to the Honors College, although students transferring into honors will need to complete a minimum of 18 credit hours of honors work.

The Task Force recommends that the priority deadline for Honors College admission be the same as the university's deadline to be considered for merit-based scholarships. Presently, this deadline is November 15. In supporting the university's efforts to encourage prospective students to apply in advance of the university's scholarship consideration deadline, an "early action" deadline for honors could be designated and students would receive a decision letter about honors status at an early date.

2. Supplemental student awards for scholarship (thesis), leadership, and citizenship activities

Every student accepted into the Honors College should be awarded an Experiential Learning Award (at least \$3,000 is recommended). The Experiential Learning Award may be used throughout the student's time at Purdue to travel to research seminars, participate in study abroad, and/or other experiential learning opportunities.

- a. This money should be modeled after what is currently being done for the Stamps students.
- b. The Honors College will administer the student accounts and determine whether the proposed activity is an appropriate use.
- c. The \$3,000 award will be contingent upon staying in the Honors College and progressing towards graduation.
- d. Students who are admitted to the Honors College as transfer students, or who become eligible for honors through a "late bloomer" process should also receive all or part of the Experiential Learning Award.

Except for the Experiential Learning Award, merit-based scholarships given to Honors students should not be contingent upon remaining in the Honors College. The committee believes that merit scholarships and participation in Honors should be kept separate, and that a student's decision to remain in Honors should not be based upon financial considerations. Additionally, the committee believes the GPA required to remain in Honors should not be conflated with the GPA to retain a merit scholarship.

- 3. The curricula for the Honors College** should focus on four areas:
- 1) A **first year honors seminar/course** focusing on interdisciplinary issues
 - 2) **Discipline-based and interdisciplinary** honors courses/options
 - 3) A **capstone/thesis** requirement and
 - 4) **Participants must maintain the minimum** eligibility Honors College GPA to be in good standing. The Honors College Faculty Committee will establish the minimum eligibility GPA.

A curricular framework will be established that not only enhances the Purdue classroom learning experience for participants but also broadens honors students by cultivating their development as leaders and their sense of commitment to human development and community.

To this end, to qualify for graduation as honors students, participants will need to:

1. Complete a first-year Honors College introductory seminar. Students who enter the program after the first year may take instead a minimum of 2 Honors College advanced courses at the 200-level or above; see point 2 below.
2. Complete a minimum of 1 Honors College advanced three-credit course at the 200-level or above, of which several will be offered every semester.
3. Complete a minimum of 9 hours of honors coursework in a student's chosen field of study, or the equivalent as stipulated in the honors program of a particular college.
4. Earn a minimum of a B grade in all honors courses (lower grades will count for graduation credits but not graduation with honors).
5. Earn a minimum of 3 "points" for activities commensurate with leadership development.
6. Earn a minimum of 3 "points" for activities commensurate with community development and engagement.
7. Complete a significant research, design, or professional development experience that results in a public scholarly activity. This requirement can be fulfilled at either the University Honors College level or at the individual College level.

- 4. A residential** co-curricular model is proposed

The cornerstone of the Honors College is the community that is established among the students, faculty, and staff. Within the residential community, there are several intentional approaches to the establishment of a healthy, supportive, and engaging community. The approaches include the physical space, the co-curricular programming, and programmatic model. When the three approaches are intentionally fused with one another, the community will be an extremely supportive one that will foster the recruitment and retention of members. University Residences recognizes the importance of community for all of its residents and the Honors College model will build upon these foundations.

The co-curricular programming that is designed to build community among the students should be multifaceted. First, students who are admitted to the Honors College should be mandated to a 1-year residential living commitment. By committing to a minimum year in the residence hall, students will begin to build community within the Honors College by living with one another, forming studying groups, and eating together in the dining halls. Second, recognizing that Honors College students also experience a range of social and emotional issues that may impact their progress and success, integrated

support should be provided through the resident assistants, academic advisors, faculty fellows, and residential education coordinators.

The physical space allotted for the Honors College is critical to both its ability to build community and for the recruitment of prospective students. There are several agreed upon characteristics that should be noted. First, having diverse types of housing is significant for the retention of upper-class students living in the residence hall. Second, there should be spaces within the facility that are dedicated to the following activities: classroom space, workroom space (that is applicable to diverse majors), research space, social space, and activity space (with multiple technology options). Finally, the facility should allow for staff office spaces, faculty-in-residence, and temporary office space (for office hours of specialized staff). A separate task force has been formed to evaluate and propose specific recommendations regarding the physical space for the Honors College.

Building strong student leaders is an important co-curricular programming component of the Honors College. Honors College students who develop as leaders will be effective both during their collegiate career and in their lives post-Purdue. In order to build ethical leaders, Honors College students will be provided with opportunities for development, practical application, and self-assessment/reflection. Developmental opportunities should include workshops, the promotion of classes, lectures, and curriculum infusion. In addition to leadership opportunities offered within the Honors College, students should be invited and encouraged to become involved with Purdue opportunities where they can further develop their leadership skills.

Engagement is a co-curricular programming concept that is extremely broad and can be showcased in a variety of ways. In order to ensure effective and meaningful engagement will occur, Honors College students should be provided with opportunities for development, practical application, and self-assessment/reflection. An additional component of the engagement theme is the Experiential Grant model. The Experiential Grant model is a funding approach that supports members of the Honors College interested in engaging in an experience that would further develop their leadership skills, scholarship, or engagement projects.

5. A strong focused effort to grow success in post-graduate scholarships for all Purdue students, led by the Honors College

The Task Force recommendation is to initially focus on a single scholarship opportunity (Fulbright is proposed) and move resources and communication efforts to build success in that area in a manner similar to our more successful peers.

At present, Purdue lags behind its peers—large, public, and typically Land Grant institutions—in the total number of fellowship applications, finalists and recipients.

What Seems To Be Important For Success? Benchmarking peers indicates the following best practices:

Online Materials: all schools had online presences for Fulbright. Some of them have very elaborate and comprehensive websites, as well as blogs.

Information Sessions: most schools have regular information sessions for intending applicants.

Application Workshops or Writing Workshops: again, most schools have several of these.

Publications: some schools have publications you can download on various aspects of the application process.

Individual Counseling: Harvard, for example, does individual counseling. Each applicant is paired with a member of the faculty, not necessarily in the applicant's discipline.

Lists of Fellowship and Grant Opportunities: most schools have a comprehensive list of things which are available, somewhere online.

Faculty Training: some schools have guidelines for faculty, showing them how to nominate students, and how to write recommendation letters for them.

A Culture of Encouragement: without exception, the most successful schools are those which have created a campus culture which encourages students to apply for these scholarships. This culture is supported by the faculty, who consider these scholarships important.

6. A faculty governance model for curricula and advice to the Dean of the Honors College.

A faculty advisory and governance committee should be developed to advise the Honors College on academic matters and to approve curricular offerings. The following initial governance model is proposed:

Honors College Faculty Governance Committee

- One faculty member elected/appointed from each Academic College including the Libraries.
- A maximum of six at-large faculty members elected/appointed by Educational Policy Committee of the Faculty Senate to constitute broad and inclusive representation from nominations obtained by the Honors College.
- Three year rotating terms with one third turnover each year. No more than two consecutive terms allowed.
- The HC Faculty Governance Committee will advise the Dean, act as a Curriculum Committee and be a communication interface between the Honors College, the Faculty Senate and the Academic Colleges.
- The approval of the Honors College curricula will reside with the Honors College Faculty Governance Committee. One of the first tasks of the Committee will be to consider the work of this Task Force in the development and approval of the Honors College curricula.
- The Honors College should appoint/elect student ex officio members of the Governance Committee.

It is also recommended that all tenure/tenure track, clinical and research (if allowed by University policy) faculty at Purdue be eligible to teach in the Honors College (HC). The recommendation recognizes that not all faculty will desire to be involved in Honors education and that negotiation between academic units and the HC will be required to insure an adequate number of honors opportunities, based on enrollment and student demand. It is also recognized that incentives will need to be in place to facilitate the

development of adequate honors opportunities. Those incentives could include modified teaching assignments, startup costs, student research support, etc.

