



FINAL REPORT – HONORS COLLEGE TASK FORCE RECOMMENDATIONS

Fall 2013

This report is submitted to Provost Hackett for consideration in the establishment of UMKC's new Honors College. The creation of the Honors College Task Force was the result of the 2010 - 2020 UMKC Strategic Planning process, which included hundreds of faculty, staff, students, administrators and external constituents. The resulting Goal 1: Placing Student Success at the Center – To provide the optimal learning environment for all students: outstanding academic programs and experiences, seamless student support and a vibrant campus community was identified and an implementation plan was developed. A strategic part of the implementation plan included the creation of an Honors College with the purpose of supporting our undergraduate students and their successful and timely completion of an undergraduate degree (Student Success Sub-Committee report, Goal 1, Objective 1.1, page 7, <http://www.umkc.edu/provost/strategic-planning-process/documents/student-success-3-2-2009.pdf>). The creation of a UMKC Honors College will attract the best and brightest students from Kansas City, the state, the region and the nation in order to create a significant high-impact learning environment that will increase our community of high-achieving student scholars. The UMKC Honors College will allow students who enter UMKC with advanced educational competencies to experience appropriate academic challenges that may include more focused and appropriate courses and/or the opportunity to fast track into graduate/professional programs.

Committee charge: The Task Force will conduct a peer review of other honors colleges, recommend a model for faculty affiliation (including structure/governance) and identify an admissions process and a curricular review process.

Membership on the committee included the following individuals:

Member	Representation
Benevides, James (added SP13)	Biological Sciences
Connely, Chuck (thr SS12)	UMKC Trustee
Connelly, Frances	A&S Art & Art History
Donnelly, David (thr SP12)	Bloch
Hamilton, Robin	Student Affairs
Herron, John	A&S History
Hollins, Etta	Education
Hunter, Diane (added SP12)	Libraries
Lee, Kristin	Nursing
Levy, Gayle	A&S Foreign Lang/Lit
Madison-Cannon, Sabrina	Conservatory
Martin, Clancy (thr SP11)	A&S Philosophy
Mason, Sally	A&S Honors Program Staff
Pace, Heather	Pharmacy
Pemberton, Cindy	Provost Office, Chair
Rempfer, Melisa	A&S Psychology
Watson, Amy	Ex-Officio/Provost Office

Background information

This committee began its work by reviewing a previous report (Appendix D: [Honors College Proposal 2006 v6a](#)) recommending the creation of a UMKC Honors College, by reading the standards and recommendations of the [National Collegiate Honors Council](#), by looking at a number of higher education institutions with established Honors Colleges (see Appendix C) and by considering a variety of related readings (see Appendix D). The committee was committed to making recommendations regarding a UMKC Honors College that was clearly linked to our university mission and that had student success in mind. The UMKC Honors College is being created to attract and recruit high-performing local and regional students who are currently not choosing to attend UMKC. These students would include National Merit Scholars and Semi-Finalists, National Merit Finalists, as well as National Hispanic Scholars and National Achievement Scholars.

The UMKC Honors College is being created to support high performing students in persisting and graduating with an undergraduate experience that is academically rigorous and challenging. This student success strategy is designed to support and retain high-achieving students (see Appendix D – Retention Data).

Our current UMKC Honors Program has been a very successful program, serving a relatively small number of students and student satisfaction has been very high. Currently there are approximately 150 students in the program, primarily from the College of Arts and Sciences. Students in the current program were surveyed about their program experiences and a small number of students participated in a focus group aimed at capturing the student perspective (see Appendix G) as the recommendations for the UMKC Honors College were being developed. During the last academic year, 12 students participating in the current Honors Program were Trustees' Scholars.

What is an Honors College?

The Honors College is an academic unit within a university that provides the best elements of a small, liberal arts college while drawing upon the resources of a comprehensive research institution; the target population of an Honors College is high-achieving undergraduates, and it provides them with support services tailored to their needs. An Honors College is completely integrated into the university and serves to further expand the ways the university can best meet the needs of all of its students. Honors Colleges are often the site of exciting pedagogical and curricular innovations and can be used as an educational laboratory to the benefit of the university as a whole.

To help attract high-achieving students, UMKC plans to transform our current Honors Program into an Honors College. As part of a high-impact learning experience, the Honors College will provide students with advanced educational competencies; access to academically-challenging opportunities, including more focused courses; and the opportunity to fast-track into graduate/professional programs.

