

UIC Honors College

Strategic Plan

June 26, 2006

Executive Summary

Statement of strategic intent: The intent that informs every aspect of the Strategic Plan is for the UIC Honors College is challenge. Our intent is to assure that every UIC student is challenged to use their scholarly talents to their fullest, in every class and in every co-curricular and extra curricular activity. It is our responsibility to the students to develop and disseminate programs that provide such challenges; it is the responsibility of the student to their talents to take on these challenges.

Mission: The UIC Honors College shares in the overall mission of UIC – Access to Excellence, and the University of Illinois - Creating a Brilliant Future.

The UIC Honors College enhances opportunities for intellectual challenge and leadership by fostering a community of academic excellence, connecting outstanding undergraduate students with premier faculty mentors and promoting scholarly engagement. By bringing together exceptional undergraduate students, faculty and staff, the Honors College provides an environment for advanced intellectual growth and a foundation for life-long learning.

Vision: The Honors College will foster the intellectual and social development of UIC's most talented and motivated students, with the belief that in doing so benefits will accrue to the entire university student body and faculty, and the community beyond. The College will serve as a curricular laboratory in designing and implementing new and innovative learning models, in both classroom and experiential settings. The College will strengthen student / faculty interaction by providing a broad range of co-curricular programs and activities. The College will draw upon its alumni to share their learning experiences and professional expertise with our current students and faculty. In total, the College will serve as an intellectual and social catalyst for the UIC community.

Critical factors determining success: In order to achieve this vision the UIC Honors College must have the full support from the campus including continued independence as a statutorily convened college with the full respect of the other degree granting colleges. All units on campus must realize the added value that comes from an independent Honors College and all units on campus must appreciate the difference between excellence and elitism. If this can be achieved then the UIC Honors College will continue share in the fiscal and physical resources of campus, and more importantly rely upon the good will, support, and help of the faculty, the line colleges, and all of the student support units on campus.

Strategic goals with brief summary of supporting strategy: Our goals are simple and straight forward. They relate to academic excellence, fostered through the personal and scholarly interactions of faculty, students, alumni and other intellectuals.

1. The UIC Honors College will be a dynamic cosmopolitan college and contribute as an intellectual catalyst for the entire UIC community.

2. The Honors College will develop curricula and scholarly extra- and co- curricular activities that are in keeping with the philosophy of academic rigor, scholarship and student-faculty engagement.
3. The Honors College will recognize that the Honors Faculty Fellows are among our most important constituents.
4. The Honors College will recognize that our alumni are a tremendous resource for the Honors College and that we have a responsibility to our Alumni.
5. The Honors College will announce and communicate our goals, roles, intentions and mission to the UIC community in a consistent, regular, and accessible fashion using a range of media.
6. The Honors College will have sufficient space and facilities of the appropriate types, quality, and locations necessary to fulfill our missions.
7. The Honors College will develop and implement a comprehensive and responsible advancement program.

Purpose of the plan and what you expect as outcome (potentially resource-related): The goals and actions set forth in this document are in no way meant to be comprehensive. Rather, this document is intended to serve as a guide for the development of the steps we must take to reach our vision for the UIC Honors College. We anticipate that detailed actions will emerge from continued discussions of this plan and from the actions taken as a consequence of this plan.

Finances are a particular challenge for the UIC Honors College. Sustained shortfalls in general revenue funding from the State of Illinois have prevented the College from providing the fullest programming. We continue to rely upon the volunteer efforts of the UIC Faculty for many of our programs. The realization of our aspirations and goals will require both a restoration and augmentation of prior funding levels through the identification of new revenue sources.

Call to readers and/or stakeholders for participation: UIC Honors College provides a rare opportunity for the generation of support. Dollars and resources spent on the College provide many times their value to UIC. Increasingly we will turn to private philanthropy, entrepreneurial interpretation of our mission, and to the beneficiaries of our efforts in research, education and collegial and community interaction for the support the UIC Honors College and our constituents need.

Mission Statement

The UIC Honors College enhances opportunities for intellectual challenge and leadership by fostering a community of academic excellence, connecting outstanding undergraduate students with premier faculty mentors and promoting scholarly engagement. By bringing together exceptional undergraduate students, faculty and staff, the Honors College provides an environment for advanced intellectual growth and a foundation for life-long learning.

Vision statement

The Honors College will foster the intellectual and social development of UIC's most talented and motivated students, with the belief that in doing so benefits will accrue to the entire university student body and faculty, and the community beyond. The College will serve as a curricular laboratory in designing and implementing new and innovative learning models, in both classroom and experiential settings. The College will strengthen student / faculty interaction by providing a broad range of co-curricular programs and activities. The College will draw upon its alumni to share their learning experiences and professional expertise with our current students and faculty. In total, the College will serve as an intellectual and social catalyst for the UIC community.