Purdue University Honors College Guiding Principles

1. The Honors College will complement the academic colleges by:

- creating multidisciplinary and interdisciplinary curricula that complement academic programs and promote diverse thinking and integrated solutions to society's complex problems
- strengthening student/faculty collaborative research programs, non-traditional undergraduate discovery, and engagement experiences
- bringing academic innovation to the greater community, thus promoting transformative academic experiences, student learning and student success

2. The Honors College will be diverse by:

- cultivating diversity of students, faculty, disciplines, and instructional formats in all academic programs
- encouraging participation of students and faculty from **ALL** Colleges
- building a strong community of student and faculty scholars that promote inclusivity and by its actions be a strong agent of support for the University's goals of diversity

3. The Honors College will build student leadership, scholarship and engagement by:

- creating an environment and expectation of global citizenship and social responsibility that permit students to see well beyond themselves to how they can help solve global challenges
- fostering and nurturing leadership development to grow students capacity to make informed decisions. It will be a place for "leader makers"
- lead the Campus in formal and informal opportunities for student scholarship and research

4. The Honors College will integrate residential, co-curricular and curricular learning opportunities by:

- creating disciplinary and cross-disciplinary co-curricular learning opportunities aimed at developing and enhancing students' social, academic, and leadership skills
- promoting the development of a robust community of student and faculty scholars as thought leaders who engage the University, and beyond
- establishing curricular requirements that promote individual flexibility to encourage student participation in interdisciplinary/multidisciplinary courses, research or other professional development experiences

5. The Honors College will promote innovative learning approaches by:

- developing and transferring new learning models to the entire Campus;
- establishing multidisciplinary curricula that provide individualized flexibility of design through research and engagement
- promoting student-driven learning and student-centered teaching

6. The Honor College will enhance student profile by:

- recruiting, admitting, retaining, and graduating a diverse group of highly motivated high ability students

- encouraging Purdue students to compete for prestigious post-graduate, scholarships and seek post-graduate and life-long educational opportunities

APPENDIX I

PROPOSAL (to the Board of Trustees) TO ESTABLISH AN HONORS COLLEGE AT PURDUE WEST LAFAYETTE

A Strategic Plan proposal: Launching tomorrow’s leaders by providing “exceptional students with enhanced educational opportunities through an expanded university honors program and accelerated learning options”.

It is requested that the Board of Trustees approve the establishment of an Honors College at Purdue University, West Lafayette, Indiana.

ABSTRACT

Objective: To develop an Honors College at Purdue West Lafayette which will attract and meet the needs of high achieving and highly motivated students. This objective is primary to the Strategic Plan’s strategy of launching tomorrow’s leaders by providing “exceptional students with enhanced educational opportunities through an expanded university honors program and accelerated learning options”.

Clientele to be served: Highly talented and intelligent students, often from high school honors programs, who seek a rich, diverse and engaging educational experience that the Honors College at Purdue University will be designed to provide. These students will obtain both an academic and an honors degree. Currently, there are 1250 students enrolled in university (450) and college honors programs at Purdue. The enrollment goal for the Honors College will be 2000 students.

Curriculum: Honors students will be dual enrolled in an academic college and the Honors College. Students will meet the academic requirements of their home college while also meeting the honors requirements. The Honors College requirements are not expected to add time to attain a degree, but to complement the home college requirements. Honors requirements will be established by a faculty committee in the coming year. Requirements will likely include a common first year seminar, honors courses (sections of regular courses and/or separate courses), and a capstone/scholarly experience.

Employment Possibilities: Honors students are in high demand by employers. In addition, Honors students are more likely to pursue advanced degrees, either professional or academic. Thus, this cohort will significantly enhance the percentage of Purdue students that go on for additional education.

PROGRAM DESCRIPTION

1. **Proposed Program Objectives:**
 - a. Recruit, educate and graduate an increased number of high ability, highly motivated students at Purdue.

- b. Enhance the education of high ability, highly motivated students at Purdue by creating an integrated, diverse curriculum, a residential experience and leadership opportunities to establish and sustain an intellectually engaged community among students and faculty.

Offer a curriculum of honors courses using high-impact pedagogies that includes both discipline-specific and broad, interdisciplinary opportunities. Courses will focus on the ‘grand challenges of society’ and Purdue’s unique strengths in ‘science and society’. Courses will be taught in ways that address the unique learning characteristics of honors students.

Offer research and professional development experiences unique to Purdue that allow students to learn about and experience career opportunities and expectations in their chosen fields.

Offer programs with threads that culminate in capstone experiences to insure that students have meaningful experiences throughout their honors education.

Offer regular advising and regular faculty interaction to honors students, and track the achievements and accomplishments of honors students once they have graduated from Purdue.

- c. Develop and sustain special placement relationships with employers and graduate education programs. Track educational and career paths of honors graduates and continuously ask for input about how the honors program could enhance current students preparing for post-graduate experiences.
- d. Better prepare students to compete for national awards and scholarships and attract greater numbers of students who would be competitive for these awards. Expand opportunities for students to obtain post-graduate educational and fellowship opportunities. Expand Purdue’s application to prestigious fellowships such as Fulbright and Rhodes.
- e. Become a nimble prototyping model for creative residential and educational efforts that serve to enhance the entire campus community.

2. Admission requirements and anticipated student clientele

- a. Admissions requirements will be determined in 2011-12 as part of the development process that will include strong faculty involvement. It is expected that the profile of the Honors College will closely resemble that of the current University Honors Program. Effort will be made to conduct a holistic review for Honors College admission, insuring diversity of major, college, geographic location, gender and ethnicity.
- b. Honors students graduating from Indiana high schools currently have opportunities for private education, which is expensive, and for admission to Honors Colleges at Indiana University and Ball State University. Out-of-State honors students have many options. However, honors options at research intensive, science and technology oriented universities are very limited. Purdue has a unique opportunity to provide a ‘science and society’ oriented honors program in a research intensive environment. Honors Colleges or Programs at IU, Ohio State, Michigan, Michigan State, Penn State and others have had great success in recruiting high ability students to research-intensive environments. Purdue’s success should meet or exceed these peers based on our unique STEM focus.

3. Proposed curriculum

Honors students will be dual enrolled in an Academic College and the Honors College. Students will meet the academic requirements of their home college AND honors requirements. These requirements will be established by a faculty committee in the coming year. Requirements will build on the experiences of the existing University Honors Programs as well as college-level honors programs and will likely include a common first year seminar and a capstone experience along with honors courses (sections of regular courses and/or separate courses) depending on the academic tradition of the home college. The Honors College will be the place where experimentation with curriculum and pedagogy is encouraged (such as integrated 5 credit courses, integrated undergraduate research, 4 year BS/MS, etc.) in a scholarly way designed to inform the rest of the university and STEM education.

4. Form of recognition

Students completing the Honors College requirements will receive a transcript entry, an Honors medallion to be worn at graduation and a separate diploma.

5. Program faculty and administrators

An interim Dean will be appointed to lead the development of the program with a goal of admitting freshmen in the Fall of 2013. The University Honors Program staff will report to the Dean and be relocated to the Honors College. Academic advisor(s), recruiter(s) and an Associate Dean for Academic Affairs will be reassigned/hired. The staff will ultimately be housed in the Residence Halls in space to be determined as an initial home for the Honors College. Within the first year, the affiliation of current academic college honors programs will be addressed.

Faculty teaching in the Honors College will have tenure in the academic colleges. Other aspects of faculty roles and appointment will be addressed in the next year. Current Purdue faculty with strong interest in the Honors College number between 50 and 100. All Purdue faculty will be invited to participate in the development of the Honors College. A smaller working group and steering committee will work collaboratively during the 2011-12 academic year to establish curricular, faculty appointment and admission requirements.

6. Learning resources

The Honors College will utilize existing classroom, laboratory and learning spaces. Additional learning spaces and offices will be identified as a component of the residential Honors facility.

7. Program strengths

Making the unique strengths of Purdue available to high ability and highly motivated students will not only serve this population but also be a catalyst for enhancement of the entire campus. The Honors College will serve as a test bed for novel ideas and approaches to undergraduate education, including synergies with research and leadership opportunities. It will place Purdue at a new level of excellence.