The proposed curricular model for the UMKC Honors College and associated programming is designed to expand student participation in an honors experience to qualified students from all academic programs and to our qualified transfer students. In addition to the classroom curriculum model being proposed, it is recommended that there be a living-learning community program for students living in the residence halls (or designated Honors House) and a learning community program for students not living on campus. A peer mentoring program is also recommended for students participating in the Honors College.

The UMKC Honors College will raise the undergraduate academic profile of UMKC and enhance the academic classroom and campus experience for all UMKC students.

Proposed Mission Statement

Academic excellence is the primary mission of the UMKC Honors College. The Honors College will promote a climate that develops independent scholars and challenges them to achieve their potential. Our goal is to build a community of engaged learners who, through superior scholarship, ethical integrity and community engagement, will enhance UMKC's reputation as an academic leader.

The Honors College draws on the full complement of opportunities offered by UMKC: a research university with strong liberal arts, performing arts, and professional programs, and the rich cultural diversity of the greater Kansas City metropolitan area. Honors students are challenged to think across disciplines, to combine academic knowledge with ethical judgment, to engage in dialogue and service with the greater university and urban community, and to take leadership roles in their chosen fields of endeavor. By encouraging critical inquiry, innovation, and a global perspective, the Honors College will significantly enhance the undergraduate educational experience at UMKC.

Proposed Student Learning Outcomes

Critical Inquiry and Research Skills

- a. Students will demonstrate excellent communication skills.
- b. Students will practice the principles of scholarly/creative research.
- c. Students will conduct critical analysis.

Thinking across Disciplines

- a. Students will draw on multiple methods of analysis and demonstrate the ability to apply them.
- b. Students will synthesize and integrate material from diverse fields.
- c. Students will use cross- and interdisciplinary analysis to innovate in their own fields.

Engagement with Cultural and Artistic Expression

- a. Students will show understanding and critical analysis of the various ways people and cultures throughout history have responded to their environment through artistic endeavors.
- b. Students will utilize their own experiences of the creative process in developing an informed perspective of the arts.

Cultural Competency (global perspective, diversity)

- a. Students will synthesize the commonalities and diversity of global cultures.
- b. Students will demonstrate respect for diversity of culture and perspective, including a critical awareness of their own assumptions and biases.

Community Responsibility and Civic Engagement

- a. Students will assume an active community service role.
- b. Students will demonstrate their capacity to make an impact on social issues.
- c. Students will explore the relationship of health to personal, community, and environmental viability.

Leadership

- a. Students will serve as a mentor for university and community members.
- b. Students will demonstrate the ability to lead teams and to be an effective team member in the classroom, organization, and the larger community.
- c. Students will employ appropriate leadership styles in a variety of situations.
- d. Students will contribute to the development and vitality of the community of scholars within the Honors College.

Proposed Curriculum Model

Students in the Honors College at UMKC have the option of completing a specifically designed four-year curriculum. The program consists of 27-30 credits of prescribed coursework, Stage One (freshman and sophomore years), supported by an enhanced learning project and a senior thesis capstone, Stage Two, that provides honors students with a rigorous, wide-ranging liberal arts experience, that will prepare them to engage with their chosen field and instill in them the intellectual thirst and skills to be life-long learners. This program is ideal for curious, motivated students whose scholarly interests are not confined to their chosen professional field. Students will have the opportunity to take innovative courses that give them the tools necessary to do research, to lead, and to think creatively as they prepare to become prominent members of our communities. In addition to the 27-30 hours of coursework (Stage One), students will also complete two honors contracts (honors projects completed in non-honors classes of the student's choice), at least six units total. The proposed model fulfills UMKC's new (Fall 2013) general education core requirements (<http://www.umkc.edu/core/>).

After finishing the first two years of the program, Honors College students will complete a 6-hour "Beyond the Classroom" experience and a 6-hour honors thesis or project, Stage Two. The "Beyond the Classroom" courses could include internship hours, a study abroad program, a laboratory research component, or a community engagement project. The project will act as a capstone for students in their major and in the Honors College. Students who successfully complete the four-year program with a GPA of 3.4 or higher will have the designation Honors College Scholar on their Honors College diploma. See Appendix A for curriculum map.