Strategic Goals

There are seven strategic goals. The order of the goals, while not denoting a rank order for achievement as in a time-line, is presented to provide emphases. The same is true, albeit to a lesser degree for the sub goals and yet again for the action items. We have already acted on many of the action items, and other will start with the onset of the new academic year.

There are seven goals, each listed on a separate page. The resource plan can be thought of as an eighth goal.

1. The UIC Honors College will be a dynamic cosmopolitan college and contribute as an intellectual catalyst for the entire UIC community.
 - a. The Honors College will continue to strengthen relationships with line-colleges and academic units on campus in order to understand and serve the needs of UIC students, faculty, alumni and communities.
 - b. The Honors College will provide, and will encourage others to provide, strong extracurricular, intellectual and cultural programming for the entire on-, off- and beyond-campus UIC community.
 - c. The Honors College will represent the great diversity of people, thoughts, and lifestyles that are the UIC community.
 - d. The Honors College will engage the greater metropolitan area through scholarly and social programs and relationships.
 - e. The Honors College will be a center known for student-faculty-alumni-visitor social and scholarly interaction.

Actions

- The Honors College will provide at least one high-end academic program per month to the campus.
- The Honors College will launch a set of book groups.
- The Honors College will develop a College writer's colony with its own space.
- The Honors College will publicize the academic events in the College.
- The Honors College will develop a list of topics, discussion leaders and support materials for a monthly conversation among students, faculty, staff and alumni.
- The Honors College will Develop a list of topics, discussion leaders and support materials for a once a semester Honors College sponsored campus debate.
- The Honors College will develop relationships with UIC neighborhood community and not-for-profit organizations in order to develop full civic engagement programs.
- The Honors College will establish relationships with UIC neighborhood high schools - start on campus Honors College courses for eligible students from these schools.
- The Honors College will establish scholars-in-residence program.
- The Honors College will have interesting, well known persons stop by to visit with students and faculty.
- The Honors College will develop a yearly "great conversation" event.

2. The Honors College will develop curricula and scholarly extra- and co- curricular activities that are in keeping with the philosophy of academic rigor, scholarship and student-faculty engagement.
 - a. The Honors College will assure that students have strong writing, communication, critical thinking, and quantitative skills.
 - b. The Honors College will establish a curriculum that meets the NCHC minimum recommendation of 24 credit hours in honors coursework.
 - c. The Honors College will continue the requirement that each student engage in scholarly extra- and co-curricular activities each semester, independent of the minimum credit requirement.
 - d. The Honors College will develop an Advisory Board comprised of experts to help provide support to advisors, students, and fellows regarding the sorts of scholarly activities in which the students can engage. These scholarly activities include but are not limited to civic engagement, research, creative practice, internships, and study abroad.
 - e. The Honors College will establish a student volunteer requirement for Honors College supported events, programs, and activities.
 - f. The Honors College will create a Leadership Council consisting of the student leaders of the various Honors College assisted student organizations such as HCAB, JPHAS, Red Shoes, Alternative Spring Break, Future Physicians, etc.
 - g. The Honors College will continue to provide excellent, holistic advising to our students and will strengthen the advising by adding developmental advising.

Actions

- The Honors College will complete the process of redefining our admissions, transfer and maintenance procedures and standards.
- The Honors College will assure that we provide enough honors sections to allow the 24 hours of honors credit.
- The Honors College will finish the development of the Capstone project and develop a means whereby each student can present their capstone project.
- The Honors College will provide leadership training for the student leaders in the College.
- The Honors College will initiate a program of advisor training in developmental advising.
- The Honors College will encourage advisors to become active NACADA members.
- The Honors College will seek to have the privilege of priority registration reinstated.

3. The Honors College will recognize that the Honors Faculty Fellows are among our most important constituents.
 - a. The Honors College will have programming to strengthen the relationship between students, fellows, and alumni.
 - b. The Honors College will enact academic and social programming specifically for the Fellows.
 - c. The Honors College will demonstrate, by awards and other means, that it values the contributions of the Honors Faculty Fellows.
 - d. The Honors College will establish training and development programs specific to the role of the Honors Faculty Fellow.
 - e. The Honors College will establish the criteria by which one applies for and becomes a Fellow and the criteria by which each Fellow is reviewed for continuing as a fellow.

Actions

- The Honors College will host Fellows Welcome Cocktail Reception in early Fall with welcome from Chancellor, Provost or President.
- The Honors College will host a Fellows Awards Dinner.
- The Honors College will host several Fellows dinners – social interaction and informal talks.
- The Honors College will provide all Fellows with a zero time appointment in the college.
- The Honors College will provide an allowance for activities [e.g. semester lunch] with their student advisees and any of their advisee-alums who wish to attend.

4. The Honors College will recognize that our alumni are a tremendous resource for the Honors College and that we have a responsibility to our Alumni.
 - a. The Honors College will have programming to strengthen the relationship among students, fellows and alumni.
 - b. The Honors College will enact academic and social programming specifically for the alumni.
 - c. The Honors College will include the alumni in the daily operation of the Honors College and establish an Honors College [Alumni] Advisory Board (HCAB2) to parallel the Honors College [Student] Advisory Board (HCAB).