PROGRAM RATIONALE

1. Institutional factors

An expanded, robust honors program will provide diverse students and their parents in Indiana and beyond an affordable alternative to private college tuition AND the opportunity to be educated in Indiana

at a Land-Grant research university. The research and scholarship opportunities in the public research-intensive university provide unique experiences for these students.

Honors students have unique learning needs that are best met in community with other honors students and with specialized classes that address advanced, complex content. Purdue and its faculty have an obligation to use its substantial and unique expertise to most effectively educate students in Indiana and beyond. A robust and visible Honors College will foster community and identity among high-ability students, support students in building a portfolio of experiences that will ensure competitiveness towards high-profile awards, create broader and more enriched educational experiences, increase the awareness of and respect for research opportunities in affecting post-graduate outcomes, and provide for more personalized mentoring from faculty and graduate students. We believe that such a program will, for the first time, create a viable alternative to other national opportunities currently available to high ability Indiana students and will result in these students staying in Indiana to take advantage of a Purdue public research university experience.

Given more in-depth and interdisciplinary experiences, honors graduates will lead Indiana into a more productive future. The Honors College will also attract high ability out-of-state students, enhancing Purdue's profile and impact across the world.

Currently, a typical admitted first-time full-cohort at Purdue consists of a little more than 20% honors quality students. Unfortunately, we typically yield less than 15% of them. Therefore, making an honors option more visible is a strategy to attract more honors students to attend Purdue. High ability students at Purdue have a graduation rate that is approximately 16% higher than the average. Thus, the potential to increase graduation rates is substantial.

An enrollment model predicts that matriculation of 750 new honors students to West Lafayette will improve the Purdue profile (79 SAT points for Critical Reading, Math and Writing combined) and improve 4-year graduation rates at West Lafayette by 4%.

2. Planning Process

A University Task Force, composed of faculty, staff and students was charged in September of 2010 to develop new models for the structure of exploratory, honors, interdisciplinary, undergraduate research and success programs at Purdue. The Task Force first developed guiding principles based on the University Strategic Plan, benchmarked peers, conducted a literature review, engaged John Gardner and Associates for consultation and ultimately developed four models for consideration. Overall, there was strong support for an Honors College from this Task Force. The Task Force report was vetted with the entire Campus community in March and April. There was near unanimous support for an Honors College from the campus community.

The Honors College will replace the University Honors Program and the five existing College honors programs. It will provide central recruiting, advising, residential learning opportunities, and cross-disciplinary opportunities to all honors students.

3. Student Demand

Currently, approximately 1200 students are in honors programs in five academic colleges and in the University Honors Program. The Honors College enrollment goal will be in the 7-8% of undergraduate enrollment range or 2000-2400 students.

4. Transferability and Articulation

While the primary route for admission will be as freshmen, routes to admission to the Honors College will be developed for students at Purdue and for transfer students who meet qualifications and can reasonably be expected to meet the requirements for the Honors diploma.

PROGRAM IMPLEMENTATION AND EVALUATION

It is anticipated that the program will be fully implemented in the fall of 2013. Academic planning and development activities will begin in 2011-12. Student recruitment will begin in the summer of 2012. Current students in University Honors Program and College programs will be given the option to remain in their current program or enter the Honors College.

No new state funding is requested as program implementation and associated costs will be covered by internal reallocation and gifts.

A strategic plan and metrics for evaluation will be developed for the Honors College. The College will undergo regular review similar to all academic colleges and programs at Purdue.

BUDGET NARRATIVE

The initial budget will be staged over the next two years and some items will depend on the nature of the curriculum and faculty involvement as it develops.

Recurring and non-recurring support of the University Honors Program will be redirected to The Honors College (\$430,000). New strategic plan funding of \$1,000,000 has been allocated to launch the Honors College and enhance the Undergraduate Studies Program. Over the next year, resources supporting college-level honors programs will be evaluated and coordinated or redirected as appropriate. Additional funding is planned for the second year of the biennium based on emerging needs.

Most existing honors students receive Trustee or Presidential scholarships. We anticipate the establishment of the Honors College will facilitate growth of the merit-based scholarship endowment over time. In the short-term, the existing merit-based funds will continue to be used.

Development efforts for the Honors College should be substantial. Peers have experienced success in fund-raising in these areas. The University of Arkansas gift of \$300M is the largest example of many. Penn State's \$55M for Honors is an example closer to home in the Big 10. Eight figure gifts were also made to ASU, IU, U Miss, and Miss State.

We anticipate a nine figure goal for these programs in a future campaign.

APPENDIX II

Honors College Task Force Members

Emily Allen, Liberal Arts	Jim Karl, Purdue Alumni Assoc.
Dave Ayres, International Programs	Jeff Karpicke, Psychology
Nitesh Bajaj, Engineering	Jessica Kasmerchak, Admissions
Carol Ben-Davies, Office of the Dean of Students	Sean Kearney, Engineering
Pete Bill, Vet Medicine	Tim Kerr, Ag Honors
George Bodner, Chemistry	
Dennis Bowling, Liberal arts	Shelley Koehn, Engineering
Kristina Bross, Liberal Arts	Chuck Kroumgrill, Engineering
Kimberly Buhman, Foods and Nutrition	Mick La Lopa, HTM
Nancy Bulger, Office of the Provost	Daniel Lee, Engineering
Taccarra Burrell, Liberal Arts	Mary Beth Lenke, USP
Kaila Butcher, Agriculture	Cyndi Lynch, Graduate School
Michele Buzon, Liberal Arts	Mike Loeffelman, Liberal Arts
Charles Calahan, Human Development/Family Studies	Sung Jun Ma, Science
Rosalee Clawson, Liberal Arts	Zhiyan James Ma, Liberal Arts
John Cushman, Science	Shelley MacDermid Wadsworth, Health & Human Sciences
Jonathon Day, HTM	Lisa Mauer, Food Science
Stephen David, Education	Kevin Maurer, Housing & Food Services
Bob Delcourt, Enrollment Assessment	Robert May, Liberal Arts
Joy Dietz, Management	Beth McCuskey, Housing & Food Services
Barbara Dixon, Liberal Arts	Ryan Miller, Computer Science
Tomalee Doan, Libraries	James Mohler, Technology
Brent Drake, Enrollment Assessment	Sandy Monroe, Office of the Dean of Students
Angelica Duran, Liberal Arts	Sidney Moon, Education
Natalie Duval-Couetil, Technology	Eric Nauman, Mechanical Engineering
Cesni Ennis, University Development	Riall Nolan, Anthropology
Susan Fisher, Engineering	Chris Oseto, Honors College
Jennifer Foray, History	Jaclyn Palm, SATS
Nanci Forney, Management	Lori Pence-Barber, Agriculture
Catherine Fraser Riehle, Libraries	Sherry Pogranichniy, Agriculture
Barbara Frazee, Residence Halls	Phil Pope, Graduate School
Jennifer Freeman, Health Science	Catharine Patrone, Honors College
Josie Galloway, Registrar	Gabe Rangel, Agriculture
Gabriele Giuliani, Physics	Leigh Raymond, Liberal Arts
Virginia Gleghorn, Engineering	Teri Reed-Rhoads, Engineering
Cristy Gosney, Honors College	Elli Reuland, Liberal Arts
Jeffery Gray, Engineering	Melissa Robertson, Earhart Hall
Sherry Hardebeck, Honors College	Janet Robinson, Education
Elizabeth Hartley, Hillenbrand	David Rollock, Psychology
Bob Heitert, Residence Halls	Ann Rundell, Engineering
Madison Heslop, Liberal Arts	Elizabeth Russell, Shreve Hall
Tracy Hieatt, Honors College	Dennis Savaiano, Honors College
Lynne Horngren, Science	Paul Schwab, Agronomy
Susan Huffman, Residence Hall	Vicki Simpson, Nursing
Gerald Hyner, Health & Human Sciences	Marilyn Slinginger, Chemical Engineering
P.K. Imbrie, Engineering	Terrance Smith, Cary Quad
David Janes, Engineering	Matilda Stokes, Afro-American Studies

Charlene Sullivan, Management
Julie Talz, Residence Halls
Dave Tate, Health & Human Sciences
Rodney Trice, Materials Engineering
Tom Turpin, Agriculture
Mitch Warren, Admissions

Tim Whalen, Engineering
Coleen Williams, Liberal Arts
Karen Yehle, Nursing
Suzanne Zurn-Birkhimer, Earth & Atmospheric Science
Pharmacy, TBA

APPENDIX III

Admissions and Recruitment Task Force White Paper

The Recruitment and Admissions Committee of the Purdue University Honors College Task Force has developed guiding principles and a specific set of recommendations consistent with those principles. In this paper, we explain our principles and recommendations.