Students may opt out of the program after successfully completing Stage One of the curriculum. If they do so, and have maintained a GPA of 3.4 or higher, they will graduate with an honors designation in their degree program and on their diploma. As the "Beyond the Classroom" and thesis experiences will be among the most rewarding of their college careers, however, students are strongly encouraged to complete the four-year curriculum.

Transfer and continuing UMKC students may enter the Honors College after the first or second year; all transfer students who begin after their first year will take Reading the World (Honors Anchor 2) and Great Ideas (Honors Focus A) and complete the remaining Honors College requirements. Students who transfer to UMKC after their second year will complete the Honors Anchor 3 and Honors Discourse 3 as well as the Stage Two requirements and will graduate as Honors College Scholars. Continuing UMKC students will take the second-year courses if they enter after their first year. If they enter after their sophomore year and have already taken Anchor 3, Discourse 3, and Focus C, students will be required to complete the Stage Two requirements in addition to 3 honors contracts (at least 9 units).

Freshman Year (15-18 hours)

Fall Semester

I.A Reading the World: Honors Anchor 2, Culture and Diversity (3 credits)

In this course students will use inquiry-based pedagogy to explore how human beings express their understanding of themselves and the world around them. Students will use the foundations of modern knowledge to create a basis on which they can begin to build their own literary and cultural canon and experiment with techniques for engaging with that knowledge. As a means to this end, we will discuss and critically evaluate important literary and artistic works from around the globe from 500 BCE through 1600 CE. From Socrates to Shakespeare and Confucius to Cervantes, students will hone their written and oral communication skills through intensive group and individual projects, approaches that correspond well to the way honors students learn.

Inquiry-based pedagogy is defined as "a research-based strategy that actively involves students in an exploration of the content, issues, and questions surrounding a curricular area. Activities are designed so that students work individually or in teams to solve problems that incorporate both class work and

fieldwork.”¹ Because sections will be limited to 20 students, faculty will structure classes as seminars, with most assignments designed around small-group projects and individual research papers. In order to allow students to hone their communication skills, the instructor will not lecture, but instead will organize the class around research topics and discussion that will evolve as the students’ knowledge grows.

As a major part of the class, students will learn to critically evaluate their own communication skills in order to be more independent in their production of elegant, convincing prose while establishing a firm understanding of some of the ways humans represent their life experiences.

This course will satisfy the following Honors College student learning outcomes:

SLO 1 – Critical Inquiry and Research Skills

- a. Students will demonstrate excellent communication skills.
- b. Students will practice the principles of scholarly/creative research.
- c. Students will conduct critical analysis.

SLO 2 - Thinking Across Disciplines

- a. Students will draw on multiple methods of analysis and demonstrate the ability to apply them.
- b. Students will synthesize and integrate material from diverse fields.
- c. Students will use cross- and interdisciplinary analysis to innovate in their own fields.

SLO 3 - Engagement with Cultural and Artistic Expression

- a. Students will show understanding and critical analysis of the various ways people and cultures throughout history have responded to their environment through artistic endeavors.
- b. Students will utilize their own experiences of the creative process in developing an informed perspective of the arts.

SLO 4 - Cultural Competency

- a. Students will synthesize the commonalities and diversity of global cultures.

I.B Honors Discourse 1 or 2 (3 credits)

Students who have fulfilled the Discourse 1 requirement (via dual credit or an ACT score of 30+) will take Honors Discourse 2. Students who have not fulfilled this requirement will take Discourse 1 in the fall and Discourse 2 in the spring.

I.C Focus B or D, student choice (3 credits)

Spring Semester

I.D Bioethics and Environmental Ethics and Policy: Honors Anchor 1, Reasoning & Values (3 credits)

This course will begin by exploring the historical context of bioethics and its philosophical roots. Bioethical dilemmas in institutional and governmental policies, environmental issues, and community/personal viability are explored. Consideration is given to how bioethical dilemmas both influence and shape cultural values and beliefs about concepts of self/personhood, body, life, and death. The pedagogy of this class will be centered on published case studies and students will complete their own. Topics for these projects could include historical or current case studies on

¹ Lane, Jill L. and Cawley, Joanne M., "Issue Reaction: Inquiry-Based Learning in the College Classroom" (2001). Innovations in Undergraduate Research and Honors Education: Proceedings of the Second Schreyer National Conference 2001. Paper 21. <http://digitalcommons.unl.edu/nchcschreyer2/21>

historical/current figures and events like Carl Linnaeus's division of the human species into four races or early forms of birth control or contemporary events and issues like the Bodies in Motion exhibits, euthanasia, environmental practices influencing the food supply, or healthcare reform and its impact on business practices.

