

Lewis Honors College Proposal
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(revised 3/25/16)

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Undergraduate Education
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February 19, 2016

Dr. Ernest Bailey
Senate Academic Organization and Structure Committee
University Senate

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Dear Dr. Bailey:

I forward to you with my recommendation a proposal submitted by Dr. Diane Snow, interim Director of the UK Honors Program, and the Honors Program Committee to establish an Honors College [Lewis Honors College] at the University of Kentucky. An Honors Program has existed at the university since 1961. As a symbol of excellence, the Honors Program has played an important role in helping to attract, retain and educate the brightest possible student body. It is consistent with and driven by the university's 2015-2020 Strategic Plan, and as articulated by Dr. Capilouto, "To be the University of choice for aspiring undergraduate students, within the Commonwealth and beyond, seeking a transformational education that promotes self-discovery, experiential learning, and life-long achievement."

Expansion from an Honors Program to a more prominent Honors College is consistent with goals articulated in the UK Strategic Plan, specifically Strategic Initiative 3: *Enrich students' undergraduate education through transformational experiences of self-discovery and learning.*

Action Step 1: Integrate high-impact practices such as undergraduate research, education abroad, service learning, and experiential learning programs throughout academic curricula and majors.

Action Step 2: Expand signature programs of undergraduate excellence (such as Honors, the Gaines Center for the Humanities, and the Chellgren Center for Undergraduate Excellence) to provide an enhanced learning experience for more students.

Action Step 3: Integrate curricular and co-curricular activities designed to promote student engagement, diversity, and retention by strategically investing in living-learning programs.

Action Step 4: Enhance student engagement in curricular and co-curricular programs that promote civic engagement and leadership development.

Overall, the creation of an Honors College at UK will:

- 1) Support the above goals and objectives by making a UK Honors education more structured, accessible, and highly visible.
- 2) Resolve issues of structure, faculty support, and dedicated resources that have resided at the heart of the changes in the Honors Program over the last decade.
- 3) Recognize and strengthen the curricular expansion and enrollment growth of the Honors Program over the last three years.
- 4) Align UK with benchmark institutions in the south and across the nation, potentially propelling us to the forefront of efforts to address undergraduate excellence in educational activities.

5) Align UK with guidelines established by the National Collegiate Honors Council (NCHC). The NCHC guidelines include specific recommendations for the “Basic Characteristics of a Fully Developed Honors College,” composed by Peter C. Sederburgh, Dean Emeritus of the highly-regarded Honors College at the University of South Carolina. These characteristics include:

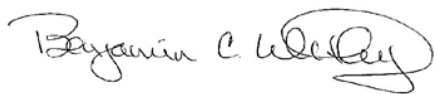
- Exists as an equal collegiate unit within a multi-collegiate university structure.
- Is led by a Dean who reports directly to the chief academic officer of the institution and serves as a full member of the Council of Deans, if one exists. The Dean should be a full-time, 12-month appointment.
- Is funded at a level at least comparable to other collegiate units of equivalent size.
- Exercises 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.
- Presides over its policies, curriculum, and selection of faculty.
- Offers significant course opportunities across all four years of study and requires a curriculum that constitutes at least 20% of a student’s degree program.

Organized around these guidelines and supported by its own endowment, the proposed Honors College at UK will serve students in large part from all majors, will complement and extend instruction in the disciplines, and will provide selected faculty across the university with the opportunity to teach and mentor highly motivated, academically well-prepared students in an interdisciplinary environment. While categorized as a “major educational unit,” it will not offer degrees, but will rather serve all colleges as a partner for recruitment and engagement, strengthening the overall educational mission at UK.

To make Honors more visible and the university more competitive with our institutional benchmarks, we propose to elevate Honors from an Interdisciplinary Instructional Program (IIP), housed within a larger educational unit (UGE), to its own, stand-alone status as an Honors College. This change will elevate the leadership of Honors to a Provost-level appointment, strengthening its administrative structure within the university and enabling more structured approaches to partnerships and collaboration with other academic units. Traditionally, honors colleges have more support structure, so they can intervene better at critical points in a student’s life cycle, keeping them on schedule for graduation.

Developing a one-to-one relationship given the low student to adviser ratio, the Honors College can also meet the individual needs of students and provide a responsiveness often found more readily in small liberal arts colleges. To this end, the Honors College will also include a unique residential component - a true residential college – that will provide Honors students with an alternative to living off-campus, even as juniors and seniors. This change will provide a greater sense of community among students across several cohorts and will enhance the academic engagement of UK students, faculty, and staff with honors students. An Honors College status will also clearly signal to prospective students and their families that UK will provide the kind of student support found in these units at our competitors and benchmark institutions.

Sincerely,



Benjamin C. Withers, Ph.D.
Professor of Art History
Associate Provost for Undergraduate Education

The Senate’s Academic Organization and Structure Committee (SAOSC) is tasked by the University Senate with the review of proposals to change academic organization or structure. The information needed by the SAOSC for the review of such proposals is set forth in *Senate Rules 3.4.2.A.5*¹.

The SAOSC has developed a set of guidelines (from the *Senate Rules*) that are intended to ease the task of proposal submission (available at <http://www.uky.edu/Faculty/Senate/forms.htm>). As proposal omissions usually cause a delay in the review process, the individual(s) responsible for the proposal is (are) urged to familiarize themselves with these guidelines before submitting their proposals for review. In particular, the individual responsible for the proposal must fill out Sections I, II and III of this form, as well as include statements and documentation that provide a full accounting of the items a - i, below.

- a. Disposition of faculty, staff and resources (financial and physical);
- b. Willingness of the donating units to release faculty lines for transfer to a different educational unit;
- c. Consultation with the faculty of the unit to which the faculty lines are proposed to be transferred;
- d. Consultation with the faculty of educational unit that will be significantly reduced;
- e. Summary of votes and viewpoints (including dissents) of unit faculty and department/college committees;
- f. Ballots, votes expressing support for or against the proposal by unit faculty and staff and committees;
- g. Letters of support or opposition from appropriate faculty and/or administrators; and
- h. Letters of support from outside the University.

Section I – General Information about Proposal

One- to two-sentence description of change:	Change the name and administrative type of the Honors Program, currently an Interdisciplinary instructional program housed within the Division of Undergraduate Education (UGE), to an Honors College reporting directly to the Provost. Transfer the administrative staff and academic program (the current Honors curriculum) to the proposed Honors College.		
Contact person name:	Benjamin C. Withers	Phone:	7-3027
		Email:	bwithers@uky.edu
Administrative position (dean, chair, director, etc.):	Associate Provost for Undergraduate Education, Dean of Undergraduate Studies		

Section II – Educational Unit(s) Potentially Impacted by Proposal

Check all that apply and name the specific unit(s).	
<input type="checkbox"/>	Department of:
<input type="checkbox"/>	School of:
<input checked="" type="checkbox"/>	College of: Undergraduate Education
<input type="checkbox"/>	Graduate Center for:
<input checked="" type="checkbox"/>	Interdisciplinary Instructional Program: Honors Program
<input type="checkbox"/>	Multidisciplinary Research Center/Institute:

Section III – Type of Proposal

¹ Items a-i are derived from *Senate Rules 3.4.2.A.5*. The Senate Rules in their entirety are available at http://www.uky.edu/Faculty/Senate/rules_regulations/index.htm.)

Check all that apply.	
A. Changes	
<input checked="" type="checkbox"/>	Change to the name of an educational unit.
<input checked="" type="checkbox"/>	Change to the type of educational unit (e.g., from department to school).
B. Other types of proposals	
<input checked="" type="checkbox"/>	Creation of a new educational unit.
<input type="checkbox"/>	Consolidation of multiple educational units.
<input checked="" type="checkbox"/>	Transfer of an academic program to a different educational unit.
<input checked="" type="checkbox"/>	Transfer of an educational unit to a different reporting unit.
<input type="checkbox"/>	Significant reduction of an educational unit.
<input type="checkbox"/>	Discontinuation, suspension or closure of an educational unit.
<input type="checkbox"/>	Other (Give a one- or two-sentence description below; a complete description will be in the proposal).

Section IV is for internal use/guidance.

Section IV – Guidance for SAOSC, Senate Council and University Senate

SAOSC Review of Type A Proposals (Changes to Type of, or to Name of, an Educational Unit)

- ✓ SAOSC review of proposal.
- ✓ SAOSC recommendation for an additional or joint review by other Senate committee(s) (e.g. Senate's Academic Programs Committee).

SAOSC Review of Type B Proposals (All Other Changes)

- ✓ SAOSC review of proposal.
- ✓ SAOSC recommendation for an additional or joint review by other Senate committee(s) (e.g. Senate's Academic Programs Committee).
- ✓ SAOSC review of proposals for creation, consolidation, transfer, closure, discontinuation, or significant reduction and educational unit, or transfer of an academic program to a different educational unit (attach documentation).
- ✓ Program review in past three years (attach documentation).
- ✓ Request to Provost for new program review (attach documentation).
- ✓ Open hearing (attach documentation).
 - SAOSC information must be shared with unit 10 days prior to hearing.
 - Open hearing procedures disseminated.

Voting by SAOSC, Senate Council and University Senate

- ✓ Endorse (or do not endorse) the academic organization, reporting, infrastructure, etc.
 - This vote is taken by the SAOSC, SC and Senate for every SAOSC proposal.

ADDENDUM to the SAOSC Honors College Proposal: Answers to Frequently Asked Questions

Drs. Withers and Snow, March 18, 2016

Governance and Faculty Representation

1. **Interim Dean.** Appointment of the acting leadership of the new College will be made by the Provost in accordance with Governing Regulation (GR) VIII.2. This will involve recommendations from a committee that includes faculty.
2. **Dean Search.** As per the Donor's agreement, permanent leadership for the College is to be in place by January, 2017. The Provost will establish a national search and will form a search committee as outlined in GRVIII.3. The GR mandates consultation with the Senate Council and the faculty in the unit before a search committee is constituted. The search committee will be representative of the campus as a whole and include faculty, staff, and students. The selection criteria will be established by the search committee. Candidates will be required to have the research and teaching qualifications necessary for tenure at the rank of full professor in an appropriate area in one of UK's colleges (not in Honors).
3. **Faculty Governance.** The proposal establishes that faculty authority in the Honors College will be constituted in the Regular Honors Faculty. These are tenure-stream faculty (Assistant, Associate, and Professor in a tenurable faculty series) with primary appointments in any of the existing (non-Honors) UK colleges. Regular faculty will have a dedicated DOE assignment in Honors in teaching and/or service, negotiated through the appropriate department chair. Assignment will be for 1-3 years, renewable for up to 6 year limit. This group will be the official Faculty of Record for the new College. Its role is created, defined, and preserved by the Board of Trustees through revision of GR VII: University Organization.

Honors Transition Committee

The Honors Transition Committee will be created by the Provost in consultation with the Senate Council, the deans of the colleges, and the Honors Program Committee (current Faculty of Record). The Transition committee will be representative of the campus and reflect contributions to and participation in Honors. Members of this committee should be current, full-time UK faculty who are held in high regard for their demonstrated excellence in research, teaching, and/or service. To follow to the administration of interdisciplinary instructional programs outlined in GR VII.B.7, members of this committee shall be "drawn from "faculty members participating in the courses composing the curriculum."

Future Faculty Appointments and Teaching

The Honors College should offer a curriculum that is taught by the best faculty UK has to offer. The Regular Honors Faculty (established by the GR), as is the case with college/unit faculty at the University, will work with the Honors Dean to establish the conditions and criteria for any instructional appointments in the Honors College. As is the case across campus, these criteria must be approved by the Provost.

The current proposal is founded on the understanding that faculty chosen to teach in Honors must reflect the University's mission as a Research Intensive university. For that reason, it identifies two key categories of Honors faculty:

1. **Regular Honors Faculty** (see above). Tenured/tenure track faculty with formal, dedicated DOE in Honors.
2. **Associate Honors Faculty**. Tenure-stream Faculty (Assistant, Associate, Professor) with primary appointments in any of the existing UK colleges. These faculty will teach and/or mentor Honors students, but not have a formal DOE assignment in Honors.
3. **Endowed Professorships**: The Donor's Agreement establishes two named professorships. These are meant to recognize outstanding work by UK faculty in the areas of the endowments. These will be awarded through a competitive process open to all college faculty. The general criteria established by AR 2.1.1.III.C will apply: "Individuals appointed to named professorships shall meet all criteria for the rank of Professor and shall have acquired national recognition for excellence in instruction, research and other creative activity, or service in their disciplines." Specific criteria appropriate to purpose of each endowment will be established upon the recommendation of the Regular Honors to the Dean of the Honors College and the Provost.