Guiding Principles

The Honors College should recruit and admit high-ability students who have leadership potential and an interest in social responsibility. Honors students should excel in the classroom, serve as role models on campus, and contribute to the life of our community. To identify such students, a holistic review of student applications should be conducted. That is, a wide range of student characteristics and qualifications should be considered in the recruitment and admissions process. The core values of the Honors College would not be reflected by a narrow focus on standardized measures of academic excellence. Further, a holistic review process is necessary to ensure participation of students from all colleges across the university. An admissions process based on test scores and grade point averages alone would draw students disproportionately from particular colleges, which would undermine the goal of having a diverse Honors College. Students in the Honors College should reflect the range of academic programs on campus. In addition, the Honors College should be flexible, allowing the pursuit of honors work by "late bloomers," transfer students, non-traditional students, and students who switch majors. In other words, admission to the Honors College should be a possibility for students who have traveled a non-traditional, or even circuitous, path to excellence. Finally, the Honors College should engage in robust outreach and recruitment activities to cultivate a diverse set of high-ability prospective students. We think it is absolutely essential to dedicate substantial resources to outreach activities. Honors students are made, not born. Therefore, we should engage in vigorous efforts to cultivate excellence among K-9 students to facilitate successful recruitment of a diverse group of rising juniors and seniors. Because few honors programs at peer institutions dedicate significant resources to outreach activities, this is an area where we can distinguish ourselves from other noteworthy programs. Significant resources should be dedicated to the recruitment of rising juniors and seniors as well. Recruitment activities should be highly personalized. Indeed, students (and their parents) should be actively courted by current Honors students, Honors staff, and faculty members. Recruitment activities should also target current Purdue students who have distinguished themselves. Finally, the Honors staff should be conscious of retention issues to ensure that students thrive once recruited and admitted to the Honors College.

General Recommendations

Academic colleges should play a central role in the recruitment and admissions process. Specifically, Honors students should be selected based on a holistic review by the colleges with the Honors College providing review guidelines and examples of best practices. In addition, the Honors College should develop a mechanism, such as an essay, which can be used to evaluate whether prospective students "fit" our program. In developing this admissions' mechanism, the Honors College should draw on the expertise of faculty and staff who work on admissions at Purdue to learn about best practices. The Honors College should consider appeals from students who have been denied admittance to the program. The appeals process should be created and administered by the Honors staff. Well-functioning institutions are willing to reconsider decisions that might be made in error so it is important that an appeals process is in place.

To ensure a diverse student body, it is imperative the Honors College engage in extensive outreach and recruitment activities. The Honors College should hire at least one staff member to develop and implement outreach activities and strategies and at least one staff member to do the same for recruitment. The Honors College should work closely with and draw on the expertise of staff and students in the academic colleges who are engaged in recruitment and outreach activities. Strategic partners include but are not limited to the Office of Admissions, Military Family Research Institute, Gifted Education Resource Institute (GERI), Women in Engineering, Women in Science, Black Cultural Center, Latino Cultural Center, Native American Educational and Cultural Center, and the multicultural offices in the academic colleges. Furthermore, Honors College faculty should be actively involved with outreach and recruitment activities. Diversifying the Honors College will not be easy, but it is critical for student success in this multicultural world in which we live. With long-range planning and substantial resources, it will be possible to create a diverse Honors student body. Our intent should be to have an "athletics recruitment mindset", engaging in a tenacious outreach and recruitment manner.

To ensure flexibility in the admissions process, the Honors College should *not* make automatic invitations to *all* Trustee and Presidential scholarship recipients. Although some colleges may decide to consider Trustee and Presidential scholarship recipients for the Honors College, these awards should not be connected to acceptance into, or continuation in, the Honors College. The priority deadline for student applications will be the same as the university's deadline to be considered for merit-based scholarships. Presently, this deadline is November 15 and may be subject to change in future years. Because some Honors-profile students will apply after the November 15 deadline, the Honors College will consider student applications after this date and will work with the academic colleges to facilitate review of these applications. A limited pool of Honors College scholarship money should be available for students who apply after the deadline. This continuing review is very important because the students who apply after the deadline may differ in systematic ways from those who apply earlier. Specifically, underrepresented minorities and international students tend to apply later in the application cycle.

Students who have completed no more than 4 semesters in full-time status (or the equivalent thereof) at an institution of higher education may apply for admission to the Honors College. Current Purdue students may also apply for admission to the Honors College after completing one semester at the Purdue West Lafayette campus. If admitted, these students should be eligible for scholarships. These students who move into the Honors College (whether from another institution or from within Purdue) will have the first-year seminar requirement waived, but they must complete the capstone experience and achieve 6 co-

curricular points. In addition, the honors curriculum requirements will be pro-rated based upon the timing of the student's admission to the Honors College. Students who enter the Honors College later in their college careers will need to complete a minimum of 18 credit hours of honors work. Honors course credits from previous colleges or universities will be evaluated on a case-by-case basis for transfer students.

Admissions Timeline Options

Our committee discussed three admissions timeline options. After weighing the considerations outlined below, we recommend option 1.

- 1. Submit a complete Purdue application for admission by X date(s) AND complete mechanism to be considered for the Honors College, and then guarantee honors decision letters by Y date(s).**

The priority deadline will be the same as the university's deadline to be considered for merit-based scholarships. Presently, this deadline is November 15 and may be subject to change in future years. In supporting the university's efforts to encourage prospective students to apply in advance of the university's scholarship consideration deadline, we could designate an "early action" deadline and guarantee that students would receive decision letter about honors status by Y date.

Considerations:

- Work load demands of the Office of Admissions, very busy time with processing applications and gearing up for the Trustee and Presidential scholarship selection process.
- Work load demands of the academic colleges as the academic colleges will be selecting Honors College students.
- Transparency to constituents, prospective students and their families like timely communication and knowing that they can expect to receive notification about honors status by certain deadlines.

- 2. Distribute decision letters about the Honors College by March 1 (i.e., after Trustee and Presidential scholarship notification).**

This option would support the notion that merit-based scholarship decisions are separate from Honors decisions. Of course some colleges may decide to consider Trustee and Presidential scholarship recipients for the Honors College, but these scholarship awards should not be connected to acceptance into the Honors College.

Considerations:

- Work load demands of the academic colleges would provide more time to the academic colleges for honors college review process.
- Concern about the timeliness in communicating about honors to prospective students. Some high ability students may no longer be considering Purdue due to delay in receiving information about honors. An

advantage to notifying in January-February, students can make arrangements to learn more about honors when arranging “admitted student visits” to Purdue.

- 3. Distribute decision letters about the Honors College as soon as possible. Include honors status notification in Purdue admissions’ decision letters or send honors status notification shortly thereafter.**

This option might increase yield in the Honors College, but it also might alienate students who have been rejected.

Considerations:

-Work load demands of the Office of Admissions and academic colleges. Most likely would require additional resources in the Office of Admissions. Timing would be a serious limitation, may not include sufficient time for the academic colleges to consider for honors.

-Receiving admissions decision from Purdue is a very important event for prospective students. Distributing honors notification at the same time as admissions notification, more specifically if it’s an unfavorable decision regarding honors, could negatively influence the students’ feelings about Purdue.

APPENDIX IV

Curricula Task Force White Paper

Currently, honors education at Purdue consists of the University Honors Program (UHP), the college-based programs in Agriculture, Engineering, Liberal Arts, and Science, and several department-based honors programs. There are approximately 1500 honors students in total, and approximately 450 of those students are in the UHP.