Because most honors students will have satisfied the Discourse 1 requirement in high school (English ACT score of 30 or higher or via dual credit) there will be a writing component integrated into this anchor class.

This course addresses the following Honors College student learning outcomes:

SLO 1 - Critical Inquiry and Research Skills

- a. Students will demonstrate excellent communication skills.
- b. Students will practice the principles of scholarly/creative research.
- c. Students will conduct critical analysis

SLO 4 - Cultural Competency (global perspective, diversity)

- a. Students will demonstrate respect for diversity of culture and perspective, including a critical awareness of their own assumptions and biases.

SLO 5 – Community Responsibility and Civic Engagement

- a. Students will explore the relationship of health to personal, community, and environmental viability.

1.E **Great Ideas: Honors Focus A, Arts and Humanities (3 credits)**

In this course, students are introduced to “great ideas” by studying a broad philosophical tradition. Our journey will begin with Socrates, Plato, and Aristotle, continue through David Hume, Immanuel Kant, and John Stuart Mill, touch on John Dewey, Simone de Beauvoir, and Martin Luther King, Jr. and end with Michel Foucault, Peter Singer, and Kwame Appiah. Through our examination of a multiplicity of traditions from East and West, we will explore various modes of philosophical inquiry from epistemology and metaphysics to ethics and social and political philosophy. In the process of studying these thinkers and their ideas, students will continue to develop their critical reading, writing, and dialogue skills. This course encourages students to explore fundamental questions while developing habits of mind that will prepare them for success in whatever they choose to pursue.

This course addresses the following Honors College student learning outcomes:

SLO 1 - Critical Inquiry and Research Skills

- a. Students will demonstrate excellent communication skills.
- b. Students will practice the principles of scholarly/creative research.
- c. Students will conduct critical analysis.

SLO 2 – Thinking Across Disciplines

- a. Students will draw on multiple methods of analysis and demonstrate the ability to apply them.
- b. Students will synthesize and integrate material from diverse fields.
- c. Students will use cross- and interdisciplinary analysis to innovate in their own fields.

SLO 4 - Cultural Competency (global perspective, diversity)

- a. Students will synthesize the commonalities and diversity of global cultures.
- b. Students will demonstrate respect for diversity of culture and perspective, including a critical awareness of their own assumptions and biases.

1.F **Honors Discourse 2** (3 credits)

This honors-only section of Discourse 2 is only for students who took Discourse 1 in the fall.

Sophomore Year (12 hours)

Fall Semester

II. A **City as Laboratory: Honors Anchor 3, Civic/Community Engagement** (3 credits)

This course explores specific topics of inquiry through engagement with people, places, and issues within the city. The emphasis is that of engaged learning, where the ideas and issues discussed in class are explored, amplified, and tested through interaction with the people and places of the Kansas City metropolitan area.

Students will work directly with resources in Kansas City in order to develop an informed understanding of various forms of cultural expression. They will explore the ways in which these expressions speak to deeper issues, including those of power, privilege, and tradition; gender, race, and social class; access, equity, and social justice; and population distribution, immigration, and migration. Ultimately this course examines, through the actualities of Kansas City, the ways in which peoples have responded to their environment and constructed their identities and histories.

This course addresses the following Honors College student learning outcomes:

SLO 1 - Critical Inquiry and Research Skills

- a. Students will demonstrate excellent communication skills.
- b. Students will practice the principles of scholarly/creative research.
- c. Students will conduct critical analysis.

SLO 2 - Thinking Across Disciplines

- a. Students will draw on multiple methods of analysis and demonstrate the ability to apply them.
- b. Students will synthesize and integrate material from diverse fields.

SLO 3 - Engagement with Cultural and Artistic Expression

- a. Students will show understanding and critical analysis of the various ways people and cultures throughout history have responded to their environment through artistic endeavors.
- b. Students will utilize their own experiences of the creative process in developing an informed perspective of the arts.

SLO 4 - Cultural Competency (global perspective, diversity)

- a. Students will synthesize the commonalities and diversity of global cultures.
- b. Students will demonstrate respect for diversity of culture and perspective, including a critical awareness of their own assumptions and biases.