The Donor's Agreement provides funding that can be used to establish a "dedicated Honors faculty." Funding can be used to provide release for UK faculty in other colleges (the formal DOE assignment of the Regular Honors Faculty). Funding from the Donor is provided through an annual gift and this cannot be used to create new tenure-track lines unless arrangements are made through the Provost with deans of colleges to establish tenure homes and funding to sustain these lines. Funding could be used for non-tenure eligible lines, though clear criteria for the number, expectations for hiring, evaluation, and promotion would need to be established.

It will take additional consultations with many campus constituencies to work through these details. The Donor's Agreement foresees this need and establishes a deadline of fall 2017 for a dedicated faculty to be in place. The Transition Committee and the Regular Honors Faculty (once formed) will be responsible for working with the Dean to create recommendations to the Provost about DOE adjustments, the need to establish clearly defined tenure homes, expectations for non-tenured faculty (including lecturers hired in other colleges, or within Honors).

Diversity and Inclusion

Diversity and inclusion are a critical focus nationwide. For the Honors Program, diversity has been a point of attention with modest improvements in recent years. Going forward, diversity and inclusion issues will be a major focus for the Honors College, and will be addressed by the Transition Committee members. To be sure, we all want to ensure a stellar climate of diversity and inclusion for students, staff and faculty of the Honors College, and the campus as a whole. The first order of business will be to develop a clear diversity plan for the College -- one that addresses *all* forms of diversity, and is in consultation with a wide variety of stakeholders. In preparation, members of the Honors staff have already begun to gather data to assist in this effort.

Best practices from across the nation will be adopted to ensure the College is a mechanism for democratization and access for all qualified students – with respect to race, ethnicity, sexual orientation, religions, color, age, political views, socioeconomic status, disabilities, or any other characteristics that create a rich tapestry of individuals.

The following are just some of the ways in which the Lewis Honors College can embrace diversity and inclusion:

- 1) Reduce the number of legacy students and increase specific admission measures by which qualified, underrepresented students can gain access to Honors;
- 2) Give greater access to transfer students from community colleges, which tend to educate more minorities than traditional four-year institutions;
- 3) Provide targeted financial aid for economically disadvantaged students;
- 4) Reduce the weight on standardized testing, e.g. SAT and ACT scores in our admissions algorithms, while placing greater emphasis on GPA and writing, and more holistic indicators, such as interviews, and assessments from high school teachers and councilors regarding student potential;
- 5) Increase collaborations with campus offices that promote student, staff and faculty diversity, such as CARES (which provides a comprehensive academic support system and enrichment services to increase retention and graduation rates of underrepresented students), the Stuckert Career Center, the Office of Faculty Affairs, UK Human Resources training programs, and others;
- 6) Increase the number of courses that teach awareness of diversity, and promote diversity and inclusion, e.g. “Honors in Humanities: Jews and Christians in Medieval and Renaissance Europe” currently taught by Dr. Jonathan Glixon, and “Where Are All The Women?”, which focuses on the attrition of women in the sciences and equity, taught by Dr. Diane Snow;
- 7) Increase the number of research opportunities for undergraduates to explore issues of diversity with faculty mentors;
- 8) Work with the university leadership to ensure the institutionalization of goals and policies related to diversity, e.g. with the Office of Institutional Diversity, and promote diversity as a core value of not only the Honors College, but the University as a whole. Further, members of the Honors team should serve on a campus-wide diversity advisory council to work collaboratively with all efforts on campus;
- 9) Provide diversity training for the Honors College faculty, staff and students, and develop a team in Honors to ensure implementation of lessons learned;
- 10) Institute specific assessment measures to ensure Honors is meeting its diversity and inclusion goals.

Curriculum

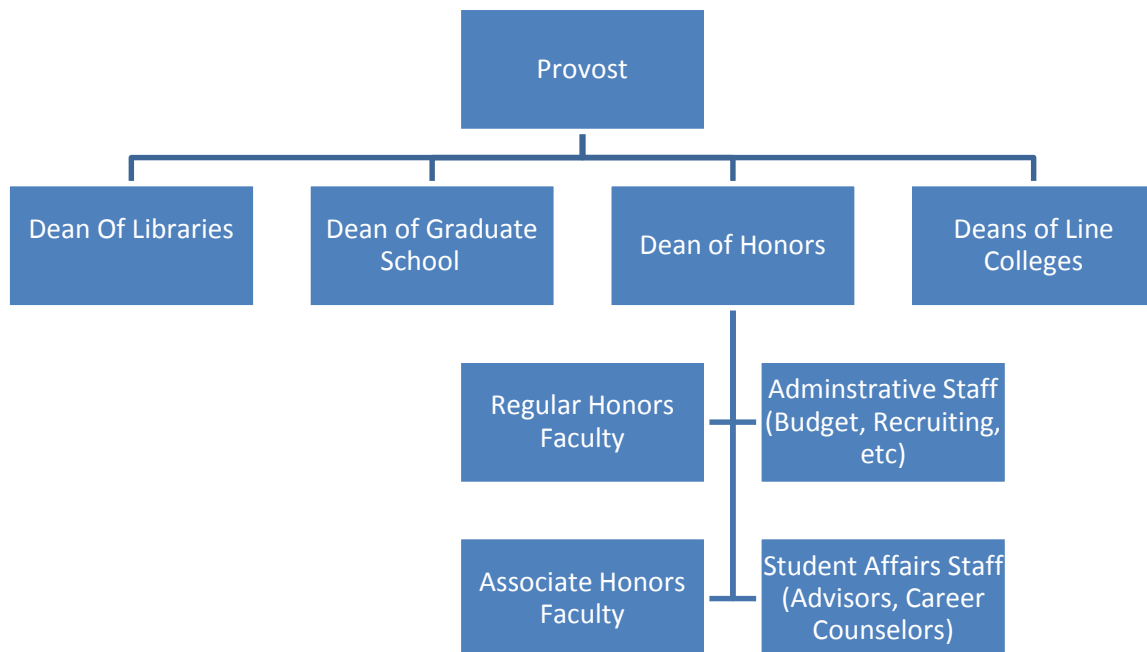
There are no specific plans at this time to change the Honors curriculum that was approved by the University Senate in 2012. Current discussions center around increasing the number of credit hours required for Honors from 21 to 24 in order to meet the guidelines set by the National Council of Honors Colleges, and a mechanism for this change is being addressed by the Honors Faculty. Any changes will be developed by the appropriate faculty body and submitted for approval through the normal University Senate process.

There are no anticipated changes to the arrangements for Honors pathways that have been established with Gatton, Engineering, and Nursing.

Financial Sustainability:

Associate Provost Lisa Wilson is preparing a Revenue/Expenditure projection for the Honors College based on the conditions of the Donor Agreement. This document will project over eleven years to show how the budget will work past the ten year period of the annual gift agreement, looking forward to show how the endowments will grow yearly as the donor adds to the corpus. The endowment corpus won't be established or "set" until the final payments.

Organizational Chart



Executive Summary

(preface to SAOSC form; in compliance with Lewis Honors College ad hoc committee recommendations)

Rationale for an Honors College

The October 22, 2015 donation of \$23 million by the Lewis Foundation will transform the UK Honors Program into an Honors College. This transition will result in a robust organizational framework that can enable a considerably enhanced educational experience for UK's high achieving undergraduate students. An Honors College, led by a Dean who will report directly to the Provost, is a better structure than an Honors Program for many reasons, each of which make establishment of the Lewis Honors College a sound decision.

- The establishment of a College indicates an interdisciplinary Honors education is a high priority for the university.
- An Honors College symbolizes UK's commitment to undergraduate excellence.
- Having an Honors College sets the bar high and ensures attraction of a higher profile of student.
- Families and students repeatedly indicate their interest in, and expectation of, an Honors College, as part of a premier university education for top students.
- Since the role of an Honors College is university-wide collaboration, an Honors Dean would be better positioned than a program director to help establish campus priorities and would work as an equal with deans of other colleges.
- Numerous benchmark research universities, SEC schools, and in-state comprehensive universities (notably Western Kentucky University and Eastern Kentucky University) have already established Honors Colleges in order to better compete for "the best and brightest" students.
- As noted in several recent articles in venues such as the *New York Times*, Honors Colleges at public universities help democratize higher education and improve access for minorities and students from lower socio-economic backgrounds to educational environments otherwise reserved for the few and privileged at expensive, private colleges and universities.

This Executive Summary serves as a preface to the more detailed report that will be submitted to the Senate Academic Organization and Structure Committee (SAOSC). The larger proposal follows carefully the format established by the published *SAOSC Guidelines* to directly and transparently address the requirements of that Senate committee. Here we provide concise answers to key elements of the SAOSC proposal, and importantly, connect the proposal directly to the Donor Agreement.

Guiding Principles

Through the Donor Agreement, UK has agreed to several goals and principles to guide the elevation of the Honors Program to an Honors College. These include better preparation of UK students for life's challenges and opportunities and thereby enhancing UK's academic reputation among its constituents and peer institutions. The Donor Agreement also recognizes that it benefits the Commonwealth to keep more of our best Kentucky students in the state while attracting new talent as well. The Donor Agreement specifies that progress toward these goals will be measured by the success of its students and the quality of its facilities, curriculum, staff and faculty.

Vision/Mission Statement

The guiding principles align with the current [Mission, Vision, and Values statements](#) established by the UK Honors Program in consultation with its faculty, staff, students, and college partners.

Mission

"The Honors curriculum challenges students intellectually, provides access to the most creative minds at the University of Kentucky, and prepares students for advanced study and global competency."

The University of Kentucky Honors Program is dedicated to excellence in undergraduate education, and engages students holistically to learn and thrive. Representing every major and college at UK, the Honors Program provides alternative customized pathways to serve outstanding, highly-motivated, and dedicated students. Through its innovative and multi-disciplinary curriculum, an Honors education at UK opens up a world of inquiry, including research, education abroad, and service. The Honors curriculum challenges students intellectually, provides access to the most creative minds at UK, and prepares students for advanced study and global competency. UK Honors students are drawn from around the state, region, country and many regions of the world, and once on campus, become engaged in many leadership roles. When they graduate, UK Honors students join prestigious organizations or further their education at notable institutions worldwide, and become effective leaders and global citizens who contribute to positive change.

Values

The University of Kentucky Honors Program is guided by its core values:

- Excellence
- Integrity
- Innovation

- Curiosity
- Mutual respect and human dignity
- Diversity and inclusivity
- Academic freedom
- Personal accountability and social responsibility
- A sense of community
- Civic engagement and service

Vision

The University of Kentucky Honors Program aspires to be the premier undergraduate residential college in the nation, where students live and engage in a transformational experience of self-discovery and learning through a shared sense of community, personal responsibility, and dedication to a challenging curriculum. Through a commitment to, and engagement in, highly engaged teaching and learning, UK Honors Program faculty and staff seek to prepare students to be their best and prepared for positions in the community and the world as effective leaders, teachers, entrepreneurs and professionals, as well as provide intellectual leadership to the UK campus.

The complete Mission, Vision, and Values of the UK Honors can be found on the UK Honors [website](#).

Place of the Honors College in the University Structure

The Honors Dean, who will report directly to the Provost, will be a full-member of the Provost's Deans Council. The proposed Honors College will not offer baccalaureate degrees of its own; rather, the Honors College curriculum and requirements will emphasize interdisciplinary approaches, methodologies, and learning outcomes. While to graduate, Honors College students will all declare majors in other undergraduate colleges, students who complete Honors College requirements will have that accomplishment acknowledged on their diplomas and transcripts, as it stands now for the current Honors Program. The Dean will lead a college faculty, as described below, whose interests support and extend the interdisciplinary nature of the Honors College. Faculty governance will be through tenured faculty borrowed from other UK colleges.

Currently Honors is a partner in the Academy of Undergraduate Excellence in Undergraduate Education, along with the Gaines Center for the Humanities and the Chellgren Center for Undergraduate Excellence. The Gaines and Chellgren Centers will remain in Undergraduate Education, though the close partnerships already established will be sustained and even strengthened.

To achieve this change, University GR VII will need to be modified. The suggested revisions are included in a separate document, created in consultation with various senate committee chairs and faculty knowledgeable of university rules and policies.

Structure of the Honors College, Governance, and Faculty Appointments

- Structure. The Lewis Honors College will be structured as follows (per the Donor Agreement pp. 3-4):

- Dean

The Dean will report directly to the Provost, and will have a 12-month appointment. The Dean will be a tenured faculty member in an academic unit in one of UK's existing colleges. The Dean will be selected using the procedures in UK's GR VIII. The Provost has committed to conducting a national search for the permanent dean. The Donor Agreement specifies the Dean should be in place by January 31, 2017.