The intent of the new Honors College is to establish an umbrella curricular framework (as described below) that unifies existing honors programs throughout the University and enables a coherent honors experience for all participants regardless of a student's chosen area of study or semester of entry. The flexible framework recommended will provide each college at Purdue University the ability to tailor an honors curriculum to meet the needs and aspirations of its students. The Honors College Task Force envisions a program that will significantly enhance the national and international profile of Purdue University.

I. Summary Recommendations:

- A. Establish an Honors College Faculty Committee to advise the Honors College on academic matters and render judgment on future proposed changes to the program.

- B. Establish a curricular framework that not only enhances the Purdue classroom learning experience for participants but also broadens honors students by cultivating their development as leaders and their sense of commitment to human development and community.

To this end, to qualify for graduation as honors students, participants will need to:

- 1. Complete a first-year Honors College introductory seminar. Students who enter the program after the first year may take instead a minimum of 2 Honors College advanced courses at the 200-level or above; see point 2 below. Two ideas for first-year Honors College seminars – 1-credit and 3-credit versions – are described in Section III.A.3.
- 2. Complete a minimum of 1 Honors College advanced three-credit course at the 200-level or above, of which several will be offered every semester.
- 3. Complete a minimum of 9 hours of honors coursework in a student's chosen field of study, or the equivalent as stipulated in the honors program of a particular college or department.
- 4. Earn a minimum of a B grade in all honors courses (lower grades will count for graduation credits but not graduation with honors).

5. Earn a minimum of 3 “points” for activities commensurate with leadership development. Individual colleges will determine qualifying leadership activities and point equivalencies for their respective students. See Section III.B., below, for a description of honors points.
 6. Earn a minimum of 3 “points” for activities commensurate with community development and engagement. Individual colleges will determine qualifying leadership activities and point equivalencies for their respective students.
 7. Complete a significant research, design, or professional development experience that results in a public scholarly activity. This requirement can be fulfilled at either the University Honors College level or at the individual College level.
- C. Establish entrance criteria both for students entering the University as well as those already at Purdue, including but not limited to first-semester first-year students, students already in attendance at Purdue, and transfer students.
 - D. Establish a mechanism so that students successfully completing the program will have an appropriate notation placed on their academic record.

II. Aspirational Goals for the Honors College Curriculum:

1. Provide continuous and meaningful enrichment experiences for Honors College participants throughout their undergraduate education.
2. Enhance the visibility of honors students and their impact on Purdue.
3. Prepare honors students for long-term success once they have completed honors programs at Purdue by:
 - offering a curriculum of honors courses across all colleges that include both discipline-specific and broad, interdisciplinary opportunities.
 - offering research and professional development experiences that allow students to learn about and experience career opportunities and expectations in their chosen fields.
 - cultivating the leadership, scholarship and engagement strengths of its participants.
4. Create a community of scholars among honors students and faculty that extends outside the classroom by:
 - offering opportunities for shared experiences among honors students which spans throughout all years, including common first-year themed courses and study abroad opportunities.
5. Prepare students to compete for national awards and scholarships and attract greater numbers of students who would be competitive for these awards.
6. Increase opportunities for faculty engagement with honors students through teaching, mentoring, and research.

III. Academic Criteria:

Each College's component of the Honors College will be approved by the Honors College Faculty Committee and will function under the umbrella structure of the Honors College. Said component will have academic requirements consistent with those specified in this document or as adjusted by the Honors College Faculty Committee in the future. Colleges may choose to have requirements that exceed those defined by the Honors College as long as such requirements are consistent with the Honors College framework.

A. Honors College Academic Requirements:

1. **Entry:** Details about recruitment and admission to the Honors College are provided in a report [or section of this report] by the Recruitment and Admissions Subcommittee.
2. **GPA:** Participants must maintain the minimum eligibility Honors College GPA (or their College's designated GPA if it is more restrictive) to be in good standing. The Honors College Faculty Committee will establish the minimum eligibility GPA for a given admission year. Students falling below required eligibility GPA will be placed on honors probation. Students on honors probation will have one semester (excluding summer sessions) to re-establish their eligibility. Failure to re-establish eligibility will result in the forfeiture of all rights and privileges afforded to Honors College participants. Rights and privileges will be reinstated once eligibility is re-established. The Honors College Faculty Committee will also establish additional criteria by which students may be considered on probation.
3. **Honors College Seminars:** Participants are required to complete a first-year Honors College seminar and a minimum of 1 Honors College advanced course.

Two ideas for first-year Honors College seminars are 1-credit or 3-credit options. A 1-credit seminar would involve small recitation sections focused on directing students to gain broad exposure to multiple disciplines across campus. The seminar would be organized around attending a variety of campus events. An option would be to have students participate in 1-credit seminars in each semester during their first year. A 3-credit first-year seminar would be similar to Honors College advanced courses but, like a 1-credit seminar, would also involve helping students become acclimated to the Honors College and to Purdue.

An advantage of 1-credit first-year seminars is that they would allow greater scheduling flexibility for students who are in programs that already have several specific course requirements, e.g., professional or pre-professional programs. A disadvantage is that 1-credit seminars may not offer students the depth of content that could be offered in 3-credit seminars. An advantage of 3-credit first-year seminars is that they could involve the same requirements as 1-credit seminars (e.g., attending campus events) but also provide the opportunity for greater depth in the course. A disadvantage is that for some students it may be more difficult to schedule 3-credit seminars than 1-credit seminars.

4. **Additional Honors Courses:** Participants will complete a minimum of 9 credit hours of additional honors coursework. Each College will determine how this additional honors coursework requirement may be satisfied using the guidelines provided in this document.
5. **Research, Design, or Professional Experience:** Participants must complete a significant research, design, or professional experience that results in a public scholarly activity. This requirement is intended to be fulfilled on top of a participant's normal graduation requirements. However, an individual College may elect to allow students to count this experience as a non-core elective (i.e., an experience which is in addition to any specifically required courses). Participants are limited to a maximum of 6 credit hours of research/design/professional non-core technical elective experience.

B. Systems for Tracking Completion of Honors Requirements

Two possible systems for tracking students' completion of honors requirements were discussed by the subcommittee and are described below.

1. **Honors Points System:** All honors coursework and activities count for honors points. For honors coursework, 1 honors point will be earned for each credit hour associated with any course designated by a College's honors program to satisfy honors credit. For honors activities in the areas of leadership and engagement experiences (see Sections I.B.5. and I.B.6.), points will be earned according to the nature of the activity and the student's level of involvement in the activity. The Honors College Faculty Committee will determine how points will be awarded for leadership and engagement activities.

Under a points system, students would be required to earn a minimum of 30 honors points. This would include a minimum of 6 points from Honors College seminars, a minimum of 9 points from additional honors coursework, a minimum of 3 points from leadership activities, and a minimum of 3 points from community engagement activities. Following guidelines specified by each College's component of the Honors College, honors students would choose how to earn the remaining points needed to meet the minimum of 30 total points.

2. **Honors Credits and Honors Points System:** Under this system, honors coursework and leadership/engagement activities would be accounted separately. Students would be required to earn a minimum number of credit hours of honors coursework as well as a minimum number of points for leadership and engagement activities.

Members of the subcommittee voted on their preference for a points system or a credits-plus-points system, with 8 members favoring a points system and 4 favoring a credits-plus-points system. The subcommittee discussed advantages and disadvantages of each system, which are described below.

Points System: Advantages

- Offers flexibility in how program requirements might be satisfied. A minimum of points for course credit (e.g., 21) and for leadership and engagement activities (e.g., 6) enables flexibility for Colleges, as they design programs within the Honors College framework, and

for students as they create individualized ways to reach a minimum of 30 total honors points.

- Students may find a unified point system to be an easy way to track progress toward completing Honors College requirements.

Points System: Disadvantages

- Equating points and credits may cause confusion. Such a system is not already established widely in programs across campus.
- May imply equivalency of coursework and other leadership and engagement activities, which may be a concern because coursework carries with it a formal evaluation (a grade), whereas other activities do not.
- May not convey that academic coursework is a priority in the Honors College.
- Requires the establishment of a new system for tracking each student's total honors points.