SLO 6 - Leadership

- a. Students will demonstrate the ability to lead teams and to be an effective team member in the classroom, organization, and the larger community.
- b. Students will employ appropriate leadership styles in a variety of situations.

II.B **Honors Discourse 3** (3 credits)

Spring Semester

II.C **Applied Democracy and Politics: Honors Focus C, Values & Ethics** (3 credits)

In this class students will learn about and experience first-hand the most basic element of American society—the democratic process. The course is divided into two segments: an historical overview of how a democracy functions and how our constitution developed and a group project. We will discuss what citizenship in a democracy implies and how that is expressed historically in the debates that surrounded the evolution of the U.S. and Missouri constitutions. Students will then put into practice what they have learned about the democratic process through small group projects (discipline specific if the students so choose) in which they select an issue or cause and create a grassroots organization to educate and/or involve the community in the issue. Groups will compile a literature review of the history of the issue and a needs assessment to identify what action/plan/event/project they will organize. They will communicate with the community and government agencies that are already involved in the cause and assess what is being done to enact change. The groups will then design an action plan and, if possible, enact it. Grades will be based on self-evaluations, peer evaluations, and the final project that the students produce.

This course addresses the following Honors College student learning outcomes:

SLO 1 - Critical Inquiry and Research Skills

- a. Students will demonstrate excellent communication skills.
- b. Students will practice the principles of scholarly/creative research.
- c. Students will conduct critical analysis

SLO 5 – Community Responsibility and Civic Engagement

- a. Students will assume an active community service role.
- b. Students will demonstrate their capacity to make an impact on social issues.
- c. Students will explore the relationship of health to personal, community, and environmental viability.

SLO 6 – Leadership

- a. Students will serve as a mentor for university and community members.
- b. Students will demonstrate the ability to lead teams and to be an effective team member in the classroom, organization, and the larger community.
- c. Students will employ appropriate leadership styles in a variety of situations.
- d. Students will contribute to the development and vitality of the community of scholars within the Honors College.

II. D **Scientific Reasoning and Quantitative Analysis: Focus B or D, student choice** (3 credits)

In addition, during their first two years, students will be required to complete at least two honors contracts (at least six units) in whatever non-honors courses they choose.

Junior and Senior Years (12 hours)

Beyond the Classroom Experience (6 hours)

Honors students who choose to remain in the program for the full four years will be asked to complete a BTC experience. Students can choose from among the following experiences:

1. Study abroad program (one month or longer—ideally one or two semesters). Financial assistance will be provided for students who choose to study abroad.
2. Internship in the student's field.

3. Lab research experience at either UMKC or at another university or research institution.
4. Student-led advanced community engagement project.

Clearly, the ideal scenario would be that the student's BTC experience would lead to their honors thesis or project in some way. The faculty member who oversees the BTC experiences will organize a website on which the project summaries and reports will be showcased.

Honors Thesis or Project (6 hours)

The honors project is divided into two 3-hour classes.

1. The first semester is a practicum in which students will meet every 2-3 weeks with other students in their areas (There will be sections for students in Natural Sciences, Humanities, Social Sciences, and Performing and Applied Arts. School of Education students will choose the area that best fits their teaching/research interests). The practica will be led by the core honors faculty and students will also work with a faculty advisor/thesis director from their major department. The practica will be similar to writing groups. In the beginning of the semester students will meet to discuss research strategies, issues they are confronting, thesis formulation, etc. Towards the end of the semester students will workshop the writing they have begun to do—introductory paragraphs, abstracts, etc. or critique the initial sketches, ideas of their artwork or performance pieces.
2. The second semester is an independent study in which students write up their research results or continue composing/creating their final honors project. They will be required to meet with their faculty advisor throughout the semester.

There will be a final symposium designed along the lines of UMKC's SEARCH Symposium, ideally in conjunction with the Undergraduate Research Program. Students will be required to participate in this symposium in order to share their work. Students will also be asked to submit their work for publication or presentation/performance at a professional conference/competition. Venues will include student journals (on-line or print) or student conferences either within UMKC or at other universities in addition to any professional journal, conference or competition. Finally, students will submit a copy of their work to the Honors College for archiving.

Students whose major field mandates either a senior thesis or capstone course will be encouraged, in consultation with their project advisor and their honors advisor, to integrate those classes into the honors project requirement.