Actions

- The Honors College will re-establish contact with our alumni.
- The Honors College will alert alumni to their new status – as a constituent group.
- The Honors College will host a series of alumni events.
- The Honors College will develop HCAB2 – an Honors College Alumni board.
- The Honors College will host a yearly dinner for all past HCAB presidents.
- The Honors College will include alumni as interviewers of prospective students in the new admissions process.
- The Honors College will include alumni as part of the student panel in the parents program during the new admissions process.

5. The Honors College will announce and communicate our goals, roles, intentions and mission to the UIC community in a consistent, regular, and accessible fashion using a range of media.
 - a. The Honors College will develop a set of public relations plans designed to communicate with the on, off and beyond UIC Campus communities.
 - b. The Honors College will continue to help students improve their magazines- The Ampersand, JPHAS, Red Shoes and the nascent Undergraduate Research Journal.

Actions

- The Honors College will transform its web site into a useful communication and interactive tool.
- The Honors College will create a high-end glossy magazine / annual report.
- The Honors College will create a single production unit / mechanism for the various Honors College assisted publications.

6. The Honors College will have sufficient space and facilities of the appropriate types, quality, and locations necessary to fulfill our missions.
 - a. The Honors College will have a location on the west side of campus in order to recognize and serve the many Honors College Students, Honors College Faculty Fellows and Honors College Alumni who spend much of their time on the west side of campus.
 - b. The Honors College will have an Honors House in Student Housing in order to develop learning / living communities and to have faculty-in-residence and scholars-in-residence programs.
 - c. The Honors College will be an academic center of excellence for the entire campus; a place from which new academic ideas are born, ferment, develop and find their way into the campus mainstream.

Actions

- The Honors College will start joint programming with housing using the existing Honors Floors.
- The Honors College will initiate discussions with Housing regarding the programming of Stukel Towers and the potential for an Honors House.
- The Honors College will complete the process of moving and converting the computer center into a multimedia classroom.
- The Honors College will complete the moving and conversion of the quiet study room into a library.
- The Honors College will complete the conversion of the basement storage room into a community room.
- The Honors College will obtain control over a 30 seat classroom within the Taft-Burnham-Addams complex.

7. The Honors College will develop and implement a comprehensive and responsible advancement program.
 - a. The Honors College will develop a base of recognition and support among the on, off and beyond campus communities.
 - b. The Honors College will execute a successful and donor centered fundraising campaign in cooperation with the overall University of Illinois campaign.
 - c. The Honors College will have meaningful partnerships with other colleges and campus units to meet the needs and interests of donors, and maximize the impact of gifts made to UIC.
 - d. The Honors College will have programming to engage alumni and promote intellectual growth and philanthropic interest in the College.

Actions

- The Honors College will develop an Honors College Alumni Board and Alumni Association.
- The Honors College will communicate regularly, via print and electronic means, with donors, friends and appropriate campus constituencies about the college.
- The Honors College will meet with other unit advancement officers and appropriate major gift officers to discuss partnership opportunities.
- The Honors College will consider the needs of alumni and donors in the planning of all Honors College events.

Support for Actions

Most of the items proposed in the “Action” sections fall into one of four categories, programming (courses, lectures, student events, etc), space (remodeling, repairs), salary (permanent staff, lecturers, faculty buy outs) and operating budget (computers, phones). Two overarching themes that will help us to achieve our action items are lowering the number of students in the College and obtaining federal funding where appropriate.

Programming: Our current resource levels (dollars and space) are sufficient to carry out a fair amount of the actions items that fall into the programming category. That is we already do many of these sorts of things and the added cost for additional activities is relatively small and mostly comes from staff time. Our current plan for both academic and financial reasons is to partner with other units to provide lecturers, speakers, etc. Such discussions have taken place with African American Studies and with the Interim Vice Chancellor for External Affairs. We would hope to establish an annual gift fund per Goal 6 to help support many of these activities. We will initiate a discussion regarding an “activity fee” or a lab-fee like fee in order to help support the activities in the college.

Space: We have two sets of needs: renovation and maintenance of current space and as needed, development of new space (and then the subsequent renovation and maintenance of that space). Our current budget has allowed us to maintain our current space at a reasonable level. We have coordinated with other units, such as ACCC, Time Table and Facilities Management in order to help assure that we keep our current space modern and functioning and that we have access to adequate classroom space in order to carry out our current curriculum. The latter will be a concern into the future, especially if we increase the credit load required. We have worked with time table in order to help establish priority rooms and will continue to press for more such rooms.