Credits-Plus-Points System: Advantages

- May be easier to understand than an honors points system. It makes clear that there are requirements to complete a number of course credits and to complete a number of leadership and engagement points to satisfy minimum honors requirements.

Credits-Plus-Points System: Disadvantages

- Does not offer the flexibility of a unified honors points system (to students, as they create their own individualized programs of courses and activities, and to Colleges, as they create programs within the Honors College framework).
- Requires the establishment of a new system for tracking each student's leadership and engagement points.

APPENDIX V

Faculty Appointment and Involvement Task Force White Paper

Faculty Appointment

We recommend that all tenure/tenure track, clinical and research faculty at Purdue be eligible to teach in the Honors College (HC). This recommendation was made after careful review of peer Honors Colleges, where a variety of models exist. There was strong support for a ‘populist’ model that recognizes the expertise and ability of all faculty on the Purdue West Lafayette campus. The recommendation also recognizes that not all faculty will desire to be involved in Honors education and that negotiation between academic units and the HC will be required to insure an adequate number of honors opportunities, based on enrollment and student demand. It is also recognized that incentives will need to be in place to facilitate the development of adequate honors opportunities. Those incentives could include modified teaching assignments, startup costs, student research support, etc.

Others (lecturers, etc.) should be considered for Honors College involvement on a case-by-case basis. Typically, graduate assistants should not be approved to teach honors courses.

Faculty Governance

We recommend that a faculty advisory and governance committee should be developed to advise the Honors College on academic matters and to approve curricular offerings. The working group considered models of a single committee or multiple committees. The strong consensus was to begin with a single committee that represents the Academic Colleges and the broader mission of the HC. The Faculty Governance Committee can decide at future times if subcommittees or an alternative structure would be useful. We propose the following initial governance model:

Honors College Faculty Governance Committee:

- One faculty member elected/appointed from each Academic College.
- A maximum of six at-large faculty members elected/appointed by Educational Policy Committee of the Faculty Senate to constitute broad and inclusive representation from nominations obtained by the Honors College.
- Three year rotating terms with one third turnover each year. No more than two consecutive terms allowed.
- The HC Faculty Governance Committee will advise the Dean, act as a Curriculum Committee and be a communication interface between the HC, the Faculty Senate and the Academic Colleges.

APPENDIX VI

Post Graduate Placement Opportunities Task Force White Paper

This is a proposal to create a unit within the Honors College to increase the number of Purdue students gaining prestigious scholarships. Although this proposal speaks specifically of the Fulbright Program, the recommendations here can apply equally to other scholarship programs as well. We would recommend, however, field-testing this proposal with Fulbright before expanding it to the wide variety of other opportunities available. Spreading ourselves too thin at the outset will probably not produce the results we hope for.

In this proposal, we'll begin by outlining the types of scholarships we intend to eventually target and why this is a worthwhile activity. We'll then outline the specifics of a workable approach, based on extensive conversations with other, more successful, universities. We'll conclude with some remarks about what we should learn from this effort as we scale it up.

Prestigious Scholarships

Prestigious scholarships recognize and reward outstanding student achievements, intellectual abilities, and potential contributions in designated fields. They typically provide financial support and academic opportunities, both in the United States and around the world.

Students in the science, math, and engineering fields may apply for Churchill and Goldwater fellowships, which fund undergraduate study in the science, math, and engineering fields. Udall Scholarships target those students interested in environmental science and policy. With post-graduate Fulbright and Rotary Ambassadorial Scholarships, students can live, work, and study in a foreign country; the Gates, Marshall, Mitchell, and Rhodes Scholarships allow students to study and research at prominent British universities, such as Cambridge and Oxford. Further, these and other national awards provide not only financial support but invaluable research, networking, and real-world experiences.

Prestigious scholarships and fellowships foster individual growth and accomplishments, both on an intellectual and personal level. They provide vital academic opportunities and experiences, especially for those students who have already distinguished themselves in their chosen majors and extracurricular activities, and they reward underrepresented students—such as new Americans and first generation college graduates—for their significant accomplishments.

Fellowship winners of today are often tomorrow's leaders, whether in the sciences, business and industry, politics, education, arts, or academia. When Purdue students win these highly competitive awards, they enhance Purdue's regional, national, and global profile. Further, fellowship recipients often become dedicated alumni, for they support alma mater with time, money, and networking resources.

At present, however, Purdue lags behind its peers—large, public, and typically Land Grant institutions—in the total number of fellowship applications as well as in the number of fellowship recipients and even finalists (see Model 1). This proposal is intended to change that.

Boosting Fulbright Numbers

We looked at a wide range of universities, including our aspirational peers, our benchmark universities, and those institutions having exceptionally high numbers of Fulbright awards (see Model 2). All of these programs shared a common set of attributes: they were adequately staffed and funded; they provided applicants with extensive background information (web-based and hard copy) and personal guidance; they publicized the program widely and identified potential applicants early; and they involved key faculty as well as others.

For an institution the size of Purdue, and given the numbers that we would like to reach (for Fulbrights, we should be able to elicit between 30-50 applicants) we will need a dedicated office with two full-time people and one staff support person, plus a basic budget for workshops, meetings, some travel, and S & E.

This office will be responsible for the three aspects of Fulbright scholarship development that all successful institutions engage in: outreach and candidate identification; the preparation of competitive applications; and the campus interviewing and evaluation process.

Outreach and Intake

Intake involves identifying likely student candidates, contacting them, publicizing the program, and inducing them to “bite.”

We’ll need targeted publicity, carefully scheduled at key time and places. First-year (or even before that) is the best time to start. We should identify a “cohort” of students each year to be working with. We should have a schedule of activities for them for each of freshman, sophomore and junior years.

Some of the tasks to be done include these:

- Targets: which students, and how many?
- Messages: what do we tell them about the program?
- Mechanisms: what are the different ways to reach them? What types of events work best?
- Timing: when are the best times for this?

These answers to some of this are fairly obvious, but doing these things will require time, people, and money. Although program staff provides the basic organization, support and information, several other key groups will need to be involved. These include:

- President and Provost: they need to promote the program publicly, and often.
- Fulbright alumni in the region: they should be invited to attend organizing events, serve as examples, mentors, and advisors.
- Faculty Fulbright alumni: they can promote the program in classes, serve as advisors and advocates.
- Fulbrighters currently attending Purdue: these international students attending Purdue on a Fulbright grant can serve as advisors and advocates.
- Other supporters: these are area or disciplinary specialists on the faculty who can encourage and advise students.

Preparation of Applications

Preparation involves working closely with each cohort of students, educating them about the application process, advising them on the design of their projects, and helping them with their applications, particularly the essays.

We need to do a variety of things available here. We need to develop printed materials and online materials, for example. We need to have identified individuals (faculty, former Fulbrighters, alumni) who are willing to work with students. We need to organize workshops and meetings. We need to generate publicity on campus, and get the top leadership involved. Some aspects of this include:

- Website information
- Copies of successful applications
- Informational workshops
- Hard-copy information packets
- Essay feedback sessions
- Timetables for each cohort
- Continued publicity and encouragement
- Staff contacts and advice
- Work with individuals on their projects
- Feedback on essay drafts
- Help with language testing, transcripts, etc

In addition to the staff, others on campus must also be involved. This would include faculty (as advisors and mentors), individuals to serve as referees for each applicant; area or disciplinary specialists (to advise about projects); language testers; the Registrar's office here and at other institutions; and overseas contacts.

Interviewing and Evaluation

The final phase is the actual process of submitting the application, having it reviewed and evaluated by the campus committee, collecting reference letters and other materials, and making necessary revisions.

Some of the activities which support this include coaching on the interview process, providing examples of questions to both students and campus committee members, selecting and training the campus committees. With more than 6-8 applicants, separate panels are advisable, so we will probably eventually have 6-10 panels of faculty members. It therefore becomes important to identify appropriate panel members and train them appropriately.

What Seems To Be Important For Success?

Based on our conversations with people at other schools, the following things seem to be highly effective in generating a large volume of successful applicants. We need to begin to do all of these things, as we put our own program in place. Our success will depend in large part on how well we learn, over time, to do these things better.