Proposed Honors College Faculty staffing (when the College model is fully implemented)

- Non-tenure track teaching positions (6) – These NTT faculty may be post doc positions and would be on three-year renewable contracts. These positions would minimally require faculty to teach three, 3 credit hour classes each semester and participate in the living-learning community and learning community programs, in addition to other duties as assigned such as participation in regular support programming offered by the Honors College and a mentoring programming. These faculty members must be excellent classroom teachers.
- Joint appointment, tenure track positions (4) – Honors College tenure track faculty would hold joint appointments in the Honors College (focused on teaching) and in an academic department. These positions would minimally require faculty to teach two, 3-credit hour classes each semester and participate in the learning community programs for Honors College students. Tenure track faculty members would also have primary responsibilities for advising the Honors Thesis/Projects and assisting in student mentoring.

- UMKC Honors Faculty Fellow Positions (2) – Each year two UMKC professors will be awarded Honors Faculty Fellow positions to teach a one- or two-course sequence in the Honors College.

Proposed Administrative and Leadership Positions (when the College model is fully implemented)

- Dean, Honors College – Primary responsibilities will be student recruitment and working with UMKC staff to fundraise in support of designated Honors College student scholarships. Additional responsibilities will include leadership of the Honors College and oversight of budget, faculty, and staff. This will be an endowed position and a national search will be conducted to recruit an outstanding academic leader who, preferably, has previous administrative experience in an Honors College.
- Director, Honors College - Primary responsibility for the day-to-day operations of the academic programs, course and scheduling coordination and oversight, and faculty development. The director will also serve as program director of the living-learning community, of transfer-student programming and of the learning community for Honors College students. This position would be part-time with the Honors College and the person would hold a faculty position in an academic unit.
- Executive Assistant – Provides direct staff support to the dean, director, advisor and to the faculty in the Honors College.
- Professional Academic Advisor – Full-time professional academic advisor with at least a master’s degree in an academic area with career development and career counseling background.
- Honors College Advisory Council – Members will be representatives from every academic unit and ad hoc members from key campus units. The council will be chaired by the Dean of the Honors College and serve in an advisory capacity to the dean.

Student Enrollment Targets (total students – First time and transfer)

Year 1:	180 students
Year 2:	260 students
Year 3:	360 students
Year 4:	480 students
Year 5:	540 students
Total 5 year goal:	540 students

Consensus after conferring with several honors college program administrators is that the total numbers of students in an honors college not exceed 800 students (5-10% of general study body). They suggested that exceeding this number could erode the quality of the educational experience for the Honors College students. This potential capping target number should be further explored after the College is implemented and student data analyzed to determine student satisfaction and student learning outcomes achieved.

Physical Space Needs (desired)

Office space needs – 1 office for Dean, 1 office for Director, 1 office for Executive Assistant, 1 office for Professional Advisor, 6 offices for NTT faculty, 1 large office space shared for 4 joint appointment faculty and 2 faculty fellows. Total: 11 office spaces

Student computer area (10-15 computers), 1 medium-sized work room and 4 small seminar rooms for group work (5-8 students)

Residential Honors House (endowed naming opportunity) – must be a minimum of 350 beds with classroom space and 2-3 small group seminar rooms for the living-learning community program activities.

Honors College Admissions

The recommendation is that an ACT admissions score be identified (28 or higher) and that there is an optional holistic admissions process to allow students to demonstrate outstanding academic performance and personal qualities that would allow the student to be successful in the Honors College program. This might include a portfolio submission and review process and an interview with the candidate. The issue of automatic admission into the Honors College at the ACT benchmark versus a separate student-initiated application was discussed extensively by the committee. The group could not come to a consensus on this point as there are a variety of pros and cons to each approach. The committee suggests further investigation into this issue to identify the best approach. There was also discussion about the need to develop new partnerships with area community colleges and new programming to link transfer students into the Honors College. This might include utilizing our dual admissions programs to admit high-performing community college students into the Honors College so they could participate in some Honors College programming prior to matriculation to UMKC as a transfer student. This program could proactively target qualified A+ students at area community colleges with an invitation to the dual admission Honors College program.

Proposed Honors College Budget

Ongoing financial support for the salaries and operations of the Honors College will need to be determined within the existing university budget model.