At this point we do not have in the current budget funds sufficient to develop new space in a meaningful way. These funds will have to come either from development (not immediately likely) or by redistribution from other sources. To create funds by redistribution we will curtail, for a year (or perhaps longer) the programs that would benefit from the new space. For example, to create funds for a West Side Honors Center to mostly serve the students doing research on the West Side, we may need to curtail certain programs that relate to undergraduate research. As many of these students are also GPPA students, we may curtail certain GPPA events for that year. In this way we can create the one time capital needed to develop the

Salary: The goals suggest several new salaries, in several different areas (curriculum, resident scholar). We currently recoup money from the marginal tuition increase. We will be requesting a greater return on the tuition generated per credit such that the average course pays for itself; effectively the students will pay for their courses with their tuition. Other academic salaries, such as visiting scholars, will need to come from development funds.

Operating Budget: The situation here is much as for Programming and Space; we currently have sufficient budget to operate on a daily basis with our current load. Additional action items will need to be funded in an opportunistic manner, and we will likely seek to share the cost of certain operations with various other like-minded units. It is not likely that development and/ or the annual giving will be major contributor to this area. If we are careful to fully vet all Action items for how they will best fit with ongoing activities, such that the incremental cost to the operating budget is minimal (for example adding a new journal that uses the same production software we currently use presents a minimal incremental cost to the operating budget – unless we need additional computer time that requires purchase of a second mock-up computer).

S.W.O.T. Analysis

SWOT analysis was carried out, separately, with the Honors Fellows, the Honors College and OSSP staff and HCAB (the student leadership within the Honors College). Each group met independently of the others so as not to influence each other and, especially in the case of the students, to allow for an open and honest discussion. The meetings were facilitated by either Dean Kaufman or Dean Madia. The coincident outcomes are summarized below; the full sets of data are on the three pages that follow.

Strengths: The three sets of analysis are consistent in that all indicate community, advising, mentoring (the Fellows program), research / scholarly opportunities, the facility, and scholarships as strengths.

Weaknesses: Two weaknesses are found in all three analyses- lack of priority registration and what can be summed up as lack of clarity regarding the curricular and co-curricular requirements and goals. We have attempted to address the later as part of Goal 2 by defining the number of credits required, by separately defining the scholarly nature of the co-curricular activities. The college lost the privilege of priority registration several years ago. This privilege is enjoyed by most honors colleges or programs and is seen as a merit based reward to the students who deserve such. We have made seeking the return of this privilege an action item in Goal 2. There are also several comments regarding the facilities – these have been addressed in Goal 6.

Opportunities: Two themes emerge from the lists: internships and joint programming. The former is addressed in Goal 2 where it has taken the form of the Advisory Board to help the College better define and broaden the range of co-curricular scholarly activates. Partnering, a win-win for all sorts of reasons is a terrific idea and has been included throughout the document.

Threats: As expected the major threat appears to be resources, be it budget, fellowships, the number of faculty or the facilities. This is to be expected. That the students recognize this point, and more so that they suggest lessening the number of students, is testimony that they understand and value the Honors programming and are loathe to see it watered down.

Staff S.W.O.T. Analysis

Strengths

- Advising
- Student satisfaction
- Sense of community
- Quality of student body
- Diversity among students, staff and faculty
- Centralized Honors College
- Quality of courses
- Research opportunities
- Service opportunities
- Reputation
- Prestige
- Perceived value in participation
- Facilities
- Fellow mentoring
- Accessibility
- Desire to participate/volunteer
- Student leadership opportunities
 - desire to participate
- Scholarships
- Housing
- Friendly environment
- One-on-one relationships
- Honors 101
- Relationships with line colleges
- Retention
- Friendly environment

Weaknesses

- Bond with alumni
- Development
- No minimal course requirements
- Confusion between activity requirements and course requirements
- Lack of adequate finances
- Relationships with organizations/units on campus
- Academic student cliques
- Lack of SPACE
- Large number of students
- Recruiting students outside of the Sciences
- Implementation of Capstone
- Diversity-Number of underrepresented minority students
- Ability to grant degrees

- No resident faculty
- Public affairs-publicity

Opportunities

- Development Officer
- SPACE
- Removal of SCAILAB
- Alumni on & off campus
- Strengthen relationship
 - -student/staff
 - -fellow/student
 - -alumni and college
 - -alumni mentoring/ networking
 - -capital campaign
- Graduate/Professor relationship
- Strengthen Honors opportunities in major
- Strengthen relationship with co-op offices
- Capstone options
- Grant official certificate programs
- Interdisciplinary program
- Housing
- Utilize Chicago
- Lecture series
- Development of portfolio for each student
- HCAB
- Annual Ball

Threats

- Ability to deliver for students
- Line colleges/support programs not seeing value of the Honors College
- Elitism
- Campus administration not seeing value in Honors College
- Rising tuition
- Inability of line colleges to recruit certain majors
- Finances of UIC & College
- Unengaged students
- Deferred maintenance of facilities

HCAB / Student S.W.O.T. Analysis

Strengths

- Facilities
- Advising
- HCAB
- Personalized Community
- Scholarships
- Social Activities
- Fellows
- Free Lunch
- Theater Program
- Extended library privileges
- Provides motivation, incentive
- Research opportunities
- Mentorship
- GPPA program
- Tutoring
- Newsletter
- Ball
- Safe place to study
- 24-hour study lounge
- Diversity
- Flexibility
- Part-time job opportunities

Weaknesses

- No priority registration
- No vending machines
- Bathrooms are too far
- Too far from OSSP
- Computer lab-too small
- No recycling

Opportunities

- Study Abroad
- Alumni development
- Access to upper division courses (early in career)
- Internship opportunities/proximity to resources
- Access to other honors programs
- More cultural programming
- Need money for new student organizations
- More collaboration with area colleges (i.e. universities on symposia, etc.)