Following the creation of the Honors college and until the permanent Dean is appointed, the Provost will appoint an Interim Dean, in accordance with the procedures outlined in GRVIII. These procedures call for consultation with faculty, staff in the unit, and other groups as appropriate.

- Faculty Governance

Following Senate approval of the 2011 Honors Curriculum, the University Senate Council recommended faculty oversight of the curriculum through an Honors Program Committee (HPC; SR 1.4.3.4; 12/10/2012) often referred to as the Faculty of Record, or FoR). The HPC was immediately established in consultation with the Associate Provost for Undergraduate Education (the [SC recommendation is found here](#)). The procedures for appointing the faculty and their duties were drafted and approved for addition to the [Senate Rules](#). Current membership on the HPC is recorded on the University Senate [website here](#).

We recommend the current HPC members be retained, as well as extended by addition of new members who will be selected by Senate Council, and should include 1-2 Senate members for guidance on Senate rules to form an *Honors Faculty Transition Committee* (see full discussion below, under Plan for Transition and Development of College). This group would be charged with drafting a permanent governance structure, defined and organized by changes to GR VII (a model draft is included as an *Appendix*), and signed off on by the Senate Council.

The proposed model draft of the revision to GR VII would establish:

1. The recruitment of Regular Faculty members (tenured faculty in other colleges who have recurring teaching and/or service in Honors. This should be recognized formally through an appropriate written agreement that is agreed to by Honors, the faculty member's primary college, and the faculty member, e.g. the DOE).
2. The recruitment of Associate Faculty members (untentured, non-tenure track faculty in other colleges who have taught/are teaching Honors courses.)

3. Procedures for faculty appointments that will be approved by the University Senate. Once an initial Honors College Faculty is created, new Regular appointees will be made upon recommendation of Honors College Faculty (or smaller Honors Council if the Honors College Faculty so desires) for candidates proposed by college deans.
4. Guidelines whereby the Honors College Faculty will be composed of both Regular and Associate members. The College will establish by-laws that indicate Regular members have voting privileges and can extend these privileges to other faculty (e.g. the Associate members).
5. A mechanism for the Honors College Faculty, working with Honors College Dean and endorsed by Senate, to create an Honors College Faculty Council, if necessary, to efficiently conduct the business of the faculty.

The Honors Faculty Transition Committee would be able to edit or add to the model draft proposal or create a new draft. Because this involves amending the current GR's, any proposal would need to be vetted through University Regulations Review Committee using procedures established by [AR 1:6](#). This would involve consideration by the Senate and final approval by the Board of Trustees.

○ Honors Faculty

The Lewis Foundation gift has graciously provided funding to create a core of 10 full-time faculty, who will teach, mentor, and contribute to programming in the College. (As noted below, the annual gift is in addition to the permanent endowments supporting two “faculty scholars” who will hold endowed professorships provided by the agreement). Given the support for the dedicated, full-time faculty is a gift that will end after 10 years, the university will have to carefully manage how the funds are used.

Honors typically employs 45-55 faculty members each semester, which will be comprised of the new, 10 full time faculty, and others. Given the variety of contributing faculty, there will be a need for a wide variety of faculty service models, to provide flexibility and to meet the needs of the College.

The teaching faculty selection and hiring process will be determined by the Honors College Dean, the Honors College Transition Committee, the Dean/Chair of the faculty member's college, and the faculty member, and may consist of a combination of possible models, which include, but are not limited to:

- Full-time faculty (tenured, tenurable, non-tenurable) who already hold primary appointments in other UK colleges (or are newly hired into these colleges), who have a recurring, secondary assignment in Honors, such that the bulk* of their time can be devoted to teaching in Honors. Honors would “buy-out” this assignment, which would be for a set period of years (1-3), and will be potentially renewable. The purpose of this “buy-out” is to ensure that the faculty members dedicate the bulk of their teaching time specifically to Honors and Honors students. If tenured, these faculty

members would help constitute the “Regular Faculty” described in the proposed revision to GR VII, described above. (*bulk would be 95% or greater). Within this category, there may be a number of different models, which will be discussed and decided upon by the transition committee members, with the goal of maintaining the Donor Agreement criteria for “dedicated” faculty.

- Full-time faculty hired jointly by Honors and a willing unit/college, who contribute a number of courses **consisting of** either HON courses: e.g. HON-301), or as HON-sections, and also participate in some programming. These faculty would contribute ~25-40% **teaching to** Honors.
- Full-time faculty hired in a tenurable or non-tenurable series with their primary appointment in another unit/college, but teach at least 1 HON course.
- Full-time faculty hired in a non-tenurable series. These appointments could include “teaching fellows” hired through a national search process similar to Harper Fellows at the University of Chicago.

Regardless of which faculty model is used, those above or any other model designated by the Honors Faculty Transition Committee, a potential new approach might be to select Honors faculty through a competitive mechanism to ensure Honors is home to the best possible faculty teaching the most innovative, cross disciplinary, and enticing courses.

The dedicated faculty should align with and provide the foundation for the College’s guiding principles of interdisciplinary inquiry. It is crucial that the dedicated effort of the ten full time faculty, and to various degrees to all other faculty as well, extend beyond instruction and to include service to the College, and significant mentorship of students (particularly first year students and recruits). The dedicated, full-time faculty provide the platform to support the important, though more occasional efforts, of these faculty from across the university who often do not have the time to attend Honors events, or provide mentorship for first-year student. The ideal mix between these different options (and others found through campus consultations) will reflect and strengthen the diversity of faculty effort on campus, representing an array of title series, disciplines, methodologies, and pedagogical approaches.

Because of the importance and deep, abiding interest in these faculty appointments, we propose the exact terms of these appointments be set through continuing consultations between the Honors College Dean (interim), Honors College Faculty (as appointed through the proposed GR VII revision), the deans of other UK colleges, and the Provost. As noted below, the Provost has approved the immediate creation of an Honors Faculty

Transition Committee (based on the Senate-appointed Honors Program Committee) to begin its process. We further propose the results of these discussions be presented regularly to the Senate Council for discussion and endorsement. These discussions should specifically focus on how to ensure that Honors does not build its foundation on an over-reliance on non-tenure series instructors and non-faculty staff.

The cooperative yet centralized structure of an Honors College and new dedicated faculty infrastructure would provide better student mentoring, greatly improved instructional support, elevate the status for all collaborative colleges and departments, and create a more innovative, competitive, and transformative Honors curriculum. Further, it will provide a long-discussed need by the current Honors Program Committee to involve students in the selection of their faculty, as is done in other benchmark institutions.

Deadlines for Drafts and Decisions regarding Honors Faculty

February 2016: Transition Faculty Governance Committee formed (based on current Honors Faculty of Record appointed by the Senate) and leadership appointed.

June 30, 2016: Deadline for BoT action on proposed Honors College

July 2016: Interim Dean named

July 2016: Open national search for Honors College dean

September 1, 2016: First draft plan for a model of faculty appointments

January 2017: Honors Dean hired and in place; begin faculty recruitment

Fall 2017: FT Honors faculty in place, as per Donor Agreement.

(Other critical milestones to be mapped out by Honors Faculty Transition Committee in consultation with the Provost and interim Dean, and in accordance with the Donor Agreement)

Note also that the Donor Agreement specifies two endowed professorships, called “Faculty Scholars.” One is in “Organizational Behavior” and the other is in “Entrepreneurship” (Exhibits D & F). Qualified faculty with relevant experience will be eligible to apply for these endowed professorships. We recommend the guidelines for awarding the positions be created by the administrative leadership of the new College and approved by the Provost and the appropriate administrative leadership of the joint appointment college, which is most likely to be the Gatton School of Business, and according to UK rules and regulations governing endowed professors. These endowed appointments will be established separately from the gift provided for the new 10 dedicated, full-time Honors faculty.

- Staff (Donor Agreement specifies 18 staff)
The Honors Faculty Transition Committee needs to address this issue carefully.

Role	Number	Currently in place (P), to be appointed by Provost (A), or to be hired (H)
Dean (Interim)	1	P (currently as Director)
Student Affairs Coordinator	1	P
Advisors	5	2-P; 3-H
Career Counselors*	4	H
College Budget Officer	1	H
College Administrative Asst	1	P
Marketing and Communication	1	H
Recruiter	1	P
LLP Coordinator	1	H (currently as part-time)
LLP Support Staff	1	H
Development Officer	1	H (temporary officer in place)

* Some or all of the career councilors will be funded by the Honors College, but will be assigned to work with specific colleges so as to be best able to provide accurate career guidance, according to the needs of the major. Career councilors will also be expected to serve as advisors at the upperclassmen level.

o Governance: External Advisory Board

The Donor Agreement (p.3) calls for the creation of an external Honors College Advisory Board. This Board has been appointed by the Provost and met for the first time on January 13, 2016. As per the Donor Agreement, the members of the Board are as follows:

- Mr. and Mrs. Tom Lewis
- A representative of Lewis Foundation
- UK Provost: Tim Tracy
- Dean of the Honors College: (not yet appointed; interim Dean in transition)
- Representatives of the University: Dr. Charley Carlson, Dr. Phil Kraemer, Dr. Holly Swanson,
- A Development Officer: Ms. Susannah Denomee, Office of Philanthropy, temporary appointment
- Other members: Dr. Mark Jacobs (Arizona State), Dr. Catherine Krause (New Mexico), Dr. Christian Brady (Penn State); selected by the Provost

As an external Advisory Board, this body will be consultative only and will not make decisions about educational policy that are given to the faculty by University regulations and Senate Rules. The Provost agrees that the External Advisory Board will create by-laws for its operation, particularly in regards to faculty control over educational policy. It will also make clear the respective roles of the Advisory Board and

Honors faculty in regards to decisions about matters such as the proposed Honors Lecture Series.

Plan for Transition and Development of College

The proposed Honors College is envisioned as a common resource for the university as a whole, and one that will rely on working well with other colleges. It is understood that for it to succeed, there needs to be campus-wide support for the College and its proposed structure. In a large university, ensuring this support takes time.

The Provost agrees that a “Transition Committee” be immediately established, comprising the:

- 1) Current Director , to chair the committee
- 2) Current Honors Program Committee
- 3) An additional 4-6 representatives from the University Senate. The University Senate representatives should be selected with the aim of insuring broad representation from UK college faculty and experience with/knowledge of Honors students.

This Transition Committee would be entrusted with ensuring there is fast and open communication between the Honors Faculty and the Senate, as the proposal for the Honors College goes through the Senate committees and as the College establishes its governance and curricular structures and procedures. It is recommended that the decisions of the Transition Committee be shared with the Senate Council to ensure consistency with all regulations. This committee will be dissolved once the College’s academic and administrative structures are created, and it becomes a well-functioning unit within the University, as described in the discussion of the GR VII revisions above.

Honors College Curriculum

The Donor Agreement calls for an extension of the basic current Honors curricular requirements from 21 credits to 24. It also recommends the creation of an enhanced version of the Honors requirements to 30 credit hours (p.3). These expectations align with national best practices (the Guidelines of the National Collegiate Honors Council; NCHC), requirements of benchmark universities, and previous discussions at UK by Honors staff and by the Honors Program Committee.

These internal UK discussions have already identified a natural and relatively easy way to elevate the requirements to 24 credits, which is formal adoption of CIS/WRD 112, a course that nearly all Honors students take to fulfill their UK Core Composition and Communication requirement. The 30 credit hour curriculum creates more challenges, though it must be noted that the Donor Agreement identifies this as an “enhanced option.” Since many of our fellow SEC schools and national benchmarks already boast

Honors Colleges with requirements of 30 credit hours or more (University of South Carolina, for example, requires 45), it is important that UK explore this option as well.

Because the curricular requirements are dependent on approval of the creation of the College, formal faculty approval will follow the establishment of a new college and its governance structure. The process for these discussions and any approval of curricular changes will follow strictly the policies outlined by the University Senate. The Honors Transition Faculty, or a Curriculum Committee established by that faculty of record, will be charged with developing proposals for changes to the curriculum. Any changes will be proposed only after consultation with appropriate colleges and units (e.g. CIS/WRD 112). Each undergraduate degree-granting college will be consulted before any proposal about a 30 credit hour option is considered by the Honors Transition/Honors College Faculty and forwarded through the Senate for approval.

