HLC Accreditation 2016-2017

Evidence Document

Academic Affairs

Dorothy and Bill Cohen Honors College

Information and Approval of the Honors College at Wichita State University

Additional information:

Information and Approval of the Honors College at
Wichita State University (Fall of 2013)
Prepared for Higher Learning Commission

Attached is documentation of the future of Honors discussion and creation of the Honors College concept at Wichita State University.

- Honors Steering committee from 2008, conclusions about the future of Honors at WSU

- Future of Honors Working Group 2012-2013 final report

- Annual Reports from the Honors Program and College 2012-2015, particularly relevant report sections:
    i. Changes to Honors
    ii. Strategic Planning
    iii. Alumni and Development
    iv. College charter and bylaws

- Memo from Andy Tompkins, President and CEO of the Kansas Board of Regents, requesting approval to create the Honors College

- Email from Dr. Anthony Vizzini announcing the appointment of Dr. Kimberly Engber as the Dean of the Honors College effective January 19, 2014

Shaping the Future of Honors Education

Charge & Background:

Our charge as set forth in May of 2008 by Provost Miller and Associate Provost Pickus was to sketch a new vision for the WSU Honors Program as a "model of excellence" on campus. Specifically, we were charged with identifying ways to align the Honor's program more closely with WSU's urban serving, research mission, generate principles, traits, and topics that could shape the honors program at an urban serving research institution, and draft a compelling job description for recruiting a new director to the honors program to help insure a successful national search.

In early summer our group reviewed the 2007 Honors Program Review Committee's findings and began with a reading list of new developments in honors education. In early fall, we surveyed program data of honors programs, examined closely the honors programs at our 27 member CUSU (Coalition of Urban-Serving Universities) schools, interviewed local education and business leaders about honors students and community engagement and other education/workforce trends, and, of course, shared our own ideas as students, teachers and alumni of honors programs here and at other universities. We also drafted a position description for an Honors Director. The chair of the Steering Committee accompanied the associate provost to the NCHC (National Collegiate Honors Council) in San Antonio in late October to visit with prospective honors directors and learn about developments in honors programs around the country.

In mid-November, as we moved toward finalizing our two primary documents: Principles and Traits of a Model of Excellence Honors Program, we welcomed input from several reviewing groups, including: the Honors Affiliate Group (Ted Adler, Ral Atul, Elizabeth Behrman, Cindy Craig, Darren DeFrain, Charlie Fox, Anthony Gythiel, Mel Kahn, Ron

Matson, Paul Rillema, Jackie Williams and Bill Woods—whose initial insights on transforming honors education at WSU were also instrumental to the Steering Committee's work); Honors Students (Amber Lowen, Garret Harmon, Andrew Stanton, Ragini Venkatasubban, Sheersty Rhodes, Nathan Whitman, Veronica Hill, Jena Slater), the Planning & Budget committee of Faculty Senate, and Admissions staff, among others. Insights from these meetings and e-mail correspondence (especially in regard to clarifying four points on Benefits, Research, Community Engagement, and Networking) are reflected in the final report.

We enjoyed our work together and moved with due diligence to complete a focused task (four month time-line) by meeting every two weeks for 1 ½ hours and sharing a BlackBoard on-line "course" for idea exchange. We appreciate the refreshments provided by the Provost's office and the special arrangements in the Morrison Hall Boardroom by Jackie Boyles.

All Honors Steering Committee members are committed to taking honors education at WSU "to the next level." We hope our recommendations will be useful in shaping the future of honors education as a model of excellence at WSU. Many members are eager to assist the Provost's Office in the search for the next director of the Honor's Program beginning in 2009.

Principles of a Model of Excellence Honors Program

Honors Steering Committee Recommendations

Wichita State University

Fall 2008

The Honors program at Wichita State University seeks to be a model of excellence and innovation—in teaching and learning, in individual and collaborative research, and in public service. The Honors program aims to fulfill the mission of WSU as an *urban-serving research university* by recruiting exceptional students to the program and then equipping and motivating those students to (a) learn about complex local, national and international problems by studying in various settings on campus, in the community and in the world; (b) contribute to creative and practical solutions of those problems through individual and collaborative research; and (c) act as articulate citizens in an academic climate that fosters rigor, respect, and responsibility.

The Honors program emphasizes active learning, close contact between students and faculty members in both formal and informal settings, teamwork and group problem solving, community service, global and cultural awareness, and the cultivation of skills related to lifelong learning and success in the workplace.

The Honors Program is flexible, rigorous, interdisciplinary, and not connected to specific majors or programs; it emphasizes high standards of intellectual rigor and intellectual integrity and therefore cultivates high-level research, writing, and oral communication skills; it requires direct participation in both local and global issues and thereby cultivates good citizenship.

While selective, admission to the Honors program is not based on academics alone. Work and life experience, volunteer service and other activities, interests, and other factors may be considered in the selection process. As part of the application process students make their own

case for why they ought to be admitted—both in terms of the benefits to themselves and the benefits to the program. The program is open to "late arrivers" of various kinds, including transfer students. This means that a student need not be admitted into the Honors program as a freshman in order to enjoy its benefits and rewards.

The key learning outcomes of participation in the Honors program include:

- Development of deep knowledge about local and global issues of major importance
- Development of advanced skills in research, writing, and oral communication
- Development of advanced skills in teamwork and leadership
- Development of advanced skills in independent and collaborative learning
- Development of advanced skills in creative and innovative problem solving
- Development of keen awareness of how to be an engaged citizen

The rewards and benefits of being an Honors student include close contact with faculty, a strong sense of community with other Honors students, scholarships and other resources not available to the majority of the campus, opportunities to serve the community, opportunities to travel, deep intellectual engagement with important questions, opportunities for independent and collaborative original research, and the development of skills that will lead to success in future endeavors (whether in the world of work or graduate studies).

Top 10 Traits of a Model of Excellence Honors Program

Honors Steering Committee Recommendations

Wichita State University

Fall 2008

The Honors Program must transform its mission to support the mission of Wichita State University as an urban-serving research university. To that end, it must grow its value on campus, in the community and the world for greater…

1. **Visibility.**
    - Where the program is housed is important. A model of excellence should be easy to locate on campus (for example, Morrison Hall or the Marcus Welcome Center). This is also true of the program's website presence, including its navigational clarity, interactivity, and relevance in terms of interface with the university website.
    - Honors dorms or houses, lounges, research centers, lecture and program sponsorships, and other honors activities should be prominent, centrally promoted, and vibrant year round.
    - An honors director needs to be an active, articulate out-in- front leader on campus and in the community for recruitment, retention and growth of honors programs, faculty and students.

2. **Networking.**
    - The honors program needs better social and intellectual networking on campus in the form of an honors dorm, faculty-student collaboration outside the classroom, and regular special programming in order to retain students and enrich learning opportunities.

- A cohort-based system is preferable—where students work together in classes, on service projects, and applied research teams, etc., throughout the program.
- More intentional networking between honors, admissions, high school and community college counselors, and college advisors is necessary to alleviate as many of the "hassles" of entering and navigating honors at WSU as possible.

3. **Community Engagement.**
    - Honors students need intentional credit-based connections to the Wichita community in service learning projects, work-based research collaborations, leadership training, diversity initiatives, sustainability campaigns, etc., in order to become engaged citizens.
    - The honors program must hone a synergy between the academy and the community in the form of high-end "apprenticeships" or "research fellows" to foster personal growth, develop a keener awareness of local and global issues, and, ultimately, reflect the mission of WSU as an urban-serving university.
    - Similar to Co-op Education and Work based Learning at WSU, already cited as a model of excellence by the Higher Learning Commission in 2007, the Honors Program at WSU must leverage its high academic standards and high student performance in creative ways to help alleviate the "brain drain" phenomena in south-central Kansas as cited by Visioneering Wichita, 2006.

4. **Interdisciplinary Learning.**
    - Honors students need connections to the wider world by studying in an interdisciplinary way on a singular big topic (for example, Global Science

Challenges, Poverty, Climate Change, AIDS, Urban Renewal, Digital Communications, etc.).

- The honors program needs to intersect with the globalization initiatives proposed by the Globalization Task Force to make sure the two programs, which have been targeted to become "models of excellence" on campus, work in tandem to promote interdisciplinary learning at WSU.
- Interdisciplinary learning among honors students and faculty can be accomplished best with non-traditional educational models especially at the junior and senior level: distance education, travel, exchange programs, inventive forums for the exchanges of life experiences and directed studies/practicums. These nontraditional forms of learning will need to substitute for some of the traditional general education course requirements.

5. Research Experience

- Honors students should conduct, present, and respond to critique on a major original research paper, project, or performance that distinguishes and connects their various academic interests and areas of emergent expertise. The research component should be tied in some way to the Wichita area, on a special practical and focused topic that requires sustained inquiry.
- In addition, students should have the opportunity to learn how to work in research teams as a central component to the honors experience. Multiple students working on the same research area would require faculty supervision with clearly defined roles, goals and outcomes, including formal presentations at conferences, symposia, or community meetings.

6. **Leadership Development.**
    - Honors students need to learn and demonstrate how to set goals, take initiative, be astute communicators, handle challenges and setbacks, and work in groups and other fundamental leadership skill sets.
    - Leadership skills are vital to high-achieving students who must learn to thrive in an interconnected, diverse, challenging and complex workplace, and to become articulate and caring citizens in their community and in the world.
    - Leadership can be learned and evaluated in formal honors classes, practiced in collaborative work/research projects, and symposia/workshops. Leadership can also be modeled by guest lectures and special interactions with faculty, community resource persons, and other mentors.

7. **Flexibility and Participation.**
    - A workable honors program at WSU must not just accommodate but encourage transfer students to join honors and join permeable cohort groups.
    - The program may want to consider a two-tier honors system so that there are multiple entry points easy for transfer students and four year students who "catch fire" after their first two years here and now have the record to perform at an honors level.
    - The honors program must make it easy for adult learners to feel welcome, valued, and needed for its success.

8. **Benefits and Rewards.**
    - A vibrant honors program has measurable achievements and benefits to students and faculty alike. Like several of the honors programs we

examined from the 27 Coalition of Urban-Serving Universities (CUSU group), benefits of being named a WSU honors student or WSU honors faculty member or WSU honors community partner should be clearly spelled out. This goes beyond assessment reporting.

- Benefits should include such things as awards, scholarships, cultural event vouchers, apprenticeship opportunities, travel opportunities, sustained interaction with and mentorship by faculty, specialized graduate school application preparation, and other tangible accomplishments from being a part of WSU honors.
- Benefits to faculty should also be spelled out including such things as release time for mentorships, travel opportunities, teaching in the honors program, grants for professional development in honors, stipends, and recognition for service to honors.

9. **Rigor and Selectivity.**
   - A strong honors program must maintain selectivity, emphasizing high academic standards, leadership acumen, and other superior educational and life accomplishments. Is 260 students (our current number of honors students) too many? About right?
     Demand should exceed slots available. (It's not discriminating enough just to have a 3.5 GPA or a 26 on the ACT and you're automatically in.) This will require a screening procedure and interviews from DSI and other scholarship competitions. Creative recruiting is key.
   - It must be of manageable size to keep interchangeable cohort structures going for 2 or 4 years, and to study in an interdisciplinary and independent manner.
   - Selectivity should also extend to faculty who want to affiliate with the program, such as submission of an application and teaching portfolio.

10. Sustainability.

- Honors programs that thrive and prosper and sustain the "model of excellence" label often have their own funding streams (an endowed program, chair, fellowships, scholarships, etc., or renewable grants, or other partnerships) to complement state general use funds.
- The 10 traits identified here will demand steep start-up costs in addition to budget incentives to maintain excellence year in and year out. An Honors Director will need to function as a Director of Development and Grant Procurement Officer for the honors program in its early formation.
- Modeling a strong honors program after an established program of distinction at WSU (for example, cooperative education) or aligning it with emerging programs of high credibility on campus (CRTE; Globalization Model of Excellence) or affiliating with established academic centers (Center for Community Support and Research; National Institute for Aviation Research; Center for Entrepreneurship, etc.) may be additional ways to establish a firm foundation and a sustained drive to excellence.

Wichita State University

Future of Honors Working Group Final Report

Spring 2013

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Wichita State University

Future of Honors Working Group Final Report

Spring 2013

1. Charge and Scope of Work

WICHITA STATE UNIVERSITY
OFFICE FOR FACULTY DEVELOPMENT AND STUDENT SUCCESS
Emory Lindquist Honors Program

What is the future of Honors at WSU?
Honors Working Group

Background and Charge:

The Honors Working Group is convened under the auspices of the Office for Faculty Development and Student Success (to which the current Honors Program reports). The group will meet weekly to discuss the future of Honors and to develop a vision and goals for a residential Honors College at Wichita State. The Working Group will report to the Faculty Senate Honors Committee.

Charge: Imagine that in two years you are looking in the window of a new residential Honors College on campus. What do you see? How did we get there? How has the residential Honors College contributed to the quality of life and learning for Honors students and faculty and for the WSU community as a whole?

Schedule of Work: Group discussion, planning, and drafting will build on the work of the 2008 Senate Honors Task Force and will take into account ways in which WSU has changed in the intervening years. A proposed vision and goals will be submitted to the Faculty Senate Honors Committee no later than February 2013. After Committee review, documents will be circulated for discussion across campus.

Invited Members:
Moriah Beck, College of Liberal Arts and Sciences
Elaine Bernstorf, College of Fine Arts
Kimberly Engber, Emory Lindquist Honors Program, Chair
Melissa Mallon, Libraries
Scott Miller, College of Engineering
Jeremy Patterson, College of Education
Trisha Self, College of Health Professions
Larry Spurgeon, School of Business
Melvin Kahn, College of Liberal Arts and Sciences
Will Klunder, College of Liberal Arts and Sciences
Andrew Longhofer, Honors Undergraduate Fellow
Gaby Valverde, President, Emory Lindquist Scholars

Possible Meeting Schedule:

Fall 2012

10/23 Information about the current Honors Program
Discuss scope of work and structure for future meetings

10/30 Members report on background readings

11/6 Combined meeting with Faculty Senate Honors Committee: invite Consultant Members

11/13 Working meeting: meeting with Dean Brian Railsback?
(Note: Larry Spurgeon and Kimberly Engber attend National Collegiate Honors Council 11/14 –18)

11/20 Report on NCHC; Discuss vision and goals; each member comes prepared with a draft

12/4 Combined meeting with Faculty Senate Honors Committee: HNRS 101 student presentation; Emory Lindquist Scholars presentation

Spring 2013

1/15, 1/22, 1/29 Revise vision and goals

2/5 Discuss vision and goals with Faculty Senate Honors Committee

Proposed Consultant Members:
Aaron Hamilton, Admissions
Steve Larson/Katie Austin, Housing and Resident Life
Lyston Skerritt/Nick Messing, Student Involvement
Connie Dietz, Cooperative Education
Scott Wituk, Center for Community Support and Research

This working group is expected to work 2 to 5 hours per week for 6 to 8 weeks. Work of the group as a whole or of individuals within the group likely will include:

- Reviewing the research and findings of the 2008 Wichita State University Honors Task Force;
- Studying Honors Program and College models at peer institutions;
- Reviewing National Collegiate Honors Council best practices;
- Reading relevant articles from NCHC publications (http://digitalcommons.unl.edu/);
- Inviting consultant members from the Office of Admissions, Housing and Resident Life, Student Involvement, Cooperative Education and the Center for Community Support and Research to speak about implementation;
- Consulting outside of meeting times with home colleges and departments, the Faculty Senate Undergraduate Research Committee, Honors Program students, Honors Program alumni, etc.;
- Consulting with deans and directors at peer institutions;
- Dreaming;
- Drafting a vision/goals for an Honors College at Wichita State (See, for example: http://webs.wichita.edu/?u=involvement&p=/About_Us/missionstatement/);
- Presenting proposal to the Faculty Senate Honors Committee for review and discussion;
- Presenting proposal to the Faculty Senate;
- Supporting open meetings (faculty and staff) to discuss the proposed vision for an Honors College at Wichita State.

What is the Future of Honors at Wichita State?
Director's Statement
Spring 2013

More than once over the past few months, discussions in the Future of Honors Working Group and the Faculty Senate Honors Committee erupted into rapid exchanges of ideas, possible course topics and community partnerships, and ways to challenge Honors students and engage faculty. So many aspects of our weeks of discussions had to be condensed into words or short phrases in the final document. It seemed sometimes that we could not stop brainstorming, and I take this as a good sign for the future of Honors at Wichita State. It has already begun.

I have spent less than a year as the director of the Emory Lindquist Honors Program and for much of that time have been involved with the committees drafting the Honors College concept document. It has been exciting to learn what Honors is while at the same time imagining what Honors can be at Wichita State. I am writing this statement to try to convey the excitement and to reveal some of the details that emerged in the process of creating the Wichita State Honors College concept.

The Wichita State Honors College will be open to change. At the core of the Honors College will be a curriculum of freshman and sophomore inquiry courses that lead students to Honors tracks with senior capstone experiences. Faculty for core Honors courses will be selected by a competitive process from departments across campus and will work together on course and curriculum design. The curriculum will change as faculty and students change but will remain focused around a shared set of student outcomes. The curriculum will be rigorous and dynamic. Its continual development is one of the most exciting aspects of the new Honors College.

Some faculty have imagined, for example, a set of sophomore inquiry courses (300-level) based around key words and taught each semester by a team of professors: "Empathy" taught by a marketing professor and a psychology professor or "Beauty" taught by an art historian and a bioengineer or "Revolution" taught by a political scientist and a biologist. Any one of these courses would apply toward any one of several interdisciplinary Honors Minors such as Leadership, Integrated Arts, or Sustainability.

One of the most innovative features of the new WSU Honors College and the one element that no other regional program or college currently offers, the Honors Minors will provide students a path through the Honors curriculum without sacrificing the flexibility and freedom of choice that Honors students enjoy. Each minor also may have a corresponding certificate option open to qualified transfer and non-traditional students.

The Wichita State Honors College will have multiple access points. Students will join the Honors College to enjoy all of the benefits of a residential college experience and to receive an Honors College diploma. Through close partnerships with the Office of Admissions and Intercollegiate Athletics, the Honors College residence will be open to general scholarship

students and scholar athletes. Students also will be able to follow the Honors College curriculum even if they do not choose to live in the Honors residence hall. In addition, transfer students and Wichita State students who meet eligibility requirements set by Honors faculty will be able to join the Honors College to pursue an Honors Minor or to follow an Honors major track without pursuing the entire Honors diploma curriculum. The committee believes strongly that the Honors College must have multiple access points to best serve the diverse urban community of Wichita as well as to attract more traditional students from outside Wichita. This permeability will be important to the success and growth of the Honors College.

The Wichita State Honors College will have a strong community. The Honors College will depend on strong students and student involvement. When I asked current students why they had joined Honors, the majority of them cited their wish to be part of a community. They want to live and learn with people who are highly motivated. They want to go beyond the classroom into the community. They want high-stakes opportunities. Imagine asking these students to run a coffee shop and library in the new residence hall. Imagine engaging them in College governance, urging them to deliberate requirements for the residential College and review curriculum offerings and appeals procedures. Imagine partnering with community organizations to create opportunities for student leadership outside of the campus environment. With strong mentorship, Honors students will become responsible for continually creating the Honors College culture and strengthening the communities within and around it.

The Honors College also will depend on strong faculty from departments working together both within and across disciplinary boundaries. With this consortium model, enrollment growth in the Honors College will support hiring across the university.

The Wichita State Honors College will combine Wichita's independent spirit and entrepreneurial drive with the ongoing discovery at the heart of academic life. My experience with the committees brought together this Fall and Spring has convinced me that the excitement of cross-disciplinary dialogue, intellectual rigor, and real-world challenges will fuel the Honors College community as long as students and faculty in the Honors College continue to ask, "What is the future of Honors at Wichita State?"

Kimberly Engber

Wichita State University

Future of Honors Working Group Final Report

Spring 2013

3. Honors College Concept

- **Approved by the Faculty Senate Honors Committee on February 26, 2013**
- **Approved by the Faculty Senate on March 25, 2013**

Wichita State University Honors College Concept
Prepared by the Future of Honors at Wichita State Working Group
and
Faculty Senate Honors Committee

Concept
A WSU Honors College dedicated to intellectual innovation

Vision
Establish a Wichita State Honors College culture that stimulates intellectual curiosity, welcomes diversity, promotes responsibility, and inspires transformative leadership.

The Honors College will benefit the University by:

- Attracting and retaining academically exceptional and highly motivated students from the Wichita area, the region, the nation, and the world
- Enhancing the recruitment of high-achieving transfer students
- Increasing undergraduate enrollment
- Increasing student-faculty collaboration in teaching, research, and service
- Attracting and retaining high-quality faculty and staff
- Creating compelling connections across disciplines and with the greater Wichita community
- Enhancing the academic reputation of the University

The Honors College will benefit students and faculty by:

- Emphasizing academic rigor along with exploration, creativity, and discovery
- Providing Honors students individualized advising and priority enrollment
- Engaging students in intellectual dialogue and real-world problems
- Facilitating undergraduate research across campus
- Preparing students for top graduate schools, competitive national scholarships, and leadership roles in professional careers
- Supporting interdisciplinary courses and curriculum development
- Serving as a curricular laboratory for faculty to experiment with course design and content

Admissions

Admission to the college will be competitive, based on ACT or SAT scores, high school or college GPA, and essay. Admission and scholarship decisions will be made by an Honors Admissions Committee that may include Honors College staff, Office of Undergraduate Admissions staff, Intercollegiate Athletics staff, faculty, and students. To enhance the recruitment and retention of exceptional students, a substantial number of general university scholarships should be awarded through the Honors College.

Honors College Community

Honors College students will be encouraged to live in the residence hall for their first year at WSU. Students should have the option to live in the Honors College residence beyond the first year. Classrooms and laboratory spaces located in the residence hall will be available to

all Honors College students. This will enhance the opportunities to engage in intellectual dialogue and collaborative research. As one way to create and maintain a rigorous yet supportive learning environment, we envision a common area in the residence hall with a coffee shop and library operated by Honors students and open to all faculty, staff, and students.

Curriculum Options: Core, Emphasis, Capstone

As in the current Honors Program, the Honors College core curriculum will be comprised of Honors-only courses that fulfill some General Education requirements. The Honors College will support development of more interdisciplinary, inquiry-based 100-level seminars and 300-level colloquia. Faculty will be encouraged to experiment with team teaching and other methods of course delivery such as intensive pre-session courses.

Honors College Diploma

All students who complete the Honors College curriculum requirements and maintain the minimum required GPA will receive an Honors College diploma. The Honors College degree will require 9 to 12 credits in Honors-designated General Education courses and either a 12- to 15-credit interdisciplinary Honors minor or Honors major track that includes a capstone project or research experience.

Honors Minor or Honors Major Tracks

Academic departments will continue to offer departmental Honors tracks that culminate in a thesis, creative project, or experiential learning project. Colleges might develop interdisciplinary or interprofessional Honors tracks. Honors Minors may include: Leadership, Sustainability, Global Transformations, and Integrated Arts.

Students who complete an Honors minor or an Honors major track will receive a transcript designation. Minor curricula will be developed by Honors Faculty Fellows in consultation with an Honors Student Advisory Council.

Proposed Timeline

Phase One: Spring 2013

- Present Honors College Concept Working Document to Faculty Senate in March
- Consult Provost and Associate Provost
- Convene Student Advisory Council
- Select Honors Faculty Fellows to develop first Honors Minors
- Convene Honors Admissions, Recruitment, and Scholarships Task Force
- Convene Honors Residential Life/Co-Curricular Task Force

Phase Two: Fall 2013 and Spring 2014

- Recruit first Honors College class: goal of 100 new students
- Search and hire the Honors College Dean
- Submit Honors Minor curriculum proposal(s) to appropriate college and university curriculum committees
- Determine additional faculty and staff needed to support first Honors College class

Phase Three: Summer/Fall 2014

- Welcome first Honors College class
- Open new Honors living-learning community
- Launch first Honors Minor(s)
- Continue Honors College curriculum development
- Integrate Honors Program students into the Honors College curriculum
- Target a national scholarship such as Fulbright, Goldwater, Rhodes, or Truman and create plan to increase submission and acceptance rates

Phase Four: Spring/Summer 2015

- Recruit second Honors College class: goal is to increase total Honors College enrollment to 400
- Hire Honors Academic Advisor(s)
- Search and hire Assistant/Associate Dean

Appendix I: 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 of 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.

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

Wichita State University

Future of Honors Working Group Final Report

Spring 2013

Appendix A.

Agendas and Minutes

WICHITA STATE UNIVERSITY
OFFICE FOR FACULTY DEVELOPMENT AND STUDENT SUCCESS
Emory Lindquist Honors Program

What is the future of Honors at WSU?
Honors Working Group
October 23, 2012
3:30pm-4:45pm, LH 418

"Global-class education with world-class faculty…" President John Bardo

Invited Members:
Moriah Beck, College of Liberal Arts and Sciences
Elaine Bernstorf, College of Fine Arts
Kimberly Engber, Emory Lindquist Honors Program, Chair
Melissa Mallon, Libraries
Scott Miller, College of Engineering
Jeremy Patterson, College of Education
Trisha Self, College of Health Professions
Larry Spurgeon, School of Business
Melvin Kahn, College of Liberal Arts and Sciences
Will Klunder, College of Liberal Arts and Sciences
Andrew Longhofer, Honors Undergraduate Fellow
Gaby Valverde, President, Emory Lindquist Scholars

AGENDA

I. Welcome and Introduction of Working Group
   a. Inviting Consultant Members
   b. Connections across campus/colleges

II. Background and Charge: What is the future of Honors at WSU?
   a. Discuss Background and Charge of current group
   b. Review Background and Charge of 2008 committee
   c. Discuss: What, if anything, has changed since 2008?

III. Schedule of Work
   a. Background reading assignments
   b. Other work?

IV. As May Arise

I have great faith in a seed. Convince me that you have a seed there, and I am prepared to expect wonders. Henry David Thoreau

What is the future of Honors at WSU?
Honors Working Group
October 23, 2012
3:30pm-4:45pm, LH 418

Summary of Discussion

Questions Raised

What discussions took place in the past? (2008 Task Force Recommendations)

What discussions are taking place around the university now? (Athletics)

What models exist for research and scholarship?

- Study Abroad
- McNair

What is Honors at WSU?

- Is Honors a set of courses or a philosophy?
- When should an Honors College start?
- To ask students: If there had been a residential Honors College when you started, would current model of Honors Program work?
- How open should the College be? Scholarly and creative?

What should we look for as we review other models?

- Single track or multiple paths: E.g. KU admits transfers but limits number
- Gen Ed: Mandatory or Flexible
- Course-based
- Research

WICHITA STATE UNIVERSITY
OFFICE FOR FACULTY DEVELOPMENT AND STUDENT SUCCESS
Emory Lindquist Honors Program

What is the future of Honors at WSU?
Honors Working Group
October 30, 2012
2:30pm-3:20pm, LH 417

"Global-class education with world-class faculty…" President John Bardo

Charge: Imagine that in two years you are looking in the window of a new residential Honors College on campus. What do you see? How did we get there? How has the residential Honors College contributed to the quality of life and learning for Honors students and faculty and for the WSU community as a whole?

Invited Members:
Moriah Beck, College of Liberal Arts and Sciences
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Jeremy Patterson, College of Education
Trisha Self, College of Health Professions
Larry Spurgeon, School of Business
Jacqueline Weber, Emory Lindquist Scholars Representative

I. Introductions

II. Old Business

III. New Business
   a. Inviting the Provost and Associate Provost

   b. Brainstorming: making a case for change[1]
      i. Review of last meeting ideas
      ii. An approach used for capital campaigns: What would each group say about the current program and new college? Constituents (students and faculty), Supporters (alumni and community), Skeptics, Unaware

[1] "The vision constitutes a future image of the organization as efficient and effective and includes a picture of how the world (your client, environment, population served) would be changed if your purpose were accomplished." http://www.zimmerman-lehman.com/capital.htm

c. Honors College Models
   i. Honors Undergraduate Fellow Report: A few key points
   ii. Western Carolina and South Carolina
   iii. Questions and plans for next meeting

What is the future of Honors at WSU?
Honors Working Group
October 30, 2012
Minutes

Members Present: Moriah Beck, LAS; Elaine Bernstorf, Fine Arts; Kimberly Engber, English/Emory Lindquist (Group Chair/Facilitator); Mel Kahn, LAS; Will Klunder, LAS; Melissa Mallon, Libraries; Scott Miller, Engineering; Jeremy Patterson, Education; Trish Self, Health Professions; Larry Spurgeon, Business

I. Introduction
II. Old Business
III. New Business
   a. Inviting the Provost
   b. Brainstorming: a case for change
   c. Models of Honors Colleges

The meeting began with Kimberly Engber introducing herself and referring to the group's charge. She invited members to introduce themselves to each other later, and she moved immediately into the agenda items, citing the limited time available for discussion.

Kimberly Engber told the group that the Provost and Associate Provost had requested a meeting with the group. After discussion, the group agreed that it would be useful to have the Provost provide additional context for the President's comments. It was agreed that Kimberly Engber would invite the Provost and Associate Provost to the next meeting on November 6th. Kimberly reviewed questions raised at the last meeting. She then mentioned a structure for brainstorming during a capital campaign that might work for future meetings. This approach asks group members to consider four different groups and what each would say about the program/college: Constituents—faculty/staff/students; Supporters—alumni and community; Skeptics; Unaware.

New Business: Models of Honors Colleges

Andrew Longhofer summarized his research report "Honors College Models in Practice," available on the new Honors Working Group Blackboard site. He listed changes to the Honors Program since the 2008 report, including: new course development—service-learning and study abroad (Paris course cancelled due to low enrollment); raising admission standards to 27 ACT or 3.7 High School GPA; formation of Emory Lindquist Scholars student group—members are required to participate in three events (service, social, or academic) during a school year and maintain a 3.0 GPA; collaboration with Center for Community Support and Research to create interdisciplinary internships and leadership curriculum.