Threats

- Cutting state funding
- Too many students without an increase in resources
- Lack of student enthusiasm

Faculty S.W.O.T. Analysis

Strengths

- Undergraduate Research
- Scholarships
- Advising
- Sense of Community
- Honors Courses
- Location (geographical)
- Honors Activity

Weaknesses

- Classroom Space
- No preferred registration
- Student Apathy
- Students' narrow view of college experience
- No minimum number of Honors credits
- No west-side space
- Overly fragmented curriculum
- No quality control of Honors Activities
- Not enough outreach to students in the humanities

Opportunities

- More classroom space
- Fellows program
- Development Officer
- More courses
- "Popularity" of UIC
- More student/faculty programming
- Summer reading program
- Capstone experience
- New admissions process
- Location (geographical)
- West-side space
- Great Books curriculum
- More writing assignments
- Honors College Institute for faculty (presence in college)

Threats

- Diminishing number of faculty members
- Perception of elitism
- Information overload
- Students' lack of time
- Familial-cultural pressure
- Poor preparation for college

Peer Analysis

We would like to define two sets of peers- those schools and honors colleges / programs with whom we compete for students, and those honors colleges / programs we wish to become more like – a set of aspiration peers.

Defining these sets of “true” peers is complicated by the GPA programs and the fact that we seem to compete more with small liberal arts schools than with honors programs in large universities. This is further complicated by the comparison with Honors Colleges and Honors Programs, with the later being campus wide in some cases and housed within colleges in others.

It is also important to understand that when dealing with aspiration peers, those who have defined a set of best practices, there is often an inverse relationship between outstanding honors colleges / programs and the academic ranking of the university housing that college or program.

Competitors: Because we collect information on which schools students attend when they turn down the UIC Honors College, we have good data regarding schools with whom we compete with for students. Unexpectedly, the major competitor is UIUC. Unlike the two next most popular competitors, Northwestern and Loyola, UIUC is large, not in Chicago, has no medical school per se, and no GPA-like program. The full list of schools where students who have turned us down have gone, for each of the past 4 years, is included at the end of the section. Students turn us down for the nation's best colleges and Universities

Alphabetical listing of top competitors

Benedictine University
DePaul University
Drake University
Duke University
Illinois Institute of Technology
Illinois Wesleyan University
Loyola University
Northwestern University
Purdue University
St. Louis University
University of Chicago
University of California – Irvine
University of Illinois at Urbana Champaign
Washington University

Ranked listing of top competitors

University of Illinois at Urbana Champaign
Northwestern University
Loyola University
Illinois Institute of Technology
St. Louis University
University of Chicago
Benedictine University
Washington University DePaul University
Drake University
Duke University
Illinois Wesleyan University
Purdue University
University of California – Irvine