Plan for Funding the Honors College

The Provost will provide a letter to be included in the proposal sent to the Senate about the sustainability of the Honors Budget. The Provost's budget office will supply an appropriately detailed budget to share with the University Senate. The Provost will also provide a letter to be included in the proposal about the sustainability of the Honors College budget.

**Senate Academic Organization and Structure Committee (SAOSC)
Guidelines for Preparing a Proposal for Change in Organization
May 5, 2011 (revised December, 2013; October 2014)**

Direct responses to questions/sections required for a major programmatic change. Each section in the proposal below describes in detail how the creation of a UK Honors College will be accomplished, and answers each question posed in the Guidelines published by the Senate Academic Organization and Structure Committee.

- 1) What is the impetus for the proposed change?**
- 2) What are the benefits and weaknesses [of the proposed change]?**

The impetus for the proposed change at UK from an Honors Program to an Honors College is the opportunity for dramatic improvement. Honors has a long history at UK, one that has enjoyed successes yet encountered great challenges – particularly related to structure, faculty support, and dedicated resources. Given, historically, the acceleration in growth of the UK Honors Program, and the unanimous opinion that Honors is of great value to all missions of the university, combined with new efforts to elevate Honors at UK, especially based on our campus-wide Strategic Initiatives, the moment is ripe to rectify those challenges and significantly advance Honors’ current strengths.

Impetus for Change: Chronology of the Honors Program from 1961-2015

An Honors Program at the university has existed since 1961. For most of its history, the program was structured around a “great books” learning experience/interdisciplinary humanities curriculum, staffed by some of the university’s most outstanding faculty. The faculty were dedicated to the Honors Program, but held joint appointments in their academic home, primarily Arts and Sciences and Fine Arts. The Honors Program was organized as a central unit, administered by a faculty Director reporting to a Vice Chancellor/Dean/ Associate Provost, who was responsible for the university’s undergraduate education.

Search for a new Honors Model, 2004-2012. Beginning in the late 1990s and early 2000s, this model came into question on several fronts. The questions prompted then Provost, Mike Nietzel, to publish a series of memoranda outlining a process for revision of the University Honors Program. Pointing to the decline in state support (the university had lost more than \$70 million in appropriations over four years)

and a renewed and fervent strategic goal of increasing the university's retention and graduation rates (1st year retention of 82%, 6 - year graduation of 60%), Nietzel articulated a need to revise the Honors model to introduce greater curricular flexibility and broaden faculty participation, while supporting an expected increase in university enrollments of academically well-prepared students.

In response to Provost Nietzel's call in early 2005, the University Senate approved a new curriculum based on four tracks. These new sequences were created as an extension of the traditional Honors curriculum that would draw from faculty research and teaching in: 1. The Social Sciences, 2. Space, Place and Culture, 3. World Food Issues, and 4. Technological, Cultural, and Social Implications of Nanotechnology. In welcoming greater contributions from all colleges, the intent was to increase the number of full-time faculty teaching in Honors as either an overload or in-load assignment. This allowed the former members of the dedicated Honors faculty to be moved into full-time assignments in their home disciplines and out of their primary appointment in the Honors Program. This move was also seen as a way to reduce an over-reliance on part-time instruction in the Honors Program.

The enthusiasm for this new model was short-lived. By 2009, concerns about the sustainability of the new Honors tracks were widely expressed. In January 2010, the Honors Program Director submitted a proposal recommending yet another new model, this time for an "Interdisciplinary Honors Program" based primarily on the new UK Core. While there was interest in this new model, the Undergraduate Council requested more options.

As a result, in Fall 2010, Provost Kumble Subbaswamy and Associate Provost Mike Mullen appointed a new committee to address the Honors Program, and develop yet another new approach. This *ad hoc* committee of thirteen faculty and staff reported to the University Senate in 2011.¹ This committee provided an introduction to the final report that reviewed the immediate past history and found that the 2005 model was still "too restrictive." The report described problems with finding faculty to teach, given the move of faculty back into their colleges in 2004, i.e., no longer having dedicated Honors faculty. Although the change from a single-track focus on "great books" was meant to increase and diversify contributions from all colleges across campus, the redesigned program did not attract sustained faculty participation as had been hoped. Reliance on part---time faculty and Emeriti was too great and only two colleges, Fine Arts and Agriculture, contributed faculty in a percentage that equaled or surpassed the percentage of students from those colleges in the Honors Program.

The Committee's final report recommended moving away from the track system and charted a new approach. The Committee recommended, and the Senate ultimately approved, a curriculum for Honors that consisted of 21 credit hours. This

¹ A Report on the Deliberations of the Honors Program Committee (2011). www.uky.edu/.../1.../Honors%20Report%20Nov%2020%2011.pdf

curriculum was built on a series of 100 - and 200-level interdisciplinary seminars fulfilling part of UK Core, as well as creating the possibilities of offering Honors sections of courses required for majors. It also incorporated requirements for high-impact practices such as undergraduate research, experiential learning, and education abroad.

The committee also established the idea that the Honors education should grow in scope and capacity beyond a small, boutique “honors program.” This ambition is indicated in their chosen title for the report: “The Honors Academy at the University of Kentucky.” In using the word “Academy,” they envisioned a closer link with the teaching and research missions of the colleges, and a coordinated and collaborative mission for Honors:

Our University Honors Program will be transformed into an Honors Academy that will serve all undergraduate colleges and students with centralized programming to attract, retain, and graduate the best and brightest students who come to UK. The Academy will focus on what UK can offer better than perhaps any other university in the Commonwealth: access to a rich diversity of academic offerings, cutting-edge research and scholarship, exciting education-abroad opportunities as well as community service and engagement.

To assist in the creation of this new vision for Honors, the Senate appointed, in December 2011, an official “Faculty of Record,” the *Honors Program Council (HPC)*, to advise in curricular matters. Associate Provost Mike Mullen recommended ten faculty who were broadly representative of the campus and these were approved by the Senate Council in December 2011. On March 8, 2012, the University Senate approved a curricular reform for the Honors Program that had been vetted and approved by the recently appointed HPC. This reform, a result of contributions from across the university, reaffirmed the crucial role of a central, campus-wide Honors Program.

The timeline for this improved model was as follows:

Jul 2004 - Memorandum from Provost Nietzel describing the Commonwealth Center for Undergraduate Excellence and the need to expand the Honors Program;

Sep 2004 – A call for proposals from Provost Nietzel for new approaches to Honors and announcing a faculty committee to examine submissions;

Oct 2004 - Memorandum from Provost Nietzel offering further guidance; see supplement*

Feb 2005 - Senate approves expansion of Honors Program;

Jan 2010 - Submission of an Interdisciplinary Honors Program proposal;

Aug 2010 - Establishment of a new faculty committee by Provost Subbaswamy and Associate Provost Mullen;

Nov 2010 - Review Committee submits report to Undergraduate Council;

Aug 2011 - Report and new curriculum approved by Undergraduate Council;

Nov 2011 - Associate Provost Mullen presents proposal for “Honors College/Academy” to the Senate Council;

Dec 2011- University Senate designates 10-member Faculty of Record for Honors Program.

*

Enrollment Growth and Recruiting Success since 2012. Built on the vision of an expansive Honors mandate and a new, flexible curriculum, the UK's Honors Program has been experiencing steady growth in the number and quality of students over the last several years (**Figure 1**). Starting from a base of approximately 750 students in 2010, the program now serves over 1,400 students on our campus. The goal, set in a 2012 report to interim Provost Tracy, is to grow to serve at least 10% of the UK undergraduate population by 2017, to over 2,100 students.

The program has increased not only in size, but also in quality. This is evidenced by improvements in the ACT comp average for incoming students, which has risen from 30 for students admitted in 2010, to 32 for the cohort admitted for Fall of 2015.

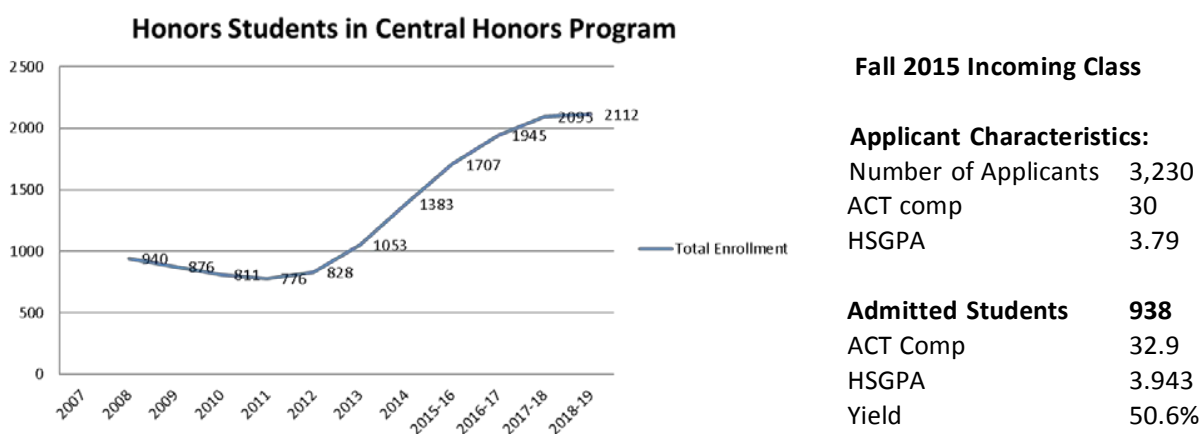


Figure 1. UK Honors Program enrollment from 2007 with projection of escalation to 2019. Comparison of applicant and admitted students' characteristics for the UK fall 2015 incoming class.

Challenges to Growth of the Honors Program. Importantly, with this rate and magnitude of growth and success, there are challenges. In nearly tripling in size the Honors Program now approaches the population of a small liberal arts college. One challenge is to maintain a sense of community and connection, the ability to “make a large university feel small” that students and parents expect from a public university Honors College. Similarly, the growth in the programming necessitates an increasing number of dedicated faculty who teach, mentor and support these students, as well as provide research opportunities. In approving the new curriculum, the University Senate has promised our students that an Honors education at UK opens a world of inquiry that pulls from the best of UK's remarkably diverse undergraduate programs. Without this faculty-student connection, the Honors curriculum and Honors experience loses the rigor and purpose necessary for a top-notch program.

A further challenge is improving the yield of admitted students. As the academic preparedness of the applicants has grown, we are attracting students who have

many different options about where to attend college, including some of the most selective programs in the country. To compete with these institutions, UK must continue to demonstrate our commitment to overall academic excellence, to redouble our efforts in student services for our Honors students, and demonstrate our competitiveness with those top ranked institutions with which we are competing. A strengthened Honors at UK would allow us to increase enrollment yield through competition on quality rather than on net price, as currently exists. More precisely, the University cannot sustainably compete for top students simply by offering them more scholarship funding. Providing more financial aid dollars to potential honors students is financially unsustainable for the university. A more robust and elevated Honors College would help the institution compete based on the perceived long-term value of the program/degree, not just on the short-term price of the degree. Across the nation, the overwhelming trend is to grow honors programs into Honors Colleges, which meet more of the demands of today's top students. At the 2015 National Collegiate Honors Council conference, this topic dominated discussions from plenary sessions, to faculty- and staff-run breakout sessions, to student-facilitated info sessions, and well into dinner conversations. While unavoidable growing pains were reported by some, the benefits cited by those who have made the transition well outweighed the costs.

Based on these discussions and on a wealth of literature, an Honors College and residential community will be a highly visible symbol of the entire University's commitment to excellence in undergraduate education, and will:

- Strengthen the intellectual and social interactions of academically-oriented students across *all* majors
- Enhance the integration of curricular and co-curricular programming
- Deepen faculty engagement with students and with each other, and expand pan-university cooperation and collaboration among faculty
- Improve UK's ability to attract, recruit, and support high-performing students
- Increase the achievement of nationally competitive awards
- Improve retention (according to the 2014-2015 *NCHC Admissions, Retention, and Completion Survey*, honors colleges boast a 5% increase in 2nd year retention in comparison to honors programs)
- Enhance the university's image among southern institutions and benchmark universities
- Greatly elevate the ability of UK to attract both Honors and non-Honors donors (*"The Four Pillars of Honors Fundraising"*, by David Scott Allen (Univ AZ), Craig Cobane (WKU), Margaret Franson (Valparaiso Univ), and Joanie Sompayrac (Univ TN), NCHC Roundtable, 2015). Further, giving from Honors College Alumni is greater than from any other university Alumni.

With their growth at other major institutions, many outstanding high school recruits and their families ask if UK has an Honors College and how they may become

students of such an institution. An Honors College at UK would allow us to compete with those southern and benchmark institutions that have not created such a college, and with outstanding institutions that are recognized for their excellence, such as the University of South Carolina, Penn State, and Arizona State University.