Online Materials: all schools had online presences for Fulbright. Some of them have very elaborate and comprehensive websites, as well as blogs. More is probably better.

Information Sessions: most schools have regular information sessions for intending applicants. UCLA has six of these per year.

Application Workshops or Writing Workshops: again, most schools have several of these. UCLA has two per year

Publications: some schools have publications you can download on various aspects of the application process. Stanford has a very good series of these.

Individual Counseling: Harvard, for example, does individual counseling. Each applicant is paired with a member of the faculty, not necessarily in the applicant's discipline.

Lists of Fellowship and Grant Opportunities: most schools have a comprehensive list of things which are available, somewhere online.

Faculty Training: some schools have guidelines for faculty, showing them how to nominate students, and how to write recommendation letters for them.

A Culture of Encouragement: without exception, the most successful schools are those which have created a campus culture which encourages students to apply for these scholarships. This culture is supported by the faculty, who consider these scholarships important. We encourage the Provost Office to create hiring incentives to draw faculty to Purdue who have received nationally competitive awards, and then expect the faculty to participate in the mentoring of Purdue students who wish to apply for nationally competitive awards.

Career Services and Graduate School Preparation

We recommend the creation of a separate unit within the Honors College to prepare honors students for successful careers by providing opportunities for career development and support for those students pursuing graduate or professional studies. We will need a dedicated office with one full-time person and one staff support person (could be shared with the fellowships office), plus a basic budget. This individual would partner with the Center for Career Opportunities, the Graduate School, the Health Professions Advisor, Pre-Law Advisors, and other academic college career services staff. Joint programming should be offered while taking care to provide special opportunities for Honors College students such as individual career counseling, speakers, alumni mentoring, classes, or workshops. We also recommend the creation of a student advisory group to work with the career services staff person.

Year	Number of Awards	Number of Applications
90-91	0	3
91-92	0	3
92-93	0	2
93-94	1	2
94-95	2	6
95-96	0	6
96-97	1	5
97-98	1	9
98-99	1	8
99-00	0	3
00-01	0	1
01-02	1	6
02-03	1	1
03-04	0	6

MODEL 1

Purdue Fulbright History 1990-Present

04-05	0	4
05-06	0	4
06-07	0	2
07-08	0	4
08-09	3	6
09-10	0	5
10-11	0	13
11-12	TBA	9
TOTAL	11	108

MODEL 2

Top Producers of U.S. Fulbright Students by Type of Institution, 2011-12

Research Institutions	Number of awards	Number of applicants
U. of Michigan at Ann Arbor	29	148
Northwestern U.	27	102
Yale U.	26	122
Stanford U.	25	93
U. of Chicago	25	151
U. of Washington	24	83
Columbia U.	23	88
Boston College	21	73
Harvard U.	20	107
Arizona State U.	18	57
U. of North Carolina at Chapel Hill	18	87
Johns Hopkins U.	16	59
U. of Arizona	16	63
U. of Maryland at College Park	16	41
George Washington U.	15	66
Georgetown U.	15	60
Brown U.	14	76
Cornell U.	14	68
Princeton U.	14	74
Rutgers U.	14	94
U. of Pennsylvania	14	89
U. of Illinois at Urbana-Champaign	13	60
U. of Louisville	13	39
U. of Pittsburgh	13	38
U. of California at Berkeley	12	73
U. of Notre Dame	12	56
Emory U.	11	45
U. of Kansas	11	27
U. of Wisconsin at Madison	11	59
Washington U. in St. Louis	11	47
College of William and Mary	10	57
U. of Florida	10	47
Duke U.	9	46
Fordham U.	9	44
New York U.	9	65
Ohio U.	9	28
San Diego State U.	9	42
Tufts U.	9	43
U. of California at Los Angeles	9	50
U. of Colorado at Boulder	9	28
U. of Georgia	9	46
U. of Nebraska at Lincoln	9	34

APPENDIX VII

Residential Life and Co-Curricular Task Force White Paper

I. Introduction

During the fall 2011 semester, the Honors College task force residential life and co-curricular subcommittee convened and engaged in a multitude of discussions regarding the future of the Honors College at Purdue University. The commitment and diverse opinions of the committee members produced co-curricular life ideas which are outlined in this report. The central themes that the committee agreed upon as critical to the success of student co-curricular life within the Honors College are leadership, scholarship, engagement, and community. The central co-curricular themes, or ideological pillars of the Honors College, must be implemented with an intentional developmental model that supports and challenges the development of the student members. It is important to note that the co-curricular programming must be applicable to all members of the Honors College. Throughout the group discussions, the idea of alumni and corporate involvement came up multiple times within each of the pillars. Opportunities for involvement included sponsorships, internships, lecture series, workshops, career development, and mentoring.

II. Leadership

Building strong student leaders is an important co-curricular programming component of the Honors College. Honors College students who are developed as leaders will be effective both during their collegiate career and in their lives post-Purdue. In order to build ethical leaders, Honors College students will be provided with opportunities for development, practical application, and self-assessment/reflection. Developmental opportunities will include workshops, the promotion of classes, lectures, and curriculum infusion. Possible workshop titles could include effective leadership styles, managing versus supervising, motivation versus delegation, non-traditional leadership, conflict management, values-centered leadership, etc. Each leadership workshop that is presented will require attendees to assess the material presented and to suggest future workshop subjects. Leadership opportunities that the Honors College will provide its students include Resident Assistants for the residential Honors College, Student Ambassadors, Peer Mentors, and Student Council members. In addition to leadership opportunities offered within the Honors College, students will be invited and encouraged to become involved with Purdue opportunities where they can further develop their leadership skills.

III. Scholarship

The focal point of the scholarship component within the co-curricular model is guaranteeing a research experience for any Honors College student that is interested. By guaranteeing a research experience, students in the Honors College will understand the value of extending learning beyond the confines of the traditional classroom as well as developing original research. Other scholarship components that will be promoted and encouraged to the Honors College students are study abroad, professional internships, career shadowing, and graduate school preparation.

Another key to the effective implementation of the scholarship component of the co-curricular programming model is outside-of-classroom involvement of the faculty. There are a multitude of ways that the faculty can be involved with the Honors College in addition to teaching honors courses. These ways include serving as first-year mentors, supplemental advisors, faculty-in-residence, faculty fellows, capstone project advisors, and assisting with social programs.

IV. Engagement

Engagement is a co-curricular programming concept that is extremely broad and can be showcased in a variety of ways. In order to ensure effective and meaningful engagement will occur, Honors College students will be provided with opportunities for development, practical application, and self-assessment/reflection. Possible developmental workshops could include stress management, time management, study skills, effective volunteerism, etc. Each engagement workshop that is presented will require attendees to assess the material presented and to suggest future workshop subjects. Honors College members will also be encouraged to attend intentional programs that serve to support the students' personal (mental and physical), academic, and social well-being. Opportunities for engagement that will be promoted to members of the Honors College include volunteering, service-learning, tutoring, and serving as active members within a student organization.

An additional component of the engagement theme is the Experiential Grant model. The Experiential Grant model is a funding approach that supports members of the Honors College interested in engaging in an experience that would further develop their leadership skills, scholarship, or engagement projects. Each member of the Honors College, upon admission, would be eligible to apply for a grant. Additionally, the grants would be of equal amounts for each student and could be used in a variety of ways. The committee projected that the grants would be predominantly used for study abroad programs, research projects, or internships. Last, the committee believed that the Experiential Grants could be used as an effective tool for both student recruitment and alumni development.

V. Community

The cornerstone of the Honors College is the community that is established among the students, faculty, and staff. Within the residential community, there are several intentional approaches to establishment of a healthy, supportive, and engaging community. The approaches include the physical space, the co-curricular programming, and programmatic model. When the three approaches are intentionally fused with one another, the community will be an extremely supportive one that will foster the recruitment and retention of members. University Residences recognizes the importance of community for all of its residents and the Honors College model will build upon these foundations. Some of this will be through the cross training of Resident Assistants and other Honors College staff as well as a Honors College programming model that is based upon the importance of the first six weeks of the fall semester.