"COMPETITOR" (alpha)	FA02	FA03	FA04	FA05	TOTAL	AVG	%	"COMPETITOR" (%)	%
Air Force Academy	0	0	0	1	1	0.3	0.1	University of Illinois - Urbana	32.4
American University	1	0	0	1	2	0.5	0.2	Northwestern University	13.9
Anderson University - Indiana	1	0	0	0	1	0.3	0.1	Loyola University	7.8
Aquinas College	1	0	0	0	1	0.3	0.1	Illinois Institute of Technology	3.9
Augustana	1	0	2	0	3	0.8	0.3	St. Louis University	2.5
Aurora University	0	1	0	0	1	0.3	0.1	University of Chicago	2.3
Ball State - Indiana	1	0	0	0	1	0.3	0.1	DePaul University	1.8
Benedictine University	3	5	4	2	14	3.5	1.6	Benedictine University	1.6
Boston College	1	0	0	0	1	0.3	0.1	Washington University	1.5
Boston University	2	1	3	0	6	1.5	0.7	Drake University	1.1
Bradley University	0	1	0	3	4	1.0	0.5	Duke University	1.1
Brigham Young	1	0	0	0	1	0.3	0.1	Illinois Wesleyan University	1.0
Brown University	1	0	1	0	2	0.5	0.2	Purdue University	1.0
Butler University	3	2	2	1	8	2.0	0.9	University of California - Irvine	1.0
California Institute of Tech.	0	1	0	0	1	0.3	0.1	Butler University	0.9
Case Western Reserve Univ.	1	1	1	5	8	2.0	0.9	Case Western Reserve Univ.	0.9
Columbia University	0	0	1	0	1	0.3	0.1	University of Kansas	0.9
Cornell University	0	2	2	0	4	1.0	0.5	Harvard University	0.8
Creighton University	1	0	1	0	2	0.5	0.2	University of Iowa	0.8
Davidson College	0	0	0	2	2	0.5	0.2	University of Mich. Ann Arbor	0.8
DePaul University	7	2	3	4	16	4.0	1.8	Boston University	0.7
Dominican University	0	0	1	0	1	0.3	0.1	Marquette University	0.7
Drake University	0	4	5	1	10	2.5	1.1	Pennsylvania State University	0.6
Duke University	3	3	3	1	10	2.5	1.1	Stanford University	0.6
Eastern Illinois University	0	0	1	1	2	0.5	0.2	University of South Florida	0.6
Eckert College - FL	1	0	0	0	1	0.3	0.1	University of Southern California	0.6
Elmhurst College	0	0	1	1	2	0.5	0.2	University of Wisconsin-Madison	0.6
Ferris State University	0	0	1	0	1	0.3	0.1	Virginia Commonwealth Univ.	0.6
Georgetown University	0	1	0	0	1	0.3	0.1	Bradley University	0.5
Georgia State	1	0	0	0	1	0.3	0.1	Cornell University	0.5
Grinnell College	1	0	1	1	3	0.8	0.3	Michigan State University	0.5
Harvard University	2	4	0	1	7	1.8	0.8	Southern Illinois University	0.5
Illinois Institute of Technology	7	7	11	9	34	8.5	3.9	University of Nebraska	0.5
Illinois Wesleyan University	4	5	0	0	9	2.3	1.0	University of Pittsburgh	0.5
Indiana University	0	1	0	0	1	0.3	0.1	University of Toronto	0.5
Jacksonville University (FL)	0	1	0	0	1	0.3	0.1	Augustana	0.3
Johns Hopkins University	0	2	0	1	3	0.8	0.3	Grinnell College	0.3
Lake Forest College	0	0	1	1	2	0.5	0.2	Johns Hopkins University	0.3
Lawrence University	1	0	0	0	1	0.3	0.1	Massachusetts Inst of Tech (MIT)	0.3
Lehigh University	0	2	0	0	2	0.5	0.2	Miami University - Ohio	0.3
Lewis University	0	0	1	1	2	0.5	0.2	Ohio State University	0.3
Loyola University	15	16	20	18	69	17.3	7.8	University of Arizona	0.3
Marquette University	0	2	3	1	6	1.5	0.7	University of Cincinnati	0.3
Massachusetts Inst of Tech (MIT)	0	0	1	2	3	0.8	0.3	University of Notre Dame	0.3
Miami University - Ohio	1	0	0	2	3	0.8	0.3	University of Pennsylvania	0.3
Michigan State University	2	1	0	1	4	1.0	0.5	University of South Carolina	0.3