Lastly, an additional challenge is one of image. While most members of the campus community would say they fully support an Honors education, knowing that it represents the highest of standards, they are also concerned about privilege and whether too many resources are being expended for the top 10% who typically have more access to resources than many students. Here we quote again the NCHC, which states that Honors Colleges should “be elite, but not elitist.” They suggest increasing visibility for Honors students (Ward et al., *Developing in Honors*, NCHC, Nov. 2015) to the point where Honors students are well respected as role models and mentors, and are commonly in leadership roles where they can raise the performance, expectation level and productivity of ALL students, Honors and non-Honors alike. An Honors education is uniquely poised to develop this outreach at the highest level, given the interdisciplinary nature of Honors learning outcomes and its diverse curriculum. Further, although Honors College students are fewer in number, they are retained at a significantly greater rate as well, and thus contribute to elevating the university at all levels, and even persist in their role-modeling and leadership roles long after leaving the institution, resulting in long term benefits for both the students and the institution.

3) Describe the organization of the current structure and how the proposed structure will be different and better. Current and proposed organizational charts are often helpful in illustrating reporting lines.

Current structure. The Honors Program is currently led by a full-time faculty Director (part-time in Honors) and housed in the Division of Undergraduate Education. The supervisor for the Honors Director is the Associate Provost for Undergraduate Education. Honors offers interdisciplinary courses of its own (HON prefix), coordinates Honors sections with departmental partners (H-sections), supports part-time faculty assignments and occasional short-term (one semester) reassignments of full-time faculty from other educational units, and oversees the awarding of the Honors Program designation on UK degrees. As noted above, the curriculum of the Honors Program is currently overseen by a Faculty of Record, recommended by the Associate Provost and approved by the University Senate. The current organizational chart showing Honors place within the Academy of Undergraduate Excellence within the Division of Undergraduate Education is appended to this document.

Last Name	First Name	College/ Pathway	Start date	End date
Anderson	Kim	Engr/SEAM	2012	2015
Ashford	Kristin	Nurs/SN	2012	2018
Balk	John	Engr	2012	2018
Barron	Susan	A&S	2012	2018
Blue	Lisa	A&S	2015	2018
Dutch	Becky	COM	2012	2018
Glixon	Jon	FA	2012	2018
Hertog	Jim	C&I	2012	2018
Hoyt	Gail	B&E	2013	2019
Jackson	Vanessa	Ag	2012	2018
Jensen	Jane	Edu	2013	2019
Kelley	Scott	B&E/GS/SE	2013	2019
Murthy	Ganpathy	A&S	2012	2015
Snow	Diane	CHAIR; COM	2014	N/A
FoR members = 10 faculty + Chair (Honors Director)				

How the proposed structure will be different and better

Dean of the Honors College. As an Honors College, Honors would be designated as “a major educational unit” as defined by UK Governing Regulations, Academic Regulations, and Senate Rules. The College would be led by a Dean, who will be selected through a national search. The Dean of the Honors College will report directly to the Provost, thus, the Dean of the Honors College would be better positioned to represent Honors students and faculty both on and off-campus. As a member of the Provost’s Deans Council, the Dean of Honors will be able to work directly with the deans of other colleges to better integrate and connect Honors with college academic programs and initiatives. In this way, Honors may play a crucial role in the recruitment of top students, as well as fostering student success and retention across *all* campus units. Similarly, because the university invests more prestige and authority in the office of dean, Honors will be better positioned in the eyes of alumni and external donors. The Provost has announced that a national search for the Honors College Dean would commence following final Board of Trustees Approval in June. According to the donor’s agreement, the Dean of Honors will be in place by January 2017. Until a permanent Dean is named, an interim Dean will be appointed by the Provost.

Honors Faculty Governance. As noted above, following Senate approval of the 2011 Honors Curriculum, the University Senate Council recommended faculty oversight of

the curriculum through an Honors Program Committee (HPC; SR 1.4.3.4; 12/10/2012) often referred to as the Faculty of Record, or FoR). The HPC was immediately established in consultation with the Associate Provost for Undergraduate Education (the [SC recommendation is found here](#)). The procedures for appointing the faculty and their duties were drafted and approved for addition to the [Senate Rules](#). Current membership on the HPC is recorded on the University Senate [website here](#).

Provost Tim Tracy has agreed to form an Honors Faculty Transition Committee consisting of current HPC members and 4-6 new faculty from the University Senate selected by Senate Council. The Transition Committee will be charged with drafting a permanent governance structure, defined and organized by changes to GR VII (a model draft is included as an Appendix) and relevant Administrative Regulations and Senate rules. The work of this Transition Committee will be reported to the Senate Council for guidance and input.

The proposed model draft of the revision to GR VII would establish:

- 1. The recruitment of Regular Faculty members (tenured faculty in other colleges who have recurring teaching and/or service in Honors. This should be recognized formally through an appropriate written agreement that is agreed to by Honors, the faculty member's primary college, and the faculty member, e.g. the DOE).*
- 2. The recruitment of Associate Faculty members (untenured, non-tenure track faculty in other colleges who have taught/are teaching Honors courses.)*
- 3. Procedures for faculty appointments that will be approved by the University Senate. Once an initial Honors College Faculty is created, new Regular appointees will be made upon recommendation of Honors College Faculty (or smaller Honors Council if the Honors College Faculty so desires) for candidates proposed by college deans.*
- 4. Guidelines whereby the Honors College Faculty will be composed of both Regular and Associate members. The College will establish by-laws that indicate Regular members have voting privileges and can extend these privileges to other faculty (e.g. the Associate members).*
- 5. A mechanism for the Honors College Faculty, working with Honors College Dean and endorsed by Senate, to create an Honors College Faculty Council, if necessary, to efficiently conduct the business of the faculty.*

The Honors Faculty Transition Committee would be able to edit or add to the model draft proposal or create a new draft. Because this involves amending the current GR's, any proposal would need to be vetted through University Regulations Review Committee using procedures established by [AR 1:6](#). This would involve consideration by the Senate and final approval by the Board of Trustees.

○ Honors Faculty

The Lewis Foundation gift has graciously provided funding to create a core of 10 full-time faculty, who will teach, mentor, and contribute to programming in the College.

(As noted below, the annual gift is in addition to the permanent endowments supporting two “faculty scholars” who will hold endowed professorships provided by the agreement). Given the support for the dedicated, full-time faculty is a gift that will end after 10 years, the university will have to carefully manage how the funds are used.

Honors typically employs 45-55 faculty members each semester, which will be comprised of the new, 10 full time faculty, and others. Given the variety of contributing faculty, there will be a need for a wide variety of faculty service models, to provide flexibility and to meet the needs of the College.

The teaching faculty selection and hiring process will be determined by the Honors College Dean, the Honors College Transition Committee, the Dean/Chair of the faculty member’s college, and the faculty member, and may consist of a combination of possible models, which include, but are not limited to:

- Full-time faculty (tenured, tenurable, non-tenurable) who already hold primary appointments in other UK colleges (or are newly hired into these colleges), who have a recurring, secondary assignment in Honors, such that the bulk* of their time can be devoted to teaching in Honors. Honors would “buy-out” this assignment, which would be for a set period of years (1-3), and will be potentially renewable. The purpose of this “buy-out” is to ensure that the faculty members dedicate the bulk of their **teaching** time specifically to Honors and Honors students. If tenured, these faculty members would help constitute the “Regular Faculty” described in the proposed revision to GR VII, described above. (*bulk would be 95% or greater). Within this category, there may be a number of different models, which will be discussed and decided upon by the transition committee members, with the goal of maintaining the Donor Agreement criteria for “dedicated” faculty.
- Full-time faculty hired jointly by Honors and a willing unit/college, who contribute a number of courses **consisting of** either HON courses: e.g. HON-301), or as HON-sections, and also participate in some programming. These faculty would contribute ~25-40% **teaching** to Honors.
- Full-time faculty hired in a tenurable or non-tenurable series with their primary appointment in another unit/college, but teach at least 1 HON course.
- Full-time faculty hired in a non-tenurable series. These appointments could include “teaching fellows” hired through a national search process similar to Harper Fellows at the University of Chicago.

Regardless of which faculty model is used, those above or any other model decided upon by the Honors Faculty Transition Committee, a potential new approach might

be to select Honors faculty through a competitive mechanism to ensure Honors is home to the best possible faculty teaching the most innovative, cross disciplinary, and enticing courses.

The dedicated faculty should align with and provide the foundation for the College's guiding principles of interdisciplinary inquiry. It is crucial that the dedicated effort of the ten full time faculty, and to various degrees to all other faculty as well, extend beyond instruction and to include service to the College, and significant mentorship of students (particularly first year students and recruits). The dedicated, full-time faculty provide the platform to support the important, though more occasional efforts, of these faculty from across the university who often do not have the time to attend Honors events, or provide mentorship for first-year student. The ideal mix between these different options (and others found through campus consultations) will reflect and strengthen the diversity of faculty effort on campus, representing an array of title series, disciplines, methodologies, and pedagogical approaches.

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The cooperative yet centralized structure of an Honors College and new dedicated faculty infrastructure would provide better student mentoring, greatly improved instructional support, elevate the status for all collaborative colleges and departments, and create a more innovative, competitive, and transformative Honors curriculum. Further, it will provide a long-discussed need by the current Honors Program Committee to involve students in the selection of their faculty, as is done in other benchmark institutions.

Governance: External Advisory Board. The Donor Agreement (p.3) calls for the creation of an external Honors College Advisory Board. This Board has been appointed by the Provost and met for the first time on January 13, 2016. As per the Donor Agreement, the members of the Board are as follows:

- Mr. and Mrs. Tom Lewis
- A representative of Lewis Foundation

- UK Provost: Tim Tracy
- Dean of the Honors College: (not yet appointed; interim Dean in transition)
- Representatives of the University: Dr. Charley Carlson, Dr. Phil Kraemer, Dr. Hollie Swanson,
- A Development Officer: Ms. Susannah Denomee, Office of Philanthropy, temporary appointment
- Other members: Dr. Mark Jacobs (Arizona State), Dr. Catherine Krause (New Mexico), Dr. Christian Brady (Penn State); selected by the Provost

As an external Advisory Board, this body will be consultative only and will not make decisions about educational policy that are given to the faculty by University regulations and Senate Rules. The Provost agrees that the External Advisory Board will create by-laws for its operation, particularly in regards to faculty control over educational policy. It will also make clear the respective roles of the Advisory Board and Honors faculty in regards to decisions about matters such as the proposed Honors Lecture Series.

An Honors College organized as described above would be better able to enrich, develop, and assess the undergraduate curriculum of the University. As a major educational unit, an Honors College will be better able to set academic policies and advance the Honors curriculum. Autonomy would provide the ability to improve logistics, e.g. providing meeting patterns that allow students the flexibility we know is critical to their success, and which is not available in a program that is dependent upon the kindness of other colleges to release their faculty for honors courses. At many universities, Honors provides unique opportunities for interdisciplinary learning through courses and degrees that complement the discipline-based programs found in colleges. These learning opportunities attract high-achieving undergraduates, which will benefit all colleges and departments at the university. A core function of an Honors College is to provide a venue for university faculty to teach motivated, well-prepared students outside their home departments. This promotion of excellence in teaching and learning can serve as one means of identifying and rewarding UK's best teachers.

Structural Connections to Other Units. An Honors College will partner with and complement undergraduate degree programs by enriching, broadening, and deepening the educational quality of the undergraduate experience at UK. This would extend the partnership already existing with Honors, e.g. the Gaines Center, the Chellgren Center for Excellence, and Honors Pathway Programs (**Figure 4**) in several colleges, including SEAM (Engineering and Gatton), Global Scholars (Gatton), Social Enterprise (Gatton), and Scholars in Nursing (College of Nursing), to other interested colleges. By example, current partnerships with Honors have helped these programs recruit and attract an increasing number of high-quality students to their programs. The Gaines and Chellgren programs will remain administratively in Undergraduate Education.