Andrew then reported best practices at some representative colleges. He noted that he had tried to understand three elements of each Honors College: Administrative Structure, Curriculum, and Student Experience. He then talked about University of Maryland. Maryland does not require a separate application to the Honors College. A committee reviews all applications to the university. Elaine Bernstorf asked who served on the committee. Andrew believes that this is a faculty committee. Honors College students participate in living-learning communities, each of which is organized around an issue or question that establishes a curricular track for the students. Maryland requires all Honors students to complete an Honors thesis. To show the range of models/practices, Andrew also mentioned University of Oregon. The University of Oregon requires a separate application to the Honors College. Approximately 200 out of 2000 students who apply are accepted each year in Oregon's Honors College.

Elaine Bernstorf asked Andrew if he had noticed how many colleges follow course-based curricula and how many have created outcomes-based programs. She wondered about the limitations of a "school within a school" model followed by many colleges. Kimberly Engber suggested opening the discussion to allow others who had looked at models to answer this question. Discussion turned from specific practices to more general ideas when Scott Miller suggested that the group may be jumping ahead. He posed the question: What do we want? He asked the group to imagine that other colleges would be looking to Wichita State's model in future.

Several ideas emerged from general discussion of this question: an outcomes-based program of study that would allow students in creative disciplines some flexibility; Great Books or classics curriculum; core courses such as those taught at Columbia or University of Chicago; student involvement to create community; student advisory group; one-on-one work with faculty. Kimberly Engber commented that she though many of these ideas involved treating undergraduate students as colleagues and future colleagues. Kimberly asked the group to talk about next steps.

At Scott Miller's suggestion, the group agreed to come to the next meeting with ideas in answer to the question: What do we want?

Group adjourned at approximately 3:40. Next meeting: November 6, 2012.

What is the future of Honors at WSU?
Honors Working Group
November 6, 2012
Brainstorming

BOARD ONE

- Gen Ed – a little or a lot left?
- Coexist with major and other activities
- Is residential experience = Honors
- 1st year dorm?
- 1st and 2nd year seminars in dorm
- More than academic
- More community
    - Safe to develop as leader and scholar
- Not more course requirements
- Network
- Leadership – shy students need development
- Community service
- More student involvement
- Peer support – time management, study skills
- Beyond Great Books
- Minor
- Certificate
- Honors Program within Honors College
- Story within the story
- Create culture = creates itself
- Elite
- Rigorous admission application
- Contract
- PATHS
- Flocks
- Aerospace track paths:
    - Enhanced coursework
    - Research
    - Teaching

BOARD TWO

- Goal: local recruitment and local retention
- Program (Note: corresponds to Western Carolina's College) = curriculum
    - Courses
    - Small class sizes
    - "Honors" on transcript
    - Research project
    - Creative project
    - Community project
- College (Note: corresponds to Western Carolina's Path) = community
    - Advantage of environment
    - Priority enrollment
    - Study space and computer
    - Personalized advising
- BUDGET
- ADVISING
- SPACE
- Q: What do Honors student do when they graduate? world-class grad program; grants and scholarships; employment; community leadership

Meeting Minutes:	**Faculty Senate Honors Committee**
Meeting Date & Time:	**November 13, 2012 3:30-5:00 p.m.**
Present:	**Holger Meyer, Elaine Bernstorf, Larry Spurgeon, Will Klunder, Mel Kahn, Kimberly Engber, Trisha Self**
Absent:	**Yanwu Ding, Gemma Blackburn**

This meeting was held in conjunction with the Honors College Working Group. The purpose of the meeting was to update the Honors Committee on the progress of the Honors College working group, obtain feedback from the Honors Committee, and to hear a presentation from Aaron Hamilton, University Admissions.

Aaron spoke about programs the Admissions Office has in place to recruit high achieving students to WSU. He also discussed how this process interfaces with the Honors College working group mission. The committees discussed additional recruitment and program planning ideas with Aaron.

The next meeting of the Honors College working group will be held on November 27, 3:30-5:00. The next meeting of the Honors Committee will be held on December 11, 2012, 3:30-4:30.

Submitted by Trish Self

WICHITA STATE UNIVERSITY
OFFICE FOR FACULTY DEVELOPMENT AND STUDENT SUCCESS
Emory Lindquist Honors Program

What is the future of Honors at WSU?
Honors Working Group
November 27, 2012
3:30pm-4:45 pm, LH 200/LAS Boardroom

Agenda:

I. Introduction: some miscellaneous matters (Engber)
   a. Undergraduate Research – initiated by President Bardo, administered by ELHP
   b. WSU Campus Read – initiated by Student Involvement, participation by ELHP
II. Report on NCHC conference (Spurgeon and Engber)
III. Drafting a Vision/Mission/Goals for WSU Honors College
IV. As May Arise

Charge: Imagine that in two years you are looking in the window of a new residential Honors College on campus. What do you see? How did we get there? How has the residential Honors College contributed to the quality of life and learning for Honors students and faculty and for the WSU community as a whole?

Reminder of Meeting Schedule:

Fall 2012

12/4? Consultant Member meeting: Housing, Athletics, Dean's Scholars, Mortar Board

12/11 Combined meeting with Faculty Senate Honors Committee: HNRS 101 student presentation; Emory Lindquist Scholars presentation; Student Involvement (Leadership); Director's Report

Spring 2013

1/29 Review revised vision and goals

2/5 Present Draft Proposal to Faculty Senate Honors Committee

WICHITA STATE UNIVERSITY
OFFICE FOR FACULTY DEVELOPMENT AND STUDENT SUCCESS
Emory Lindquist Honors Program

What is the future of Honors at WSU?
Honors Working Group and Faculty Senate Honors Committee
December 11, 2012
3:30pm-4:45 pm, Neff 116

Charge: Imagine that in two years you are looking in the window of a new residential Honors College on campus. What do you see? How did we get there? How has the residential Honors College contributed to the quality of life and learning for Honors students and faculty and for the WSU community as a whole?

Agenda:

I. HNRS 101 student project presentation (10-15 minutes)
II. Director's Report
- Recruitment: How can faculty get involved?
  - McGregor Scholarship Committee January-February 2013
- UG Research: new student opportunities, new staffing?
- Oklahoma State Visit: February 15, 2013?
- Great Plains Honors Conference 2013: Connecting in a Digital World (April 5-7, West Texas A&M)

III. Discussion: "Developing the WSU Honors Community: An Initial Sketch"
IV. Determine spring 2013 Honors Committee meeting schedule

Wichita State University

Future of Honors Working Group Final Report

Spring 2013

Appendix B.

Conference and Site Visit Reports

Report on National Collegiate Honors Council Conference

Boston, MA

November 14 – 18, 2012

Attendees Kimberly Engber
Larry Spurgeon

Events/Sessions Attended

- Retention in Honors: GPA High or Low (Spurgeon and Engber)
- Developing Your Honors Mission (Engber)
- Developing the Honors Community (Spurgeon)
- What is the "Honors" in Honors Study Abroad? (Engber)
- Honors Curriculum Development (Spurgeon)
- Honors Housing (Engber)
- Best Practices: Strategic Planning (Engber)
- Consultation with Chris Frost (St. Joseph's College, NY), and Tim Hulsey (VCU): international experience; transitioning to an Honor's College (Spurgeon)
- Engaging Students in the Study of Climate Change and Sustainability (Spurgeon)
- Consultation with Barry Falk , James Madison University): leadership, honors curriculum (Spurgeon and Engber)
- Meeting with Brian Railsback, Western Carolina University): student advisory council, staffing (Spurgeon and Engber)
- Best Practices: Annual Reports (Engber)
- Honors to Honors: Transfer Students (Spurgeon)
- Faculty Poster Sessions: Interdisciplinary Honors Seminar—Literature and Medicine; Honors Colloquium; Entrepreneurship (Spurgeon and Engber) [See Appendix]
- Honors Citizens, Curricular Structures, and the Service-Learning Revolution (Spurgeon)
- Lunch with Lopamudra Basu, U Wisconsin—Stout: honors at polytechnic university; staffing (Engber)
- Research Apprencticeship for Social Sciences, Humanities and Arts (Spurgeon)
- Role of Newly Established Honors College in an Emerging Research Institution (Spurgeon)
- Student Panel: Honors Housing—Eastern Kentucky U (Engber)

Highlights

MISSION/VISION/STRATEGIC PLAN

The several panels about vision and mission emphasized pragmatic goals and concrete achievements. Panelists posed the following useful questions:

- Do you know what your university and program do well/best?
- Why does Honors exist on your campus?
- What is the picture of a future that guides everyone involved with Honors?
- How do you know whether or not you are fulfilling your mission or meeting goals? What have honors students learned/gained that others haven't?
- What newspaper headlines about honors student, program, or alumni accomplishment do you imagine?

One of the best examples of goals and concrete ways to meet them came from Loyola Marymount: students are required to submit a senior portfolio that includes a personal statement for either a postgraduate grant application or a graduate school application.

Many Honors Programs/Colleges aim to support undergraduate research, promote professional development, and develop confidence. The Director of Honors at Eastern Kentucky emphasized the importance of student travel. EKU devotes a significant portion of the Honors budget to conferences and other domestic travel opportunities. For many Honors Programs, students must fulfill a "beyond the classroom" requirement through study abroad, internship, or service learning.

IMPLEMENTATION AND CURRICULUM

Consultation sessions with directors provided the most useful information about implementation and curriculum. Larry Spurgeon met with Chris Frost of St. Joseph's College (NY) and Tim Hulsey of Virginia Commonwealth University. VCU has a very interesting program and Tim led the transition to an Honor's College. We both met with Barry Falk of James Madison University and were impressed by the service-learning and leadership components of JMU's program. Courses are created and facilitated by Honors Faculty Fellows. The program is governed by a separate Steering Committee and a Student Board.

JMU also has the "Honors Minor," with four areas of emphasis: Leadership, Service, Global Studies, and Research. We were impressed by this system because it addresses the upper division requirements and enables students to engage in service and experiential activities to satisfy some of these requirements.

HOUSING

Wright State University (1100 Honors students; 60% of all 1st-year students live on campus) recently completed a three-wing 384 bed Honors Hall. It contains a coffee shop, convenience store, hair salon, one honors faculty residence, one computer classroom and one standard classroom. Separate Living-Learning Community floors are focused around themes/areas of inquiry, including: pre-medical, justice/community, international, and service. Upper-level

Honors students serve as Resident Advisors and work to maintain interaction between residence and program with on-site events, some open to all Honors students.

A few key questions and strategies emerged out of various discussions about Honors housing:

- Do Honors students benefit most from isolation or should they promote a wider intellectual/social community?
- How can housing balance a need for dedicated study space and the benefit of integrating students into the campus community?
- Involve students in housing design and community maintenance, e.g. Eastern Kentucky and Western Carolina have active student advisory councils; students set residence requirements and plan events
- Restrict housing scholarships to on-campus housing for 1st year (i.e., scholarships are not portable to off-campus accommodation for 1st year students)

TRANSFER STUDENTS

The University of California-Irvine discussed a new program to grow the number of transfer students in Honors. There are two ways: First, through its "Honors to Honors program" UCI has agreements with 14 community colleges which have Honors programs and students who complete those programs and have a 3.7 GPA are guaranteed admission into both UCI and the Honors program. Second, any student at UCI can apply to enter Honors with a 3.5 GPA (and meet the normal requirements). The program has been successful in establishing a genuine community for the 30 or so transfer students in Honors, but they have not had much success integrating the transfer students with the Honors students who began as freshmen.

<u>The Take Away: Some Things We Should Think About for WSU</u>

- National Scholarship Office (and an Honors research coordinator)
- Student Advisory Council
- External Board
- Honors Minor (See James Madison and U Southern Alabama)
- Faculty competition for HNRS seminar topics/Alternative Gen Ed courses— (See also "Beyond Great Books" NCHC Journal)
- Faculty awarding/administering all scholarships for high-achieving students
- Coherence across department honors tracks
- Beyond the classroom experience
- Staffing
- Budget
- Honors students as campus leaders in scholarship, service, creativity, sustainability

Kansas State University Honors Program

Meeting with Director, Dr. Steve Kiefer on January 18, 2013

Submitted by Moriah Beck

History

- Created in 2006 and still under revision
- Same problems we face regarding centralization of an honor program/curriculum
- Replaced several school/departmental honors programs

Enrollment/Admissions

- Admission requirements: HS GPA>3.75, ACT>28
- Admit everyone who applies at this point
- Many students don't join HP because they already have a lot of the requirements from HS classes
- Entering freshman HP class ~220
- Currently ~700 total students
- Only ~15% matriculate through all requirements of HP

Program Requirements

- Maintain 3.5 GPA (also holds for transfer students)
- Register for 020 Unversity HP (0 credit) to keep track of students in HP; doesn't really work all that well because students don't register…incentive to get priority registration.
- 15 credit hours: 7 University level and 8/9 in college
    - Intro to HP (1), University honors courses, or honors sections of required courses or elective seminars
    - Capstone honors project (2-3), college honors courses, service learning, study abroad
- Course requirements are clearly defined:
    - *Structure* – small, interactive environment, majority HP students
    - *Content* – learn the scholarship behind the disciplines core principles, contemporary primary sources, seminal papers, and discipline-related examples should be emphasized
    - *Process/assessment* – greater responsibility for the process of learning is placed on students, active, collaborative learning, assignments should stress theory, analysis and synthesis of principles, concepts, and applications
- Each semester several 300 level honors sections of courses specifically designed for HP
- Also allow service learning opportunities, study abroad, and other courses not restricted to honors enrollment, but "contracts" must be in place beforehand
- New requirements:
    - Leadership/professional development units – require 4 PDUs
    - Examples: summer professional internship, co-op experience, student organization leadership position, graduate coursework, modern languages, study abroad or national student exchange

Community

- Co-ed dorm, not everyone required to live here
- Retreat before semester starts, only room for 50 students
- Coffee and donuts with Director 3-4 times a semester
- Not emphasized
- No conferences attended
- Capstone presentations

Emory Lindquist Honors Program
Wichita State University
Visit to Oklahoma State University Honors College
February 15, 2013

Wichita State visitors
Rachel Kimmich, Human Performance Studies
Sharon Long, Math
Bethany Tyndall, Secondary Education
Andrew Longhofer, Honors Undergraduate Fellow, Creative Writing/French
Gaby Valverde, President, Emory Lindquist Scholars student society, Engineering/Finance
Bill Vanderburgh, Executive Director, Office for Faculty Development and Student Success; Philosophy
Kimberly Engber, Director, Honors Program; English
Larry Spurgeon, Faculty Fellow in Business Ethics, School of Business
Elaine Bernstorf, Professor, School of Music, Music Education

1:00-1:25 — 003 Old Central (basement classroom) — Initial meeting with Bob Spurrier (Honors College Director) and Jessica Roark (Honors College Assistant Director)

1:30-2:15 — 003 Old Central (basement classroom) — Meet with Ebonie Hill-Williamson, McKenzie Mohler, and Brent Ladd (Honors Advisors)

2:30-3:15 — 201 Old Central (Assembly Hall) — Meet with HONR-prefix Course Faculty Edward Jones (English) [Tentative], Doren Recker (Philosophy), Priscilla Schwarz (Art), Chris Weimer (Spanish), Perry Gethner (French), Joel Jenswold (Political Science & International Studies), Chelo Tenorio (Spanish), Mark Weiser (Associate Dean, Spears School of Business, and member of University Honors Council who cannot attend 3:30 session because of class)

3:30-4:15 — 003 Old Central (basement classroom) — University Honors Council and University Student Honors Council Members — Edward Jones (English) [Tentative], Mikala Anderson (Education, Athletic Training major), Jessica Branstetter (Arts & Sciences, Microbiology major), Lauren Foley (Arts & Sciences, Zoology major), Emily Jones (Human Sciences, Nutritional Sciences major), Jessica Roark (Honors College), Bob Spurrier (Honors College)

4:15 — 003 Old Central — Concluding meeting with Bob Spurrier (Honors College Director) and Jessica Roark (Honors College Assistant Director)

Wichita State University

Future of Honors Working Group Final Report

Spring 2013

Appendix

C. Honors College Models in Practice

Honors College Models in Practice

Prepared by:
Andrew Longhofer
Honors Undergraduate Fellow

Submitted: 29 October 2012

Purpose and Charge

In speeches across campus this fall and most recently in his inaugural address, University President Dr. John Bardo referred to the positive impact an Honors College can make on a public university. To inform the discussion about the possible structure and function of a residential Honors College at Wichita State University, this document reviews the following:

- Recommendations of the 2008 Wichita State University Honors Steering Committee
- Best Practice recommendations by the National Collegiate Honors Council
- Models for administration, curriculum, and student experiences offered at several institutions across the United States.

Honors Steering Committee 2008

In 2008, Provost Gary Miller and Associate Provost Keith Pickus charged a group of faculty, administrators, and students to review the Emory Lindquist Honors Program and make recommendations for Honors moving forward. Their work reviewed the Honors offerings at other urban-serving institutions, surveyed Wichita State students and faculty members, solicited recommendations from community and business leaders, and reviewed literature regarding trends and best practices associated with curricula, community involvement, and student experiences, both specific to Honors and generally throughout higher education.
Steering Committee Recommendations

The Honors Steering Committee submits its recommendations in two principle documents: "Principles of a Model of Excellence Honors Program" and "Traits of a Model of Excellence Honors Program." These documents are summarized below.

Principles of a Model of Excellence Honors Program

"Principles of a Model of Excellence Honors Program" clarifies the vision and mission of the Emory Lindquist Honors Program moving forward. This vision includes:

- Reaffirming the University's mission as an urban-serving research institution
- Equipping high-achieving students to "contribute to creative and practical solutions [to complex local, national, and international] problems through individual and collaborative research"
- Providing high-achieving students with "an academic climate that fosters rigor, respect, and responsibility"
- "Emphasizing active learning" through formal and informal collaboration between students and with faculty in the context of a "flexible, rigorous, and interdisciplinary" program
- Considering "work and life experience, volunteer service, and other activities [and] interests" identified in an application essay into account for admission
- Offering "scholarships and other resources not available to the majority of the campus"

This vision would be executed by a curriculum with the following desired outcomes for students:

- "A keen awareness of how to be an engaged citizen" via a "deep knowledge about local and global issues of major importance"
- "Advanced skills in research, writing, and oral communication"
- Growth in "teamwork and leadership"
- Experience with "independent and collaborative learning" and "creative and innovative problem solving"
- "Opportunities to serve the community [and] travel"

Traits of a Model of Excellence Honors Program

"Traits of a Model of Excellence Honors Program" identifies ten areas of growth for the Emory Lindquist Honors Program:

1. Visibility on campus and in the community
2. Social and intellectual networking between students, faculty, admissions representatives, and advisers
3. Community engagement through for-credit service learning, cooperative education and internship, or research experiences
4. Interdisciplinary learning through non-traditional and innovative learning models
5. Opportunities for detailed research both individually and in groups;
6. Development of leadership skills through curriculum, guest lecturers, and extra- and co-curricular activities
7. Flexibility and participation to allow traditional, transfer, and returning adults equal access to Honors education
8. Attractive and varied benefits and rewards including access to engaging programming and educational opportunities, at lesser cost than they may be available otherwise

9. Rigor and selectivity both for students in the program and the faculty who will work with them
10. Sustainability through dedicated funding streams, affiliation with and accountability to the University's academic centers and programs with emerging or established reputations, and a significant initial investment to launch such ambitious plans

Changes to the Emory Lindquist Honors Program Since 2008

The Faculty Senate accepted changes to the Honors Program eligibility and course requirements in Spring 2010, which have been implemented for all students beginning the program in catalog year 2010-11. Students applying to the program must have earned either a 3.7 cumulative GPA in high school or a 27 composite score on the ACT and must complete two essay components to their application. An Honors student is expected to enroll in three hours of Honors credit per academic year and to maintain a minimum cumulative GPA of 3.00. Graduation from the Emory Lindquist Honors Program requires completion of 12 hours of 100- to 200-level Honors credit and 12 hours of 300-level or above Honors credit. Six hours of the upper-division coursework is fulfilled by HNRS 385 Advanced Academic Writing and HNRS 485 Honors Research Seminar. Students may also fulfill their upper-division requirement through completion of an honors track coordinated by their academic departments.

The Honors Living-Learning Community emerged from the Honors special interest floor at Fairmount Towers in Fall 2010. In 2010, HLLC students participated in the newly-formed HNRS 101 Introduction to the University course. The HLLC currently expects students to maintain Honors eligibility standards, complete one course for Honors credit per semester, create a degree plan in coordination with the Honors Director, and participate in one social, community service, or academic event coordinated by Honors during the academic year.

In Fall 2011, HNRS 101 was included in the WSU 101 course structure and served 14 Honors students, including HLLC students and Dean's Scholars. In Fall 2012, three students enrolled in HNRS 101 and were therefore included in a Liberal Arts and Sciences section of the course and given an additional Honors research component to the course. The Honors seminar course opportunities have varied. These included a course on cosmology, Honors sections of ENGL 101 and 102, a service learning course that included regular travel to study and assist in the redevelopment of Greensburg, KS, and an upper-division theater literature course. Other courses have been offered, including a course focused on the 2012 Presidential election and a course on 19th Century Paris with a mandatory travel component, but these courses have been cancelled due to low enrollment.

Additionally, individual cooperative education and team-based internship opportunities through the Center for Community Support and Research have been made available, and while few students have enrolled, the relationship between Honors and the CCSR is growing stronger. An example of this growing relationship is the Honors Leadership Academy curriculum designed in 2012. Though this program has not been implemented, it remains an exciting opportunity for further collaboration between Honors and the CCSR in the future.

In July 2012, Dr. Kimberly Engber, Associate Professor of English, was appointed 0.75 FTE as Honors Director, an increase from the previous 0.5 FTE appointment for the position. She is assisted by a 0.50 FTE administrative assistant and a student employee working approximately 20 hours per week. This Honors Undergraduate Fellow serves as the Peer Leader for the Honors section of WSU 101, assists in the planning and execution of Honors programming and events, and represents Honors to prospective students. The Emory Lindquist Scholars convened in Fall 2011 as an Honors student organization growing out of the onetime Honors Society. ELS has identified the need for additional social, academic, community service, and leadership opportunities for Honors students and strives to provide these experiences to complement ELHP curriculum and activities.

Best Practices and Models for Administration

The National Collegiate Honors Council approved two documents in 2010 to articulate their best practice recommendations to its member institutions: "Basic Characteristics of a Fully Developed Honors Program" and "Basic Characteristics of a Fully Developed Honors College." These documents outline the following recommendations for administrative and governance structures:

NCHC Best Practice: an Honors College should occupy a **specific, meaningful, and independent place** within the institution with a mandate that is clearly articulated in a **mission statement** or **charter document**.

Oklahoma State University
The Honors College mission statement is a full page and is prominently available in the Honors College Policy and Procedures document. It outlines the following as the critical functions of the Honors College:

- Communication about requirements, benefits, rewards, student achievements, and opportunities to the University and to the public
- Admitting students, keeping student records, advising students, and certifying students' completion of the Honors curriculum

- Coordinating Honors courses, both as standalone seminars and as sections of courses offered by the other colleges
- Promoting research culminating in the presentation of an Honors thesis
- Maintaining the facilities and resources available to Honors students
- Participating in the activities of the National Collegiate Honors Council and the Great Plains Honors Council

University of Maryland
The mission statement is a paragraph available on the Honors College website. It emphasizes:

- An academically enriched and intellectually challenging program for students with exceptional academic talents
- An intellectually stimulating, diverse, and inspiring community
- Curriculum choice and freedom, complemented by effective advising
- Broad scholarly, research, internship, artistic, international, service, and other experiential opportunities
- Building foundations for personal and professional growth

University of South Carolina
The mission statement is a paragraph available on the Honors College website. It emphasizes:

- A superlative undergraduate education for academically gifted students
- A focus on the individual educational needs, abilities, and aspirations
- The full resources and academic depth of a comprehensive research university
- Developing innovative approaches to undergraduate education
- The belief that each individual student matters and that each deserves a program of study which fits his or her individual goals and needs.

NCHC Best Practice: the Honors College should be administered year-round by a full-time **dean** who **reports to the chief academic officer**, supported by a **standing committee of faculty members** and should **assure Honors students a voice** in governance and direction, possibly through service on an advisory/policy committee as well as constituting a group that governs the student association. The Honors College may be **involved in alumni affairs and development** and may have an **external advisory board**.

Oklahoma State University
The Honors College is governed by the following committees:

- The University Honors Council, composed of faculty members proportionally representing the other academic colleges and chaired by the Director, responsible for submitting all policy and curriculum proposals to the Provost for final approval

- The University Honors Student Council, composed of Honors students proportionately representing the other academic colleges, responsible for advising the University Honors Council on student concerns and attitudes regarding common issues and planning events for the Honors College

Appeals to dismissal from the Honors College are heard by an appeal board formed by the University Honors Council plus two members from the University Honors Student Council.

University of South Carolina

The South Carolina Honors College is governed by several committees:

- The Policy Committee oversees Honors College policies, procedures, and activities.
- The Curriculum Committee oversees Honors College curriculum and academic requirements.
- The Committee on Scholastic Standards and Petitions hears all cases of student conduct, academic dismissal, and appeals relating to Honors students.
- The Committee for Scholarships and Grants hears all applications for undergraduate research fellowships and academic scholarships the Honors College awards.
- The Student Honors Council plans events and advises the dean on Honors student attitudes and concerns. Its president serves on the Policy Committee, Curriculum Committee, and the Committee on Scholastic Standards and Petitions.

Western Carolina University

The dean of the Honors College is advised by two committees:

- The Honors College Board of Directors is composed entirely of students and advises the dean on all matters and policies including Honors College admissions, requirements to stay in the Honors College, curriculum changes, Honors classes, scholarships offered by the Honors College, residential facilities and programs, and all social activities. All Honors students are allowed to attend Board of Directors meetings, and positions on the board are appointed by the board and dean.
- The Honors College Advisory Board is composed of distinguished community members. The Dean draws on members' expertise for long-range planning for the Honors College and seeks to enhance educational opportunities for the area through stronger connections to the University.

Alumni Relations and Development

All the Honors College websites reviewed feature a prominent link allowing donors to give to the Honors College directly. Additionally, the following Honors Colleges feature a regular alumni publication and other alumni-focused events and activities:

- Missouri State University
- Oklahoma State University

- University of Arkansas
- University of Missouri
- University of Oregon
- University of Pittsburgh
- University of South Carolina
- Virginia Commonwealth University

NCHC Best Practice: the criteria for the selection of Honors faculty should include **exceptional teaching skills**, the ability to provide **intellectual leadership** and **mentoring** for able students, and **support for the mission** of Honors education.

Missouri State University
To teach an Honors course at Missouri State, a faculty member must submit an application to the director, a CV, and a statement of how the course will conform to expectations for the desired outcomes in an Honors course. These expectations include:

- Reading intensive, including primary sources and books and journals that reflect recent scholarship
- Class format should nourish a free exchange of ideas, innovation, and creativity
- Research projects that include critical analysis and/or interpretation
- Tests that require synthesis and critical evaluation in written or oral form of course and reading material
- Faculty who teach Honors courses should not expect a normal distribution of grades, nor should they use norm-referenced grading

University of Oregon
To teach an Honors course at the University of Oregon, a faculty member must submit an application to the dean including a CV, and a description of a public event to supplement the proposed course, and a description of how the course will conform to the expectations for the desired outcomes in an Honors course. These expectations include:

- Discipline-based, but interdisciplinary in scope
- Designed to encourage critical and creative thinking, writing, reading, and discussion
- Pedagogical experimentation and stretching disciplinary boundaries

The Clark Honors College provides the home departments of selected faculty members monetary resources to hire an instructor for the regular courses an Honors faculty member would otherwise teach.

Best Practices and Models for Curriculum

"Basic Characteristics of a Fully Developed Honors Program" and "Basic Characteristics of a Fully Developed Honors College" also outline the following recommendations for Honors curricula and course structures:

NCHC Best Practice: the curriculum of an Honors College should emphasize **active learning** and **participatory education** and feature **special courses, seminars, and colloquia** in addition to opportunities for students to **participate in conferences, Honors Semesters, international programs, community service, internships, undergraduate research**, and other types of **experiential education**.

Participatory Learning Components Required

- Missouri State University: requires at least three hours of cultural competence, civic engagement, or ethical leadership credit; offers up to three hours from study abroad
- University of Maryland: requires internship, civic engagement, study abroad, and/or field studies activities depending on Living-Learning Community concentration
- University of South Carolina: requires at least three hours of undergraduate research, internship, service learning, or study abroad experience

Granting Credit for Participatory Learning Experiences

The following universities grant Honors College credit for participatory learning experiences:

- Oklahoma State University: waives some course requirements for students participating in community service, study abroad, internships, leadership experiences, or independent research for credit
- University of Arkansas: study abroad and internships
- University of Missouri: study abroad and independent research
- University of Oklahoma: study abroad, internships, and Honors semesters
- University of Oregon: study abroad, internships, and independent research
- University of Pittsburgh: study abroad and field studies programs
- Virginia Commonwealth University: up to three hours from study abroad; up to nine hours from independent research
- Western Carolina University: study abroad, internships, and community service via Honors contracts

NCHC Best Practice: Honors College faculty should feel welcome to experiment with **new subjects, approaches, and pedagogies**. Such efforts in curriculum and pedagogical development can serve as **prototypes** for initiatives that can become **institutionalized across the campus**.

University of Missouri
Teaching an Honors class is "what education should be." Discussions should be stimulating; work should be challenging, both for faculty and for students; classroom atmosphere should be lively, engaged, and supportive.