Midwestern State University	0	0	1	0	1	0.3	0.1	Vanderbilt University	0.3
New York University	1	1	0	0	2	0.5	0.2	Xavier University	0.3
North Central University	0	1	0	1	2	0.5	0.2	American University	0.2
Northern Illinois University	0	0	0	2	2	0.5	0.2	Brown University	0.2
Northwestern University	42	37	25	19	123	30.8	13.9	Creighton University	0.2
Notre Dame	1	0	0	0	1	0.3	0.1	Davidson College	0.2
Ohio State University	1	0	2	0	3	0.8	0.3	Eastern Illinois University	0.2
Olan School for Engineering	0	2	0	0	2	0.5	0.2	Elmhurst College	0.2
Pennsylvania State University	0	2	1	2	5	1.3	0.6	Lake Forest College	0.2
Purdue University	4	2	1	2	9	2.3	1.0	Lehigh University	0.2
Rice	1	0	0	0	1	0.3	0.1	Lewis University	0.2
Rockford College	0	0	0	1	1	0.3	0.1	New York University	0.2
Seton Hall Univeristy	0	0	1	0	1	0.3	0.1	North Central University	0.2
Southeastern University	0	0	1	0	1	0.3	0.1	Northern Illinois University	0.2
Southern Illinois University	2	0	1	1	4	1.0	0.5	Olan School for Engineering	0.2
St. Ambrose University	0	0	1	0	1	0.3	0.1	Tulane University	0.2
St. Louis University	8	6	4	4	22	5.5	2.5	University of California - LA	0.2
St. Norbert University	0	0	0	1	1	0.3	0.1	University of Maryland	0.2
Stanford University	0	1	3	1	5	1.3	0.6	University of Minnesota	0.2
Truman State University	0	0	0	1	1	0.3	0.1	University of Missouri - KC	0.2
Tulane University	1	1	0	0	2	0.5	0.2	University of Ohio	0.2
University of Akron	0	1	0	0	1	0.3	0.1	Valparaiso University	0.2
University of Arizona	0	1	1	1	3	0.8	0.3	West Point	0.2
University of California - Berkeley	0	0	0	1	1	0.3	0.1	Yale University	0.2
University of California - Davis	0	1	0	0	1	0.3	0.1	Air Force Academy	0.1
University of California - LA	1	1	0	0	2	0.5	0.2	Anderson University - Indiana	0.1
University of California - Irvine	1	0	8	0	9	2.3	1.0	Aquinas College	0.1
University of Chicago	7	10	0	3	20	5.0	2.3	Aurora University	0.1
University of Cincinnati	2	0	0	1	3	0.8	0.3	Ball State - Indiana	0.1
University of Dayton	1	0	0	0	1	0.3	0.1	Boston College	0.1
University of Delaware	0	1	0	0	1	0.3	0.1	Brigham Young	0.1
University of Evansville	0	1	0	0	1	0.3	0.1	California Institute of Tech.	0.1
University of Florida	0	0	0	1	1	0.3	0.1	Columbia University	0.1
University of Illinois - Springfield	1	0	0	0	1	0.3	0.1	Dominican University	0.1
University of Illinois - Urbana	83	76	78	49	286	71.5	32.4	Eckert College - FL	0.1
University of Iowa	3	2	2	0	7	1.8	0.8	Ferris State University	0.1
University of Kansas	1	0	7	0	8	2.0	0.9	Georgetown University	0.1
University of Maryland	0	0	0	2	2	0.5	0.2	Georgia State	0.1
University of Mich. Ann Arbor	2	2	1	2	7	1.8	0.8	Indiana University	0.1
University of Minnesota	0	0	2	0	2	0.5	0.2	Jacksonville University (FL)	0.1
University of Missouri - KC	2	0	0	0	2	0.5	0.2	Lawrence University	0.1
University of Nebraska	0	1	3	0	4	1.0	0.5	Midwestern State University	0.1
University of New Jersey	0	0	0	1	1	0.3	0.1	Notre Dame	0.1
University of Notre Dame	0	0	0	3	3	0.8	0.3	Rice	0.1
University of Ohio	1	0	1	0	2	0.5	0.2	Rockford College	0.1
University of Pennsylvania	1	2	0	0	3	0.8	0.3	Seton Hall Univeristy	0.1
University of Pittsburgh	1	1	0	2	4	1.0	0.5	Southeastern University	0.1
University of South Carolina	1	1	0	1	3	0.8	0.3	St. Ambrose University	0.1
University of South Florida	1	0	4	0	5	1.3	0.6	St. Norbert University	0.1
University of Southern California	1	4	0	0	5	1.3	0.6	Truman State University	0.1

University of Toronto	0	1	2	1	4	1.0	0.5	University of Akron	0.1
University of Virginia	0	0	0	1	1	0.3	0.1	University of California - Berkeley	0.1
University of Wisconsin-Madison	2	2	0	1	5	1.3	0.6	University of California - Davis	0.1
Valparaiso University	0	2	0	0	2	0.5	0.2	University of Dayton	0.1
Vanderbilt University	2	0	1	0	3	0.8	0.3	University of Delaware	0.1
Virginia Commonwealth Univ.	0	0	5	0	5	1.3	0.6	University of Evansville	0.1
Wake Forest University	0	0	0	1	1	0.3	0.1	University of Florida	0.1
Washington University	10	1	1	1	13	3.3	1.5	University of Illinois - Springfield	0.1
Wellesley College	0	0	1	0	1	0.3	0.1	University of New Jersey	0.1
West Point	1	0	1	0	2	0.5	0.2	University of Virginia	0.1
Wheaton College	0	1	0	0	1	0.3	0.1	Wake Forest University	0.1
Xavier College (LA)	0	1	0	0	1	0.3	0.1	Wellesley College	0.1
Xavier University	1	0	2	0	3	0.8	0.3	Wheaton College	0.1
Yale University	0	1	0	1	2	0.5	0.2	Xavier College (LA)	0.1
total	250	232	231	169	882	220.5			

Aspiration Peers: Consistent with the seven goals described earlier in this document, the Honors College has identified a number of honors colleges and programs at large cosmopolitan research universities that provide many of the benefits of a small liberal arts campus, while at the same time serving as a curricular laboratory and model of best practices for the entire campus community, in many areas. These include:

- A strong interdisciplinary honors curriculum based on strong faculty-student interactions (small class size and plentiful interaction with faculty outside of the classroom).
- A role as an intellectual hub for the campus, hosting prominent speakers from the campus community and beyond, as well as other events and programs.
- A culture of inquiry in which students participate in scholarship (research) both with faculty and independently, culminating in a senior thesis or other capstone project.
- An alumni network who are active in the life of the College by participating in social and intellectual events and sharing their talents, experience, and resources with current students.
- A community of student leadership with opportunities for civic and global engagement.
- Residence-learning communities in an honors residence hall connected to the Honors College.
- Scholarships, stipends and grants to support all of the above activities.
- Strong financial support by alumni and other philanthropic donors.