Figure 4. Honors Current Pathway Programs

Global Scholars (Gatton)

Applications	77
Admitted	56
Enrolled	37
HS GPA avg. 3.87 and 31.86 ACT	

Social Enterprise Scholars (Gatton)

Applications	30
Admitted	23
Enrolled	22
3.86 HS GPA and 31.59 ACT	

SEAM (Engineering)

Applications	228
Admitted	75
Enrolled	9 (Gatton)
Enrolled	39 (Engineering)
3.97 HS GPA and 33.34 ACT	

Scholars in Nursing

Applications	131
Admitted	32
Enrolled	25
3.98 HS GPA and 31.6 ACT	

Further structural innovation. As a means to further develop and enhance the structure of the Honors College, Dr. John Zubizurreta, Dean of Undergraduate Studies at Columbia College recommends allowing Honors students to participate in the creation of their own college, as the transition from a program to a college takes place. An innovative method to accomplish this is the creation of a research Capstone on the Honors Movement where students research the culture, philosophy, curricula, administration and other aspects of honors programs and colleges across the nation to determine which fit the culture and goals of their university. Having this type of collaboration would both model the goals of an honors education and result in a superior outcome, given the inclusion, diversity, and breadth of thought. He also suggests including alumni and an Honors Liaison from each college on campus to be involved in continuous improvement efforts such as these. In light of this suggestion, it is recommended that the transition from a program to college be approved on a firm but flexible foundation, leaving much of the development of detail to the various governing bodies, faculty, and students who can supply refinement once the College is in place.

4) How does the change fit with department, college, and/or university objectives and priorities?

In 2011, the faculty and staff that constituted the University Review Committee (URC) examined the landscape of higher education and identified several recommendations to advance the University of Kentucky during the presidency of Eli Capilouto.² The URC identified undergraduate education as one of these priorities, noting that while the university had made gains in areas such as retention and graduation, UK still lagged behind its national benchmarks in these areas. The URC also noted that while enrollments had grown in the years before the report and that gains had been made in the numbers of students arriving at UK very well prepared academically, more could be done to improve retention and graduation rates. The Committee compared UK with peer institutions that had made strides in improving retention and graduation. As one of several recommendations, the Committee identified the expansion of the Honors Program (along with improved facilities, increased scholarships, and continued innovation in the delivery of classes) as a key initiative that would “provide challenge and a positive social environment to higher-ability students, as well as further supporting retention efforts.”³ Thus, the creation of an Honors college fits well with university objectives and priorities.

The URC’s recommendation reflects earlier discussions about the mission and status of the Honors program (described in Section I) that were occurring on the UK campus prior to and following the arrival of President Eli Capilouto in July of 2011. The President made the Honors Program a central element in his goal of further strengthening undergraduate education at UK. Speaking to the Board of Trustees in October of 2011, following the submission of the URC report, President Capilouto echoed its findings, by calling for the creation of a “dynamic” campus-wide Honors Program that “will serve as a magnet for the best and the brightest high school graduates in Kentucky and beyond.”⁴ The President invited the most creative minds at UK to form a community dedicated to challenge and success, with the singular goal of preparing students to make a difference in the world upon graduation.

The strategic vision for the Honors Program emerging from these campus priorities for undergraduate education was created in a 2012 report commissioned by then interim Provost Tim Tracy. Provost Tracy appointed a committee (including Vice-President JJ Jackson, Vice President Robert Mock, Associate Provost Mike Mullen, and Associate Provost Don Witt) and Chaired by Dr. Benjamin C. Withers. This 2012 report identified benchmarks, reviewed the challenges, and established budgetary options that would allow the program to reach enrollment goals across all four

² Report of the University Review Committee, (2011).

http://www.uky.edu/president/sites/www.uky.edu.president/files/URC%20Report_0.pdf

³ Report of the University Review Committee, p. 12. <https://www.uky.edu/president/priorities-and-accomplishments/university-review-committee-report>

⁴ <http://uknow.uky.edu/content/capilouto-identifies-priorities-framework-enhancing-undergraduate-education>)

years at a 2000 student enrollment. These goals were set within the overall strategic recommendations of the URC.

The most recent UK Strategic Plan, cited in the first portion of this proposal, approved by the Board of Trustees just months ago, continues the call for the expansion of programs of excellence such as Honors in order to recruit, attract, retain and graduate more top performing students. Again, demonstrating how a new Honors College would be in alignment with the UK Strategic Plan, and its goals as a land-grant university, and would adhere to NCHC recommendations.

5) How does this change better position the proposers relative to state and national peers, as well as University Benchmark Institutions? How does the change help UK meet the goals of its strategic plan?

Honors Colleges are seen by many university administration, faculty and senior scholars in higher education as a way of enhancing the academic achievements of top-level students, encouraging interdisciplinary curricular programming and offerings, deepening faculty engagement with students, and fostering a sense of intellectual community among students and alumni. Arizona State University, the University of South Carolina, Penn State University, as well as Western Kentucky University and Eastern Kentucky University are among the institutions of higher education that have successfully transitioned to an Honors College to advance and demonstrate to the academic community the educational quality of their institutions. One need only focus on mainstream news to see the result of this status change, given the number of times these institutions are mentioned for their innovative educational endeavors and how they are attracting and meeting the needs of, top students.

As can be seen in the chart below, over half of the public institutions in the Southeastern Conference already have established their own version of an Honors College. This includes the University of South Carolina, whose Honors College was recognized in 2012 as the top public Honors College in the nation, and the University of Alabama, which was recently profiled in the *New York Times*. Notably, eight of the southern institutions have Honors curricular requirement that exceed UK's curricular requirements.

University	College or Program	Requirements
Alabama	College	18 hours honors credit
Arkansas	College	12 hours honors credit (varies by major); thesis

Auburn	College	30 hours honors credit; optional thesis
Florida	Program	None; optional thesis or research
Georgia	Program	27 hours honors courses; senior capstone and/or research
Kentucky	Program	21 hours honors credit; including senior Capstone
Louisiana State	College	32 hours honors credit; thesis
Mississippi	College	29 hours honors credit; thesis
Mississippi State	College	27 hours honors credit; senior capstone or thesis
Missouri	College	20 hours honors credit
South Carolina	College	45 hours honors credit; thesis
Tennessee	Programs	25 hours honors credit; thesis
Texas A&M	Program	30 hours honors credit; optional senior capstone

At the University of South Carolina and other benchmark campuses, the Honors College is seen as a “community within a community,” that enables personalized learning environments similar to smaller liberal arts colleges, while permitting access to the diversity and academic opportunities only found in large state universities. Public Honors Colleges, as argued in the *New York Times*, can serve a broader section of society (particular students from less wealthy families) than private, elite colleges.⁵ This is particularly relevant to UK as a land-grant institution, where we serve a largely rural state with many areas of poverty and economic strain, notably the Appalachian region of Kentucky, an area where we are particularly cognizant of educational challenges, given the efforts by Shaping Our Appalachian Region (SOAR) to improve the many problems that characterize Appalachia.

A recent report suggests that honors colleges at public universities make a significant impact on student graduation rates. William G. Bowen and his co-authors have recently studied college completion at public universities. They argue that Honors Colleges may help “narrow disparities in outcomes by socio-economic

⁵ Frank Bruni, “A Prudent College Path,” *The New York Times Online*, New York Times, 8 Aug. 2015: Web 25 Aug. 2015. http://www.nytimes.com/2015/08/09/opinion/sunday/frank-bruni-a-prudent-college-path.html?_r=0

status.”⁶ Honors colleges serve not only to make the outstanding academic achievements of undergraduate students more visible, they provide the kind of academic support for students from diverse backgrounds that are generally available to the more affluent. They can help a large public university campus serve a more diverse community. If we can make the type of education available to our poorer communities in rural Kentucky and inner cities of major metropolitan areas that is available to highly ranked private academic institutions in the Northeast and Western US, we will and can not only help our students, but also our Commonwealth.

Attracting High-Quality Students: Based on extensive work benchmarking nationally-recognized honors programs and colleges (including nearly all CPE Benchmarks, University Research Committee’s (URC) Benchmarks, and select southern schools), the 2012 report recommended that Honors aim for enrollment of 2,000-2,100 students. In 2012, the average size of central honors programs in our selected comparisons was 8.6% of total undergraduate enrollment (for CPE benchmarks, 8.8%; for URC, 7.4%; and SEC comps, 6.8%). At 2012 enrollment levels, a 2,000 student Honors program would place UK above the benchmark average, at roughly 10% of total undergraduate enrollment. This figure is roughly three times the size of the program in 2011-2012 (before the curricular change) when approximately 200 incoming Freshmen were admitted to Honors. Enrollment targets were incrementally increased from 2012-2015. Attracting and yielding more academically well-prepared students will help the university attain its overall retention and graduation goals since these students are retained and graduate as a group at a higher rate than those less-well prepared. Moreover, students participating in Honors have on average higher retention and graduation rates than equally well-prepared students who are not in the program (**Figure 3**). Thus, an expanded Honors enrollment should also help boost retention and graduation rates.

⁶ William G. Bowen, Matthew M. Chingos, and Michael S. McPherson, *Crossing the Finish Line: Completing College at America’s Public Universities* (Princeton and Oxford: Princeton U. Press, 2009), 205.

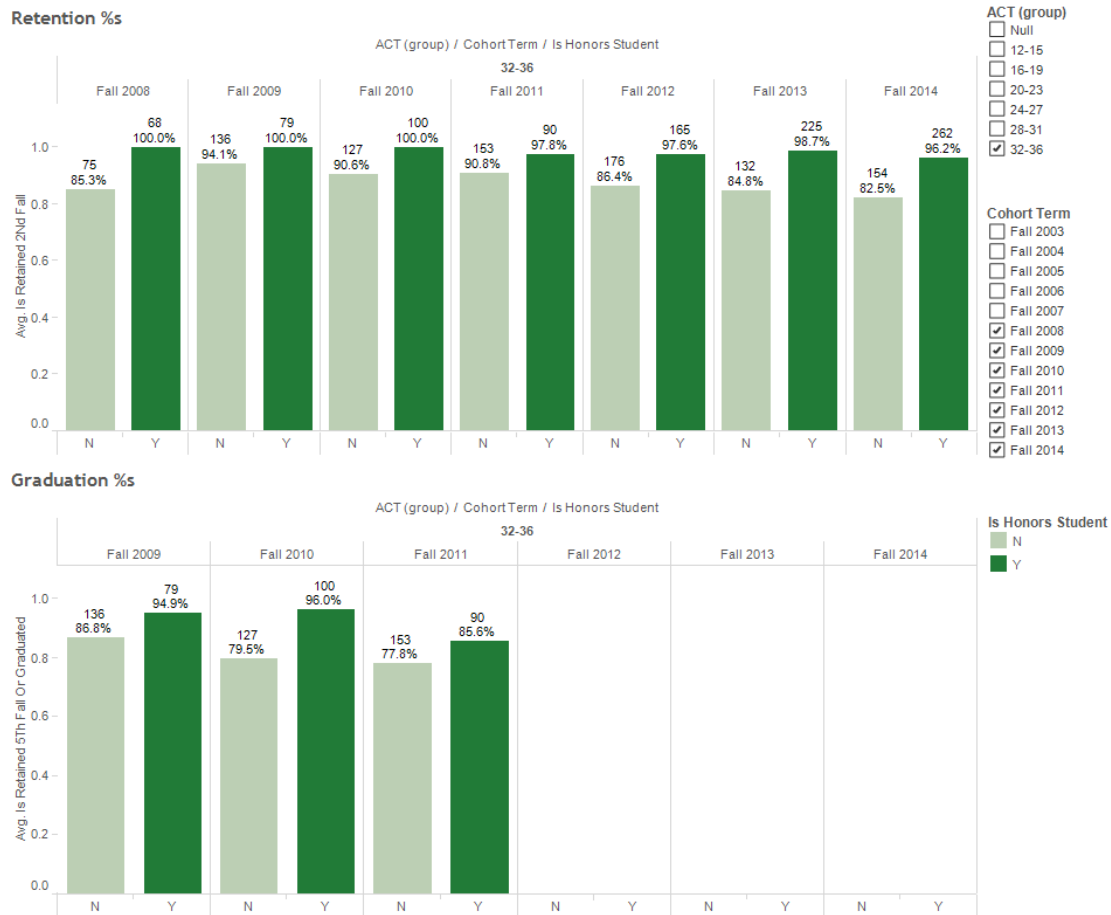


Figure 5: Retention and Graduation Rates of a Cohort of Honors students Compared to a Cohort of non-Honors students having similar ACT Scores. Source: Undergraduate Education.

Student Success: Retention and Graduation: As Figure 3 shows, the program has retained students at a higher rate than students with similar ACT scores. Our most recent data show that non-Honors students in the top ACT comp octile (ACT of 32 and above) average a First Fall-Second Fall retention rate of 85.6%, compared to Honors' 97.5% retention (this is based on last three cohorts, 2012-2014). Similarly, the top octile student's 6-year graduation rate is 81.4%, compared to Honors' 92.6% (based on the last three graduating cohorts, 2009-2011).