Honors courses should differ from non-Honors courses in depth and/or breadth of coverage. In many Honors courses, students will explore connections within and among disciplines, as well as the relationship of course material to a diverse global society.

Honors courses should be designed to engage students actively in the learning process. Students in Honors courses should be expected to engage in inquiry, critical thinking, application, synthesis, analysis, and/or evaluation of the knowledge acquired. Students may also be asked to contribute to the design of course assignments or to tailor existing course assignments to reflect their own interests.

Honors courses should encourage students to interact with faculty and with one another, both inside and outside class, as a part of the learning process.

The emphasis of an Honors course should be on increasing the depth and thoughtfulness of understanding rather than on the amount of material covered. Honors students do not need to do more work than non-Honors students; they need to do work that is more appropriate for high-ability, motivated students.

University of Maryland
Honors Seminars represent an opportunity for faculty from any discipline to pilot a dream course in Honors, revise it based on what is learned, and continue to offer it as an Honors Seminar and/or take it back to their colleges. They fall into three categories:

- Contemporary Issues and Challenges: help students to develop a greater understanding of the critical issues of today's world, gain the knowledge to analyze complex societal and environmental problems, and acquire the skills to contribute to progress
- Arts and Sciences in Today's World: prepare students to participate in today's multicultural, global world with cross-disciplinary knowledge, skills, imagination, and empathy
- World as Classroom: take students into the community--locally and globally--giving them the opportunity to work hands-on in exceptional government, science, and cultural

settings, to work in dynamic locations, and to work with people in cultures other than their own

Course descriptions for Honors Seminars set the academic bar high, establish strong, clear reasons why non-majors should be interested, use primary sources and current news sources rather than textbooks, develop assignments closely tied to real-world work rather than in-class midterms and finals, create a culture of attention to analytical, speaking, writing, and quantitative skills, and offer opportunities for students to develop independent and collaborative projects to present their work.

NCHC Best Practice: the curriculum of an Honors College should offer **significant course opportunities** across **all four years** of study, allow students to **satisfy general education, major** or disciplinary, and **preprofessional or professional training requirements**, and constitute at least **20% of a student's degree program**.

Virginia Commonwealth University
Honors College advising includes helping a student articulate Honors College requirements with general education and major requirements. The Honors College maintains a list for each semester of Honors courses that apply to general education and departmental requirements. If no Honors course is available to complete a general education or departmental requirement, an Honors student has the option to negotiate and outline a detailed plan to incorporate advanced, Honors-caliber work into the course. These contracts must be signed by the student, the instructor, an Honors College adviser, and are subject to final approval by the Honors College dean. No more than six hours of Honors credit may come from Non-Honors to Honors Course contracts.

University of Maryland
The Honors College curriculum is intimately tuned to departmental and general education requirements. Students are encouraged to participate in college or departmental honors programs as a means to completing Honors College requirements; this often allows a student's upper-division coursework in his or her major to count toward graduation from the Honors College. Participation in one of the Honors Living-Learning Communities that focuses on interdisciplinary application of major-required coursework serves the same function for the lower-division.

Additionally, if a general education or departmental requirement is not fulfilled by Honors coursework, a student enrolled in a college or departmental honors program may submit an Honors Option contract for approval by the Honors College administration. No student may take more than one Honors Option per semester, and only six hours of Honors credit may be completed through an Honors Option contract.

NCHC Best Practice: the Honors College requires an Honors **thesis** or Honors **capstone project.**

University of Arkansas
The Honors thesis requirement is tailored to a student's field of study and coordinated by a student's college honors program director in conjunction with the Honors College. Thesis requirements are set by a student's major department and may constitute academic research or creative work, such as an orchestral composition or collection of fiction. Students may receive research grants to support any travel required, may defend the thesis to the thesis adviser, and are encouraged to submit the thesis to an undergraduate research conference or journal.

University of Pittsburgh
A thesis is required to graduate with the Bachelor of Philosophy degree from the University Honors College. A student invests significant time in building a relationship with faculty members and selecting a thesis adviser. The BPhil thesis takes several semesters to complete, and a student is eligible to enroll in up to six hours of BPhil thesis credit, coordinated by one of the UHC advisers. The BPhil thesis is expected to exhibit similar quality, depth, and consideration to a Masters thesis and must be defended to a panel of faculty members including a faculty member from another university. Members of the public are allowed to attend the presentation and questioning parts of the defense. After defense, the thesis is submitted to the University's electronic thesis and dissertation database. Students are further encouraged to submit the thesis to academic conferences.

Best Practices and Models for Student Experience
"Basic Characteristics of a Fully Developed Honors Program" and "Basic Characteristics of a Fully Developed Honors College" also outline the following recommendations for recruitment, retention, and student engagement:

NCHC Best Practice: the Honors College exercises **considerable control** over Honors **recruitment** and **admissions**, including the **appropriate size of the incoming class** and a clearly **articulated set of admission criteria** that identifies the target student population. Admission to the Honors College may involve a **separate application**.

University of Oregon
The Clark Honors College receives more than 1600 applicants and accepts only 200 students per year. The application includes standardized testing scores, unweighted high school GPA, rigor and breadth of high school coursework, diversity and achievements, two teacher recommendations, a description of accomplishments, and an essay on a given topic. Though no minimum test scores or GPA are required, the median GPA is 3.93 and the median SAT critical reading and math combined score is 1360 for students admitted to the CHC. However, no single

factor disqualifies students from eligibility and all elements of the application are discussed by the committee.

University of Arkansas
Depending on the applicant's enrollment status the admission requirements for the Honors College vary:

- New first-year students: an ACT score of 28 or an SAT critical reading and math combined score of 1240; 3.5 cumulative high school GPA for all colleges except business; 3.75 cumulative high school GPA for business students.
- Continuing University of Arkansas students: a 3.5 cumulative college GPA for all colleges except for business; 3.75 cumulative college GPA for business students.
- New transfer students: applications handled on a case-by-case basis

In each case, an eligible student who completes the Honors College application is admitted.

University of Maryland
No separate application is required for new first-year students; every student is considered for participation in the Honors College based on academic achievement in high school, rigor of high school curriculum, application essays, letters of recommendation, participation in extracurricular activities, and standardized test scores included in application for admission to the University. No single factor interferes with a student's eligibility for the Honors College. After invitation to the Honors College based on these factors, a student chooses one of the Honors Living-Learning Communities, and depending on availability, more qualified students are granted priority access to preferred LLCs.
Continuing University of Maryland students and transfer students, however, must complete a separate application as space for them is available; priority is given to applicants who are already enrolled in a college or departmental honors program.

NCHC Best Practice: the Honors College provides a **locus of visible and highly reputed standards** and **models of excellence** for students and faculty across campus, housed in **suitable, preferably prominent, quarters on campus** that provide both **access** for students and a **focal point for Honors activity**.

University of Arkansas
Beginning in fall 2013, Honors College offices and gathering spaces will be housed in a new wing of historic Ozark Hall with facilities including a student lounge, study areas, and a 250-seat auditorium. Work is also underway on Hotz Hall, the new honors quarters for first-year students, and its proximity to upper-level honors students housed in nearby Reid Hall, the north Quad and Maple Hill dormitories will foster even greater interaction between these groups, and the Honors College is exploring some exciting programming possibilities in each new space. Each is located near the center of campus.

In the meantime, the Honors College is housed on the fourth floor of the Administration building, with facilities including a conference room and Honors student lounge.

Western Carolina University
The Honors College is housed in the new Balsam and Blue Ridge halls, twin residential facilities costing $53 million to construct and located in the center of campus. Honors College offices are on the ground floor of Balsam Hall, and both facilities feature conference accommodations and study rooms. The construction of these two buildings are a part of a campus renovation project including an expanded student union building, dining facilities, and recreation center with the goal of making the campus more pedestrian friendly and reinvigorating student life.

NCHC Best Practice: the Honors College clearly **specifies the requirements** needed for retention and satisfactory completion and **assists students in completing those requirements** through Honors-related **academic advising** provided by qualified faculty and/or staff.

Oklahoma State University
To remain eligible to enroll in Honors courses, a student's cumulative GPA must correspond to the following minimum standards according to credit hours completed:

- Fewer than 60 hours completed: 3.30
- Between 60 and 93 hours completed: 3.40
- More than 94 hours completed: 3.50

A student not meeting these requirements or who fails a course due to a violation of the University's academic honesty policy will be considered ineligible for continued Honors coursework.

For a student to be considered an "active Honors student," and therefore to have access to all benefits available to Honors students, he or she must complete six hours of Honors credit per semester with a grade of B or better.

All Honors College advisers have completed the Honors Program or Honors College curriculum available to them during their undergraduate studies. Active Honors students will meet with an Honors College adviser once per year to evaluate their progress in the Honors College curriculum. Once per semester, the Honors College advising staff prepares a report for each academic college containing the names of Honors students and their progress in their Honors coursework.

University of South Carolina
To remain eligible to continue Honors College coursework, students must have completed a minimum number of Honors credits and maintain a minimum GPA corresponding to the number of semesters the student has completed:

- One semester: 3.00 GPA and 9 Honors hours completed
- Two semesters: 3.10 GPA and 9 Honors hours completed
- Three semesters: 3.10 GPA and 18 Honors hours completed
- Four semesters: 3.20 GPA and 18 Honors hours completed
- Five semesters: 3.20 GPA and 27 Honors hours completed
- Six semesters: 3.30 GPA and 27 Honors hours completed
- Seven semesters or more: 3.30 GPA and 36 Honors hours completed

If a student fails to meet either of these criteria in a given semester, the student is given a single probationary semester to raise his or her GPA and to complete the required Honors credits. During this probationary semester, the student loses none of the privileges or access to resources given to Honors students. If requirements are still unmet at the end of the probationary semester, the student is dismissed from the Honors College.

Honors students meet with an Honors College adviser each semester to ensure progress toward graduation with Honors in addition to meeting with the adviser for the student's major. The Honors College adviser also assists in ensuring the Honors student the most appropriate coursework to meet the individual student's needs; this includes any advising to prepare a student for application to professional programs after graduation.

Virginia Commonwealth University
To stay in good standing with the Honors College, a student must maintain a 3.50 cumulative GPA and complete one Honors course per semester. If a student falls below this standard, one probationary semester is given for a student to regain eligibility. If the student fails to regain eligibility or if it is mathematically impossible for the student to do so, he or she is dismissed from the Honors College.

An Honors Student is considered an active member of the Honors College if he or she maintains good standing status and attends three of the guest lectures coordinated by the Honors college. Active participants enjoy priority enrollment over other Honors students in good standing.

First-year Honors students are required to meet with an Honors adviser once per semester, and all Honors students are encouraged to continue this habit after the first year. Honors advising focuses on keeping on track with Honors College requirements and coordinating them with the requirements for a student's major, as well as co-curricular involvement and development opportunities available through the Honors College.

NCHC Best Practice: the Honors College provides a number of benefits including **priority enrollment** for active Honors students and space for an Honors lou**nge, library, reading rooms, and computer facilities**.

Oklahoma State University
In addition to a dedicated advising staff and curricular and co-curricular, and residential opportunities, students in the Honors College taking at least three hours of Honors credit per semester have access to the following benefits:

- Access to the Honors study lounge and computer lab
- Priority access to enrollment
- Extended library checkout privileges equivalent to those given to graduate students

University of Oklahoma
In addition to the academic community, close relationships with faculty, and curricular, co-curricular, and residential opportunities, Honors students have access to the same library checkout privileges as graduate students, which both extend the time frame for library checkout and expand the range of materials available for checkout.

University of Oregon
Students of the Clark Honors College have access to:

- A dedicated Honors library
- A dedicated Honors computer lab
- A kitchen and lounge

NCHC Best Practice: if the Honors College includes residential opportunities, Honors **housing and residential life** functions should **be designed to meet the academic and social needs** of Honors students.

University of Maryland
The residential component of the Honors College includes several different Living-Learning communities, and a student chooses between them at the time of application to the Honors College:

- University Honors, whose students focus their Honors coursework on an interdisciplinary approach to research in three broad areas: Contemporary Issues and Challenges, Arts and Sciences in Today's World, and Using the World as a Classroom. Capacity: ~500 students.
- Integrated Life Sciences, whose students focus their Honors coursework on biology and life sciences, including premedical studies and bioengineering. Capacity: ~75 students.
- Gemstone, whose students focus their Honors coursework on research at the interactions of science, technology, and society, conducting their work in teams set at the end of the first year composed of students in majors representing several different disciplines. Capacity: ~200 students.

- Honors Humanities, whose students focus their Honors coursework in the humanities. Capacity: ~70 students.
- Entrepreneurship and Innovation, whose students focus their Honors coursework on developing innovative solutions to societal needs and opportunities through building mindsets, skills, and networks related to business and leadership. Capacity: ~75 students.
- Advanced Cybersecurity Experience for Students, whose students focus their Honors coursework on computer science and cybersecurity, the first four-year undergraduate program of its kind. Capacity: ~45 students.
- Digital Cultures and Creativity, whose students focus their Honors coursework on emerging technologies and their application to the arts, media, and social interaction. Capacity: ~70 students.

Students in each of these Living-Learning Communities have access to any Honors seminar.

University of Pittsburgh
The University of Pittsburgh offers residential opportunities for first- through third-year students where students can take advantage of the intellectual scope of their peers and put their curiosity at work. Honors residences are not quiet living floors, and they are not intended to be. The idea behind these communities is that learning is a continuous process and sometimes takes place during a debate between floormates in a hallway. Additionally, the philosophy behind the Honors Communities is that students can best learn outside the classroom by living with people from a variety of different academic backgrounds and interests. This combination means that Engineering students may be rooming with English majors. Sometimes students will be taking the same classes, but it's certainly not a guarantee.

Honors students are not guaranteed a place in the Honors Community. Students must apply to live in these communities and meet the application deadline. High School grades, SAT scores, and scholarships are given very little weight in the application process. Instead, students discuss in their applications their expectations for the community and how they intend to become an active member.

NCHC Best Practice: the distinction of completing the Honors curriculum should be **publicly announced and recorded** via announcement at commencement ceremonies, **notations on the diploma** or the student's **final transcript**, and/or awarding a **differential diploma** to Honors College graduates.

Oklahoma State University
Completion of the Honors College requirements at different levels is rewarded with a transcript entry, a special certificate, or a differential diploma depending on the level of Honors coursework completed:

- College or Departmental Honors Awards (Transcript Entry): requirements for college or departmental honors are decided by the degree program and include twelve hours of upper-division Honors credit and a creative component to be defended before two faculty members and presented at the Honors Colloquium.
- General Honors Award (Certificate and Transcript Entry): a student must complete 21 hours total of Honors credit, including at twelve hours coming from lower-division work in four disciplinary areas and at least three hours of upper-division Honors Seminar credit.
- Honors College Degree (Differential Diploma and Transcript Entry): a student must complete 39 hours total of Honors credit, including all requirements for the General Honors Award. Remaining hours come from additional Honors Seminar credit, up to three hours of community service for credit, up to six hours of study abroad experience, and a creative component defended before two faculty members and presented at the Honors Colloquium. In addition, recipients of the Honors College Degree may receive undergraduate hoods for commencement ceremonies and may receive the additional transcript endorsement for International Study by completing a minor in a cultural, foreign language, or internationally focused field through Honors credit.

University of Oregon
Graduates from the Clark Honors College are recognized at a dedicated Honors commencement ceremony. Exceptional Honors students have additional opportunities for distinction: designation as the banner carrier or speaker for commencement ceremonies for to recognize leadership in the Honors College; and the Thesis Award to distinguish challenging topics and excellence in addressing and defending them.

University of Arkansas
Only graduates from the Honors College are eligible to graduate with Latin honors.

University of Pittsburgh
A student in the University Honors College has access to two differential degrees: the Bachelor of Philosophy in any major and a Bachelor of Arts with a major in Politics and Philosophy.

The Bachelor of Philosophy degree requires a student to complete all requirements for a major in any of the other academic colleges through a program of study coordinated by academic advisers in the University Honors College, including Honors seminar courses and often integrating two or three majors, and completing a BPhil thesis similar in rigor and quality to that or a Masters thesis, defending it before an examination committee, and submitting it to the University's electronic dissertation database.

The Bachelor of Arts major in Politics and Philosophy is coordinated through the University Honors College but completed through the College of Arts and Sciences. It provides students experience and interdisciplinary training in the conceptual, empirical, and normative foundations of various fields in public policy. It includes several "W-course" requirements, which are research and writing seminars focused on a variety of political science and philosophical theories.

Further Reading

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Wichita State University

EMORY LINDQUIST HONORS

2012-2013 ANNUAL REPORT

August 7, 2013

WSU is a member of the National Collegiate Honors Council and the Great Plains Honors Council

WICHITA STATE UNIVERSITY
EMORY LINDQUIST HONORS PROGRAM

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THE EMORY LINDQUIST HONORS PROGRAM
2012-2013 ANNUAL REPORT

This report deals with the activities and development of The Honors Program during the 2012-2013 academic year (including the 2013 summer session).

PERSONNEL OF THE HONORS PROGRAM OFFICE

For academic year 2012-2013, the faculty and staff of The Honors Program included:

Kimberly Engber, Director (.75)
Patrice McAvoy, Office Manager (.50)

HONORS COUNCILS—FACULTY SENATE HONORS COMMITTEE

Faculty Senate Honors Committee members for 2012-2013 were:

Name	College	Term ends
Yanwu Ding	Engineering	2013
Trisha Self-Chair	Health Professions	2013
Larry Spurgeon	Business	2014
Elaine Bernstorf	Fine Arts	2014
Will Klunder	LAS/Humanities	2014
Gemma Blackburn	University Libraries	2014
Holger Meyer	LAS Math/Natural Sciences	2015
Clay Stoldt	Education	2015
Mel Kahn	LAS/Social Sciences	2015
Kimberly Engber	Honors Director	

For the Faculty Senate Honors Committee Annual Report for 2012-2013, see Appendix A, pp.7-8.

CHANGES TO THE HONORS PROGRAM

Curriculum Changes

The Faculty Senate Honors Committee unanimously approved proposals to remove all prerequisites for HNRS seminars in anticipation of the Registrar's Office enforcing prerequisites beginning Spring 2014.

New Facilities—Neff Hall and Hubbard Hall

During summer 2012, construction was completed on Neff 116, a new seminar and conference room in Neff Hall. This seminar room occupies the space formerly occupied by the Honors student lounge. In November 2012, additional construction was completed on a new suite of offices for the staff of the

Office for Faculty Development and Student Success, the academic unit that includes the Honors Program. These offices now occupy space formerly occupied by the Honors seminar room and Honors student computer lab.

A new computer and free printer station for Honors students was created in the ACE study lounge, Hubbard Hall 115.

NEW UNDERGRADUATE STUDENT RESEARCH GRANTS PROGRAM

In Fall 2012, President Bardo announced his intent to create a new Undergraduate Student Research Grants program at Wichita State. He designated an initial $50,000 to fund 50 grants of up $1000 each. All undergraduates (sophomore to senior) enrolled fulltime and with a declared major may apply to receiving funding for research and creative projects undertaken with faculty mentors. The Honors Program facilitates the new Undergraduate Student Research Grants program. This includes advertising for the grants, advising students, organizing the committee to review grant proposals, hosting a reception to honor grant recipients, handling budget transfers and monitoring spending.

THE HONORS PROGRAM BUDGET

The Fiscal Year 2013 budget for The Honors Program was as follows:

Salaries (without fringe): $100,387 Maintenance (OOE): $20,885 Total Base Budget: $121,272

HONORS COURSES

The following HNRS-prefix courses were offered in the 2012-2013 academic year:

HNRS 101	Introduction to the University (3 credits)	Fall 2012
HNRS153T	Big Bang, Black Holes, The Fate of the Universe (3 credits)	Fall 2012
HNRS 385	Advanced Academic Writing (3 credits)	Fall 2012
HNRS 105W	Epidemics in World History (3 credits)	Spring 2013
HNRS 153B	The Dynamic Universe (3 credits)	Spring 2013
HNRS 304E	The Arts in Wichita (3 credits)	Spring 2013
HNRS 485	Honors Research Seminar (3 credits)	Spring 2013

The Honors Program also funded the Honors section of ENGL 102 in Fall 2012 and partially funded an Honors section of POLSC 121 that was opened in Fall 2012 after HNRS 106Y Presidential Politics was cancelled due to low enrollment.

HONORS PROGRAM GRADUATES

In the 2012-2013 academic year, 20 students received the transcript designation "Honors Program Graduate." For a list of 2012-2013 Honors Program graduates, see Appendix B, pp. 9-10.

HONORS PROGRAM ADVISING

Students in the Honors Program have dual advising. They meet with their college or department academic advisor for course scheduling and general degree audit information. They meet with the Honors Program Director for advising about Honors courses, progress to graduation with Honors, and national post-graduate fellowships and scholarships. For Honors Program Policies and Procedures, see Appendix C, pp. 11-14.

PROGRAM MEMBERS BY COLLEGE AND CLASS LEVEL

Students by College	**Enrolled for Fall 2013 (as of August 7, 2013)**
Business	42
Education	22
Engineering	78
Fine Arts	12
Health Professions	15
Arts & Sciences	98
Total	**267**

Students by Class	**Enrolled for Fall 2013 (as of August 7, 2013)**
FR*	56
SO	54
JR	65
SR	92
Total	**267**

*Some first-year Honors students have enough college credits to enroll as sophomores

STRATEGIC PLANNING

In speeches across campus in fall 2012, President Bardo referred to the positive impact an Honors College can make on a public university. He spoke about his experience at Western Carolina where he fostered the expansion of a small Honors Program into a residential Honors College, growing enrollment and increasing the quality of student life and learning across campus. His comments led to a discussion with the Faculty Senate Honors Committee about how to begin planning for a possible Honors College at Wichita State.

Future of Honors Working Group

The Honors Working Group was convened under the auspices of the Office for Faculty Development and Student Success (to which the current Honors Program reports) in October 2012. The group met weekly to discuss the future of Honors and to develop a vision and goals for a residential Honors College at Wichita State. The Working Group reported to the Faculty Senate Honors Committee.

The working group was given the following charge: Imagine that in two years you are looking in the window of a new residential Honors College on campus. What do you see? How did we get there? How has the residential Honors College contributed to the quality of life and learning for Honors students and faculty and for the WSU community as a whole?

Schedule of Work: Group discussion, planning, and drafting built on the work of the 2008 Senate Honors Task Force and took into account ways in which WSU has changed in the intervening years. The working group aimed to submit a proposed vision and goals to the Faculty Senate Honors Committee no later than February 2013. The Honors College Concept Document was submitted for review in January 2013 and was affirmed by the Faculty Senate Honors Committee on February 26, 2013. This document was submitted for review by the Faculty Senate and affirmed by the Faculty Senate on March 25, 2013. For a copy of the Honors College Concept Document, see Appendix D, pp. 15-18.

Future of Honors Working Group Members:
Moriah Beck, College of Liberal Arts and Sciences
Elaine Bernstorf, College of Fine Arts
Kimberly Engber, Emory Lindquist Honors Program, Chair
Melissa Mallon, Libraries
Scott Miller, College of Engineering
Jeremy Patterson, College of Education
Trisha Self, College of Health Professions
Larry Spurgeon, School of Business
Melvin Kahn, College of Liberal Arts and Sciences
Will Klunder, College of Liberal Arts and Sciences
Andrew Longhofer, Honors Undergraduate Fellow
Gaby Valverde, President, Emory Lindquist Scholars

NEW HONORS FACULTY FELLOWS INITIATIVE

Following the timeline set forth in the Honors College Concept Document, the director requested applications for a new Honors Faculty Fellows program. In May 2013, six faculty members were named fellows: Larry Spurgeon (Chair), Elaine Bernstorf, Michael Hall, Douglas Parham, Jeremy Patterson, and John Perry. These Fellows have worked throughout summer 2013 on curriculum and program development and will continue their work through academic year 2013-2014. A Report of the Honors Faculty Fellows is in progress as of August 7, 2013.

RECRUITING NEW HONORS STUDENTS

The Office of Admissions and the Honors Program have a strong working relationship. Communication with prospective students begins in the spring of their high school junior year or fall of their high school senior year when Admissions forwards information from student reply cards for the Wichita State University Scholarship Competitions. Honors Program personnel participate in the Office of Admission's recruiting events for high school juniors and seniors.

Recruitment events attended by the director during academic year 2012-2013 included: National Merit Luncheon, Junior and Senior Days, Distinguished Scholarship Invitational, Kansas Academy of Math & Science students campus visit, Wallace Engineering Invitational, Wichita East IB visit (attended by Honors student Emma Crabtree), Presidential Scholars, Honors for a Day (a matriculation event organized by Honors Undergraduate Fellow, Andrew Longhofer), Kansas City.

WEB PAGE ON THE INTERNET

Stephanie Fowler, Honors Undergraduate Fellow, maintains the home page for the Honors Program: www.wichita.edu/honors. Additions and revisions to website for academic year 2012-2013 included: new Honors Course Criteria and Honors Course Proposal form developed by Kimberly Engber and Honors Undergraduate Fellow Andrew Longhofer; a new menu organization; information about Undergraduate Student Research Grants; a fillable form to gather alumni information.

FACEBOOK PAGE

Andrew Longhofer created a Facebook page and Twitter account for the Honors Program. This social media presence will be managed by Stephanie Fowler during academic year 2013-2014.

EMORY LINDQUIST SCHOLARS STUDENT ORGANIZATION

Honors students created a new student organization during academic year 2011-2012. During academic year 2012-2013, the Emory Lindquist Scholars remained active: initiating new members, organizing workshops on topics such as stress reduction and money management as well as performing community service independently and with Young Professionals of Wichita. The student organization maintains a webpage: http://www.wichita.edu/thisis/home/?u=els

SCHOLARSHIP AND AWARDS

The McGregor Scholarship of up to $26, 000 for an incoming student who agrees to participate in the Emory Lindquist Honors Program was awarded to Wichita East High School graduate, Tom Tran.

The McDonald's Honors Endowed Scholarship was awarded to Adam Cameron.

The Dr. G.D. Robinson Scholarship was awarded to Tyler Gillen

Appendix A—Faculty Senate Honors Committee Annual Report

To: WSU Faculty Senate Committee

From: WSU Faculty Senate Honors Committee

Date: April 22, 2013

Re: 2012-2013 Committee Annual Report

The members of the 2012-2013 University Faculty Senate Honors Committee were as follows: Elaine Bernstorf, Gemma Blackburn, Yanwu Ding, Holger Meyer, Larry Spurgeon, Will Klunder, Clay Stoldt, Mel Kahn, Kimberly Engber (Director of Emory Lindquist Honors Program), Trisha Self (Committee Chair). This committee met one time each month for one hour throughout the fall and spring semesters.

The issues discussed by the committee, as well as the activities and the actions taken by the committee this academic year were as follows:

Dr. Kimberly Engber was introduced as the new Honors Director to the current Honors Committee members. During the first meeting in the fall of 2012, Dr. Engber provided the committee with a report summarizing an internal academic audit of the Emory Lindquist Honors program that she had completed prior to the start of the fall 2012 semester. The following is a summary of the information provided in that report:

- 275 students were enrolled in Honors for Fall 2012
- 13 were placed on a one semester probation due to GPA dropping below 3.0
- 9 were dismissed from the program (not in the 272 count)
- 48 of the 275 are in their first year (slightly lower that than fall 2011 recruitment numbers)

Additional information reported at the first fall meeting included the following:

- Priority enrollment was implemented summer 2012 and was in place for fall 2012 Honors students.
- Sarah Carlson was selected as the McGregor Scholar for 2012. Miss Carlson enrolled in WSU fall, 2012.
- Officers for the **Emory Lindquist Scholars**, a newly formed student group, were self-selected. These officers represent different programs and colleges. There are approximately 20 members. The goals of the group were as established: (1) Active involvement in the Honors Program; (2) Social gathering opportunities for program members; (3) Establish criteria for membership; (4) Advertise Honors events & attend; (5) Support leadership, Community, and Academics and Social aspects of Honors students' lives; and (6) Present a series of workshops on stress management, volunteerism with community events, etc.

Honors Web Page Updates: Dr. Engber made updates to the Honors web page. She provided the committee with a sample of those changes. Updated information (i.e., requirements, curriculum, activities, and resource and admission links) has been provided to give students easy access.

McGregor Scholarship: Thong Huy (Tom) Tran, a senior at the International Baccalaureate program at East High School in Wichita, KS accepted the McGregor Endowed Scholarship.

Curriculum Changes: Changes to the prerequisite requirements for various Honors courses were presented to the Honors Committee. These proposed changes were discussed and approved with modifications. Dr. Engber was to submit these changes for approval at the university level.

Student Assistants: It was determined that there will be two student assistants to the Honors program starting fall 2013.

Concept Proposal for an Honors College at WSU: It was agreed that the committee would support the development of this type of concept proposal. Further, it was agreed that a working group would be formed to develop this proposal to bring back to the Honors committee at large.

- Two of the spring Honors Committee meetings were held in conjunction with the Honors College Working Committee. The two committees worked to edit drafts of the Honors College concept proposal that was prepared by the working committee.
- The Honors College Concept Proposal was submitted to the Honors Committee by the Honors College Working group for approval.
- The Honors committee made the final edits and Drs. Engber and Self presented it to Provost Pickus and Dr. Rick Muma on March 6, 2013.
- This proposal was presented to the University Faculty Senate Committee on March 25, 2013. The concept of an Honors College was affirmed by the Faculty Senate Committee.
- The next steps for this process were discussed. Dr. Engber was directed to set up an appointment with Dr. Muma. Additional committees will be formed to continue to draft out the Honors College proposal.
- A call for Honors Faculty Fellows was posted within the university. Five Honors Faculty Fellows will be selected to serve a one-year term (with renewal for one additional year) beginning June, 2013. Each Fellow will receive a summer stipend of $2,000. The Faculty Fellows will assist with Honors College curriculum development, serve on Honors College task forces, and determine future needs for Honors at WSU.