Faculty – annual costs

6 NTT faculty teaching positions - \$390,000 (salary and benefits)

4 TT joint appointment faculty positions (teaching in Honors College) - \$240,000 (salary and benefits)

2 UMKC Honors Faculty Fellow positions - \$20,000 (stipends/ buy outs)

Administrative – annual costs

Dean, Honors College (Endowed position) - \$150,000 - \$180,000 (salary & benefits)

Director, Honors College (part-time in Honors College position) - \$75,000 - \$90,000 (salary & benefits)

Executive Assistant - \$50,000 - \$85,000 (salary & benefits)

Professional Advisor - \$50,000 - \$65,000 (salary & benefits)

Annual operations - \$100,000 - \$125,000

Scholarships – Named endowments

The ultimate goal is to fund as many full scholarships for Honors College students as possible. The primary purpose of these scholarships is to recruit and attract high-performing students to UMKC (primarily from this region) who would not ordinarily enroll at UMKC. Target student populations would include National Merit finalists and semi-finalists, National Hispanic Scholar Finalists, National Achievement finalists and semi-finalists, etc. Many students who qualify for merit-based scholarships may also qualify for need based scholarships. Initially, there should be a review of existing merit based scholarships offered at UMKC to determine the appropriateness of shifting these scholarships to support Honors College students.

Proposed scholarship model -

Level I -- Full cost of attendance (\$20,000/Resident; \$33,000/Non-Resident), additional annual stipend (\$6,000), additional targeted stipend for study abroad or undergraduate research (\$4,000) – total = \$30,000/Resident; \$43,000/Non-Resident

Level II – Full cost of attendance (\$20,000/Resident; \$33,000/Non-Resident), additional targeted stipend for study abroad or undergraduate research (\$3,000) – total = \$23,000/Resident; \$36,000/Non-Resident

Level III - Full cost of attendance (\$20,000/Resident; \$33,000/Non-Resident)

Several Honors College models provide all Honors College students with scholarships that cover all costs of attendance for 4 years.

Honors College Thesis/Project Awards - Named endowments

Three awards would be given annually to the three top thesis/projects via a student competition. A total of \$20,000 would be awarded annually to students in recognition of their outstanding work (1st prize - \$12,000, 2nd prize - \$5,000, 3rd prize - \$3,000)

Final Recommendations

Based on this work the committee is making the following recommendations:

- **Proposed Mission Statement**

Academic excellence is the primary mission of the UMKC Honors College. The Honors College will promote a climate that develops independent scholars and challenges them to achieve their potential. Our goal is to build a community of engaged learners who, through superior scholarship, ethical integrity and community engagement, will enhance UMKC's reputation as an academic leader.

The Honors College draws on the full complement of opportunities offered by UMKC: a research university with strong liberal arts, performing arts, and professional programs, and the rich cultural diversity of the greater Kansas City metropolitan area. Honors students are challenged to think across disciplines, to combine academic knowledge with ethical judgment, to engage in dialogue and service with the greater university and urban community, and to take leadership roles in their chosen fields of endeavor. By encouraging critical inquiry, innovation, and a global perspective, the Honors College will significantly enhance the undergraduate educational experience at UMKC.

- **Proposed Student Learning Outcomes**

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- b. Students will synthesize and integrate material from diverse fields.
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Engagement with Cultural and Artistic Expression

- a. Students will show understanding and critical analysis of the various ways people and cultures throughout history have responded to their environment through artistic endeavors.
- b. Students will utilize their own experiences of the creative process in developing an informed perspective of the arts.

Cultural Competency (global perspective, diversity)

- a. Students will synthesize the commonalities and diversity of global cultures.
- b. Students will demonstrate respect for diversity of culture and perspective, including a critical awareness of their own assumptions and biases.

Community Responsibility and Civic Engagement

- a. Students will assume an active community service role.
- b. Students will demonstrate their capacity to make an impact on social issues.
- c. Students will explore the relationship of health to personal, community, and environmental viability.

- **Proposed Curriculum (See Appendix A for Curriculum Map)**

- Proposed Faculty Staffing
 - Non-tenure track teaching positions (6)
 - Joint appointment, tenure-track positions (4)
 - Faculty fellow positions (2)

- Proposed Administration Staffing
 - Dean
 - Director
 - Executive Assistant
 - Professional Academic Advisor
 - Advisory Council

- Proposed Student Enrollment
 - 5-year goal of 540 students

- Proposed Budget
 - Faculty Staffing: \$650,000
 - Administrative Staffing: \$325,000-\$420,000
 - Annual Operations: \$100,000-\$125,000