These retention data suggest two things. First, Honors can contribute to improvement of the overall rate of retention at UK by including more of the academically well-prepared students at UK even as we seek to increase the number of top applicants. Second, we must realize that the key to Honors retention rates is the attention and mentoring that Honors staff and faculty can give to students in the program. This includes an active co-curriculum that engages Honors students in activities on campus, provides informal peer-to-peer and student-faculty interaction, and builds a

sense of community, along with the new living-learning communities in our new upscale residence halls. It is not simply enough to extend the moniker “Honors” to more students; we must seek to scale the nature of the Honors community we create to incorporate more and more diverse students.

6) Who are the key personnel associated with the proposed unit? Provide qualifications of these personnel in a brief form.

Dean. Key personnel in any academic structure include faculty leadership. Currently, UK Honors is led by a full-time faculty Director, while an Honors College would be headed by a Dean. The Dean should have qualifications as required for tenure in a department or school at UK, including a Ph.D. or equivalent degree, a national academic reputation, and a distinguished teaching, research, and publication record to merit appointment at the rank of professor in their appropriate host unit. The Dean should have a record of commitment to undergraduate education and experience in developing and implementing academic programs and co-curricular support. The Dean will need to demonstrate strong interpersonal skills, successful collaboration with others on complex tasks, successful administrative experience, and significant Honors experience. Finally, candidates should have significant experience in fundraising, with the ability to articulate a compelling vision of an Honors education within the University, to alumni, and to external audiences.

Honors Staff. Other key personnel would include professional staff. Honors is currently staffed by three full-time advisors (Student Affairs III), a student affairs coordinator, a staff assistant, and a recruiter. All of these positions would remain in Honors with job descriptions and qualifications as per Human Resources standards. With continued growth would come expansion of the Honors staff to provide increased needs in advising, co-curricular events and program development, recruitment, budgeting, web and social media presence, and assessment/reporting (see below for expansion).

7) Discuss leadership and selection process for appointing a chair, a director, or interim leader and search process, etc.

The University’s agreement with the donor establishes that the Dean of Honors will be in place by January 2017. Upon approval of the new educational unit by the Board of Trustees, the Provost will initiate a national search to identify appropriate candidates for the position of Dean of the Honors College. This search process will follow the requirements of the University’s Governing and Administrative Regulations, similar to searches for all other college leadership. As befitting a unit that serves the entire University, it is expected that the search committee will include broad representation from across the University community, including faculty, staff, students, and alumni. Until a permanent Dean is named, an interim Dean will be appointed by the Provost.

8) What is the function of the faculty/staff associated with the proposed change and how is that relationship defined? Discuss DOE, adjunct, full-time, voting rights, etc.

Honors Faculty (see *Honors Faculty* above; #3)

The Lewis Foundation gift has graciously provided funding to create a core of 10 full-time faculty, who will teach, mentor, and contribute to programming in the College. (As noted below, the annual gift is in addition to the permanent endowments supporting two “faculty scholars” who will hold endowed professorships provided by the agreement). Given the support for the dedicated, full-time faculty is a gift that will end after 10 years, the university will have to carefully manage how the funds are used.

Honors typically employs 45-55 faculty members each semester, which will be comprised of the new, 10 full time faculty, and others. Given the variety of contributing faculty, there will be a need for a wide variety of faculty service models, to provide flexibility and to meet the needs of the College.

The teaching faculty selection and hiring process will be determined by the Honors College Dean, the Honors College Transition Committee, the Dean/Chair of the faculty member’s college, and the faculty member, and may consist of a combination of possible models, which include, but are not limited to:

Full-time faculty (tenured, tenurable, non-tenurable) who already hold primary appointments in other UK colleges (or are newly hired into these colleges), who have a recurring, secondary assignment in Honors, such that the bulk* of their time can be devoted to teaching in Honors. Honors would “buy-out” this assignment, which would be for a set period of years (1-3), and will be potentially renewable. The purpose of this “buy-out” is to ensure that the faculty members dedicate the bulk of their teaching time specifically to Honors and Honors students. If tenured, these faculty members would help constitute the “Regular Faculty” described in the proposed revision to GR VII, described above. (*bulk would be 95% or greater). Within this category, there may be a number of different models, which will be discussed and decided upon by the transition committee members, with the goal of maintaining the Donor Agreement criteria for “dedicated” faculty.

- Full-time faculty (tenured, tenurable, non-tenurable) who already hold primary appointments in other UK colleges (or are newly hired into these colleges), who have a recurring, secondary assignment in Honors, such that the bulk* of their time can be devoted to teaching in Honors. Honors would “buy-out” this assignment, which would be for a set period of years (1-3), and will be potentially renewable. The purpose of this “buy-out” is to ensure that the faculty members dedicate the bulk of their teaching time specifically to Honors and Honors students. If tenured, these faculty members would help constitute the “Regular Faculty” described in the proposed revision to GR VII, described

above. (*bulk would be 95% or greater). Within this category, there may be a number of different models, which will be discussed and decided upon by the transition committee members, with the goal of maintaining the Donor Agreement criteria for “dedicated” faculty.

- Full-time faculty hired jointly by Honors and a willing unit/college, who contribute a number of courses consisting of either HON courses: e.g. HON-301), or as HON-sections, and also participate in some programming. These faculty would contribute ~25-40% teaching to Honors.
- Full-time faculty hired in a tenurable or non-tenurable series with their primary appointment in another unit/college, but teach at least 1 HON course.
- Full-time faculty hired in a non-tenurable series. These appointments could include “teaching fellows” hired through a national search process similar to Harper Fellows at the University of Chicago.

Regardless of which faculty model is used, those above or any other model designated by the Honors Faculty Transition Committee, a potential new approach might be to select Honors faculty through a competitive mechanism to ensure Honors is home to the best possible faculty teaching the most innovative, cross disciplinary, and enticing courses.

The dedicated faculty should align with and provide the foundation for the College’s guiding principles of interdisciplinary inquiry. It is crucial that the dedicated effort of the ten full time faculty, and to various degrees to all other faculty as well, extend beyond instruction and to include service to the College, and significant mentorship of students (particularly first year students and recruits). The dedicated, full-time faculty provide the platform to support the important, though more occasional efforts, of these faculty from across the university who often do not have the time to attend Honors events, or provide mentorship for first-year student. The ideal mix between these different options (and others found through campus consultations) will reflect and strengthen the diversity of faculty effort on campus, representing an array of title series, disciplines, methodologies, and pedagogical approaches.

Because of the importance and deep, abiding interest in these faculty appointments, we propose the exact terms of these appointments be set through continuing consultations between the Honors College Dean (interim), Honors College Faculty (as appointed through the proposed GR VII revision), the deans of other UK colleges, and the Provost. As noted below, for the Provost has approved the immediate creation of an Honors Faculty Transition Committee (based on the Senate-appointed Honors Program Committee) to begin its process. We further propose the results of these discussions be presented regularly to the Senate Council for discussion and endorsement. These discussions should specifically focus on how to ensure that Honors does not build its foundation on an over-reliance on non-tenure series instructors and non-faculty staff.

Note also that the Donor Agreement specifies two endowed professorships, called “Faculty Scholars.” One is in “Organizational Behavior” and the other is in “Entrepreneurship” (Exhibits D & F). Qualified faculty with relevant experience will be eligible to apply for these endowed professorships. We recommend the guidelines for awarding the positions be created by the administrative leadership of the new College and approved by the Provost and the appropriate administrative leadership of the joint appointment college, which is most likely to be the Gatton School of Business, and according to UK rules and regulations governing endowed professors. These endowed appointments will be established separately from the gift provided for the new 10 dedicated, full-time Honors faculty.

The cooperative yet centralized structure of an Honors College and new dedicated faculty infrastructure would provide better student mentoring, greatly improved instructional support, elevate the status for all collaborative colleges and departments, and create a more innovative, competitive, and transformative Honors curriculum. Further, it will provide a long-discussed need by the current Honors Honors Program Committee to involve students in the selection of their faculty, as is done in other benchmark institutions.

The ultimate goals when considering the selection of an Honors Faculty is ensuring the highest quality instruction and maximizing the amount of contact between faculty and students. Surveys across the country repeatedly show that one-to-one interaction between students and faculty is the single most important factor for achieving student satisfaction and success.

Honors Staff

The donor’s agreement provides funding to increase the number of academic advisors and establish career counselors. In addition, the College will require professional and administrative staff to ensure college functions in recruiting, budgeting, and LLP support are met. The Honors Faculty Transition Committee needs to address this issue carefully.

Role	Number	Currently in place (P), to be appointed by Provost (A), or to be hired (H)
Dean (Interim)	1	P (currently as Director)
Student Affairs Coordinator	1	P
Advisors	5	2-P; 3-H
Career Counselors*	4	H
College Budget Officer	1	H
College Administrative Asst	1	P
Marketing and Communication	1	H

Recruiter	1	P
LLP Coordinator	1	H (currently as part-time)
LLP Support Staff	1	H
Development Officer	1	H (temporary officer in place)

9) Will the proposed change involve multiple schools or colleges? Officially, the structural change only involves the Division of Undergraduate Education, a unit of the Provost Office. However, a change of this magnitude will indeed impact the entire campus in a variety of ways. Given this impact, representatives from Honors are in the process of contacting each Faculty Council to obtain input and address suggestions and concerns of all faculty across the campus, as required by the *Senate Academic Organization and Structure Committee*. Official letters of support will be provided going forward.

10) If the proposed change will involve transferring personnel from one unit to another, provide evidence that the donor unit is willing and able to release the personnel.

The Associate Provost for Undergraduate Education and the Provost will each supply letters indicating that the donor unit is willing and able to release the personnel from currently residing in Undergraduate Education, to being part of a free standing Honors College.

11) What is the arrangement of faculty associated with the proposed change and how is that relationship defined? Discuss faculty DOE and status as adjunct, tenure track, or tenured. Describe the level of faculty input in the policy-making process including voting rights and advisory.

Until 2004, the Honors Program supported full-time, tenure-track appointments that were shared with college units. At present, there is only one full-time faculty appointment in the Program, the faculty Director (currently an interim appointment and although a full-time, regular tenure-track faculty member, not full-time in Honors). The University Senate has appointed an Honors Program Committee that serves as a Faculty of Record with jurisdiction over educational policy, teaching and content of courses, and educational improvements (SR 1.4.3.4; GR VII.A.I).

The function of the Faculty of Record will continue and be strengthened with the creation of an Honors College. We anticipate the Faculty of Record will conduct oversight of the Honors College, such as serving as the 6-year review committee. As it currently stands, service on the Faculty of Record for Honors is not always recognized through formal changes to the Distribution of Effort or through faculty appointment. We propose to revise GR VII and relevant Senate Rules to recognize the unit as a college and to provide official recognition of teaching and service in Honors through the creation of the Honors Faculty Council comprised of those faculty who teach in the Honors College. This could include faculty governance as

defined by the Governing and Administrative Regulations. Many universities have Honors Colleges that are governed by faculty councils or committees where the members are “borrowed” from their tenure homes or jointly appointed for set periods of time (perhaps up to three years, as suggested above). This research and service could be recognized in-load or as an overload, so as to ease the burden on home departments. The innovative plan for faculty involvement outlined above allows all parties to communicate clearly with one another and plan ahead for course coverage and other faculty duties.

12) Discuss any implications of the proposal for accreditation by SACS and/or other organizations.

SACS does not establish criteria for Honors curricula. There are no official accrediting bodies for Honors Programs or Colleges, though the National Collegiate Honors Council (NCHC) establishes Guidelines. Aside from reporting the change, there are no implications for accreditation as long as the process follows established university rules; UK’s SACSCOC liaison, G.T. Lineberry has been informed of this proposal and will facilitate reporting.

13) What is the timeline for key events in the proposed change? Student enrollments, graduates, moved programs, closed courses, new faculty and staff hires, etc.

As noted in Section 1 above, Honors has since 2012 operated under an enrollment plan that called for the program to serve directly 10% of the undergraduate population by 2017. This is to be accomplished by a gradual increase in the size of the incoming class over several years.

This proposal supports this plan by ensuring these students would be adequately supported by appropriate staff and faculty resources. The proposed Honors College is envisioned as a common resource for the university as a whole, and one that will rely on working well with other colleges. It is understood that for it to succeed, there needs to be campus-wide support for the College and its proposed structure. In a large university, ensuring this support takes time.