Current enrollment data for AY 2012-2013:

- 18 students will be awarded the "Emory Lindquist Honors Program Graduate" notation on their transcripts this May, 2013.
- There are 215 students currently in good standing in the Honors Program.
- An additional 19 students are on probation for Spring 2013 for falling below 3.0 overall GPA.
- There are 61 new admits for Fall 2013.

End of year celebration/recognition. The committee discussed the possibility of holding an Honors Graduation Celebration/Recognition. This event will be held on Friday, May 10, 2013.

Respectively submitted, Trisha L. Self, Chair

Appendix B—List of Emory Lindquist Honors Program Graduates

Dustin Arthur
- BS in Aerospace Engineering

Michelle Baba
- BA in Anthropology

Bradon Bitter
- BS in Biochemistry, BA in MCLL/Spanish
- President of Pre-Medical Student Association, WSU
- Attending University of Kansas medical school

Kevin W. Bombardier
- BS in Physics, BS in Mathematics
- Research at Boise State University "Elliptic Curves and Cryptography"
- Held multiple scholarships including the Cessna Foundation Scholarship and the Presidential Scholarship in 2009-10
- Pursuing Ph.D. in Mathematics at University of Iowa

Ryan Brown
- BS in Computer Science, Minor in Mathematics
- Held McDonald's Endowed Scholarship for four years

Arnold Durel Deffo Nde
- BS in Aerospace Engineering and Mathematics
- From Cameroon
- Served WSU as a Resident Assistant, Mathematics tutor, and student assistant at the National Institute for Aviation Research.
- Placed second in the 2011 U.S. Mathematics Championship
- Earned second place as a member of the WSU team at the 2012 Kansas Mathematics Championship
- Named WSU Senior Honor Man 2013
- Pursuing Ph.D. in Aeronautics at the California Institute of Technology
- Intends to work in the aerospace industry and plans to return to academia as a professor where he will be able to help other students realize their dreams

Tanner Doshier
- BS in Computer Engineering

Victoria Eck
- BA in Political Science

Emily Hales
- BA in Business Administration in Accounting, Minors in Finance, International Business, and Management
- From Barryton, KS
- Active member of Student Ambassador Society
- Previously part of the Barton International Group and Barton School Deans Ambassadors
- Studied abroad for a semester in Guangzhou, China
- Interned full-time at Ernst & Young
- Pursuing Master of Accountancy and CPA at WSU

Troy Lake
- BS in Aerospace Engineering

J. Tanner Lampe
- BS in Mechanical Engineering
- Second Place Poster in Natural Science and Engineering division of the WSU Undergraduate Research and Creative Activity Forum in Spring 2013

Kathryn Luu

- BS in Communication Sciences and Disorders
- Pursuing Master's in Speech-Language Pathology at WSU Active member in the UNICEF Campus Initiative at WSU, Students Advocating for Asian Pacific Islander Americans, Students Advocating for Human Rights and WSU University Student Speech-Language-Hearing Association.
- Aspires to become a Speech Language Pathologist, who is able to provide quality care and hope for individuals and families from all financial, cultural, and linguistic backgrounds to obtain their highest potential

Nick Mueller

- BS in Aerospace Engineering
- High School in Hillsboro, KS
- Married the love of his life, Melissa, a future elementary school teacher, in December 2012
- Will be working at Bombardier Flight Test Center engineering flight tests and analyzing results
- Also pursuing Master's in Aerospace Engineering at WSU

William Murphy

- BS in Biological Sciences, Minor in Chemistry and Spanish
- Attending University of Kansas medical school

Samantha Phouangphanith

- BS in Chemistry, Pre-Med

Nicholas Reichenberger

- BS in Aerospace Engineering

Jayme Reitcheck

- BS in Aerospace Engineering, Minor in Mathematics
- Wallace Scholar
- Undergraduate Research Assistant at NIAR
- Plans to find work in Engineering, preferably as a test engineer

Nathan Riley

- BS in Mathematics, BA in MCLL/Spanish
- Completed Presidency of Student Ambassador Society
- SAS Outstanding Member Award
- Accepted to Teach for America Fall 2013

Nnennaya Udochu

- BS in Electrical/Electronic Engineering
- From Nigeria where she grew up the first child out of five children
- Second runner up for Miss Africa WSU 2010
- Co-author to the paper "PM 2.5 and ultrafine particular emitted during heating of commercial cooking oils"
- Member of several national and university Honors societies such as Golden Key
- Plans to pursue Master's in Petroleum Engineering and Ph.D. in Energy Resources Engineering to address issues of energy and sustainability

Monica Williams

- BA in Spanish and Spanish Education, Minor in Psychology
- Received Student Achievement Award at National Trio Day 2013
- Received second place award for her paper in the Humanities/Social Science division of the WSU Undergraduate Research and Creative Activity Forum in Spring 2013

Appendix C—Policies and Procedures of the Emory Lindquist Honors Program

Sources: Wichita State Faculty Senate and Wichita State University Undergraduate Catalog 2013-2014

Section 1 – Program Description

Emory Lindquist Honors Program

The Emory Lindquist Honors Program is an opportunity for WSU's best students to enrich their educations, pursue academic, cultural and social interests, and work closely with other highly motivated students and faculty members. At the same time, honors program graduates earn a credential that is well respected by graduate schools, professional schools and employers. The honors program aims to help fulfill WSU's mission as an urban serving research university by equipping and motivating strong students to learn about and contribute solutions to local, national and international problems. Writing, leadership, service, cross-disciplinary thinking and research skills are emphasized. All Emory Lindquist Honors Program students receive priority enrollment. For more information, visit wichita.edu/elhp, email: honors@wichita.edu, or phone (316) 978-3375.

Section 2—Honors Councils: Faculty Senate Honors Committee revised charge 3-27-00

a. Composition: 12: 9 Faculty, one chosen from each of the Senate divisions, 1 student, Director/Honors Program, Associate Director/Honors
b. Selection: Standard
c. Charges:
    1. Counsel the Director and review the Director's activities.
    2. Review and recommend changes as needed to the Honors Program.
    3. Recommend changes in the rules and policies under which the program functions.
    4. Consult with the director regarding students who want to undertake independent study leading to a degree with departmental honors
    5. Annual reports to the Senate shall include recommendations made to and actions taken by the Honors Director

Section 3—Admission, Continued Eligibility, and Graduation Honors Requirements

3-1. Admission Requirements

To apply to the Emory Lindquist Honors Program, submit the application form found at wichita.edu/elhp.

3-1-1. Entering Freshmen by ACT Score or High School Grade Point Average, and Essay

• For students entering WSU with fewer than 24 college credit hours: a minimum high school GPA of 3.700, or a composite ACT score of 27 or better.

3-1-2. Transfer and Continuing Students

• For students entering WSU with 24 or more hours of college credit: a minimum college GPA of 3.500.

3-1-3. Entering by Petition

Students who do not meet the ordinary admission requirements may petition the director of honors for special admission.

3-2. Eligibility for Continued Enrollment in the Honors Program

3-2-1. Normal Progress

Students should take at least 6 hours in H or HNRS courses each year in order to graduate within four years with the honors notation on their transcripts. Note that many of the requirements of the general education program can be fulfilled by taking H and HNRS courses.

3-2-2. Probation and Dismissal

Students whose overall WSU GPA drops below 3.000 or who do not take any honors courses for a period of one year, will be placed on probation and will be required to meet with the director of honors. At the end of either the fall or spring semester immediately following the semester in which the student is put on probation (whichever comes first), the case will be reviewed by the director who will decide to either return the student to good standing or dismiss the student from the honors program. Students may also be dismissed from the honors program at the discretion of the director of honors for violations of principles of academic integrity or other behavioral offences. Students may appeal dismissals from the program to the honors committee.

3-3. Requirements for Emory Lindquist Honors Graduation (Transcript Entry)

3-3-1. Lower division Requirements

12 credit hours numbered 299 or lower, in either HNRS or H courses

Students who transfer to WSU having completed all or part of an honors program at a community college should speak to the director of honors about having those credits counted toward the lower division requirements of the Emory Lindquist Honors Program.

3-3-2. Upper division Requirements

12 credit hours numbered 300 or higher, in either HNRS or H courses, *including both* HNRS 385, Advanced Academic Writing, *and* HNRS 485, Honors Research Seminar

Students may also complete the upper division of the honors program by completing the departmental honors track in their major, if one has been defined by the relevant department. Consult the director of honors and the major department for further information.

3-3-3. Grade Point Average

Maintain a 3.000 overall WSU GPA.

3-3-4. Transcript Entry – Graduation Honors

Students who complete the honors program graduation requirements receive the notation *Honors Program Graduate* on their transcripts and are specially recognized at commencement.

Students who complete a departmental honors track in their major but not the other requirements of the honors program earn the transcript notation *Departmental Honors*.

Section 4 – Honors Living-Learning Community

4-1. Description of the Honors Living-Learning Community.

The Honors Living-Learning Community is designed to promote close interactions among honors students and to create an environment that maximizes learning, social development and personal growth.

4-2. Eligibility for the Honors Living-Learning Community

Entering freshmen who are members of the honors program may apply to live on the honors floor in the Fairmount Towers dormitory.

4-3. Requirements for the Honors Living-Learning Community

Students who live on the honors living-learning floor:

- take 6 credit hours each semester from a prescribed list of honors courses, plus HNRS 101 in their first semester;
- participate in the social, cultural, academic and service programs offered; and
- abide by the rules set by housing and residence life.

Section 5—Honors Curriculum

5-1. Honors Courses.

In honors courses, students work closely with faculty and other talented students. Classes are small (normally capped at 15), many are interdisciplinary in their topics, and all emphasize the development of knowledge as well as skills in writing, speaking, library or laboratory research methods. Many courses develop skills in teamwork and leadership. The majority of HNRS and H courses satisfy the requirements of the WSU general education program. Students are encouraged to take courses that will challenge them academically and personally.

5-2. Honors Option Contracts.

Students may take regular classes for honors credit with the permission of the course instructor and the honors program. Generally such honors option arrangements involve doing additional or enriched work connected with the course. Specific arrangements are worked out between the student and the instructor in consultation with the director of honors. (Examples include, but are not limited to, more in-depth research and writing assignments, presenting additional material to the class, public outreach, and service projects.) If the student completes the additional requirements, the instructor notifies the director of honors, who then has the registrar update the student's transcript to reflect the fact that the course earned credit toward completion of the honors program. There is no penalty if the

student does not complete the additional work: a nonhonors grade is earned as determined by the regular work submitted in the course.

Section 6—Departmental Honors Award Requirements

Departmental Honors
Outstanding students may pursue departmental honors in their major field of study by completing the departmental honors track specified by their major department. (Students in field majors or double majors should consult with their department and the honors director to develop an individually-tailored honors track.) To enroll as a candidate for departmental honors, a student must have junior standing and a cumulative grade point average of 3.250 (higher if department requirements so specify).

Departmental honors tracks consist of at least 12 hours of upper-division coursework, including a senior thesis, senior project, senior recital, or equivalent capstone experience. Each department will specify requirements for satisfactory completion of the honors track, but for all departments a minimum grade point average of 3.500 for work in the honors track is required.

Appendix D—Honors College Concept

affirmed by the Faculty Senate Honors Committee on February 26, 2013
affirmed by the Faculty Senate on March 25, 2013

Wichita State University Honors College Concept
Prepared by the Future of Honors at Wichita State Working Group
and
Faculty Senate Honors Committee

Concept
A WSU Honors College dedicated to intellectual innovation

Vision
Establish a Wichita State Honors College culture that stimulates intellectual curiosity, welcomes diversity, promotes responsibility, and inspires transformative leadership.

The Honors College will benefit the University by:

- Attracting and retaining academically exceptional and highly motivated students from the Wichita area, the region, the nation, and the world
- Enhancing the recruitment of high-achieving transfer students
- Increasing undergraduate enrollment
- Increasing student-faculty collaboration in teaching, research, and service
- Attracting and retaining high-quality faculty and staff
- Creating compelling connections across disciplines and with the greater Wichita community
- Enhancing the academic reputation of the University

The Honors College will benefit students and faculty by:

- Emphasizing academic rigor along with exploration, creativity, and discovery
- Providing Honors students individualized advising and priority enrollment
- Engaging students in intellectual dialogue and real-world problems
- Facilitating undergraduate research across campus
- Preparing students for top graduate schools, competitive national scholarships, and leadership roles in professional careers
- Supporting interdisciplinary courses and curriculum development
- Serving as a curricular laboratory for faculty to experiment with course design and content

Admissions

Admission to the college will be competitive, based on ACT or SAT scores, high school or college GPA, and essay. Admission and scholarship decisions will be made by an Honors Admissions Committee that may include Honors College staff, Office of Undergraduate Admissions staff, Intercollegiate Athletics staff, faculty, and students. To enhance the

recruitment and retention of exceptional students, a substantial number of general university scholarships should be awarded through the Honors College.

Honors College Community

Honors College students will be encouraged to live in the residence hall for their first year at WSU. Students should have the option to live in the Honors College residence beyond the first year. Classrooms and laboratory spaces located in the residence hall will be available to all Honors College students. This will enhance the opportunities to engage in intellectual dialogue and collaborative research. As one way to create and maintain a rigorous yet supportive learning environment, we envision a common area in the residence hall with a coffee shop and library operated by Honors students and open to all faculty, staff, and students.

Curriculum Options: Core, Emphasis, Capstone

As in the current Honors Program, the Honors College core curriculum will be comprised of Honors-only courses that fulfill some General Education requirements. The Honors College will support development of more interdisciplinary, inquiry-based 100-level seminars and 300-level colloquia. Faculty will be encouraged to experiment with team teaching and other methods of course delivery such as intensive pre-session courses.

Honors College Diploma

All students who complete the Honors College curriculum requirements and maintain the minimum required GPA will receive an Honors College diploma. The Honors College degree will require 9 to 12 credits in Honors-designated General Education courses and either a 12- to 15-credit interdisciplinary Honors minor or Honors major track that includes a capstone project or research experience.

Honors Minor or Honors Major Tracks

Academic departments will continue to offer departmental Honors tracks that culminate in a thesis, creative project, or experiential learning project. Colleges might develop interdisciplinary or interprofessional Honors tracks. Honors Minors may include: Leadership, Sustainability, Global Transformations, and Integrated Arts.

Students who complete an Honors minor or an Honors major track will receive a transcript designation. Minor curricula will be developed by Honors Faculty Fellows in consultation with an Honors Student Advisory Council.

Proposed Timeline

Phase One: Spring 2013

- Present Honors College Concept Working Document to Faculty Senate in March
- Consult Provost and Associate Provost
- Convene Student Advisory Council
- Select Honors Faculty Fellows to develop first Honors Minors
- Convene Honors Admissions, Recruitment, and Scholarships Task Force
- Convene Honors Residential Life/Co-Curricular Task Force

Phase Two: Fall 2013 and Spring 2014

- Recruit first Honors College class: goal of 100 new students
- Search and hire the Honors College Dean
- Submit Honors Minor curriculum proposal(s) to appropriate college and university curriculum committees
- Determine additional faculty and staff needed to support first Honors College class

Phase Three: Summer/Fall 2014

- Welcome first Honors College class
- Open new Honors living-learning community
- Launch first Honors Minor(s)
- Continue Honors College curriculum development
- Integrate Honors Program students into the Honors College curriculum
- Target a national scholarship such as Fulbright, Goldwater, Rhodes, or Truman and create plan to increase submission and acceptance rates

Phase Four: Spring/Summer 2015

- Recruit second Honors College class: goal is to increase total Honors College enrollment to 400
- Hire Honors Academic Advisor(s)
- Search and hire Assistant/Associate Dean

Appendix I: 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 of 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.

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

Wichita State University

HONORS COLLEGE

2013-2014 ANNUAL REPORT

August 21, 2014

WSU is a member of the National Collegiate Honors Council and the Great Plains Honors Council

WICHITA STATE UNIVERSITY
HONORS COLLEGE

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SUMMARY REPORT ON STATUS OF STRATEGIC GOALS

Strategic Goals for 2013	Goal Category (Area or Divisional)	Action (Work) Plan	Expected Outcomes	Evaluation/ Actual Outcomes
Facilitate creation of an Honors College	Area	• Work with Faculty Senate Honors Committee and Honors Working Group to create Honors College concept document • Develop timeline for Honors College implementation	• Faculty Senate affirmation of Honors College concept • Establishment of Honors College	100% Met: • Faculty Senate approval of Honors College; • KBOR approval of Honors College – fall 2013 • Faculty Senate Academic Affairs approval of University Honors minor curriculum
Increase recruitment and retention of high-achieving students from the region, the nation, and around the world	Area	• Convene Honors Admissions, Recruitment, and Scholarships Task Force to develop and implement recruitment and marketing plan • Strengthen partnerships with Office of Admissions, International Education, Intercollegiate Athletics, Housing and Residence Life	• 20% increase in active Honors students (defined as taking 6 Honors credits per year) • 20% increase in Honors Program graduates	50% Met: • Facilitated creation of Honors Student Advisory Board; increased enrollment in HNRS courses; decreased enrollment in "H" courses; • Maintained number of Honors program graduates
Increase visibility of Honors program across campus	Area	• Strengthen partnerships with Colleges • Inform campus community about Honors student achievements • Redesign website	• Greater awareness of Honors program activities and students among faculty, students and staff • More faculty collaborate to develop and teach Honors courses	75% Met: • Created Honors Faculty Fellows to develop Honors curriculum; • Benefitted from President prioritizing creation of Honors College • Offered one team-taught interdisciplinary HNRS seminar in fall 2013
Create alumni connections and strengthen partnership with WSU Foundation	Area	• Engage young alumni (graduates within the last 10 years) • Create alumni speaker series and alumni social event	• Active Honors alumni network	50% Met: • Held one Honors alumni speaker event • Created alumni data form and posted to website • Began discussion of "donate" button on website

HONORS ACADEMIC YEAR HIGHLIGHTS

Student Recruitment and Retention

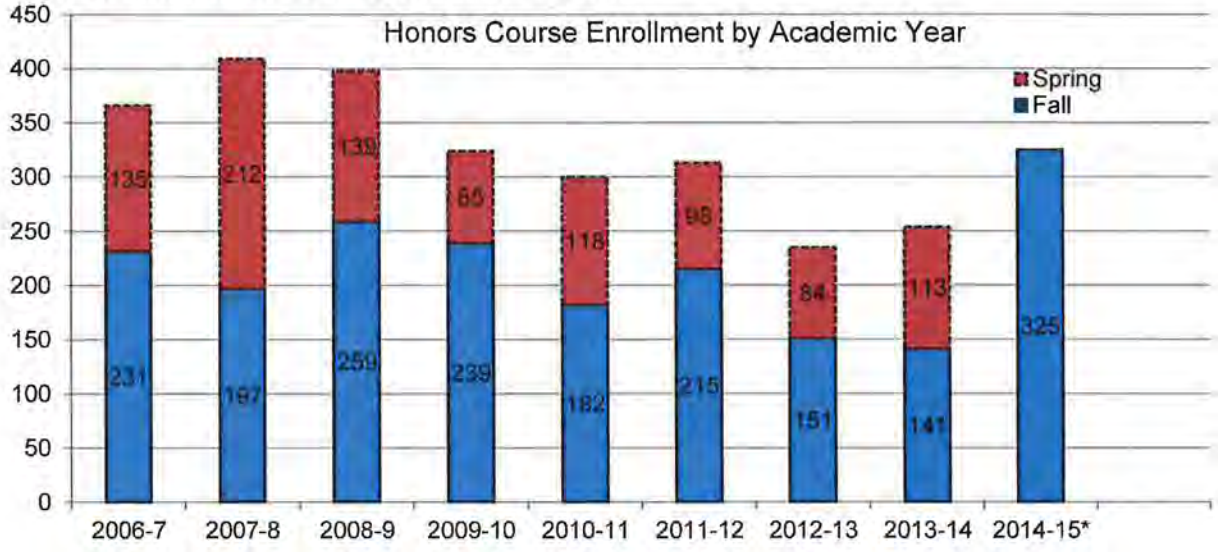
> **Increased Honors applications from approximately 80 in 2013 to approximately 330 in 2014**

> **Increased fall 2014 Honors membership to 413**

College	# of Students
Arts & Sciences	147
Business	61
Education	41
Engineering	110
Fine Arts	9
Health Professions	44
Honors (Baccalaureate)	1
Total	**413**

Class	# of Students
FR	178
SO	90
JR	78
SR	67
Total	**413**

> **Increased fall 2014 Honors course enrollment**



> **Increased Honors student peer and faculty mentorship**

- Increased HNRS 101Introduction to the University enrollment from 6 students in fall 2013 to 33 students in fall 2014; hired 3 faculty fellows to teach HNRS 101 in fall 2014
- Increased Honors Undergraduate Fellows from 2 students to 4 students working with student involvement, recruitment, office support, HNRS peer mentorship, and special projects
- Increased number of Honors Living Learning Community students (Shocker Hall residents) from approximately 20 in fall 2013 to 61 in fall 2014

Faculty Participation and Curriculum Development

> **Created Honors Faculty Fellows program**

> **Prepared to launch new Honors Baccalaureate interdisciplinary degree in Fall 2014**
  - Honors Baccalaureate approved by Faculty Senate, February 2014
  - Honors Baccalaureate approved by Kansas Board of Regents, June 2014

Honors College Administration

> **Created and filled new office staff positions**
  - Honors Administrative Coordinator position (1.0): Kimn Gollnick, MA
  - Vice President for Academic Affairs appointed serving program director (.75) as first Honors College Dean (1.0): Kimberly Engber, Ph.D.

HONORS PERSONNEL

Honors Office

Fall 2013
Kimberly Engber, Director (.75)

Spring 2014
Kimberly Engber, Dean (1.0)
Kimn Gollnick, Honors Administrative Coordinator (1.0)

Honors Undergraduate Fellows
Stephanie Fowler
Rachel Tuck

Honors Faculty Fellows
Following the timeline proposed in the 2013 Honors College Concept document, the director requested applications for a new Honors Faculty Fellows program in April 2013. In May 2013, six faculty members were named fellows:

Larry Spurgeon (Fellows' chair)	Business
Elaine Bernstorf	Fine Arts
Michael Hall	LAS
Douglas Parham	Health Professions
Jeremy Patterson	Education
John Perry	Business

These Fellows worked through summer 2013 on curriculum and program development and continued their work through academic year 2013-2014.

HONORS COUNCILS

Faculty Senate Honors Committee

Name	College	Term ends
Roy Myose	Engineering	2016
Doug Parham	Health Professions	2016
Holger Meyer- Chair	LAS Math/Natural Sciences	2015
Jeremy Patterson	Education	2015
Mel Kahn	LAS/Social Sciences	2015
Larry Spurgeon	Business	2014
Elaine Bernstorf	Fine Arts	2014
Will Klunder	LAS/Humanities	2014
Gemma Blackburn	University Libraries	2014
Kimberly Engber	Honors Director/Dean	

For the Faculty Senate Honors Committee Annual Report for 2013-2014, see Appendix A, p. 11.

***New* Honors Student Advisory Board**

In August 2013, the director sent an email to all Honors students announcing the formation of an Honors Student Advisory Board to discuss plans for the Honors College, help shape priorities for Honors Events, and take ownership of Honors at Wichita State. The board convened under the leadership of Andrew Longhofer, former Honors Undergraduate Fellow, in fall 2013.

Approximately 12 students met regularly during the fall semester, brainstorming and sharing ideas about what makes an Honors students as well as serving as a focus group for Dr. John Perry as he developed the new degree proposal for the Honors Baccalaureate. 6-8 students met regularly during the Spring 2014 semester under the joint leadership of Andrew Longhofer and Stephanie Fowler. The group worked separately in a short-term and a long-term planning committee and together to discuss a charter and bylaws.

By April 2014, the board had completed a draft charter and bylaws for the Honors College. The bylaws will be reviewed, revised, and approved or disapproved by a one-year University Honors Faculty Council in fall 2014. For the Honors College charter and proposed bylaws, see Appendix C, pp. 12-25.

CHANGES TO HONORS

Program Changes: Honors College

On September 18, 2013, the Council of Chief Academic Officers of the Kansas Board of Regents approved Wichita State University's proposal for a change in structure to create an Honors College. On the Faculty Senate approved the formation of an Honors College at Wichita State.

Change in Honors Curriculum

In October 2014, the Faculty Senate Honors Committee unanimously approved a proposal for change in Honors graduation requirements that reflected the recommendations of the Future of Honors Working Group and the Honors Faculty Fellows. This proposal outlined the curriculum options for the new Honors College: a 12-credit Emory Lindquist Honors Scholar transcript distinction, to a 12-credit Interdisciplinary Honors Tracks, to a 24-credit Minor in University Honors, to an Honors Baccalaureate (H.B) conferred by the Honors College. The Faculty Senate Academic Affairs committee unanimously approved the proposal for changes to the Honors program requirements.

New Program: Honors Baccalaureate

In fall 2013, Honors Faculty Fellow John Perry surveyed all prospective and continuing Honors students to measure interest in the new proposed curriculum. He incorporated survey results into the Honors Baccalaureate new degree proposal that he completed in November 2013. The Faculty Senate Academic Affairs committee unanimously approved the new degree proposal.

Facilities

During academic year 2013-14, Honors shared space in the Office for Faculty Development and Student Success, the academic unit to which the Honors Program reported. A computer and free printer station for Honors students was maintained in Hubbard Hall 115.

Construction began in summer 2013 on the new residence hall, Shocker Hall, where the new Honors College will have office space, a seminar room, study room, and lounge. The Honors College in Shocker Hall is expected to open in August 2014.

HONORS BUDGET

Salaries (without fringe):	$137,860.04
Maintenance: OOE - Honors	$ 20,885
OOE - Undergraduate Research	$ 20,000
Total Base Budget:	$178,745.04

HONORS COURSES

The following HNRS-prefix courses were offered in the 2013-2014 academic year:

Fall 2013 Courses

Introduction to the University | HNRS 101| Kimberly Engber | 1 credit
Art of Theater | HNRS 104B | Joyce Cavarozzi | 3 credits
Big Bang to Black Holes | HNRS 153B| Martin Ratcliff | 3 credits
Fire in the Sky | HNRS305C/307A | Martin Ratcliffe and William Vanderburgh | 3 credits
Advanced Academic Writing| HNRS 385| Christopher Brooks | 3 credits

Spring 2014 Courses

Digital Scientific Imaging | HNRS 310G | Martin Ratcliffe | 1 credit
The Dynamic Universe | HNRS 153B | Martin Ratcliffe | 3 credits
Models and Analogies in Science | HNRS 305D | Susan Sterrett | 3 credits
Honors Research Seminar | HNRS 485 | Douglas Parham | 3 credits

Honors also partially funded the Leadership in Self and Society (HCMD 308H/PSY 413H) offered in the spring pre-session and funded the spring Honors section of ENGL 102.

HONORS ADVISING

Students in the Honors Program have dual advising. They meet with their college or department academic advisor for course scheduling and general degree audit information. They meet with the Honors Dean for advising about Honors courses, progress to graduation with Honors, and national post-graduate fellowships and scholarships. For Honors College charter and proposed bylaws, see Appendix B, pp. 13-27.

HONORS COLLEGE MEMBERS BY ACADEMIC COLLEGE AND CLASS LEVEL

College	# of Students
Arts & Sciences	147
Business	61
Education	41
Engineering	110
Fine Arts	9
Health Professions	44
Honors	1
Total	**413**

HONORS COLLEGE MEMBERS BY ACADEMIC COLLEGE AND CLASS LEVEL continued

Class	# of Students
FR	178
SO	90
JR	78
SR	67
Total	**413**

HONORS GRADUATES

- 14 students received the Emory Lindquist Honors Program transcript distinction.
- 4 students received department honors and a diploma distinction.
- 6 Honors students accepted into post-baccalaureate school (graduate, medical, law) of choice.

For a list of Honors Graduates, see Appendix C, p. 26.

RECRUITING NEW HONORS STUDENTS

The Office of Admissions and Honors have a strong working relationship. Communication with prospective students begins in the spring of their high school junior year or fall of their high school senior year when Admissions forwards information about students who have expressed interest in Honors. Honors personnel regularly participate in Office of Admissions recruiting events for high school juniors and seniors each year. In addition, at the invitation of the director of admissions, the director of the Honors program met twice a month through the fall to discuss Honors-specific recruitment needs.

Admissions recruitment events attended by the director/dean during academic year 2013-2014 included: Junior and Senior Days, Presidential Scholars, Distinguished Scholarship Invitational, Kansas Academy of Math & Science students campus visit, Wichita East International Baccalaureate students visit, Housing Open House, spring campus Open House.

Honors hosted three recruitment events during academic year 2013-14: a fall Honors Open House organized and managed by Honors Undergraduate Fellow Rachel Tuck; fall National Merit Luncheon (with significant work by Office of Admissions staff who sent invitations, planned and managed event); and spring Honors for a Day (a matriculation event organized and managed by Honors Undergraduate Fellows Rachel Tuck and Stephanie Fowler).

COMMUNICATION (SOCIAL MEDIA)

Web Page

Stephanie Fowler and Kimn Gollnick maintained the webpage for Honors: www.wichita.edu/honors. Additions and revisions to website for academic year 2013-2014 included: a new menu organization; information about Undergraduate Student Research Grants; a fillable form to gather alumni information; and videos of Honors students and faculty.

Kimn Gollnick managed a new video recording project in spring 2014. She created question prompts, worked with Media Resources on video format, scheduled students and faculty for recording, and attended all of the recordings. She posted the videos to relevant sections of the website. The project was completed quickly—within a month after the idea was initially proposed by faculty.