These are representative of the honors colleges and programs whose activities define them as our aspiration peers:

The Honors College at the University of Arizona

The University of Arkansas Honors College

The Honors College at the University of Houston

The University of Texas at Austin Plan II Honors Program

The Honors Program in the College of Literature, Science, and Arts at the University of Michigan

The University Honors Program at the University of Iowa

The Schreyer Honors College at the Pennsylvania State University

The Honors College at the University of California at Irvine

Environment Analysis

There are no federal, local or societal guidelines or accreditation for Honors Colleges or Honors Programs. Their role, often defined by the University, is to assist in either recruiting or retention. It is only recently that Honors Colleges have taken on the sort of campus wide, curricular and scholarship enhancement role that the UIC Honors College has had from inception.

In an effort to assure that Honors Colleges and Honors Programs, provide a true Honors Experience for their students, regardless of the University based goals for the College or Program, the National Collegiate Honors Council (the largest, national society representing Honors Colleges and Programs) has defined a set of best practices for the administrative structure and curricular components of an Honors College and an Honors Program. Both documents are included in the following pages.

The UIC Honors College conforms well to the guidelines described in the NCHC guidelines for Honors Colleges with the exception of a defined number credits in honors courses. This issue is addressed in Goal 2.

Basic Characteristics of a Fully Developed Honors College

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

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

Basic Characteristics of a Fully Developed Honors Program

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

- A fully-developed honors program should be carefully set up to accommodate the special needs and abilities of the undergraduate students it is designed to serve. This entails identifying the targeted student population by some clearly articulated set of criteria (e.g., GPA, SAT score, a written essay). A program with open admission needs to spell out expectations for retention in the program and for satisfactory completion of program requirements.
- The program should have a clear mandate from the institutional administration ideally in the form of a mission statement clearly stating the objectives and responsibilities of the program and defining its place in both the administrative and academic structure of the institution. This mandate or mission statement should be such as to assure the permanence and stability of the program by guaranteeing an adequate budget and by avoiding any tendency to force the program to depend on temporary or spasmodic dedication of particular faculty members or administrators. In other words, the program should be fully institutionalized so as to build thereby a genuine tradition of excellence.
- The honors director should report to the chief academic officer of the institution.
- There should be an honors curriculum featuring special courses, seminars, colloquia and independent study established in harmony with the mission statement and in response to the needs of the program.
- The program requirements themselves should include a substantial portion of the participants' undergraduate work, usually in the vicinity of 20% or 25% of their total course work and certainly no less than 15%. Students who successfully complete Honors Programs requirements should receive suitable institutional recognition. This can be accomplished by such measures as an appropriate notation on the student's academic transcript, separate listing of Honors Graduates in commencement programs, and the granting of an Honors degree.
- The program should be so formulated that it relates effectively both to all the college work for the degree (e.g., by satisfying general education requirements) and to the area of concentration, departmental specialization, pre-professional or professional training.
- The program should be both visible and highly reputed throughout the institution so that it is perceived as providing standards and models of excellence for students and faculty across the campus.
- Faculty participating in the program should be fully identified with the aims of the program. They should be carefully selected on the basis of exceptional teaching skills and the ability to provide intellectual leadership to able students.

- The program should occupy suitable quarters constituting an honors center with such facilities as an honors library, lounge, reading rooms, personal computers and other appropriate decor.
- The director or other administrative officer charged with administering the program should work in close collaboration with a committee or council of faculty members representing the colleges and/or departments served by the program.
- The program should have in place a committee of honors students to serve as liaison with the honors faculty committee or council who must keep the student group fully informed on the program and elicit their cooperation in evaluation and development. This student group should enjoy as much autonomy as possible conducting the business of the committee in representing the needs and concerns of all honors students to the administration, and it should also be included in governance, serving on the advisory/policy committee as well as constituting the group that governs the student association.
- There should be provisions for special academic counseling of honors students by uniquely qualified faculty and/or staff personnel.
- The honors program, in distinguishing itself from the rest of the institution, serves as a kind of laboratory within which faculty can try things they have always wanted to try but for which they could find no suitable outlet. When such efforts are demonstrated to be successful, they may well become institutionalized, thereby raising the general level of education within the college or university for all students. In this connection, the honors curriculum should serve as a prototype for educational practices that can work campus-wide in the future.
- The fully-developed honors program must be open to continuous and critical review and be prepared to change in order to maintain its distinctive position of offering distinguished education to the best students in the institution.
- A fully-developed program will emphasize the participatory nature of the honors educational process by adopting such measures as offering opportunities for students to participate in regional and national conferences, honors semesters, international programs, community service, and other forms of experiential education.
- Fully-developed two-year and four-year honors programs will have articulation agreements by which honors graduates from two-year colleges are accepted into four-year honors programs when they meet previously agreed-upon requirements.

Assessment

We are still in the process of defining our assessment plans.