- Proposed Scholarship Model
 - Three levels beginning at \$20,000/Resident; \$33,000/Non-Resident to \$30,000/Resident; \$43,000/Non-Resident

Appendices

Appendix A: Curricular Map

[HC Proposed Curriculum Summary](#)

Appendix B: Honors College Task Force Blog

<http://info.umkc.edu/honorscollegetaskforce/>

Appendix C: Web Resources & Programs Reviewed

UMKC Honors College Task Force Blog Site: <http://info.umkc.edu/honorscollegetaskforce/>

UMKC Honors Program: <http://cas.umkc.edu/honors/>

National Collegiate Honors Council (NCHC): www.nchchonors.org

Great Plains Honors Council: <http://greatplainshonors.com>

Western Regional Honors Council: www.wrhc.nau.edu

Peterson's Guide: <http://www.petersons.com/college-search/honors-college-program-difference.aspx>

ASU Honors College: <http://barretthonors.asu.edu>

Baylor Honors College: <http://www.baylor.edu/honorscollege/>

Baylor Interdisciplinary Core: <http://www.baylor.edu/bic/>

IUPUI Honors College: <http://honorscollege.iupui.edu>

Penn State Honors College: <http://www.scholars.psu.edu>

South Carolina Honors College: <http://schc.sc.edu/about.aspx>

[South Carolina Honors College Executive Summary 2008](#)

Texas: [http://www.utexas.edu/cola/progs/plan2/?path\[0\]=plan2](http://www.utexas.edu/cola/progs/plan2/?path[0]=plan2)

University of North Texas: <http://www.unt.edu/pais/insert/overviews/honors/index.htm>

UMSL Pierre Laclède Honors College: <http://www.umsl.edu/divisions/honors/>

Wisconsin: <http://www.provost.wisc.edu/honors/>

Appendix D: Publications and Resource Documents

[It Takes a Curriculum: Preparing Students for Research and Creative Work](#)

[Characteristics of the Contemporary Honors College](#)

[The Honors College Phenomenon](#)

[Teaching and Learning in Honors](#)

[When the Answer to 'Access or Excellence?' Has to Be 'Both'](#)

[Inspiring Exemplary Teaching and Learning](#)

[Assessing & Evaluating Honors Programs and Honors Colleges](#)

[Civic Learning and Democratic Engagement: A Crucible Moment](#)

[HC Curriculum Proposed Current April 30 2012](#)

[Retention Data of High Performing Students](#)

[Honors College Proposal 2006 v6a](#)

[UMKC Honors Program 2005](#)

[Honors Curriculum Draft](#)

[How to Create an Honors College](#)

[Honors College Exec Summary Draft 10-11-11](#)

[HC Mission Statement and SLOs Current Nov 2 2011](#)

[18-Hollins – PC](#)

[Hollins-Quality Teaching-JTE-2011](#)

Appendix E: Meeting Agendas & Notes

[Agenda & Notes 1-19-12](#)

[Agenda & Notes 2-2-12](#)

[Honors College Focus Groups](#)

[Agenda & Notes 2-16-12](#)

[Agenda & Notes 3-1-12](#)

[Agenda & Notes 3-15-12](#)

[Honors College Task Force Report – Recommendations DRAFT](#)

[Agenda 4-5-12](#)

[Honors College Task Force Report – Recommendations DRAFT2](#)

[Agenda & Notes 5-1-12](#)

[HC Curriculum Proposed Current April 30 2012](#)

[HC Curriculum Proposed Current May 2 2012](#)

[Agenda & Notes 12-1-11](#)

[Agenda & Notes 11-15-11](#)

[Agenda & Notes 11-3-11](#)

[Agenda & Notes 10-18-11](#)

[Agenda & Notes 10-6-11](#)

[Agenda & Notes 9-22-11](#)

[Agenda & Notes 8-30-11](#)

[Agenda & Notes 4-22-11](#)

[Agenda & Notes 4-7-11](#)

Appendix F: Quarterly Reports to Strategic Planning Group

[Honors College Task Force Report 2-20-12](#)

[Quarterly Report Honors College Task Force – 10-3-11](#)

[Quarterly Report – Honors College 3-23-11](#)

Appendix G: Data

IRAP Data: Undergraduate enrollment; First time and transfer GPAs

[Honors College Task Force\Honors College Focus Groups.pdf](#)

[Honors Colleges Admission Requirements 2011](#)

[NCHC Member Survey and Institutional Database Summary Table](#)