In spring 2014, Honors hired Wichita State's Strategic Communications (formerly University Relations) staff to conduct usability tests, add content and new formatting to the Honors website. This project is ongoing.

Social Media: Facebook and Twitter

Stephanie Fowler managed the Honors Facebook page (https://www.facebook.com/lindquistghost) and Twitter account (@lindquistghost) during academic year 2013-2014. Dr. Engber learned to tweet at the Great Plains Honors Council conference in March 2014.

Newsletter

Stephanie Fowler created and edited a quarterly Honors newsletter called "The Innovator." The Innovator included stories about student volunteering, faculty and student profiles, course information, and upcoming events as well as a letter from the director/dean.

EMORY LINDQUIST SCHOLARS STUDENT ORGANIZATION

During academic year 2013-2014, the Emory Lindquist Scholars student organization remained active: initiating new members and volunteering in fall for Woofstock to benefit the Human Society, and volunteering in spring for Fairmount Go-Zones, a Saturday youth enrichment program near the main campus. The student organization maintains a Blackboard online community and a webpage: http://www.wichita.edu/thisis/home/?u=els

SCHOLARSHIPS AND AWARDS

Wichita State Scholarships

The McGregor Scholarship of up to $26, 000 for an incoming student who agrees to participate in the Honors College was awarded to Blue Valley High School graduate, Amy McClain.

The McDonald's Honors Endowed Scholarship of $950 was awarded to Ericka Feltrop.

The Dr. G.D. Robinson Scholarship of $340 was awarded to Nick Fleming.

National Scholarships and Fellowships

2 Applications: Marshall, Truman

0 Awards

UNDERGRADUATE STUDENT RESEARCH GRANTS PROGRAM

The Honors College Dean manages the Undergraduate Student Research Grants program that was launched and funded by President Bardo in spring 2013. Sophomores, juniors, and seniors enrolled fulltime, with a declared major, a GPA of 2.5, and two semesters remaining at WSU may apply to receive grant funding of up $1000 for research and creative projects undertaken with faculty mentors. Administration of his program includes: advertising in print and other media; collaborating with the campus library to create workshops and student support; organizing faculty committee to review grant proposals; organizing and distributing grants for review; hosting a reception to honor grant recipients and mentors, and facilitating budget transfers to department accounts. 19 students received undergraduate student research grants during AY 2013-14. For a list of grant winners, see Appendix D, pp. 27-28

PROFESSIONAL DEVELOPMENT

National Collegiate Honors Council (NCHC), New Orleans, November 2013–attended by Dr. John Perry (Business), Dr. Jennifer Tiernan (LAS/Communication)

Kansas Connections (first meeting of all Kansas Honors programs), Emporia, November 2013—attended by Dr. Kimberly Engber (Honors), Stephanie Fowler (student attended, communication sciences and disorders), Shahla Pourkaram (student presented poster, aerospace engineering)

Great Plains Honors Council, Fort Smith, Nebraska, March 28, 2014—attended by Dr. Kimberly Engber (Honors), Stephanie Fowler (student, communication sciences and disorders), Andrew Longhofer (student, French/creative writing), Dylan Thiessen (student, management information systems), Rachel Tuck (student, forensic science/biology/criminal justice).

NCHC Institute on Assessment and Evaluation, Chicago, July 2014—attended by Dr. Kimberly Engber (Honors)

National Association of Fellowship Advisors, Des Moines, July 2014—attended by Dr. Kimberly Engber (Honors)

Appendix A—Faculty Senate Honors Committee Annual Report

The committee consists of the following members:

Larry Spurgeon Business
Elaine Bernstorf Fine Arts
Will Klunder LAS Humanities
Gemma Blackburn University Libraries
Holger Meyer - chair LAS Math/Natural Sciences
Jeremy Patterson Education
Mel Kahn LAS Social Sciences
Roy Myose Engineering
Anthony DiLollo Health Professions
Kimberly Engber Honors Director
Student: Andrew Longhofer sga.legdirector@wichita.edu

I (Holger) took over as chair from Larry Spurgeon in Fall. Larry was interim chair for a few months over the summer.

We had a couple of meetings through the Fall semester and one meeting this spring.

Through the year the Honor's Baccalaureate degree was developed and passed through committees with guidance and support of this committee.

The Honor's college had already been officially approved, but will really come into existence in August when moving into the new space in Shocker Hall and taking new students. Through the year the Honor's Baccalaureate degree was developed and passed through committees with guidance and support of this committee. The HB degree requirements can be met through different tracks. A course proposal for one such track has been reviewed and send forward. Another course proposal is currently being developed. More new courses are anticipated.

With substantial changes to the structure of Honors (from a program to a college) the role of this committee needs to be reexamined. The Honors Student Advisory Board developed a proposed Honors College Governance document and submitted it for review by this committee. We have not reviewed it yet, but expect to do so soon.

Throughout the year the committee interacted with the Honors director/dean much more than the small number of official committee meetings might indicate. We had a pleasant work environment and are excited to see the Honors College come into existence for the benefit of Wichita's brightest students as well as the WSU community at large.

Respectfully submitted,
Holger Meyer

Wichita State University Honors College Charter

Working draft April 25, 2014
Submitted by the 2013-14 Honors Student Advisory Board
Based on the work of:
The Honors Student Advisory Board, Future of Honors Working Group,
Faculty Senate Honors Committees, and Honors Faculty Fellows

Preamble

We, the students and faculty who value the life of the mind, the execution of good work for its own sake, and the common threads uniting every discipline; who share a passion for rigor over ease, for creativity over uniformity, for debate over compliance, for inquiry over recitation, for knowledge over ignorance, for wisdom over conceit; and who aspire to enlivened minds, to connected understanding, to professional collegiality, to innovative collaboration, to inspired action, to distinguished service, to enriched lives, and to self-determination; do hereby establish an Honors College at Wichita State University.

Article I. Nature of the Honors College

Section A. The Honors College shall dedicate itself to the following pursuits:

1. **Developing a sense of community and common identity among its members;**
2. **Cultivating an intellectual ethic among its members, including:**
    a. A contribution to the knowledge in one's chosen discipline;
    b. A value of and interest in the knowledge in other disciplines;
    c. A mastery of cognitive, transferable, and practical skills;
    d. A commitment to curiosity and lifelong learning;
3. **Cultivating a professional ethic among its members, including:**
    a. A passionate pursuit of long-term goals;
    b. A high degree of personal integrity and ethical conduct;
    c. A value of respectful, productive working relationships;
    d. A sense of common purpose and meaning;
4. **Cultivating an innovative ethic among its members, including:**
    a. A creative approach to solving problems;
    b. A capacity for identifying unaddressed challenges and needs;
    c. A willingness to accept risk and ambiguity in proposing solutions;
    d. A facility with borrowing from several disciplines and identifying connections between them to find interdisciplinary solutions;
5. **Cultivating a transformational ethic among its members, including:**
    a. An urge to make a positive impact on the community and in the world;
    b. An open-minded embrace of diversity in backgrounds, values, and perspectives;
    c. A marriage of deliberation and decision in taking action;
    d. An understanding of the importance of inspiring others.

Section B. The Honors College shall achieve these pursuits through the following activities:

1. **Formal academic curriculum, including:**
    a. Discipline-specific and interdisciplinary courses that fulfill general education and departmental requirements;
    b. Experiential learning and research opportunities for academic credit;
    c. A cohesive structure into which these can be combined to earn an Honors transcript distinction;
    d. A cohesive structure into which these can be further combined to earn an Honors minor;
    e. A cohesive structure into which these can be further combined to earn an Honors Baccalaureate degree.
2. **Academic advising and mentorship, including:**
    a. Supporting cognitive, emotional, creative and social development;
    b. Engaging students in degree planning, course scheduling, and academic goal-setting;
    c. Supporting undergraduate student research for students and faculty in all academic colleges;
    d. Coordinating applications for nationally recognized scholarships and fellowships for students in all academic colleges;
    e. Preparing Honors students for postgraduate studies and careers.
3. **Co-curricular and extracurricular programming to enrich the student experience, including:**
    a. A variety of lectures, workshops, colloquia, etc. that broaden intellectual life;
    b. A variety of service, leadership, and enrichment opportunities that encourage civic engagement;
    c. A variety of engaging social and leisure programming that develop personal relationships and individual passions and interests.
4. **Ensuring the persistence and continuity of the Honors College through collaboration with other University departments and offices to recruit and retain Honors students, including but not limited to:**
    a. Direct recruitment of Honors-eligible high school, community college, and Wichita State students through email and print mail;
    b. Regular participation in recruitment events organized by the Office of Admissions for high-achieving students;
    c. Collaboration with the Office of Housing and Residence Life to create a successful living-learning community;
    d. Collaboration with other academic colleges and the Office of Financial Aid and Scholarships.
5. **Ensuring the persistence and continuity of the Honors College through collaboration with other academic colleges to recruit and retain faculty from departments across campus to teach Honors courses and serve as faculty mentors for Honors students.**

Section C. The Honors College shall carry out these activities on authority derived from the following bodies:

1. The National Collegiate Honors Council and Great Plains Honors Council, establishing best practices, national and regional standards for Honors education;
2. The Kansas state legislature and the Kansas Board of Regents, governing the University and its right to confer degrees;
3. The University administration, governing University policies, administrative structures, infrastructure, and resources;
4. The Faculty Senate, governing the curriculum;
5. The Student Government Association, governing student organizations jointly with the University administration;
6. Honors Students, Faculty, Administration, and Staff, upon whose assent and active participation the success of the Honors College depends.

Article II. Membership in the Honors College

Section A. Student Membership

1. Admission to the Honors College will be competitive, based on ACT or SAT scores, high school or college GPA, and essay.

2. Any student admitted to the Honors College shall be considered a member of the Honors College. Criteria for eligibility and procedures for admission to the Honors College shall be outlined in the Bylaws.

3. Any student pursuing departmental honors shall be considered a member of the Honors College. Criteria for eligibility and procedures for admission to departmental honors tracks shall be outlined in the College Bylaws.

4. Responsibilities of an Honors student, definition of an "active" Honors students, and criteria for maintaining "active" Honors student status shall be outlined in the College Bylaws.

Section B. Faculty Membership

1. Honors Faculty: Any faculty member who has taught or proposed an Honors course or Honors course section or who has served on an Honors committee or council shall be considered Honors faculty.

2. Honors Faculty Fellows: Faculty from other academic colleges and the library shall be selected as Honors Faculty Fellows by a competitive application process and serve for a period of up to two years as faculty mentors for Honors students. Criteria for eligibility, procedures for selection, and responsibilities of the Honors Faculty Fellows shall be outlined in the College Bylaws.

Article IV. Administration

Section A. The Dean of the Honors College shall be the chief administrator of the Honors College reporting directly to the Vice President for Academic Affairs and responsible to fulfill the following duties:

1. Upholding the Honors College Charter, coordinating and supervising the execution of the activities articulated therein;
2. Upholding and enforcing the Honors College Bylaws;
3. Enacting any approved modifications to the College Bylaws;
4. Serving as an *ex officio* member of the Honors Councils;
5. Appointing Undergraduate Fellows and Faculty Fellows in cooperation with current Fellows;
6. Preparing and managing the Honors College budget in consultation with the Honors Councils;
7. Providing leadership and direction in the development and implementation of curricula, academic advising, and other academic activities in consultation with the Honors Councils;
8. Coordinating the operational, personnel, budgetary, and student activities of the College;
9. Reporting on the State of the College at the General Assembly each semester;
10. Representing the College to other units within the University.

Section B. Each year, the Dean shall appoint several Honors Students to the position of Undergraduate Fellow.

Section C. Each year, the Dean shall appoint several Honors Faculty members to the position of Faculty Fellow.

Article IV. Governance

Section A. Each semester, each Honors Student shall and any Honors faculty or staff member may attend the General Assembly.

1. The General Assembly shall be chaired by the Dean and shall include the following:
    a. A report on the State of the College;
    b. A summary of the Honors courses and events offered in that semester;
    c. An opportunity for students and faculty to provide feedback on goals, priorities, strategic initiatives, or special projects for that semester;
    d. An open forum for student comments, questions, and suggestions relevant to the administration of the Honors College and the Honors College curriculum.
2. The Fall General Assembly shall include the introduction of the members of the University Honors College Council and University Honors Student Council and a vote for their approval.
3. The Spring General Assembly shall include a referendum on any amendment to this Charter.

Section B. During the period between General Assemblies, governance of the Honors College shall be delegated to the University Honors College Council.

1. The College Council shall consist of the Dean, serving as chair, and an equal number of student and faculty members.
2. The faculty members of the College Council shall include one representative of each Faculty Senate division appointed in a manner prescribed in the Bylaws.
3. The College Council shall meet at least once per month during the fall and spring semesters and at the request of the Dean.
4. The College Council shall approve and enact changes to the Bylaws by a simple majority vote.
5. The College Council shall establish the University Honors Student Council as a standing committee of the College Council.
6. The College Council may establish other standing and *ad hoc* committees and working groups at its discretion and at the request of the Dean.

Section C. Each year, at least 10 Honors Students shall serve as the University Honors Student Council.

1. The members of the Student Council shall include at least one Undergraduate Fellow and several other students nominated by the Dean with the advice and consent of the General Assembly in a manner prescribed in the Bylaws.
2. The Student Council shall consist of the student members of the College Council.
3. The Student Council shall meet at least once per month separately from the entire College Council and at the request of the Dean.

Section D. Each month each Honors Student shall attend the Honors Monthly Meeting.

Section E. Each Council will maintain a record of its work and will submit to the Spring General Assembly an end-of-year report, copies of which will be provided to the college office for an archive.

Section F. The Scott, Foresman Robert's Rules of Order Newly Revised by Henry M. Robert, revision by Sarah Corbin Robert with the assistance of others (Glenview, IL: Scott, Foresman, 1981), will serve as the parliamentary guide for the General Assembly and any other agencies of college governance which do not provide otherwise for such a guide; this guide may be replaced by another at the discretion of the governance agency in question.

Wichita State University Honors College Bylaws
Working draft April 21, 2014

Sources: Wichita State Faculty Senate and Wichita State University Undergraduate Catalog 2014-2015

Section 1 – Program Description
The Wichita State Honors College aims to prepare students for innovative work in a complex society. We are located in the middle of the nation in a city known for entrepreneurs and aviation. We are at the heart of an urban university with high research activity and a commitment to benefit the region and beyond. Honors College students reflect these characteristics, seeking the breadth and depth a university offers, along with the perspective and attributes that will enrich their lives and the lives of others.

Honors students engage in intellectual inquiry and debate and enjoy strong support for exploration, discovery, and community service. They pursue meaningful work in Honors seminars and inter-disciplinary tracks. They apply what they have learned in class to Honors research and creative activity, internships, student exchange and study abroad. Students are encouraged to meet with the Honors College Dean, Faculty and Advisors to design a program that meets their academic needs and professional goals.

Section 2—University Honors Councils
University Honors College Council charge 04-25-14

a. Composition: 20: 9 Faculty, one from each of the Senate divisions, 9 University Honors Student Council, Honors College Dean *ex officio*, Honors College Advisor or designee *ex officio*
b. Selection: Members shall be appointed by each College Dean by the end of the spring semester and, if an appointment is not made in the spring, no later than the second week of classes in the fall semester. Selection procedure shall be determined by each academic college. Preference may be given to current or former Honors Faculty Fellows or faculty currently teaching honors courses. The Honors College Dean or designee will send a list of current Honors Faculty Fellows and faculty to all college deans by April of each year.
c. Term of Service: Each faculty member will serve for a 3-year term. To constitute the first council and to establish a rotation cycle, current members of the Faculty Senate Honors Committee eligible for service will be asked to continue as member of the new council. Each student member shall serve for a 1-year term and may be elected to serve for up to 2 years.
d. Meeting Schedule: The University Honors College Council shall meet once a month and as needed.
e. Charges:
    1. Advise the dean.
    2. Provide a communications medium between departments/schools/divisions of other academic units (six colleges and the library) and the dean's office.
    3. Only faculty members of the council shall recommend or receive, review, amend if necessary, approve or disapprove, and recommend to the university's curriculum committee all approved college proposals concerning addition, deletion, or modification of courses and concerning changes in Honors College curriculum requirements.
    4. Recommend or receive, review, amend if necessary, approve or disapprove changes in the Bylaws under which the Honors College functions.
    5. Consult with the dean regarding requirements leading to degrees with departmental honors.
    6. Elect 5 members to serve on Appeal Committee, as needed.
    7. Create and charge subcommittees as needed to support the work of the Honors College.

8. Coordinate a college review of the dean three years after each five year evaluation conducted by the PVPAAR; however, in the case of a newly appointed Dean, the Council will conduct its first review in the third year following the initial appointment.

The dean, a nonvoting *ex officio* member of the University Honors College Council, should not be present during the coordination of the college's review of the dean. However, once the Board has completed those tasks, it will report to the dean and discuss its findings and recommendations with her/him.

Section 3—Admission, Continued Eligibility, and Honors Distinction Graduation Requirements

3-1. Admission Requirements

To apply to the Honors College, students submit the application form found at wichita.edu/honors.

3-1-1. Entering Freshmen by ACT Score or High School Grade Point Average, and Essay

For students entering WSU with fewer than 24 college credit hours: a minimum high school GPA of 3.700, or a composite ACT score of 27 (SAT 1220)* or better.

* The WSU Office of Admissions converts SAT (Critical Reading and Math only) to ACT scores.

3-1-2. Transfer and Continuing Students

For students entering WSU with 24 or more hours of college credit: a minimum college GPA of 3.500.

3-1-3. Entering by Petition

Students who do not meet the ordinary admission requirements may petition the Honors College Dean for special admission.

3-1-4. Admission to the Honors Science Learning Community

The Honors Science Learning Community is a rigorous, intensive science/math curriculum and is open to students who meet any ONE of the following four criteria: High school GPA of 4.0, a composite ACT score of 32, SAT 1420, or top 5% of graduating high school class.

3-2. Eligibility for Continued Enrollment in the Honors College

3-2-1. Normal Progress

Students should take at least 3 credit hours in Honors Seminars (HNRS-prefix) or departmental honors (H following the course number) each year in order to graduate within four years with an Honors notation on the transcript. Students should take at least 6 credit hours in H courses or HNRS seminars each year in order to graduate within four years with the University Honors Minor or the Honors Baccalaureate diploma. Note that many of the requirements of the general education program can be fulfilled by taking H and HNRS courses.

3-2-2. Active Honors Student Status

Any student who maintains normal progress as defined by Section 3-2-1 of the College Bylaws or who completes the graduation requirements for any of the Honors College curricula shall be considered an "active" Honors student; shall remain eligible to receive an Honors College scholarship; shall be eligible to receive priority enrollment and other benefits of college memberships; and shall be eligible to serve as an Undergraduate Fellow and/or on the Honors Councils and any subcommittees.

3-2-3. Probation and Dismissal

Students whose overall WSU GPA drops below 3.250 or who do not take any honors courses for a period of one year, will be placed on probation and will be required to meet with the dean. At the end of either the fall or spring semester immediately following the semester in which the student is put on probation (whichever comes first), the case will be reviewed by the dean who will decide to either return the student to good standing or dismiss the student from the college. Students may also be dismissed from the honors college at the discretion of the dean for violations of principles of academic integrity or other behavioral offences. Students who are on probation are not eligible to receive an Honors College scholarship and are not eligible to serve as Undergraduate Fellows, on Honors Councils or subcommittees. Students may appeal dismissals from Honors to the Honors Appeals Committee.

3-3. Honors Distinctions—Graduation Requirements

3-3-1. Emory Lindquist Honors Scholars Program (Transcript Entry: 12 credits)

The Emory Lindquist Honors Scholars Program is designed particularly for first-year students but is open to qualified continuing and transfer students. The Emory Lindquist Honors Scholars curriculum leads students to explore intersections among academic disciplines and professions and to participate in academic research and creative activity in their first or second year at WSU.

To receive the transcript designation "Emory Lindquist Honors Scholar," a student must maintain a cumulative GPA of 3.25 and complete 12 Honors credits comprised of:

- One Honors General Education Introductory Seminar (HNRS-prefix courses) (3 credits);
- HNRS 485: Honors Research and Creative Activity Seminar (3 credits);
- Electives chosen from Honors Seminars (HNRS-prefix courses) or departmental honors courses (6 credits).

A student who wishes to take an Honors General Education Issues & Perspectives course or upper-division honors course to fulfill the Honors General Education Introductory Seminar requirement may petition the Honors College Dean for special permission.

Honors Science Learning Community students must maintain a cumulative GPA of 3.25 and complete 12 Honors credits including:

- HNRS 310: Honors Tutorial-Honors Science (1 credit);
- One Honors General Education Introductory Seminar (HNRS-prefix courses) (3 credits);
- HNRS 485: Honors Research and Creative Activity Seminar (3 credits);
- Electives: any combination of HNRS or "H" credits (5 credits).

Honors Science Scholars are encouraged to take Honors Calculus II, *or* III and Honors sections of science courses during the first year at WSU. A student who wishes to take an Honors General Education Issues & Perspectives course or upper-division honors course to fulfill the Honors General Education Introductory Seminar requirement may petition the Honors College Dean for special permission.

Students who transfer to WSU having completed all or part of an honors program at a community college should speak to the director of honors about having those credits counted toward the Emory Lindquist Honors Scholars Program.

3-3-2. Interdisciplinary Honors Tracks (Transcript Entry: 12 credits)

To receive an Honors interdisciplinary track transcript designation, a student must maintain an overall GPA of 3.25 and complete 12 credit hours in one of several interdisciplinary tracks. Interdisciplinary track topics include Creativity, Law, Leadership, and Sustainability. Each 12-credit track consists of a core course and electives as well as a service activity, internship, exchange/study abroad, or research/creative project.

Students may choose from among several Honors Interdisciplinary Tracks. The common requirements for an Honors Track are:

- *Introduction Course* (3 credit hours): This course will provide perspectives from across academic disciplines to help students understand the complexities, connections, and context of the subject matter for the track.
- *Track Courses* (6 credit hours): The student will take two courses in the track area. Special topics Honors seminars (HNRS-prefix courses) are designed to provide diverse perspectives from multiple academic disciplines. With the approval of the Honors advisor, a student may take another course as a substitute for an honors seminar.
- *Experience-Based Learning* (3 credit hours): The student is required to complete a total of 3 credit hours through non-classroom activities that enable the student to engage in experience-based learning and apply the knowledge and skills learned in the track to real-world problems and work environments. These activities include internships, international travel, and community service.

3-3-2a Leadership Track Requirements

Core Course: HNRS 351 Survey of Leadership (3 credit hours)
Electives: Choose 6 credit hours from the following courses: ENGR 501H The Engineer as Leader; POLS 315H The Presidency; ____MGMT 462H Leading and Motivating; HMCD 308H Leadership in Self and Society or HNRS 152F Leadership Challenge or PSY 413H Leadership in Self and Society

Experience-Based Learning: HNRS 398 Honors Travel Seminar (3) or HNRS 481Honors Internship or Co-operative Education (3); or HNRS 481N Honors Internship: Center for Community Support and Research Team Internship (3).

3-3-3 University Honors Minor (Transcript Entry and Diploma Designation: 24 credits)

To receive a University Honors Minor and the diploma designation "University Honors," a student must maintain a cumulative GPA of 3.25 and complete 24 Honors credits comprised of:

- 12- credit Emory Lindquist Honors Scholar Program
  AND
- 12-credit Honors Interdisciplinary Track.

Students who complete the requirements for a University Honors Minor receive an Emory Lindquist Honors Scholar transcript designation, an Honors interdisciplinary track transcript designation, and the diploma designation "University Honors." Up to 3 Honors credits counted toward the student's major may be counted toward the University Honors Minor.

A student may petition for an exception to the University Honors Minor curriculum. To request an exception, the student must meet with an Honors College Advisor or Honors College Dean to create an independent interdisciplinary plan of study. Each student's plan of study form must be signed by the Honors College Dean and will be submitted to the student's college advisor as well as to degree evaluation.

3-3-4 Honors Baccalaureate Degree (63 credits)

The Honors Baccalaureate degree program is under development and subject to approval by the WSU faculty and Kansas Board of Regents:

The Honors Baccalaureate (H.B.) degree is conferred by the Honors College. The degree is designed for students with diverse interests in academic areas across campus. It can prepare students for careers such as university teaching, medicine, law, or management. A student who wishes to receive the H.B. degree will work closely with an Honors College Advisor or Dean to select two or three academic disciplines from at least two of the six other colleges on campus. The Honors College Advisor will coordinate with faculty and advisors from the colleges and major departments to select a program of study that will provide the student with a rigorous academic experience. To receive the Honors Baccalaureate, students must:

- Complete at least 18 credits hours in each of two departmental majors/disciplines from at least two colleges (for a total of at least 36 credits)

OR

- Complete at least 12 credits hours in each of three departmental majors/disciplines from at least two colleges (for a total of at least 36 credits)

AND

- Complete the following additional 27 Honors credits:
  - *Emory Lindquist Honors Scholar program (12 credits).*
  - *Honors Interdisciplinary Track (12 credits):* The student must complete the requirements for one of the Interdisciplinary Honors Tracks.
  - *Honors Thesis (HNRS 410 Independent Study, 3 credits):* The student will work with a faculty mentor who will supervise a capstone thesis project during the student's last semester.

Electives: To fulfill the 120 credit hours required for an undergraduate degree at WSU, the H.B. student will complete elective courses selected with the help of the Honors College Advisor or Dean.

3-3-5. Grade Point Average

To graduate with an Honors College designation on the transcript or diploma, a student must maintain an overall cumulative GPA of 3.250.

Section 4—Honors Living-Learning Community

4-1. Description of the Honors Living-Learning Community.

The Honors Living-Learning Community is designed to promote close interactions among honors students and to create an environment that maximizes learning, social development and personal growth.

4-2. Eligibility for the Honors Living-Learning Community

Entering freshmen who have been admitted to the Honors College may apply to live on the honors floor in Shocker Hall.

4-3. Requirements for the Honors Living-Learning Community

Students who live on the honors living-learning floor:

- take 3 credit hours each year from a prescribed list of honors courses, and are recommended to take HNRS 101 in their first semester;
- participate in the social, cultural, academic and service programs offered;
- abide by the rules set by housing and residence life;
- abide by the contract created each year by the living-learning community students.

Section 5—Honors Curriculum

5-1. Honors Courses.

In honors courses, students work closely with faculty and other students. Classes are small (normally capped at 15), many are interdisciplinary in their topics, and all emphasize the development of knowledge as well as skills in writing, speaking, library or laboratory research methods. Many courses develop skills in teamwork and leadership. The majority of HNRS and H courses satisfy the requirements of the WSU general education program. Students are encouraged to take courses that will challenge them academically and personally.

Students can earn Honors credits for a range of courses and experiences: *Honors seminars (HNRS-prefix courses):* Discussion-based seminars that fulfill Tier 2 and Tier 3 general education requirements are offered every semester and are open only to Honors College students. These courses carry the "HNRS" prefix. *Departmental honors courses:* Many departments offer honors sections of traditional courses, as well as innovative courses designed specifically for Honors College and departmental honors students. These courses are marked with an "H" after the course number. *Honors Research and Creative Activity Seminar (HNRS 485):* The Honors Research and Creative Activity Seminar presents methods of inquiry and research concepts from several academic disciplines and provides students with opportunities to participate directly in research projects. Emory Lindquist Honors Scholars and Honors Science Scholar are required to take this seminar during their first year in the Honors College at Wichita State. *Experience-Based Learning*: Honors students are encouraged to engage in experience-based learning including the following Honors courses: HNRS 310 Honors Tutorial: special topics or service-learning experience; HNRS 398 Travel Seminar; HNRS 410 Independent Study; HNRS 481 Cooperative Education; HNRS 481N Cooperative Education: Internship

5-2. Honors Option Contracts.

A student may petition to receive Honors credit for any course taught by a fulltime faculty member by submitting an Honors Option contract. Each Honors Option contract must be approved by the instructor and the Honors College Dean or Honors College Advisor. A student may take only one Honors Option each academic year.

An Honors Option requires a student to design meaningful work to supplement regular course material. (Examples include, but are not limited to, more in-depth research and writing assignments, presenting additional material to the class, and service projects with written reflection.) Students are required to:

- ☐ Meet with the instructor before the end of the third week of classes to design a special assessment or project;
- ☐ Fill out and turn in the Honors Option contract to the Honors College Dean by the end of the third week of classes;
- ☐ Schedule at least two additional meetings with the instructor, with at least one meeting before midterm;
- ☐ Complete all requirements for the Honors Option ideally two weeks before the final day of class.

When a student has completed the Honors Option contract requirements, the instructor notifies the Honors College Dean who then asks the Registrar to update the student's transcript to show that the student earned Honors credit for the course. There is no penalty if the student does not complete the additional work.

Section 6—Departmental Honors Requirements

Some departments and colleges at WSU offer students the opportunity to receive departmental/college honors through their major. Departmental/college honors tracks are currently offered in the following: Aerospace Engineering, Communication, Communication Sciences and Disorders, Modern and Classical Languages and Literatures, Mathematics, and Political Science. To enroll as a candidate for departmental/college honors, a student must have junior standing and a cumulative grade point average of 3.25 (higher if department requirements so specify).

Departmental/college honors tracks consist of at least 12 hours of upper-division coursework, including a senior thesis, senior project, senior recital, or equivalent capstone experience. Each department or college will specify requirements for satisfactory completion of the honors track, but a minimum grade point average of 3.500 for work in the honors track is required. Students who complete all requirements for departmental/college honors receive a diploma designation. Up to 3 Honors credits counted toward the student's major may be counted toward the University Honors Minor. Current information about departmental/college honors requirements is available in the Undergraduate Catalog.