The physical space allotted for the Honors College is critical to both its ability to build community among the current students and the recruitment of prospective members. The committee did not focus its efforts specifically on the aspects of the physical space for the Honors College, however, there were several agreed upon characteristics that should be noted. First, having diverse types of housing is significant for the retention of upper-class students living in the residence hall. Second, there should be spaces within the facility that are dedicated to the following activities: classroom space, workroom space (that is applicable to diverse majors), research space, social space, and activity space (with multiple technology options). Finally, the facility should allow for staff office spaces, faculty-in-residence, and temporary office space (for office hours of specialized staff). A separate task force has been formed to evaluate and propose specific recommendations regarding the physical space for the Honors College.

The co-curricular programming that is designed to build community among the students is also multifaceted. First, students who are admitted to the Honors College will be mandated to a 1-year residential living commitment. By committing to a minimum year in the residence hall, students will begin to build community within the Honors College by living with one another, forming studying groups, and eating together in the dining halls. Second, recognizing that Honors College students also experience a range of social and emotional issues that may impact their progress and success, we will provide focused training to and provide support through the resident assistants, academic advisors, faculty fellows, and residential education coordinators. Third, each floor within the Honors College residence hall will have a programmatic theme. Stemming from the current Learning Communities model and Faculty Fellow program, the themed-floors will be proposed by the students and approved prior to implementation. Some examples of themed floors include: sustainability, STEM, community outreach,

the arts, world cultures, etc. Additionally, there may be some floors which have community developed themes which would allow a floor to develop a theme or allow the floor to have a general “Honors” theme.

VI. Programming Model

A programming model requiring the accumulation of certain experiences has been proposed by the committee. The committee has also discussed the difference between attending an event, workshop, or seminar versus actively participating in a leadership, scholarship, or engagement capacity. The key characteristic of the programming model is that it compliments both the Honors College curriculum and the University Residences co-curricular philosophy. A critical implementation component of the programming model is the structure used to track the experiences of each student within the Honors College. While the Residential Life and Co-Curricular committee did not arrive to a consensus on the specific approach to document the experiences, the committee recognized the approach as critical to the success of developing Honors College students as effective leaders and global citizens. In addition, the committee discussed the value of self-assessment and reflection as a useful instrument in fostering student development. The committee also discussed the submission of written reflections for non-course credit, but as a co-curricular expectation of Honors College membership.

VII. Conclusion

In conclusion, the work that was accomplished by the Honors College Residential Life and Co-curricular subcommittee provides a strong framework for future implementation. The members of the subcommittee offered a breadth of experiences and opinions, which resulted in a successful and holistic approach to student development beyond the classroom. Two areas recognized by the committee as needing further discussion before implementation included the programming model and the involvement of alumni and corporations. The programming model has a clear overlap with the Honors College Curriculum Committee and further work needs to be done to ensure that the co-curricular programming that is implemented along with appropriate student expectations complement the Honors College coursework. Critical to student membership retention within the Honors College is the effective communication of membership requirements and expectations. The membership requirements for co-curricular involvement must rely on a structure that allows for individuality but also encompasses the values of the Honors College. As noted earlier, the subcommittee discussed multiple ways in which both alumni and corporations can be involved with the Honors College. The subcommittee recommends that an Honors College staff member be hired to build and develop relationships among alumni and corporations for co-curricular programming.

APPENDIX VIII

Scholarships Task Force White Paper

Introduction

The Purdue Honors Scholarship Committee has been asked to give recommendations about scholarships in the new Honors College. The group met regularly during the fall semester of 2011 and analyzed many issues related to awards and scholarships. The following represents our careful consideration about this complex topic.

- 1. The Honors College should have its own funding for scholarships from central funds, as well as the ability to do its own fundraising.**

In order to be competitive and able to attract the best students from the state, the nation, and the world, the Honors College will need funds for awards and scholarships.

- 2. Every College/School in the University should be represented in the Honors College.**

Criteria for admission differ across the university, but the committee believes that a commitment to diversity includes diversity of plans of study.

- 3. The Honors College should have diversity of all types.**

The Honors College should have diversity of all types that aligns with Purdue's diversity definition, including, but not limited to: ethnic, geographical (including international), urban, rural, LGBTQ, veteran status, age, socio-economic, and so on. This diversity is crucial to the educational experience of Purdue's students.

- 4. The Honors College should recruit students who demonstrate significant leadership, scholarship, and engagement activities.**

The Honors College should use its scholarship funds to recruit students who are not only academically excellent, but who have shown significant leadership and engagement activities. In the case of students whose socio-economic conditions have made it necessary for them to work, their work experience will also be taken into consideration. In light of this goal, students should be accepted into the Honors College through a holistic process – high grades and test scores should not create an automatic admission.

5. All students chosen to be in the Honors should be considered for some type of significant merit scholarship.

It may be possible that merit scholarships for honors students can be awarded by the Colleges or Schools using a pool provided by Admissions for Trustee and Presidential Scholarships. For this to be possible, however, the selection process for these scholarships:

- a. Must allow the Colleges and Schools the autonomy to continue to be the ones who select presidential scholarships; and
- b. The Trustee and Presidential pool must be adequately diverse. The committee believes the pool should include high ability students who do not meet the November 15 deadline. This will allow more inclusion of first-generation students, low-income students, and students of color.

Additionally, because the current Trustee/Presidential pool does not include international students (because institutional funds cannot be given to international students for scholarships), and it is important for educational reasons to include them, there should also be a mechanism for the Colleges to consider an appropriate pool of international students for scholarships and admission to Honors.

6. Every student accepted into the Honors College should be awarded an Experiential Learning Award.

The Experiential Learning Award of at least \$3,000 may be used throughout the student's time at Purdue to travel to research seminars, participate in study abroad, and/or other experiential learning opportunities.

- a. This money should be modeled after what is currently being done for the Stamps students.
- b. The Honors College will administer the student accounts and determine whether the proposed activity is an appropriate use.
- c. The \$3,000 award will be contingent upon staying in the Honors College and progressing towards graduation.
- d. Student who are admitted to the Honors College as transfer students, or who become eligible for honors through a "late bloomer" process should also receive all or part of the Experiential Learning Award.

7. Except for the Experiential Learning Award, merit-based scholarships given to Honors students should not be contingent upon remaining in the Honors College.

The committee believes that merit scholarships and participation in Honors should be kept separate, and that a student's decision to remain in Honors should not be based upon financial considerations. Additionally, the committee believes the GPA required to remain in Honors should not be conflated with the GPA to retain a merit scholarship. For example, although a student may be required to have a 3.8 to remain in Honors, if a student drops below that level but remains at a 3.0 or higher, the student should be able to retain his or her merit scholarship.

8. There should be a person in the Honors College who is assigned to stewardship.

The person in the Honors College who is assigned to stewardship will work with the students to help them develop a “pay it forward” attitude, to encourage them as alumni to support the Honors College financially.

9. The Honors College should be able to “stack” its scholarships above and beyond what the student receives from any other source, following University regulations in terms of not exceeding the student’s cost of attendance.

As the Honors College grows in stature and attracts high-ability students, the College should have the ability to add scholarship money to the Presidential and Trustee amounts to be able to recruit the best students in the world. As part of this effort, the committee recognizes the significant positive impact that on-campus living provides and suggests that the Honors College do all within its power to encourage, but not require students to live in a University residence.

10. The Honors College should have a “late bloomer” path into Honors.

Although many students excel during high school and are clearly honors students, there are many reasons that a student might not excel until she or he arrives at the University. For these students, there should be a path into Honors that will provide them with the same scholarship opportunities afforded to other students.

11. The Honors College should have its own fundraising team.

Having its own development staff will help the Honors College ensure that each student can receive the \$3,000 experiential award. To generate \$3,000 per student, the College will require \$1.5 million per year (based on 500 students using the money per semester, with a total of 2,000 students in the program in any given year).

Conclusion

The Honors College is a much-anticipated and much-needed addition to the offerings at Purdue. In order to be successful, the College needs to be able to attract the very best students from around the world. We believe these suggestions are a starting point for the College to plan for the 2013 inauguration of the College. We invite questions and responses, which can be addressed to the group via Barbara Dixon (dixonb@purdue.edu).