Section 7—Honors Faculty Fellows

a. Description: Honors Faculty Fellows foster interdisciplinary dialogue among faculty and students, support innovative curriculum development across campus, and support Honors students through faculty mentorship.
b. Eligibility: Any fulltime faculty member teaching at Wichita State shall be eligible to apply for the position of Faculty Fellow. Preference may be given to faculty with experience teaching honors courses or advising honors students.
c. Composition: Fellows will represent at least three of the other seven academic units, including the library, each year.
d. Selection: Honors Faculty Fellows will be selected by a competitive process of application and review by a committee comprised of at least three current Faculty Fellows and the Honors College Dean.
e. Term of service: Faculty Fellows will serve for up to 2 years and may serve a second 2-year term after a break of 4 years.
f. Responsibilities may include:
    1. Assist in the planning and execution of the activities of the Honors College;
    2. Teach one section of HNRS 101 or HNRS 310;
    3. Coordinate an Honors Interdisciplinary track or Learning Community;
    4. Propose changes or additions to the Honors curriculum and present curriculum proposals to the University Honors College Council;
    5. Serve as members of the University Honors College Council;
    6. Fulfill other duties as requested by the Dean to support Honors College students and curriculum.

Section 8—Honors Undergraduate Fellows

a. Eligibility: Any "active" Honors student as defined by the College Bylaws shall be eligible to apply for the position of Honors Undergraduate Fellow.
b. Selection: Honors Undergraduate Fellows will be selected each year in the spring semester by a competitive process of application and interview by a committee comprised of at least 1 Undergraduate Fellow, the Honors College Dean, and the Honors Advisor.
c. Term: Undergraduate Fellows will serve the college for a term of 1 year renewable at the discretion of the Dean for up to 2 years.
d. Responsibilities may include:
    1. Assist in the planning and execution of the activities of the Honors College;
    2. Serve as members of the University Honors Student Council and University Honors College Council;
    3. Assist the Honors College staff in the execution of their duties;

4. Fulfill other duties as requested by the Dean.

Section 9—Appeals.

Any Honors student has the right to appeal a decision of the Honors Dean. In the event of a student appeal, the Dean shall call on the members of the Honors Councils to form an ad-hoc Appeal Committee no later than one month after receiving the student appeal.

a. The student must submit the appeal in writing with supporting documents for review by the Appeal Committee.
b. The Appeal Committee shall convene for the purpose of hearing a single appeal or multiple appeals.
c. The Appeal Committee shall consist of the following:
    1. 2 student members elected by the University Honors College Council;
    2. 2 faculty members elected by the University Honors College Council;
    3. A faculty chair, who remains a voting member, elected by the Appeal Committee from among its 4 members.
d. Any decision by the Appeal Committee may be appealed to the University Court of Academic Appeals.

The dean, a nonvoting *ex officio* member of the Honors Councils, should not be present during the hearing of a student appeal. However, once the Appeal Committee has met, it will report to the dean and discuss its findings and recommendations with her/him before reporting its decision to the student or to the University Honors College Council.

Section 10—Program Review

The table below outlines the preliminary assessment plan of the Honors College and Honors Baccalaureate degree program. Honors College Faculty Fellows, the Honors College Dean, and University Honors College Council will assess the educational soundness of the program. Accreditation is not available for Honors, but the National Collegiate Honors Council offers external evaluation of Honors programs and colleges.

Evaluation Areas/Measures	Minimum Frequencies					Responsibility
	Each Course	Every Year	Every 1-3 Years	Every 3-5+ Years	Ongoing	
SPTE or IDEA Evaluations	X					Dean/Faculty
Curriculum/Graduate Exit Surveys			X			"
Mission Statement Review			X			"
External Advisory Input					X	"
Admittance Numbers		X				"
Admission Policies Review		X				"
Application Materials Review			X			"
Experience-Based Learning Evaluations						
Thesis/Capstone Evaluation			X			"
Graduation from University Number and Rate			X			"
Graduation from Honors Degree Program Number and Rate			X			"
Curricular review of diversity			X			"
Student participation in UG Research Forum			X			"
Number of Undergraduate Student Research Grants			X			"
Internal Program Review			X			"
National Collegiate Honors Council External Evaluation					X	"

Appendix D—List of Honors Graduates 2013-2014

Emory Lindquist Honors Program

- **Darren Beckham** Political Science, International Studies
  - Entering seminary in the fall
- **Adam Cameron** Education - History
- **Stephanie Fowler** Communication Sciences & Disorders| Minor in English
  - Pursuing Doctorate of Audiology, beginning 2015
- **Riley Hammond** Communication Sciences & Disorders|Minor in Psychology
  - Pursuing M.A. Speech-Language Pathology at Missouri State University
- **Melissa Heinitz** Exercise Science
  - Pursuing M.A. Kinesiology at University of Louisiana - Layfayette
- **Dalia Hernandez** Bioengineering and Computer Science
- **Emily Lancaster** Chemistry, Pre-Med
  - Attending Medical School at the University of Kansas - Kansas City
- **Andrew Longhofer** French, Creative Writing | Minor in Political Science, Psychology
  - Pursuing MFA in Creative Writing (Poetry) at Portland State University
- **Tara Mollhagen** Accounting | Minor in Spanish, Economics
- **Jake Newkirk** Mechanical Engineering |Minor in Math
- **Tyler Peden** Aerospace Engineering
  - Pursuing M.S. Aerospace Engineering
- **Victoria Pitts** Health Sciences
- **Shahla Pourkaram** Aerospace Engineering
- **Jarod Regier** English Education
  - Teaching secondary school English

Department Honors Track

- **Jamie Duder** Honors in Modern and Classical Languages and Literature (French)
- **Stephanie Fowler** Honors in Communication Sciences & Disorders
- **Riley Hammond** Honors in Communication Sciences & Disorders
- **Andrew Longhofer** Honors in Modern and Classical Languages and Literature (French)

Appendix E—List of Undergraduate Student Research Grant Winners 2013-2014

Taylor Bunch | Psychology
"Reducing Medication Administration Errors in Emergency Medical Services through the Implementation of a Verbal Verification Method."
Faculty Mentor | Joseph Keebler | Human Factors Psychology

Kelly Ha | Criminal Justice and Psychology
"Exploring the Relationship between Eye-Hand Coordination and Interest in Sports"
Faculty Mentor |Rui Ni | Human Factors Psychology

Charles Hayes | Psychology
"Assessment of Visual Discomfort of Stereoscopic Displays in a Movie Theater Environment"
Faculty Mentor |Rui Ni | Human Factors Psychology

Colyn Jones | Psychology
"The Relationship of the Personality Psychopathology Five scales of the MMPI-2-RF to the Grossman Facet scales of the MCMI-III"
Faculty Mentor | Darwin Dorr | Psychology

Riley Krehbiel | Anthropology
"The Lure of New Orleans: Transplants, Natives, and the Construction of Authenticity"
Faculty Mentor | Angela Demovic| Anthropology

Hannah Lindsey-Schuman | Communication Sciences and Disorders
"Breath Support for Speech Production in Children with Autism"
Faculty Mentor | Douglas Parham | Communication Sciences and Disorders

Andrew Longhofer | French and Creative Writing
"They Come Not Single Spies but in Battalions"
Faculty Mentor | Carolyn Shaw | Political Science

Maha Madi | Psychology
"Reducing Medication Administration Errors in Emergency Medical Services through the Implementation of a Verbal Verification Method"
Faculty Mentor | Joseph Keebler | Human Factors Psychology

Mary Maneth | Aerospace Engineering
"Nose Cone Design Research"
Faculty Mentor | Linda Kliment | Aerospace Engineering

Ashton Pfannenstiel | Psychology
"An Investigation of the Usability and Functionality of Health and Fitness-Tracking Devices"
Faculty Mentor | Barbara Chaparro | Psychology

Stan Saiz | Chemistry
"Investigation of Pancreatic Cancer Mutation in the Ig4 Domain of Palladin"
Faculty Mentor | Moriah Beck | Chemistry

Kok-Leong Seow | Computer Engineering
Confidential
Faculty Mentor | Jibo He | Psychology

Spencer Sinclair | Fine Arts - Printmaking
"Mezzotints"
Faculty Mentor | Humberto Saenz | Fine Arts - Printmaking

Brandon Smith | Anthropology
"The Influence of Sustainable Action on Cultural Conflicts in the Middle East: A Turkish Example"
Faculty Mentor | Jens Kreinath | Anthropology

Lindsey Stillwell | Social Work
"A Lost History: Finding, Writing, and Sharing the History of the Historic Dunbar Theater"
Faculty Mentor | Natalie Grant | Social Work

Colton Turner | Psychology
"Pedestrian Detection in a Night Time Driving and Texting Task"
Faculty Mentor | Alex Chaparro | Psychology

Kirsten Turner | Psychology
"Text Input and Reading Tasks on Small Screen Devices"
Faculty Mentor | Barbara Chaparro | Psychology

Chelsea Williams | Criminal Justice, Psychology
"Fatigue Detection Using Google Glass"
Faculty Mentor | Jibo He | Psychology

Cori Wright | Communication Sciences and Disorders
Faculty Mentor | Julie Scherz | Communication Sciences and Disorders

Wichita State University

Dorothy and Bill Cohen

Honors College

2014-2015 ANNUAL REPORT

September 15, 2015

WSU is a member of the National Collegiate Honors Council and the Great Plains Honors Council

WICHITA STATE UNIVERSITY
DOROTHY AND BILL COHEN HONORS COLLEGE

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STRATEGIC GOALS and INITIATIVES 2015-16

WSU Strategic Goals	*1. Guarantee an applied learning or research experience for every student by each academic program.*	*2. Pioneer an educational experience for all that integrates interdisciplinary curricula across the university.*	*3. Capitalize systematically on relevant existing and emerging societal and economic trends that increase quality educational opportunities.*	*4. Accelerate the discovery, creation and transfer of new knowledge.*	*5. Empower students to create a campus culture and experience that meets their changing needs.*	*6. Be a campus that reflects – in staff, faculty and students—the evolving diversity of society.*	*7. Create a new model of assessment, incentive and reward processes to accomplish our vision and goals.*
Goal I: Expand Academic Programs (Strategies under this goal will enhance the College's ability to serve new freshmen, continuing and transfer students.)							
Alignment of CHC Goal I Initiatives with WSU Strategic Goals	Launch new Cohen Enhancement Scholarships program and support up to 20 Honors students to study abroad, take unpaid internships in the public sector, attend national conferences, engage in research or creative activity. Increase Undergraduate Research and Creative Activity grant applications by 25%. Increase URCA grant applications from the Humanities by 50%.	Implement law and public policy interdisciplinary curriculum tracks. Develop sustainability and creativity interdisciplinary curriculum tracks. Continue to participate in development of campus-wide leadership certificate curriculum.	Develop Cohen Leadership Academy summer program.			Develop and implement regional recruitment plan, specific outreach to Kansas City area, Topeka, Garden City. Renew articulation agreement and increase recruitment from Hutchinson Community College to 5 students per year. Develop connections with Wichita area high school counselors. Partner with Office of Admissions to increase national recruitment outreach and increase out-of-state Honors College students from 7 to 15.	Implement Cohen Faculty Fellows program Work with current faculty fellows and Honors Faculty Council to develop selection process for new Cohen Faculty Fellows.

WSU Strategic Goals	***1. Guarantee an applied learning or research experience for every student by each academic program.***	***2. Pioneer an educational experience for all that integrates interdisciplinary curricula across the university.***	***3. Capitalize systematically on relevant existing and emerging societal and economic trends that increase quality educational opportunities.***	***4. Accelerate the discovery, creation and transfer of new knowledge.***	***5. Empower students to create a campus culture and experience that meets their changing needs.***	***6. Be a campus that reflects – in staff, faculty and students—the evolving diversity of society.***	***7. Create a new model of assessment, incentive and reward processes to accomplish our vision and goals.***
						Translate Honors benefits and curriculum web page into Spanish.	
Goal II: Enhance Quality of Academic Programs							
Alignment of CHC Goal II Initiatives with WSU Strategic Goals	Develop assessment plan for experiential learning requirements: HNRS 485 Honors Academic Research and HNRS 481N Internship or Study Abroad. Increase student, faculty, and staff participation in regional and national honors councils and professional conferences to 5 per year. Hire Associate Dean to support Honors experiential learning and advising.			Increase Honors student participation in the Undergraduate Research and Creative Activity Forum by 50%.		Partner with Study Abroad to increase number of Honors students studying abroad by 50%.	Recognize faculty contribution to Honors through advertisement in Sunflower, letters to College Deans, and end-of-year ceremony recognition.
Goal III: Sustain and Enhance Honors Student Community							
Alignment			Create Alumni Advisory Board to engage at least 10 Honors alumni. Partner with	Increase overall Honors student community engagement hours by 25% to 1450 hours.	Work with Honors Advisor to facilitate new Honors Peer Mentor program and designate 10 peer mentors for	Increase number of living learning community residents by 25% from 45 to Raise funds for 2	

WSU Strategic Goals	*1. Guarantee an applied learning or research experience for every student by each academic program.*	*2. Pioneer an educational experience for all that integrates interdisciplinary curricula across the university.*	*3. Capitalize systematically on relevant existing and emerging societal and economic trends that increase quality educational opportunities.*	*4. Accelerate the discovery, creation and transfer of new knowledge.*	*5. Empower students to create a campus culture and experience that meets their changing needs.*	*6. Be a campus that reflects – in staff, faculty and students—the evolving diversity of society.*	*7. Create a new model of assessment, incentive and reward processes to accomplish our vision and goals.*
of CHC Goal III Initiatives with WSU Strategic Goals			WSU Foundation and Alumni Association for targeted outreach regional alumni (e.g. Kansas City and Oklahoma City) and to host regional alumni and parent event to engage at least 25 new alumni and parents. Increase alumni recognition in newsletter and end-of-year ceremony.		Fall 2016. Work with Honors Student Council (HSC) to develop Honor Code. Organize student leadership retreat to promote identity building and strategic planning. Increase student participation in the Honors student organization (WHEAT) by 100% (from 10 to 20 members).	additional incoming student scholarships not tied to major.	

COLLEGE PERSONNEL 2014-2015

Office Personnel

Fall 2014

Kimberly Engber, Dean (1.0)
Kimn Gollnick, Assistant to the Dean (1.0)
Jeffrey Stephens, Advisor and Coordinator of National Scholarships (1.0)
Stephanie Rogers, Undergraduate Research Grants Program Assistant - August 2014 to February 2015 (.5)

Spring 2015

Kimberly Engber, Dean (1.0)
Vanessa Stupay, Assistant to the Dean – started April 2015 (1.0)
Stephanie Rogers, Advisor and Undergraduate Research Grants Program Assistant – February to July 2015 (1.0)

Summer 2015

Kimberly Engber, Dean (1.0)
Vanessa Stupay, Assistant to the Dean – started April 2015 (1.0)
Kitti Seavey, Advisor and Scholarship Coordinator – started July 2015 (1.0)

Honors Undergraduate Fellows

Tracia Banuelos	LAS/Business
Brae Bigge	LAS
Bridget Carroll	Fine Arts
Rachel Tuck	LAS

Honors Faculty Fellows

Larry Spurgeon (Fellows' chair)	Business
Elaine Bernstorf	Fine Arts
Michael Hall	LAS
Douglas Parham	Health Professions
Jeremy Patterson	Education

COLLEGE GOVERNANCE

UNIVERSITY HONORS COLLEGE COUNCIL 2014-15

The University Honors Student Council is the governing board for the college and is comprised of the Student Council and the Faculty Council. The Student Council meets every two weeks on Thursdays, and the Faculty Council meets monthly. The University Honors Council meets together at least once per semester.

Honors College Student Council

Kaylee Ball	Business, SGA Senator Nathan Miller (chair Fall 2014)
Tracia Banuelos	LAS/Business Business
Bridget Carroll	Fine Arts
Alec Landreth	Honors
Brianna Long	LAS, WHEAT President
Rachel Onken	LAS
Stephen Sawatzsky	Business
Dylan Thiessen (chair spring 2015)	Business
Ahmad Yassine	LAS
Kimberly Engber	Dean *ex officio*
Jeffrey Stephens/Stephanie Rogers	Advisor *ex officio*

Honors College Faculty Council

Name	College	Term ends, renewable
Roy Myose	Engineering	2016
Doug Parham	Health Professions	2016
Holger Meyer- Chair	LAS Math/Natural Sciences	2015
Jeremy Patterson	Education	2015
Mel Kahn	LAS/Social Sciences	2015
Larry Spurgeon	Business	2014
Elaine Bernstorf	Fine Arts	2014
Will Klunder	LAS/Humanities	2014
Shonn Haren	University Libraries	2017
Kimberly Engber	Dean, *ex officio*	
Jeffrey Stephens/Stephanie Rogers	Advisor, *ex officio*	

BUDGET

Salaries – Lecturer and Student	$ 31,289
Salaries – Faculty Fellows (one-time RU funding)	$ 12,000
Salaries – Grants Program Assistant (one-time RU funding)	$ 6,000
Operating Expenses (OOE)	$ 20,885
Undergraduate Research Grants Program (annual RU funding)	$ 24,800

ALUMNI AND DEVELOPMENT

> **College named** with $4.75 million gift from Dorothy and Bill Cohen
Funds available Fall 2016 to create:
  - Cohen Enhancement Scholarships $90,000 total annually
    Funding toward study abroad, conference travel, unpaid nonprofit internships, summer research
  - Cohen Faculty Fellows in Residence $60,000 total annually
    Faculty released from some or all department teaching for one semester (fund transfer to college/dept)
    Faculty given foundation account for travel, materials, equipment to support Honors teaching
  - Cohen Leadership Academy $40,000 total annually
    Intensive interdisciplinary program (e.g. summer leadership or problem-based learning)
    Funding toward student summer scholarships, faculty summer stipend, programming/events

> **Koch Scholars program** funded as five-year pilot to support up to 10 new students each year for up to four years of study in preferred majors in Engineering and Business
  - Funding tuition, fees, room and board of up to $7,500 in state, $15,000 out of state annually per student

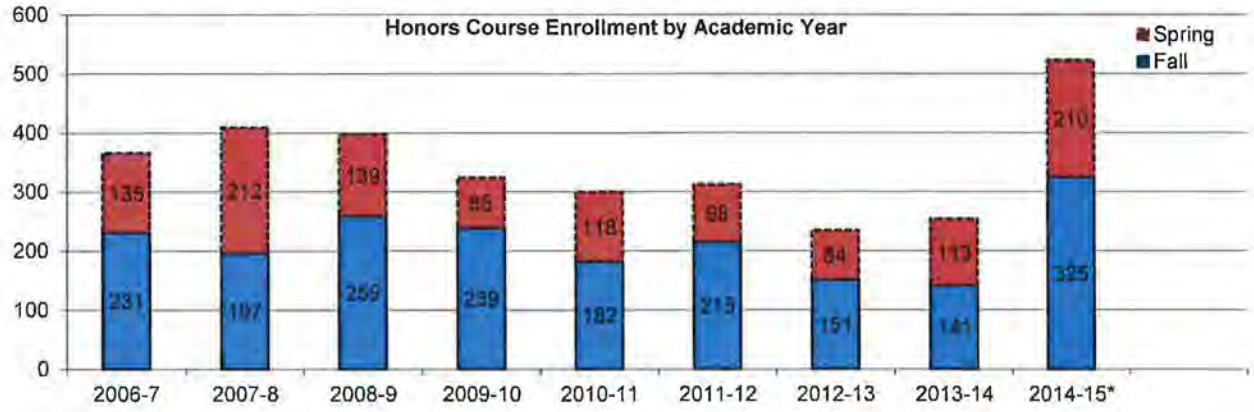
> **A gift from Dr. Sharon Iorio** funded the HNRS 304E Arts in Wichita trip to Kansas City, May 2015

CURRICULUM

Curriculum Development

> **Law and Public Policy track and new Survey in Law and Public Policy course** curriculum proposal drafted by a faculty committee: Larry Spurgeon (Honors Faculty Fellow and committee chair), Neal Allen (Political Science), Alison Brown (Criminal Justice), Robin Henry (History), Jeffrey Hershfield (Philosophy)

Honors Courses



HNRS-prefix seminar courses offered in the 2014-2015 academic year

Fall 2014

HNRS	101	Intro to the University	1	Hall
HNRS	101	Intro to the University	1	Spurgeon
HNRS	101	Intro to the University	1	Bernstorf
HNRS	104B	Art of Theater	3	Cavarozzi
HNRS	153T	Big Bang,Blk Holes, Fate of Univrs	3	Ratcliffe
HNRS	305E	Video Games and Philosophy	3	Vanderburgh
HNRS	305F	Epidemics in World History	3	Dehner
HNRS	485	Honors Research Seminar	3	Patterson

Spring 2015

HNRS	153B	The Dynamic Universe	3	Ratcliffe
HNRS	304E	The Arts in Wichita	3	Porcaro
HNRS	305G	Gov Women's Bodies in 20th Cen	3	Henry
HNRS	306B	Social Problems and Solutions	3	Allen
HNRS	351	Survey of Leadership	3	Spurgeon
HNRS	485	Honors Research Seminar	3	Ni

Honors also partially funded a spring pre-session Leadership in Self and Society (HCMD 308H/PSY 413H) that enrolled 14 Honors College students.

HONORS ADVISING

Honors students have dual advising. They meet with their college or department academic advisor for course scheduling and general degree audit information. They meet with the Honors Advisor for advising about Honors courses, progress to graduation with Honors, and with the dean about undergraduate research grant applications or national post-graduate fellowships and scholarships. The Honors Advisor does not advise on courses to take in order to complete the major; those questions are best handled by the major college Academic Advisor or Faculty Advisor, depending on the college.

Priority Enrollment

Honors students are given priority enrollment, the ability to enroll in classes on the first day of registration, as if in senior standing. Students do not have to meet with the Honors advisor before enrollment week to have this privilege. However, students whose major college requires an advising appointment must complete this appointment before they are able to register.

HONORS GRADUATES

- 22students received an Emory Lindquist Honors transcript distinction.
- 6 students received department honors and a diploma distinction.
- 6 Honors students accepted into post-baccalaureate school (graduate, medical, law) of choice.

For a list of Honors Graduates, see Appendix C. For Exit Survey Results, see Appendix D.

RECRUITMENT AND RETENTION

Admissions Events

The Office of Admissions and Honors have a strong working relationship to recruit honors-eligible students from high schools. Communication with prospective students begins in the spring of their high school junior year or fall of their high school senior year. Honors personnel regularly participate in Office of Admissions recruiting events for high school juniors and seniors each year.

Admissions recruitment events attended by the advisor or dean during academic year 2014-2015 included: Junior and Senior Days, Presidential Scholars campus visits, Distinguished Scholarship Invitational, and International Baccalaureate campus visit day; Honors Undergraduate Fellow Bridget Carroll worked with Admissions staff member Jamie Hull to plan specific National Merit student recruitment events.

Honors Outreach

Honors requests from Admissions in August a list of all honors-eligible students – admitted and prospective – in the region and mails an invitation letter to these students.

Honors hosted three recruitment events during academic year 2014-15: a fall Honors Open House organized and managed by the Advisor and Honors Undergraduate Fellows Brae Bigge and Rachel Tuck; fall National Merit Luncheon (in partnership with Office of Admissions staff who sent invitations, planned and managed event); and spring Honors for a Day (a matriculation event organized and managed by Honors Undergraduate Fellows). Honors Undergraduate Fellow Tracia Banuelos organized a spring visit to her alma mater, the Wichita East International Baccalaureate program and invited the Dean and Admissions staff member Jessica Newman to join.

For Honors Recruitment Attendance by Major College, see Appendix E.

College Membership

Fall 2014 Membership			Fall 2015 Membership	
By College	**# of Students**		**By College**	**# of Students**
Arts & Sciences	147		Arts & Sciences	163
Business	61		Business	75
Education	41		Education	43
Engineering	110		Engineering	147
Fine Arts	9		Fine Arts	20
Health Professions	44		Health Professions	53
Honors (Baccalaureate)	1		Honors (Baccalaureate)	1
By Class			**By Class**	
FR	178		FR	131*
SO	90		SO	169
JR	78		JR	110
SR	67		SR	92
Total	**413**		**Total**	**502**

*Accepted 162; Average composite ACT 28.25; Average HS GPA 3.88

Student Mentorship and Community Engagement

- HNRS 101Introduction to the University enrollment
  - Fall 2013 6
  - Fall 2014 33
  - Fall 2015 34
- Morgan Grant partnership: Office for Student Success supported two Honors peer mentors for fall 2014 with their Morgan Grant project funding. See Appendix F for HNRS 101 Student Survey Results.
- Honors Undergraduate Fellows (4) worked on student events, recruitment, reception/office support, projects.
- Student organization (WHEAT) assumed role of planning community service and academic events for all Honors students.
- New Honors Monthly Meeting required for all new Honors students in fall 2014
- 1,154 hours logged in spring by Honors students who accepted the Dean's community engagement challenge
- Honors Living Learning Community (Shocker Hall)
  - Fall 2013 (Fairmount) 20
  - Fall 2014 61
  - Fall 2015 45**

**number limited to serve students given availability of 1 Peer Academic Leader

COMMUNICATION (SOCIAL MEDIA)

Web Page

Kimn Gollnick and Stephanie Rogers maintained the webpage for Honors and the Undergraduate Student Research Grants program: www.wichita.edu/honors.

Social Media: Facebook and Twitter

Rachel Tuck managed the Honors Facebook page (https://www.facebook.com/lindquistghost) and Twitter account (@lindquistghost) during academic year 2014-2015. Dr. Engber learned to tweet at the Great Plains Honors Council conference in March 2014 and continues to pretend that she understands this 21st century medium.

Blog and Newsletter

Bridget Carroll took on the role of editor for the Honors newsletter called "The Innovator." The Innovator included stories about student academic and community engagement; alumni, faculty and student profiles; course information; upcoming events; and a letter from the dean. Bridget also launched a new blog.

W.H.E.A.T. STUDENT ORGANIZATION

The Emory Lindquist Scholars student organization elected to change their organization name to the WSU Honors Events and Activities Team (W.H.E.A.T.) and to take on the role of planning community service events and academic events for all Honors students. They volunteered in fall for Woofstock to benefit the Human Society, and in small groups throughout the year for Fairmount Go-Zones, a Saturday youth enrichment program near the main campus. The student organization maintains a Blackboard online community and a webpage: http://www.wichita.edu/els

SCHOLARSHIPS AND AWARDS

Wichita State Scholarships

The Koch Scholars program was launched in spring 2015 and awarded $30,000 each year for up to four years to 10 students majoring in preferred fields in Engineering and Business who also agree to become members of the Honors College:

- R. Chase Crenshaw, Andover High School, Computer Engineering
- Kiehn A. Foraker, Rose Hill High School, Computer Science
- Courtney N. Grosch, Newton High School, Economics
- Morgan K. Jarrett, Mulvane High School, Computer Engineering
- Kyle C. Kopecky, Blue Valley North High School, Economics
- Daniel L. Martin, Flinthills High School, Economics
- Nicholas A. Perkins, Andover High School, Computer Engineering
- Thomas P. S. Schmidt, Wichita Northwest High School, Economics
- Jessica L. Wehkamp, Cimarron High School, Accounting
- Taylor M. Williams, Wichita High School East, Mechanical Engineering

The McGregor Scholarship of up to $26, 000 for an incoming student who agrees to become a member of the Honors College was awarded to Campus High School International Baccalaureate program graduate, Vy Le.

The McDonald's Honors Endowed Scholarship of $950 was awarded to Ericka Feltrop.

The Dr. G.D. Robinson Scholarship of $340 was awarded to Nick Fleming.

National Scholarships and Fellowships

4 Applications: 2 Critical Language Scholarship, 1 Fulbright Summer Institute, 1 Rhodes

0 Awards

UNDERGRADUATE STUDENT RESEARCH AND CREATIVE ACTIVITY

Undergraduate Student Research Grants Program

The Undergraduate Research and Creative Activity Grants program coordinated by the Cohen Honors College seeks ***to ensure that every undergraduate student has a Research or Creative Activity experience*** and to:

- Empower students to engage in original research and creative activities in collaboration with faculty in or out of their field;
- Promote research learning across campus;
- Communicate availability of undergraduate research grant funding widely and frequently;
- Allocate grant resources with integrity;
- Encourage multi-disciplinary collaboration;
- Facilitate faculty mentorship (through workshops, awards, etc.);
- Create resource connections (e.g. library workshops and online archives for student research);
- Assess grant outcomes.

Undergraduate Student Research and Creative Activity Grants Committee Members

Committee members determine through a competitive proposal review process how to allocate financial support for students to engage in scholarly research and creative activities in collaboration with faculty.

- Robert Bubp—Fine Arts
- Douglas Crews—Social Work
- Lawanda Holt-Fields—McNair Scholars Program
- Douglas Parham—Health Professions

19 students received grants during AY 2014-15. For a list of grant winners, see Appendix G.

Research Day at the Capitol

Each year for the past four years, the Regents universities and Washburn University have gathered for a Research Day at the Capitol that showcases undergraduate research and creative activity with a poster display in the rotunda of the Capitol building. Wichita State University served as the coordinating campus for Research Day February 11, 2015. Stephanie Rogers handled all communication with other universities, promotion on campus to recruit students, coordination of logistical details with KBOR and the Capitol, production of a program booklet, and management of the event including a presentation of award certificates and lunch, paid for by WSU.

UNIVERSITY SERVICE AND PROFESSIONAL DEVELOPMENT

Campus Partnerships

- Partnered with PreLaw Student Associate to host Tulsa Law School representative
- Supported Undergraduate Research and Creative Activity Forum
- Supported Alex White visit
- Supported Writing Now, Reading Now Series

Committee Service

- University Honors College Council – Advisor and Dean
- Advisor Council – Advisor and Dean
- Website Redevelopment Task Force – Assistant to the Dean
- OneStop – Assistant to the Dean

- Academic Advisor Consortium - Advisor
- Retention Council – Advisor and Dean
- Leadership Certificate Development Committee – Dean
- Masters in Innovative Design Development Committee - Dean
- Fairmount College Advisory Council - Dean
- Undergraduate Research Grants Committee—Program Assistant and Dean
- Dean's Council – Dean
- President's Executive Team - Dean

Conferences

- **National Collegiate Honors Council (NCHC) conference**, Denver, CO, November 2014 – Kimberly Engber (Honors), Larry Spurgeon (Business), Jennifer Tiernan (LAS/Communication), Rachel Tuck (Student-Honors/LAS - Poster Presentation)
- **Kansas Connections conference** (all Kansas Honors programs), Emporia, November 2014 — Kimberly Engber (Honors), Jeffrey Stephens (Honors), Tracia Banuelos (Student – Honors/Business, panel member), Brae Bigge (Student – Honors/LAS), Dylan Thiessen (Student - Honors/Business) Rachel Tuck (Student – Honors/LAS - Poster Presentation)

Appendix A—Honors Curriculum and Community

Section 1—Admission, Continued Eligibility, and Honors Distinction Graduation Requirements

1-1. Admission Requirements

To apply to the Honors College, students submit the application form found at wichita.edu/honors.

1-1-1. Entering Freshmen by ACT Score or High School Grade Point Average, and Essay

For students entering WSU with fewer than 24 college credit hours: a minimum high school GPA of 3.700, or a composite ACT score of 27 (SAT 1220)* or better.

* The WSU Office of Admissions converts SAT (Critical Reading and Math only) to ACT scores.

1-1-2. Transfer and Continuing Students

For students entering WSU with 24 or more hours of college credit: a minimum college GPA of 3.500.

1-1-3. Entering by Petition

Students who do not meet the ordinary admission requirements may petition the Honors College Dean for special admission.

1-1-4. Admission to the Honors Science Learning Community

The Honors Science Learning Community is a rigorous, intensive science/math curriculum and is open to students who meet any ONE of the following four criteria: High school GPA of 4.0, a composite ACT score of 32, SAT 1420, or top 5% of graduating high school class.

1-2. Eligibility for Continued Enrollment in the Honors College

1-2-1. Normal Progress

Students should take at least 3 credit hours in Honors Seminars (HNRS-prefix) or departmental honors (H following the course number) each year in order to graduate within four years with an Honors notation on the transcript. Students should take at least 6 credit hours in H courses or HNRS seminars each year in order to graduate within four years with the University Honors Minor or the Honors Baccalaureate diploma. Note that many of the requirements of the general education program can be fulfilled by taking H and HNRS courses.

1-2-2. Active Honors Student Status

Any student who maintains normal progress as defined by Section 3-2-1 of the College Bylaws or who completes the graduation requirements for any of the Honors College curricula shall be considered an "active" Honors student; shall remain eligible to receive an Honors College scholarship; shall be eligible to receive priority enrollment and other benefits of college memberships; and shall be eligible to serve as an Undergraduate Fellow and/or on the Honors Councils and any subcommittees.

1-2-3. Probation and Dismissal

Students whose overall WSU GPA drops below 3.250 or who do not take any honors courses for a period of one year, will be placed on probation and will be required to meet with the dean. At the end of either the fall or spring semester immediately following the semester in which the student is put on probation (whichever comes first), the case will be reviewed by the dean who will decide to either return the student to good standing or dismiss the student from the college. Students may also be dismissed from the honors college at the discretion of the dean for violations of principles of academic integrity or other behavioral offences. Students who are on probation are not eligible to receive an Honors College scholarship and are not eligible to serve as Undergraduate Fellows, on Honors Councils or subcommittees. Students may appeal dismissals from Honors to the Honors Appeals Committee.

1-3. Honors Distinctions—Graduation Requirements

1-3-1. Emory Lindquist Honors Scholars Program (Transcript Entry: 12 credits)

The Emory Lindquist Honors Scholars Program is designed particularly for first-year students but is open to qualified continuing and transfer students. The Emory Lindquist Honors Scholars curriculum leads students to explore intersections among academic disciplines and professions and to participate in academic research and creative activity in their first or second year at WSU.

To receive the transcript designation "Emory Lindquist Honors Scholar," a student must maintain a cumulative GPA of 3.25 and complete 12 Honors credits comprised of:

- One Honors General Education Introductory Seminar (HNRS-prefix courses) (3 credits);
- HNRS 485: Honors Research and Creative Activity Seminar (3 credits);
- Electives chosen from Honors Seminars (HNRS-prefix courses) or departmental honors courses (6 credits).

A student who wishes to take an Honors General Education Issues & Perspectives course or upper-division honors course to fulfill the Honors General Education Introductory Seminar requirement may petition the Honors College Dean for special permission.

Honors Science Learning Community students must maintain a cumulative GPA of 3.25 and complete 12 Honors credits including:

- HNRS 310: Honors Tutorial-Honors Science (1 credit);
- One Honors General Education Introductory Seminar (HNRS-prefix courses) (3 credits);
- HNRS 485: Honors Research and Creative Activity Seminar (3 credits);
- Electives: any combination of HNRS or "H" credits (5 credits).

Honors Science Scholars are encouraged to take Honors Calculus II, *or* III and Honors sections of science courses during the first year at WSU. A student who wishes to take an Honors General Education Issues & Perspectives course or upper-division honors course to fulfill the Honors General Education Introductory Seminar requirement may petition the Honors College Dean for special permission.

Students who transfer to WSU having completed all or part of an honors program at a community college should speak to the director of honors about having those credits counted toward the Emory Lindquist Honors Scholars Program.

1-3-2. Interdisciplinary Honors Tracks (Transcript Entry: 12 credits)

To receive an Honors interdisciplinary track transcript designation, a student must maintain an overall GPA of 3.25 and complete 12 credit hours in one of several interdisciplinary tracks. Interdisciplinary track topics include Creativity, Law, Leadership, and Sustainability. Each 12-credit track consists of a core course and electives as well as a service activity, internship, exchange/study abroad, or research/creative project.

Students may choose from among several Honors Interdisciplinary Tracks. The common requirements for an Honors Track are:

- *Introduction Course* (3 credit hours): This course will provide perspectives from across academic disciplines to help students understand the complexities, connections, and context of the subject matter for the track.
- *Track Courses* (6 credit hours): The student will take two courses in the track area. Special topics Honors seminars (HNRS-prefix courses) are designed to provide diverse perspectives from multiple academic

disciplines. With the approval of the Honors advisor, a student may take another course as a substitute for an honors seminar.

- □ *Experience-Based Learning* (3 credit hours): The student is required to complete a total of 3 credit hours through non-classroom activities that enable the student to engage in experience-based learning and apply the knowledge and skills learned in the track to real-world problems and work environments. These activities include internships, international travel, and community service.

1-3-2a Leadership Track Requirements

Core Course: HNRS 351 Survey of Leadership (3 credit hours)

Electives: Choose 6 credit hours from the following courses: ENGR 501H The Engineer as Leader; POLS 315H The Presidency; _____MGMT 462H Leading and Motivating; HMCD 308H Leadership in Self and Society or HNRS 152F Leadership Challenge or PSY 413H Leadership in Self and Society

Experience-Based Learning: HNRS 398 Honors Travel Seminar (3) or HNRS 481Honors Internship or Co-operative Education (3); or HNRS 481N Honors Internship: Center for Community Support and Research Team Internship (3).

1-3-3 University Honors Minor (Transcript Entry and Diploma Designation: 24 credits)

To receive a University Honors Minor and the diploma designation "University Honors," a student must maintain a cumulative GPA of 3.25 and complete 24 Honors credits comprised of:

- □ 12- credit Emory Lindquist Honors Scholar Program
  AND
- □ 12-credit Honors Interdisciplinary Track.

Students who complete the requirements for a University Honors Minor receive an Emory Lindquist Honors Scholar transcript designation, an Honors interdisciplinary track transcript designation, and the diploma designation "University Honors." Up to 3 Honors credits counted toward the student's major may be counted toward the University Honors Minor.

A student may petition for an exception to the University Honors Minor curriculum. To request an exception, the student must meet with an Honors College Advisor or Honors College Dean to create an independent interdisciplinary plan of study. Each student's plan of study form must be signed by the Honors College Dean and will be submitted to the student's college advisor as well as to degree evaluation.

1-3-4 Honors Baccalaureate Degree (63 credits)

The Honors Baccalaureate (H.B.) degree is conferred by the Honors College. The degree is designed for students with diverse interests in academic areas across campus. It can prepare students for careers such as university teaching, medicine, law, or management. A student who wishes to receive the H.B. degree will work closely with an Honors College Advisor or Dean to select two or three academic disciplines from at least two of the six other colleges on campus. The Honors College Advisor will coordinate with faculty and advisors from the colleges and major departments to select a program of study that will provide the student with a rigorous academic experience. To receive the Honors Baccalaureate, students must:

- □ Complete at least 18 credits hours in each of two departmental majors/disciplines from at least two colleges (for a total of at least 36 credits)

OR

- ☐ Complete at least 12 credits hours in each of three departmental majors/disciplines from at least two colleges (for a total of at least 36 credits)

  AND

- ☐ Complete the following additional 27 Honors credits:
  - *Emory Lindquist Honors Scholar program (12 credits).*
  - *Honors Interdisciplinary Track (12 credits):* The student must complete the requirements for one of the Interdisciplinary Honors Tracks.
  - *Honors Thesis (HNRS 410 Independent Study, 3 credits):* The student will work with a faculty mentor who will supervise a capstone thesis project during the student's last semester.

Electives: To fulfill the 120 credit hours required for an undergraduate degree at WSU, the H.B. student will complete elective courses selected with the help of the Honors College Advisor or Dean.

1-3-5. Grade Point Average

To graduate with an Honors College designation on the transcript or diploma, a student must maintain an overall cumulative GPA of 3.250.

Section 2—Honors Living-Learning Community

2-1. Description of the Honors Living-Learning Community.

The Honors Living-Learning Community is designed to promote close interactions among honors students and to create an environment that maximizes learning, social development and personal growth.

2-2. Eligibility for the Honors Living-Learning Community

Entering freshmen who have been admitted to the Honors College may apply to live on the honors floor in Shocker Hall.

2-3. Requirements for the Honors Living-Learning Community

Students who live on the honors living-learning floor:

- take 3 credit hours each year from a prescribed list of honors courses, and are recommended to take HNRS 101 in their first semester;
- participate in the social, cultural, academic and service programs offered;
- abide by the rules set by housing and residence life;
- abide by the contract created each year by the living-learning community students.

Section 3—Honors Courses.

In honors courses, students work closely with faculty and other students. Classes are small (normally capped at 15), many are interdisciplinary in their topics, and all emphasize the development of knowledge as well as skills in writing, speaking, library or laboratory research methods. Many courses develop skills in teamwork and leadership. The majority of HNRS and H courses satisfy the requirements of the WSU general education program. Students are encouraged to take courses that will challenge them academically and personally.

Students can earn Honors credits for a range of courses and experiences: *Honors seminars (HNRS-prefix courses):* Discussion-based seminars that fulfill Tier 2 and Tier 3 general education requirements are offered every semester and are open only to Honors College students. These courses carry the "HNRS" prefix. *Departmental honors courses:* Many departments offer honors sections of traditional courses, as well as innovative courses designed specifically for Honors College and departmental honors students. These courses are marked with an "H" after the course number. *Honors Research and Creative Activity Seminar (HNRS 485):* The Honors Research and Creative Activity Seminar presents methods of inquiry and research concepts from several academic disciplines and provides students with opportunities to participate directly in research projects. Emory Lindquist Honors Scholars and Honors Science Scholar are required to take this seminar during their first year in the Honors College at Wichita State. *Experience-Based Learning*: Honors students are encouraged to engage in experience-based learning including the following Honors courses: HNRS 310 Honors Tutorial: special topics or service-learning experience; HNRS 398 Travel Seminar; HNRS 410 Independent Study; HNRS 481 Cooperative Education; HNRS 481N Cooperative Education: Internship

3-2. Honors Option Contracts.

A student may petition to receive Honors credit for any course taught by a fulltime faculty member by submitting an Honors Option contract. Each Honors Option contract must be approved by the instructor and the Honors College Dean or Honors College Advisor. A student may take only one Honors Option each academic year.

An Honors Option requires a student to design meaningful work to supplement regular course material. (Examples include, but are not limited to, more in-depth research and writing assignments, presenting additional material to the class, and service projects with written reflection.) Students are required to:

- Meet with the instructor before the end of the third week of classes to design a special assessment or project;
- Fill out and turn in the Honors Option contract to the Honors College Dean by the end of the third week of classes;
- Schedule at least two additional meetings with the instructor, with at least one meeting before midterm;
- Complete all requirements for the Honors Option ideally two weeks before the final day of class.

When a student has completed the Honors Option contract requirements, the instructor notifies the Honors College Dean who then asks the Registrar to update the student's transcript to show that the student earned Honors credit for the course. There is no penalty if the student does not complete the additional work.

Section 4—Departmental Honors Requirements

Some departments and colleges at WSU offer students the opportunity to receive departmental/college honors through their major. Departmental/college honors tracks are currently offered in the following: Aerospace Engineering, Communication, Communication Sciences and Disorders, Modern and Classical Languages and Literatures, Mathematics, and Political Science. To enroll as a candidate for departmental/college honors, a student must have junior standing and a cumulative grade point average of 3.25 (higher if department requirements so specify).

Departmental/college honors tracks consist of at least 12 hours of upper-division coursework, including a senior thesis, senior project, senior recital, or equivalent capstone experience. Each department or college will specify requirements for

satisfactory completion of the honors track, but a minimum grade point average of 3.500 for work in the honors track is required. Students who complete all requirements for departmental/college honors receive a diploma designation. Up to 3 Honors credits counted toward the student's major may be counted toward the University Honors Minor. Current information about departmental/college honors requirements is available in the Undergraduate Catalog.

Appendix B—College Charter and By Laws
Revised by the Honors College Student Council, December 1, 2014
Approved by the Honors Faculty Council December 2, 2014

Honors College Charter

Preamble

We, the students and faculty who value the life of the mind, the execution of good work for its own sake, and the common threads uniting every discipline; who share a passion for rigor over ease, for creativity over uniformity, for debate over compliance, for inquiry over recitation, for knowledge over ignorance, for wisdom over conceit; and who aspire to enlivened minds, to connected understanding, to professional collegiality, to innovative collaboration, to inspired action, to distinguished service, to enriched lives, and to self-determination; do hereby establish an Honors College at Wichita State University.

I. Nature of the Honors College

A. The Honors College shall dedicate itself to the following pursuits:

1. **Developing a sense of community and common identity among its members;**
2. **Cultivating an intellectual ethic among its members, including:**
    a. A contribution to the knowledge in one's chosen discipline;
    b. A value of and interest in the knowledge in other disciplines;
    c. A mastery of cognitive, transferable, and practical skills;
    d. A commitment to curiosity and lifelong learning.
3. **Cultivating a professional ethic among its members, including:**
    a. A passionate pursuit of long-term goals;
    b. A high degree of personal integrity and ethical conduct;
    c. A value of respectful, productive working relationships;
    d. A sense of common purpose and meaning.
4. **Cultivating an innovative ethic among its members, including:**
    a. A creative approach to solving problems;
    b. A capacity for identifying unaddressed challenges and needs;
    c. A willingness to accept risk and ambiguity in proposing solutions;
    d. A facility with borrowing from several disciplines and identifying connections between them to find interdisciplinary solutions.
5. **Cultivating a transformational ethic among its members, including:**
    a. An urge to make a positive impact on the community and in the world;
    b. An open-minded embrace of diversity in backgrounds, values, and perspectives;
    c. A marriage of deliberation and decision in taking action;
    d. An understanding of the importance of inspiring others.

B. The Honors College shall achieve these pursuits through the following activities:

1. **Formal academic curriculum, including:**
    a. Discipline-specific and interdisciplinary courses that fulfill general education and departmental requirements;
    b. Experiential learning and research opportunities for academic credit;
    c. A cohesive structure into which these can be combined to earn an Honors transcript distinction;
    d. A cohesive structure into which these can be further combined to earn an Honors minor;
    e. A cohesive structure into which these can be further combined to earn an Honors Baccalaureate degree.
2. **Academic advising and mentorship, including:**
    a. Supporting cognitive, emotional, creative and social development;

b. Engaging students in degree planning, course scheduling, and academic goal-setting;
c. Supporting undergraduate student research for students and faculty in all academic colleges;
d. Coordinating applications for nationally recognized scholarships and fellowships for students in all academic colleges;
e. Preparing Honors students for postgraduate studies and careers.

3. **Co-curricular and extracurricular programming to enrich the student experience, including:**
   a. A variety of lectures, workshops, colloquia, etc. that broaden intellectual life;
   b. A variety of service, leadership, and enrichment opportunities that encourage civic engagement;
   c. A variety of engaging social and leisure programming that develop personal relationships and individual passions and interests.
4. **Ensuring the persistence and continuity of the Honors College through collaboration with other University departments and offices to recruit and retain Honors students, including but not limited to:**
   a. Direct recruitment of Honors-eligible high school, community college, and Wichita State students through email and print mail;
   b. Regular participation in recruitment events organized by the Office of Admissions for high-achieving students;
   c. Collaboration with the Office of Housing and Residence Life to create a successful living-learning community;
   d. Collaboration with other academic colleges and the Office of Financial Aid and Scholarships.
5. **Ensuring the persistence and continuity of the Honors College through collaboration with other academic colleges to recruit and retain faculty from departments across campus to teach Honors courses and serve as faculty mentors for Honors students.**

II. University Honors College Governance

A. **Powers:** Subject to the provisions of this Charter, primary governing power is vested in the University Honors College Council, composed of faculty and students, as the College By-laws may designate.

B. **By-laws**: The University Honors College Council shall enact By-laws for the governing of the Honors College, in accordance with this Charter.

Honors College Bylaws

Faculty and student participation in University and College governance is vital to the proper functioning of the University. Faculty interest in direction and development of the Honors College not only reflects their formal right to contribute to University decision making but indicates their responsibility to do so as professional scholars and researchers.

The Honors College offers opportunity for faculty and student participation in college governance. At the college level the major contexts for faculty participation in the determination of college-wide policy are meetings of the college faculty and students (the General Assembly), the University Honors College Council comprised of the Honors College Student Council and the Honors College Faculty Council as well as such committees as it may form, the Appeals Committee, the Faculty Fellows committee, the Scholarship committee, and ad hoc committees as may be created.

The Scott, Foresman Robert's Rules of Order Newly Revised by Henry M. Robert, revision by Sarah Corbin Robert with the assistance of others (Glenview, IL: Scott, Foresman, 1981), will serve as the parliamentary guide for the General Assembly and any other agencies of college governance which do not provide otherwise for such a guide; this guide may be replaced by another at the discretion of the governance agency in question.

Section 1 –Description

The Wichita State Honors College aims to prepare students for innovative work in a complex society. We are located in the middle of the nation in a city known for entrepreneurs and aviation. We are at the heart of an urban university with high research activity and a commitment to benefit the region and beyond. Honors College students and faculty reflect these characteristics, seeking the breadth and depth a university offers, along with the perspective and attributes that will enrich their lives and the lives of others.

Honors students and faculty engage in intellectual inquiry and debate and enjoy strong support for exploration, discovery, and community service. They pursue meaningful work in Honors seminars and inter-disciplinary tracks. They apply what they have learned in class to Honors research and creative activity, internships, student exchange and study abroad. Students are encouraged to meet with the Honors College Dean, Faculty and Advisors to design a program that meets their academic needs and professional goals.

Faculty from academic colleges and the library are invited to experiment in Honors by proposing topics-based seminars, colloquia and co-curricular activities.

Section 2—Administration

A. The Dean of the Honors College shall be the chief administrator of the Honors College reporting directly to the Vice President for Academic Affairs. The Dean is aided by college advisors. The Dean is responsible to fulfill the following duties:

1. Upholding the Honors College Charter, coordinating and supervising the execution of the activities articulated therein;
2. Upholding and enforcing the Honors College Bylaws;
3. Enacting any approved modifications to the College Bylaws;
4. Serving as an *ex officio* member of the Honors Councils;
5. Appointing Undergraduate Fellows and Faculty Fellows in consultation with current Fellows and by the procedure outlined in section 8 – Faculty Fellows;
6. Preparing and managing the Honors College budget in consultation with the Honors Councils;
7. Providing leadership and direction in the development and implementation of curricula, academic advising, and other academic activities in consultation with the Honors Councils;
8. Coordinating the operational, personnel, budgetary, and student activities of the College;
9. Reporting on the State of the College at the General Assembly each year;
10. Representing the College to other units within the University.

B. Each year, the Dean shall appoint several Honors Students to the position of Undergraduate Fellow.

C. Each year, the Dean shall appoint several Honors Faculty members to the position of Faculty Fellow.

Section 3—Honors College Membership

A. Student Membership

1. Admission to the Honors College will be competitive, based on ACT or SAT scores, high school or college GPA, and application.

2. Any student admitted to the Honors College shall be considered a member of the Honors College. Criteria for eligibility and procedures for admission to the Honors College shall be outlined in the current undergraduate catalog.

3. Responsibilities of an Honors student, definition of an "active" Honors students, and criteria for maintaining "active" Honors student status shall be outlined in the current undergraduate catalog.

Section B. Faculty Membership

1. Honors Faculty: Any faculty member who is teaching or has taught an Honors course or Honors course section or who has served on an Honors committee or council shall be considered Honors faculty.

2. Honors Faculty Fellows: Faculty from other academic colleges and the library shall be selected as Honors Faculty Fellows by a competitive application process and serve for a period of up to two years as faculty mentors for Honors students. Criteria for eligibility, procedures for selection, and responsibilities of the Honors Faculty Fellows are outlined in Section 8.

Section 4. General Assembly

At least once each year, the General Assembly shall be convened by the Dean. Each Honors Student shall and any Honors faculty or staff member may attend the General Assembly.

1. The General Assembly shall be chaired by the Dean and shall include the following:
    a. A report on the State of the College;
    b. A summary of the Honors courses and events offered;
    c. An opportunity for students and faculty to provide feedback on goals, priorities, strategic initiatives, or special projects for that year;
    d. An open forum for student comments, questions, and suggestions relevant to the administration of the Honors College and the Honors College curriculum.
2. The General Assembly shall include the introduction of the members of the University Honors College Councils.
3. The General Assembly shall include a progress report from the chair of the University Honors Student Council and an explanation of the procedure for student participation in the council
4. The General Assembly shall include a referendum on any amendment to this Charter.

Section 5—University Honors College Council

During the period between General Assemblies, governance of the Honors College shall be delegated to the University Honors College Council.

1. Composition: 20: 9 Faculty, one from each of the Senate divisions; 9 Honors Students; College Dean *chair, ex-officio voting;* College Advisor, *ex officio voting.*
    a. The faculty members of the College Council shall constitute the Honors College Faculty Council and shall be appointed in a manner prescribed in Section 6.
    b. The student members of the College Council shall constitute the Honors College Student Council and shall be appointed in a manner prescribed in Section 7.
2. Meeting: The University Honors College Council shall meet at least once each fall and spring semester and at the request of the Dean or any two members who submit a signed written request to the Dean. The council must be notified of the requested meeting within one week of the Dean receiving a written request signed by two members.
3. Quorum: A quorum for a meeting of the University Honors College Council shall be a quorum of the Honors College Faculty Council and a quorum of the Honors College Student Council.
4. Charges:
    a. Advise the Dean.
    b. Provide a communications medium between departments/schools/divisions of other academic units (six colleges and the library) and the Dean's office.
    c. Approve or disapprove changes in the Bylaws and Charter.
    d. Only the faculty members of the committee shall approve or disapprove, and recommend to the university's curriculum committee all approved college proposals concerning addition, deletion, or modification of courses and concerning changes in Honors College curriculum requirements. Student members may

recommend to the faculty members proposals concerning addition, deletion, or modification of courses and changes in Honors College curriculum requirements.

e. Elect 3 faculty and 2 student members to serve on Appeal Committee, as needed.

g. Create and charge subcommittees as needed to carry out the responsibilities of the Council to support the work of the Honors College.

h. Coordinate a college review of the Dean three years after each five year evaluation conducted by the Provost; however, in the case of a newly appointed Dean, the Council will conduct its first review in the third year following the initial appointment. The Dean should not be present during the coordination of the college's review of the Dean. However, once the Board has completed those tasks, it will report to the Dean and discuss its findings and recommendations with her/him.

Section 6 – Honors College Faculty Council

1. Composition: 11: 9 Faculty, one from each of the Senate divisions; the College Dean, *ex-officio non-voting*; College Advisor, *ex-officio non-voting.*
2. Selection: Members shall be recommended to the Dean by the council chair by May 1st each year and, if an appointment is not made in the spring, no later than the second week of classes in the fall semester. In the event that no representative has been selected by the second week of classes in the fall semester, the College Dean will request a nomination from the respective college council or Dean. Preference may be given to current or former Honors Faculty Fellows or faculty currently teaching honors courses. The Honors College Dean or designee will send a list of current Honors Faculty Fellows and faculty to the council chair by April 1st each year.
3. Term of Service: Each faculty member shall serve for a 3-year term.
4. Meeting: The Honors College Faculty Council shall meet separately, as a group, at the request of the faculty chair or the College Dean. A meeting of the Council may be requested at any time by two members submitting a signed written request to the College Dean. The council must be notified of the requested meeting within one week of the Dean receiving a written request signed by two members.
5. Quorum: A quorum for a meeting of the Honors College Faculty Council shall be a simple majority of the faculty members.
6. Chair: a faculty chair shall be elected by a vote of the majority at the first meeting of the fall semester.
7. Charges:
   a. Advise the Dean.
   b. Provide a communications medium between departments/schools/divisions of other academic units (six colleges and the library) and the Dean's office.
   c. Recommend changes in the Bylaws and Charter to the University Honors College Council.
   d. Recommend or receive, review, amend if necessary, approve or disapprove changes in the curriculum and program requirements for the Honors College and forward changes to the university curriculum committee
   e. Create and charge subcommittees as needed to carry out the responsibilities of the Faculty Council to support the work of the Honors College.

Section 7—Honors College Student Council

1. Composition: 11: 9 Students, the Honors College Senator, at least one Honors Undergraduate Fellow; the College Dean, *ex-officio non-voting;* College Advisor, *ex-officio non-voting*.
2. Selection: Members shall be recommended to the Dean by the council chair by May 1st each year and, if an appointment is not made in the spring, no later than the second week of classes in the fall semester. In the event that no representative has been selected by the second week of classes in the fall semester, the College Dean will appoint Honors Students to any vacancies.
3. Term of Service: Each student member will serve for a 1 year term and may serve for up to 3 years.

4. Meeting: The Honors College Student Council shall meet separately, as a group, at the request of the student chair or the College Dean. A meeting of the Honors College Student Council may be requested at any time by submitting a written request to the College Dean. The request must be signed by two members of the council. The council must be notified of the requested meeting within one week of the Dean receiving the signed written request.
5. Quorum: A quorum for a meeting of the Honors College Student Council shall be a simple majority of the student members.
6. Chair: a student chair shall be elected by a vote of the majority at the first meeting of the fall semester.
7. Charges:
   a. Advise the Dean.
   b. Provide a communications medium between Honors students, Honors Student Organizations, Honors Living-Learning Community, WSU Student Government Association, and the Dean's office.
   c. Recommend changes in the Bylaws and Charter to the University Honors College Council.
   d. Recommend and review changes in the curriculum and program requirements for the Honors College and forward recommendations to the Honors College Faculty Council.
   e. Create and charge subcommittees as needed to carry out the responsibilities of the Student Council to support the work of the Honors College.

Section 8—Honors Faculty Fellows

A. Description: Honors Faculty Fellows foster interdisciplinary dialogue among faculty and students, support innovative curriculum development across campus, and support Honors students through faculty mentorship.
B. Eligibility: Any fulltime faculty member teaching at Wichita State shall be eligible to apply for the position of Faculty Fellow. Preference may be given to faculty with experience teaching honors courses or advising honors students.
C. Composition: Faculty Fellows will represent at least three of the other seven academic units, including the library, each year.
D. Selection: Honors Faculty Fellows will be selected by a competitive process of application and review by a committee comprised of at least two current Faculty Fellows and the Honors College Dean.
E. Term of service: Faculty Fellows will serve for up to 2 years and may serve a second 2-year term after a break of 1 year.
F. Responsibilities may include:
   a. Assist in the planning and execution of the activities of the Honors College;
   b. Teach an HNRS seminar;
   c. Coordinate an Honors Interdisciplinary track or Learning Community;
   d. Propose changes or additions to the Honors curriculum and present curriculum proposals to the University Honors College Council;
   e. Serve as members of the University Honors College Council;
   f. Fulfill other duties as requested by the Dean to support Honors College students and curriculum.

Section 9—Honors Undergraduate Fellows

a. Eligibility: Any "active" Honors student as defined by the College Bylaws shall be eligible to apply for the position of Honors Undergraduate Fellow.
b. Selection: Honors Undergraduate Fellows will be selected by College Dean each year in the spring semester through a competitive process of application and interview by an advisory committee comprised of at least 1 Undergraduate Fellow, the Honors College Dean, the Honors Advisor, and Assistant to the Dean.
c. Term: Undergraduate Fellows will serve the college for a term of 1 year renewable at the discretion of the Dean for up to 2 years.
d. Responsibilities may include:

1. Assist in the planning and execution of the activities of the Honors College;
2. Serve as members of the University Honors Student Council and University Honors College Council;
3. Assist the Honors College staff in the execution of their duties;
4. Fulfill other duties as requested by the Dean.

Section 10—Appeals

Any student has the right to appeal a decision of the Honors Dean. In the event of a student appeal, the Dean shall call on the members of the Honors Councils to form an ad-hoc Appeal Committee no later than one month after receiving the student appeal.

a. The student must submit the appeal in writing with supporting documents for review by the Appeal Committee.
b. The Appeal Committee shall convene for the purpose of hearing a single appeal or multiple appeals.
c. The Appeal Committee shall consist of the following:
    1. 2 student members elected by the University Honors College Council;
    2. 3 faculty members elected by the University Honors College Council;
    3. A faculty chair, who remains a voting member, elected by the Appeal Committee from among its 5 members.
d. Any decision by the Appeal Committee may be appealed to the University Court of Academic Appeals.

The Dean, a nonvoting *ex officio* member of the Honors Councils, should not be present during the hearing of a student appeal. However, once the Appeal Committee has met, it will report to the Dean and discuss its findings and recommendations with her/him before reporting its decision to the student or to the University Honors College Council.

Section 11—Program Review

The table below outlines the preliminary assessment plan of the Honors College and Honors Baccalaureate degree program. Honors College Faculty Fellows, the Honors College Dean, and University Honors College Council will assess the educational soundness of the program. Accreditation is not available for Honors, but the National Collegiate Honors Council offers external evaluation of Honors programs and colleges.

Evaluation Areas/Measures	Minimum Frequencies					Responsibility
	Each Course	Every Year	Every 1-3 Years	Every 3-5+ Years	Ongoing	
SPTE or IDEA Evaluations	X					Dean/Faculty
Curriculum/Graduate Exit Surveys			X			"
Mission Statement Review			X			"
External Advisory Input					X	"
Admittance Numbers		X				"
Admission Policies Review		X				"
Application Materials Review			X			"
Experience-Based Learning Evaluations						
Thesis/Capstone Evaluation			X			"
Graduation from University Number and Rate			X			"

Graduation from Honors Degree Program Number and Rate			X			"
Curricular review of diversity			X			"
Student participation in UG Research Forum			X			"
Number of Undergraduate Student Research Grants			X			"
Internal Program Review			X			"
National Collegiate Honors Council External Evaluation					X	"

Appendix C—List of Honors Graduates 2014-2015

Emory Lindquist Honors

The following students could elect to complete requirements for the Emory Lindquist Honors Program or the new Emory Lindquist Honors Scholar Track.

- **Julie-Elisa Acosta** graduated with a degree in Aerospace Engineering; after completing her season with the Wichita State Rowing Team, she will begin work at Spirit Aerosystems as a Composites Engineer in Materials and Processes Engineering. She hopes to work towards an MBA or Masters in Teaching.
- **Yarizett Azpeitia** graduated with a degree in Biochemistry, pre-med. She plans to earn a Ph.D. in either Cancer Biology or Biochemistry on her way to becoming a full-time researcher.
- **Lauren Berry** graduated with a degree in Communication Sciences and Disorders, with minors in Special Education and Psychology. She begins Wichita State University's Master's program in Speech-Language Pathology this fall.
- **Tyrone Boswell** graduated with a degree in Aerospace Engineering, with minors in Mathematics and Physics. He will work for the NASA Marshall Space Flight Center as a Spacecraft Propulsion Engineer. After gaining this work experience, he intends to pursue graduate school.
- **Sarah Carlson** graduated with a degree in Communications, with a minor in Spanish. She will begin a public relations internship after she returns from her European travels this summer.
- **Emma Crabtree** graduated with a degree in Psychology, with minors in Sociology and Spanish. She will be attending the Wichita State University Community Psychology Doctoral Program in the Fall of 2015.
- **Matthew Darrah** graduated with a degree in Economics and a minor in Mathematics.
- **Katelyn Doherty** graduated with a degree in Business Administration and Marketing. She will begin a career in Marketing after graduation. Her long term goal is to direct marketing activities on a global scale and perhaps attend an MBA program.
- **Tyler Gillen** graduated with a degree in Computer Science.
- **Jordan Haas** graduated with a degree in Business Administration and Political Science.
- **Allison Holeman** graduated with a degree in Business Administration.
- **Sarah Jack** graduated with a degree in Biology and Chemistry, pre-med, with a minor in Political Science. She will attend the University of Iowa – College of Law with a full-tuition scholarship. She plans to pursue a career in patent law.
- **Erica Klunder** graduated with a degree in Psychology. She will attend the Wichita State University Master's in School Counseling Program in Fall 2015.
- **Riley Krehbiel** graduated with a degree in Anthropology, with a minor in Biology.
- **Brianna Long** graduated with a degree in Chemistry /Business. She will attend the University of Kansas School of Pharmacy in Wichita in Fall 2015.
- **Nathan Miller** graduated with a degree in Management Information Systems, with minors in Economics and Philosophy. He will begin working for Cargill as an IT Business Analyst, and will be moving to Lubbock, TX.
- **Nick Steffes** graduated with a degree in Marketing, with a minor in Psychology. He will continue his education by attending graduate school.
- **Rachel Tuck** graduated with a degree in Forensic Science, Criminal Justice, and Biology. She plans to pursue graduate school on her path to study forensic dentistry.
- **Jacqueline Weber** graduated with a degree in Biology, with minors in Chemistry, French, and Psychology.
- **Chandler Williams** graduated with a degree in Communications and Spanish, with a minor in Music. She will be starting the Wichita State University Master's in Communication program in Fall 2015. She will also be getting married in September.

- **Corissa Wright** graduated with a degree in Communication Sciences and Disorders and English Language and Literature, with a minor in French.
- **Gaby Valverde** graduated with a degree in Bioengineering and Finance.

Department Honors Track

- **Kyle Beltz,** Political Science
- **Jordan Haas,** Political Science
- **Pamela Jones,** Political Science

- **Lauren Berry,** Communication Sciences and Disorders
- **Stephanie Slack,** Communication Sciences and Disorders
- **Corissa Wright,** Communication Sciences and Disorders

Appendix D – Honors College Exit Survey Results

22 graduates (year 2015) surveyed; n = 4 respondents
Administered Summer 2015
Report prepared by Stephanie Rogers

Summary of Strengths (Likert scale): Honors College courses helped students

- Develop confidence in their ability to understand and discuss complex ideas and texts
- Use library research tools
- Make connections between disciplines
- Apply knowledge and skills in meaningful ways for their personal and professional success in college

Summary of Areas to Improve (Likert scale): Students rated these characteristics of the Honors College low:

- Helping students engage in research design
- Develop confidence in ability to work effectively in groups of diverse people
- Feel part of a community of scholars in the programming.

Benefits of Honors (open-ended question):

- Class sizes
- Close connections to the professors
- Classes with interesting topics
- Living Learning Community
- Free printing.

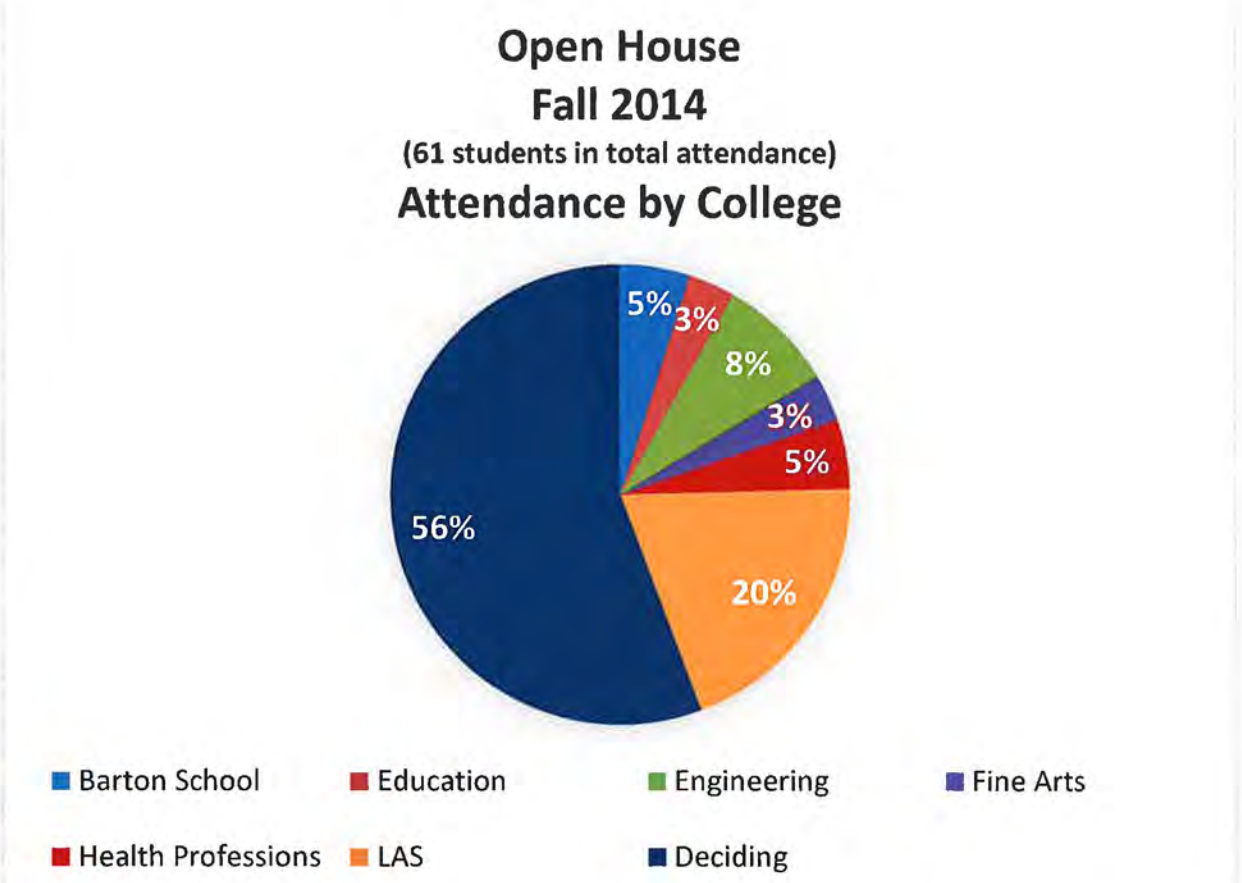
Least Beneficial of Honors (open-ended question):

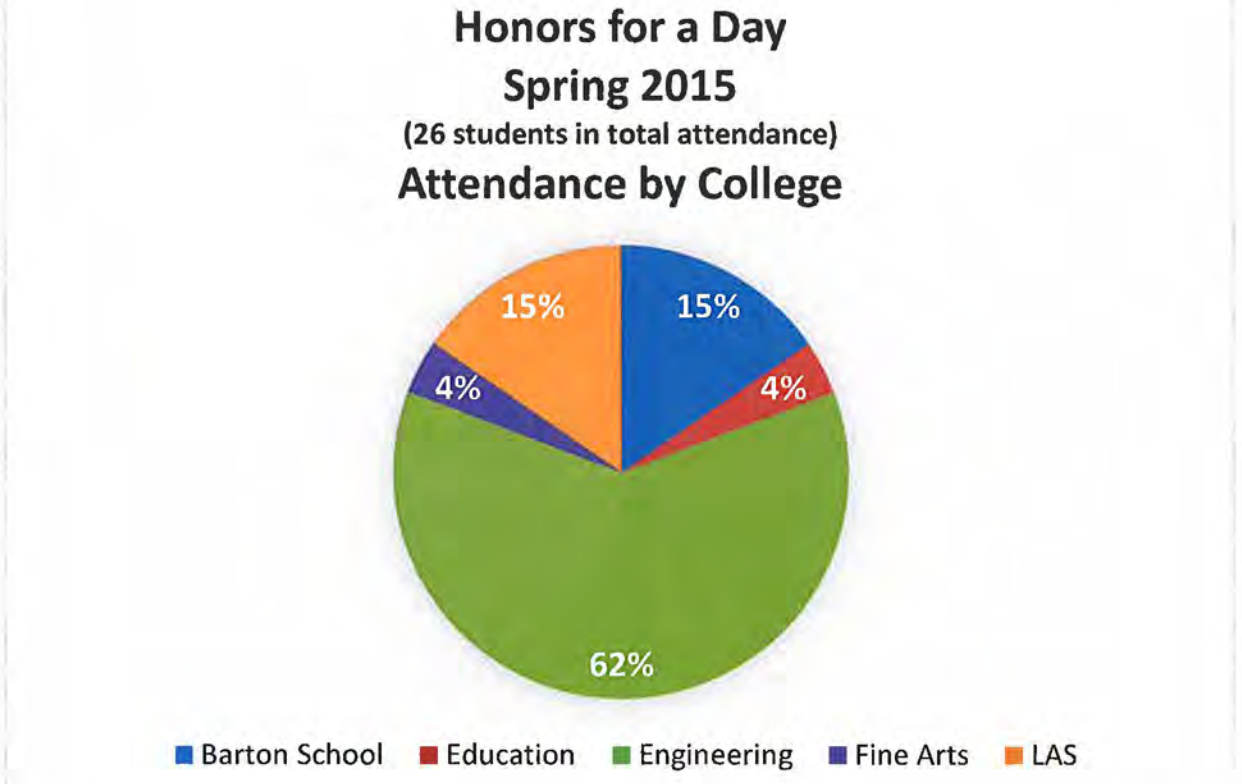
- Balancing Honors requirements with Engineering requirements
- Confusion over the change from the program to the College.

Raw Data

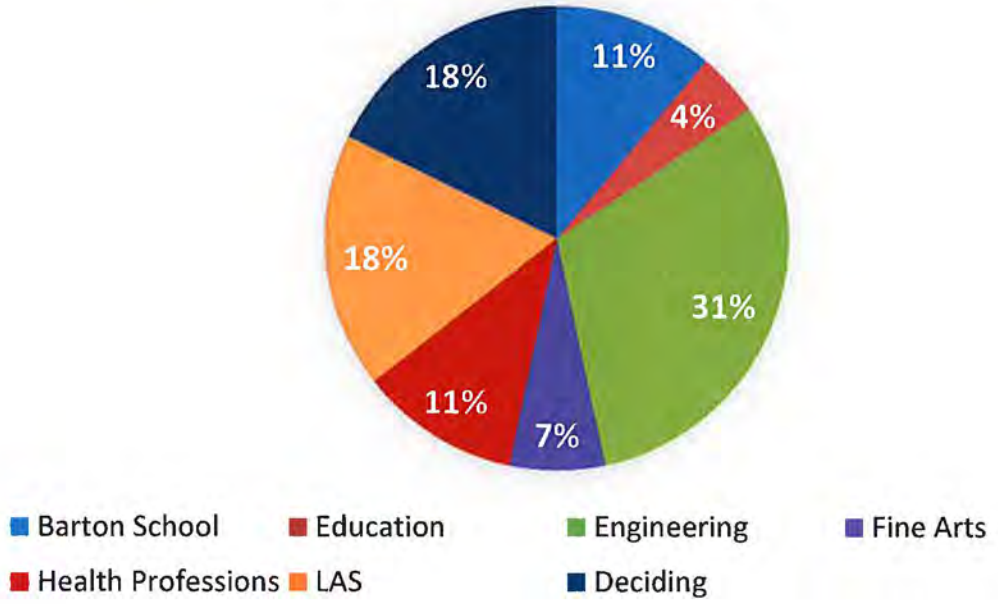
1. 25% = members of the Honors Living Learning Community.
2. 50% = continuing in post-graduate education
3. 50% = entering the workforce
4. 25% = met with advisor at least once per semester.
5. 75% = met with advisor at least once per year.
6. 100% Agreed or Strongly Agreed that Honors courses helped them develop confidence in ability to understand and discuss complex ideas.
7. 100% Agreed that Honors courses helped them develop confidence in ability to understand and discuss complex texts.
8. 75% Agreed or Strongly Agreed that Honors courses helped them develop confidence in ability to use library research tools.
9. 50% Agreed that Honors courses helped them develop confidence in ability to engage in research design.
10. 50% Agreed that Honors events and programming helped them develop confidence in ability to work effectively in groups of diverse people.
11. 100% Agreed or Strongly Agreed that Honors courses helped them make connections between disciplines.
12. 25% Agreed that Honors courses, events, and programming made them feel part of a community of scholars.
13. 100% Agreed or Strongly Agreed that Honors courses helped them apply new knowledge and skills in meaningful ways that helped them succeed in professional and personal life in college.
14. Beneficial of Honors participation –

Appendix E—Honors Recruitment Attendance by College Major





Cohen Honors Open House
Fall 2015
(45 students in total attendance)
Attendance by College



HNRS 101 Student Survey Fall 2014

We believe that the best representatives of Honors are the students who participate, and we value your feedback about Honors. Please answer the following questions and then provide any final, summary comments about your HNRS 101 Honors Introduction to the University experience.

Your answers will be collected by a student in the class and will be reported as summary data for purposes of program review and improvement.

Section I

Check the box next to the correct answer:

1. At the end of the fall 2014 semester I will have completed
   - ☐ 0-15 college credits **[9]**
   - ☐ 16-30 college credits **[9]**
   - ☐ More than 30 college credits **[6]**
2. I am a member of the Honors Living Learning Community
   - ☐ Yes **[11]**
   - ☐ No **[13]**
3. My HNRS 101 instructor is
   - ☐ Bernstorf **[12]**
   - ☐ Hall **[8]**
   - ☐ Spurgeon **[0]**
4. I met with the following Honors College advisor during the fall semester
   - ☐ Engber **[5]**
   - ☐ Stephens **[7]**
   - ☐ I did not meet with an Honors College advisor during the fall semester **[12]**

Section II: Honors Mission and Outcomes

Honors is guided by the mission and values stated in the College Charter. Please consider the following elements of Honors and think about how HNRS 101 helped advance these aims.

Circle the response that best fits your experience:

5. I developed confidence in my ability to understand and discuss complex ideas.

Strongly Agree [2] **Agree [17]** **Neutral** **[5]** Disagree Strongly Disagree

6. I developed confidence in my ability to understand and discuss complex texts.

Strongly Agree [2] **Agree [13]** **Neutral** **[9]** Disagree Strongly Disagree

7. I developed confidence in my ability to engage in problem solving.

Strongly Agree [2] **Agree [16]** **Neutral** **[6]** Disagree Strongly Disagree

8. I developed confidence in my ability to use library research tools.

Strongly Agree [3] **Agree [17]** **Neutral** **[3]** **Disagree [2]** Strongly Disagree

9. I developed confidence in my ability to engage in research design.

Strongly Agree [1] **Agree [14]** **Neutral** **[8]** **Disagree [3]** Strongly Disagree

10. I developed confidence in my ability to work effectively in groups of diverse people.

Strongly Agree [3] **Agree [19]** **Neutral** **[4]** Disagree Strongly Disagree

11. I made connections between disciplines.

Strongly Agree [5] **Agree [14]** **Neutral** **[5]** Disagree Strongly Disagree

12. I felt part of a community of scholars.

Strongly Agree [5] **Agree [14]** **Neutral** **[2]** **Disagree [1]** Strongly Disagre

13. I learned to apply new knowledge and skills in meaningful ways that will help me succeed in my professional and personal life in college.

Strongly Agree [2] **Agree [18]** **Neutral** **[3]** Disagree Strongly Disagree

Section III: Summary Comments

Please take time to give us some substantial feedback in your own words.

14. Why did you take HNRS 101?
    a. **To get introduced to Wichita State [7]**
    b. **To take a good first honors class [1]**
    c. **Honors Credit [15]**
    d. **To have a no-stress class [2]**
    e. **To transition from high school to college [1]**

15. What was the most beneficial information or activity in this course?
    a. **In-depth class discussions [10]**
    b. **Study tips [2]**
    c. **How to succeed in college [3]**
    d. **Library information [2]**
    e. **Research [4]**
    f. **Skills [1]**

16. What was the least beneficial information or activity in this course?
    a. **Library information [3]**
    b. **True Colors [1]**
    c. **Reading Henrietta Lacks [10]**
    d. **Money management [1]**
    e. **Essay [1]**

17. What information or activities would you recommend be included in HNRS 101 that were not included this semester?
    a. **Discussions about stress [1]**
    b. **How to use resources effectively [4]**
    c. **Study Tips [2]**
    d. **Group activites [2]**
    e. **Debates [1]**
    f. **Information about College vs. High School [3]**
    g. **How to find the right career [3]**
    h. **More information about the Honors College [2]**

18. What method of delivery would you recommend for HNRS 101? Circle the best answer or answers below.
    Meet one hour per week for 15 weeks [19]
    Meet two hours per week for 8 weeks [4]
    Meet for workshops that take place on 3-4 week days over the course of the semester [2]
    Meet for workshops that take place on 3-4 Saturdays over the course of the semester [1]
    Other-please explain:
    Pre-session [1]

Appendix G—List of Undergraduate Student Research Grant Winners 2014-2015

Alissa Bey | Sociology
"Religiosity and Sexual Shame among Young Women"
Faculty Mentor | Jennifer Pearson

Rhonda Davis | Art, Design, and Creative Industries
"Joshua Tree Visual Documentation Project"
Faculty Mentor | Robert Bubp

Emily Dee | Sociology
"Attend the 16th Annual Meeting of the Society for Personality and Social Psychology (In Long Beach, California)"
Faculty Mentor | Kathy Perez

Logan Gisick | Psychology
"Medication Vial Search"
Faculty Mentor | Evan Palmer

Hannah Hund | Biomedical Engineering
"An Analysis of the Function of Conductive Textiles in Wearable Surface Electromyography Devices."
Faculty Mentor | Gary Brooking

Haley Johnston | Communication Sciences and Disorders
"Speech Breathing in Children with Autism Spectrum Disorder"
Faculty Mentor | Douglas Parham

Tyler Longfellow | Art, Design, and Creative Industries
"Holographic Portraiture"
Faculty Mentor | Jennifer Ray

Yatharsana Manickavasagar | Mechanical Engineering
"Development of Thin Sample Thermal Conductivity Measurement"
Faculty Mentor | Gi Suk Hwang

Andrew Merry | Psychology
"The Use of EEG in Detecting Driver Distraction"
Faculty Mentor | Rui Ni

Aneek Noor | Mechanical Engineering
"Development of Optimal Water Management System for a Proton Exchange Membrane Fuel Cell (PEMFC)"
Faculty Mentor | Gi Suk Hwang

Ehiremen Omoarebun | Aerospace Engineering
"Analyzing the Dynamics of Spacecraft with Varying Moments of Inertia"
Faculty Mentor | Atri Dutta

Lindsey Regier | Communication Sciences and Disorders
"Mother-Infant Interaction: The Role of Speech Breathing"

Faculty Mentor | Douglas Parham

Martina Salerno | Biomedical Engineering
"Laser Surface Treatment to Enhance Biointegration of Orthopedic Implants"
Faculty Mentor | Anil Mahapatro

Jennifer Smith | Biology
"Effects of fire on forb germination and survival in a south-central Kansas tallgrass prairie."
Faculty Mentor | Gregory Houseman

Rachel Tuck | Biology, Criminal Justice, Forensic Science
"Correlation of Altitude and Latitude to the Morphological Traits of Cirsium canescens"
Faculty Mentor | F. Leland Russell

Paul Vishnefske | Industrial and Manufacturing Engineering
"A study of the mechanism of material removal in bone modulation cutting"
Faculty Mentor | Wilfredo Moscoso-Kingsley

Nirosha Weeraperuma Achchi | Industrial and Manufacturing Engineering
"Force and temperature in modulation assisted drilling of bone tissue"
Faculty Mentor | Wilfredo Moscoso-Kingsley

Qi Heng Weng | Mechanical Engineering
"Development of Heterogeneously Surface Treated Gas Diffusion Layer of High Performance and Low Cost Proton-Exchange-Membrane Fuel Cells"
Faculty Mentor | Gi Suk Hwang

Alvine Wetiba | Geology
"Fracture Patterns of South-Central Kansas"
Faculty Mentor | Keith Gray

KANSAS BOARD OF REGENTS

VICE PRESIDENT FOR ACADEMIC AFFAIRS WSU
OCT 7 2013

10/4/13 Copy Sent to Institution

MEMORANDUM

TO: Board of Regents

FROM: Andy Tompkins, President and CEO
Kansas Board of Regents

RE: Request Approval to Create a College - WSU

DATE: October 3, 2013

Wichita State University (September 18, 2013) request approval to create an Honors College.

In accordance with authority vested in the Council of Chief Academic Officers and the President and CEO of the Kansas Board of Regents, the listed item above has been approved upon recommendation of the Vice President for Academic Affairs. This memorandum is for informational purposes and no action by the Board is required.

Staff review:

Vice President for Academic Affairs

Date: October 3, 2013

Approved:

President and CEO

Date: October 3, 2013

WICHITA STATE UNIVERSITY
EMORY LINDQUIST HONORS PROGRAM

TO:	Anthony Vizzini Vice President for Academic Affairs
FROM:	Kimberly Engber Director of the Emory Lindquist Honors Program
DATE:	July 22, 2013
RE:	Creation of a Wichita State University Honors College

The Emory Lindquist Honors Program at Wichita State University (WSU) proposes the creation of an Honors College within the existing Academic Affairs structure.

Current Structure

The Emory Lindquist Honors Program currently exists within the Office for Faculty Development and Student Success, a unit within the Office of the Vice President for Academic Affairs reporting administratively to an Associate Vice President for Academic Affairs.

Eight academic units currently exist within the Office of the Vice President for Academic Affairs reporting administratively to the Vice President for Academic Affairs:

1. W. Frank Barton School of Business
2. College of Education
3. College of Engineering
4. College of Fine Arts
5. College of Health Professions
6. Fairmount College of Liberal Art and Sciences
7. Graduate School
8. University Libraries

Proposed Structure

The proposed structure involves creating a ninth unit within the Office of the Vice President for Academic Affairs reporting administratively to the Vice President for Academic Affairs.

1. W. Frank Barton School of Business
2. College of Education
3. College of Engineering
4. College of Fine Arts
5. College of Health Professions
6. Fairmount College of Liberal Art and Sciences
7. Graduate School
8. University Libraries
9. **Honors College**

This administrative structure will allow WSU to better focus resources on coordinating programs for academically exceptional and highly motivated students, while at the same time providing leadership for student-faculty collaborative research and interdisciplinary curriculum development across campus.

Rationale

This is a natural development of an academic unit that currently serves approximately 250 students each year. The Honors College administrative offices and classrooms will be housed in a new residence hall currently under construction on WSU's main campus.

The structure proposed for a WSU Honors College reflects the basic characteristics of a fully developed Honors College identified by the National Collegiate Honors Council, including:

- "The honors college exists as an equal collegiate unit within a multi-collegiate university structure."
- "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."
  http://nchchonors.org/faculty-directors/basic-characteristics-of-a-fully-developed-honors-college/

The Honors College will benefit the University by:

- Elevating honors programming to a level that will allow direct interaction and collaboration with other colleges.
- Attracting and retaining academically exceptional and highly motivated students from the Wichita area, the region, the nation, and the world.
- Enhancing the recruitment of high-achieving transfer students.
- Increasing undergraduate enrollment.
- Increasing student-faculty collaboration in teaching, research, and service.
- Attracting and retaining high-quality faculty and staff.
- Creating compelling connections across disciplines and with the greater Wichita community.
- Enhancing the academic reputation of the University.

The Honors College will benefit students and faculty by:

- Emphasizing academic rigor along with exploration, creativity, and discovery.
- Providing Honors students individualized advising and priority enrollment.
- Engaging students in intellectual dialogue and real-world problems.
- Facilitating undergraduate research and creative activity across campus.
- Preparing students for top graduate schools, competitive national scholarships, and leadership roles in professional careers.
- Supporting interdisciplinary courses and curriculum development.
- Serving as a curricular laboratory for faculty to experiment with course design and content.

Honors curricular modifications under consideration include a first-year Science Honors program, interdisciplinary Honors minors, and an Honors degree.

Cost

The creation of the Honors College will involve a reallocation of funding from the existing Honors Program and additional resources from the University.

Summary

Creation of an Honors College within the Office of the Vice President for Academic Affairs at Wichita State University makes sense strategically for a number of reasons, including:

1. Marketing our university to prospective students.
2. Increasing WSU's visibility within Kansas as a high research institution.
3. Enhancing the likelihood of securing donor support.
4. Providing a more unified identity for Honors students.
5. Providing more efficient and effective management of high-achieving student academic programs.
6. Enhancing the high quality educational experiences WSU offers to citizens of the State of Kansas.

Petty, Phyllis

From: Manning, Laura
Sent: Thursday, May 26, 2016 10:20 AM
To: Petty, Phyllis
Subject: FW: Dean of the Honors College

From: Vizzini, Tony
Sent: Monday, January 20, 2014 12:09 PM
To: Bowden, Royce <royce.bowden@wichita.edu>; Claycomb, Cindy <cindy.claycomb@wichita.edu>; Engber, Kimberly <kimberly.engber@wichita.edu>; Gilstrap, Donald <Donald.Gilstrap@wichita.edu>; Glenmaye, Linnea <linnea.glenmaye@wichita.edu>; Lefever-Davis, Shirley <Shirley.Lefever-Davis@wichita.edu>; Manning, Laura <laura.manning@wichita.edu>; Masud, Abu <Abu.Masud@wichita.edu>; Matson, Ronald <Ron.Matson@wichita.edu>; Miller, Rodney <Rodney.Miller@wichita.edu>; Muma, Richard <Richard.Muma@wichita.edu>; Pickus, Keith <Keith.Pickus@wichita.edu>; Wright, David <david.wright@wichita.edu>
Cc: Executive Team <executive.team@wichita.edu>
Subject: Dean of the Honors College

To all,

I am pleased to announce that Dr. Kimberly Engber has joined our team as the Dean of the Honors College effective 19 January 2014 (yes, yesterday). We now have the very first Dean of an Honors College in the State of Kansas. Please join in with me in welcoming her.

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Anthony J Vizzini, PhD, PE
Vice President for Academic Affairs
Wichita State University
1845 Fairmount St
Wichita, Kansas 67260-0013
(316) 978-3010 (w)
www.wichita.edu