The Provost agrees that a “Transition Committee” be immediately established, comprising the:

- 1) Current Director, to chair the committee
- 2) Current Honors Program Committee
- 3) An additional 4-6 representatives from the University Senate. The University Senate representatives should be selected with the aim of insuring broad

representation from UK college faculty and experience with/knowledge of Honors students.

This Transition Committee would be entrusted with ensuring there is fast and open communication between the Honors Faculty and the Senate, as the proposal for the Honors College goes through the Senate committees and as the College establishes its governance and curricular structures and procedures. It is recommended that the decisions of the Transition Committee be signed off on by the Senate Council. This committee will be dissolved once the College's academic and administrative structures are created, and it becomes a well-functioning unit within the University, as described in the discussion of the GR VII revisions above.

February 2016: Transition Faculty Governance Committee formed (based on current Honors Faculty of Record appointed by the Senate) and leadership appointed.

June 30, 2016: Deadline for BoT action on proposed Honors College

July 2016: Interim Dean named

July 2016: Open national search for Honors College dean

September 1, 2016: First draft plan for a model of faculty appointments

January 2017: Honors Dean hired and in place; begin faculty recruitment

Fall 2017: FT Honors faculty, advisors, career counselors, in place as per Donor Agreement.

(Other critical milestones to be mapped out by Honors Faculty Transition Committee in consultation with the Provost and interim Dean, and in accordance with the Donor Agreement)

14) Include evidence that adequate financial resources exist for the proposed unit to be viable. A general description of the new costs and funding should be provided. A letter from the Provost, Dean, or other relevant administrators may affirm commitment to provide financial resources as appropriate. An exhaustive budget is not expected.

The Honors Program currently has an annual recurring budget of approximately \$800,000 and an endowment of approximately \$310,000. The increased support necessary for a fully developed Honors College will come from three sources: an increase in UK recurring funds, an Honors Program fee (\$500/student/year), and external gifts in the form of an annual operating gift and a permanent endowment.

This 10-year gift helps us ensure that the outlays and income associated with the College are sustainable in both the long and the short term. The majority of increased funding will come from sources that are unique to Honors and not the

general fund (i.e., not competing with other programs and colleges for general funds). The fee is something that would otherwise not exist. Further, the gift opportunity is not fungible.

Expenditures: The primary expenditure for the new Honors College will be faculty and staffing. This would be organized as in other colleges, providing support of college-level responsibilities, including budget, recruiting, communication/marketing and development officers (many of these functions are already in place, either in the Honors Program or in UGE). In many benchmarks, offices related to the enrichment of undergraduate education (e.g. the administration of undergraduate research, scholarship programs) are combined with Honors, and typically support a large number of Honors students.

Our benchmarking study bears this out. The 24 programs/colleges in our comparison have staff sizes that average 15 per program/college (this number includes directors/deans and other positions that are faculty, as well as academic staff such as professional advisors, development officers, etc.). On a per student basis, these benchmarks average 1 FT staff per every 156 students (and also recommended in the NCHC Guidelines). Based on our goal of 2000 students and 1/156 ratio, we estimate that Honors would need at least 13 FT staff positions (see table above).

III. Conclusion

A major recommendation of the NCHC when transitioning from an Honors Program to an Honors College is to closely align with the goals and aspirations of the university, as stated in the Strategic Plan, and to uphold and honor the campus culture. In alignment with this recommendation, the above proposal for the creation of the Lewis Honors College will create the opportunity for dedicated, first rate Honors Faculty to teach high achieving accomplished Honors students. Further, the change will provide the means by which to elevate experiential learning (undergraduate research, education abroad, service learning, and related opportunities), all of which will lead to a “transformative” education, and increase the ability of UK to recruit the best and brightest.

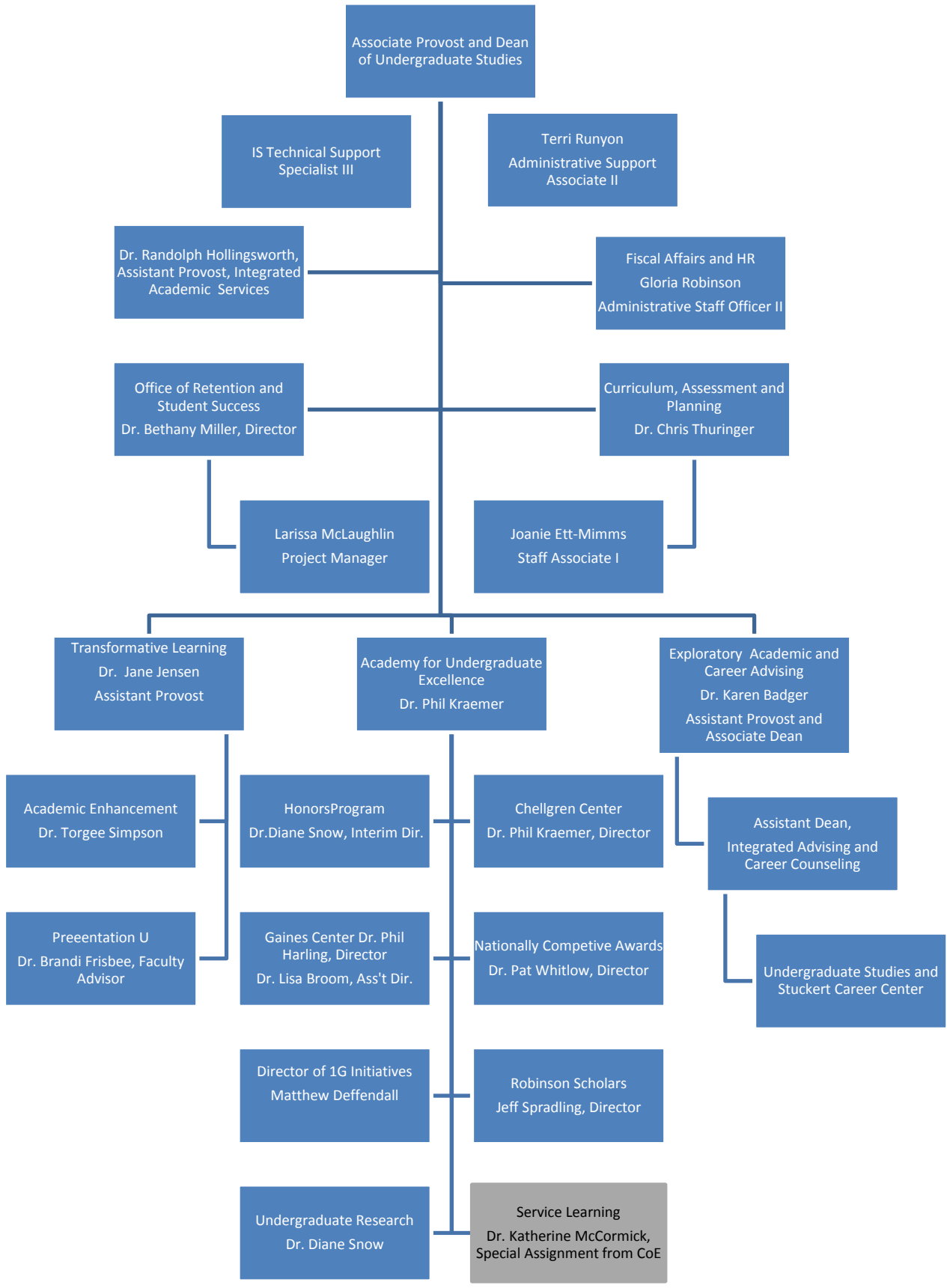
The creation of an Honors College, compared to an Honors Program, is generally seen as a signal that a university is dedicated to supporting achievement at the highest level. It is a highly visible symbol of the institution’s mission to provide a rigorous and challenging academic environment in all its undergraduate programs, in all colleges and majors. Elevating the profile of Honors and establishing high-level leadership will demonstrate institutional commitment to strengthening academic excellence that will resonate with prospective students and families, and with major external supporters of the University of Kentucky.

Lewis Honors College: 12 Year Sustainability

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2026-27	2027-28	2028-29
Revenues, Income												
UK Base	\$ 1,000,000	\$ 1,040,530	\$ 1,061,956	\$ 1,084,026	\$ 1,106,758	\$ 1,130,171	\$ 1,154,287	\$ 1,179,127	\$ 1,204,712	\$ 1,231,064	\$ 1,257,987	\$ 1,285,499
Program Fee Income ¹	\$ -	\$ 1,047,500	\$ 1,087,680	\$ 1,120,310	\$ 1,153,920	\$ 1,188,937	\$ 1,224,193	\$ 1,260,919	\$ 1,298,747	\$ 1,337,709	\$ 1,377,840	\$ 1,419,175
Lewis Gift	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ -	\$ -
Additional UK Gifts ²	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000
Endowment Income	\$ -	\$ 127,969	\$ 171,168	\$ 171,168	\$ 215,447	\$ 260,834	\$ 307,354	\$ 355,038	\$ 403,914	\$ 454,012	\$ 517,574	\$ 590,034
Fund Balances	\$ 585	\$ 232,409	\$ 420,364	\$ 420,364	\$ 533,180	\$ 630,148	\$ 630,148	\$ 652,582	\$ 656,441	\$ 640,766	\$ 604,557	\$ 53,999
Total Revenues	\$ 1,750,000	\$ 2,838,615	\$ 3,282,015	\$ 3,545,868	\$ 3,759,305	\$ 3,919,597	\$ 4,065,983	\$ 4,197,667	\$ 4,313,814	\$ 4,413,551	\$ 4,007,957	\$ 3,598,708
Expenses												
Personnel ³	\$ 1,266,415	\$ 2,102,620	\$ 2,170,097	\$ 2,239,935	\$ 2,312,218	\$ 2,387,030	\$ 2,464,461	\$ 2,544,602	\$ 2,627,548	\$ 2,713,397	\$ 2,794,799	\$ 2,878,643
Student Support ⁴	\$ 222,000	\$ 222,000	\$ 300,000	\$ 340,000	\$ 380,000	\$ 380,000	\$ 380,000	\$ 380,000	\$ 380,000	\$ 380,000	\$ 380,000	\$ 380,000
C.E. Travel, Comm. ⁵	\$ 151,000	\$ 151,585	\$ 151,585	\$ 151,585	\$ 151,585	\$ 151,585	\$ 151,585	\$ 151,585	\$ 151,585	\$ 151,585	\$ 151,585	\$ 151,585
Marketing	\$ 85,000	\$ 85,000	\$ 85,000	\$ 85,000	\$ 85,000	\$ 85,000	\$ 85,000	\$ 85,000	\$ 85,000	\$ 85,000	\$ 85,000	\$ 85,000
Faculty Development	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
Total Expenses	\$ 1,749,415	\$ 2,586,205	\$ 2,731,682	\$ 2,841,520	\$ 2,953,803	\$ 3,028,615	\$ 3,106,046	\$ 3,186,187	\$ 3,269,133	\$ 3,354,983	\$ 3,436,384	\$ 3,520,228
BALANCE	\$ 585	\$ 252,409	\$ 548,333	\$ 704,348	\$ 805,502	\$ 890,981	\$ 959,936	\$ 1,011,479	\$ 1,044,680	\$ 1,058,569	\$ 571,573	\$ 78,479
Less Endowment Income to Reinvest	\$ -	\$ -	\$ 127,969	\$ 171,168	\$ 215,447	\$ 260,834	\$ 307,354	\$ 355,038	\$ 403,914	\$ 454,012	\$ 517,574	\$ -
Fund Balance to return	\$ 585	\$ 252,409	\$ 420,364	\$ 533,180	\$ 590,054	\$ 630,148	\$ 652,582	\$ 656,441	\$ 640,766	\$ 604,557	\$ 53,999	\$ 78,479

Footnotes:

- The budget depicted is estimated only and considers applicable sources of revenue. Future economic factors such as market forces, state legislative actions, or world events are unpredictable and, therefore, are not reflected in this budget. The University, however, remains committed to the terms of the Charitable Grant and fulfilling its obligations to support and sustain an Honors College. The budget is carried out through Year 12 to demonstrate viability and sustainability when the ten-year commitment for annual operating ends.
- The program fee is expected at \$500/year with a 3% growth rate similar to other course and program fees within the University. We expect that diversity scholarships will be available to defray program fee costs for some students.
- Personnel reflect a build-out over a two year period. Additional dedicated faculty and staffing beyond existing FY16 resources are required to support the programming and students. The Charitable Grant requires that, at a minimum, we employ no less than 10 dedicated faculty, 5 academic advisors, 4 career staff, and 1 one development officer. Expense calculations include estimates for annual raises, benefits.
- Student support is composite of specifically directed at programming such as seminars, speaker series, and materials to allow students to develop leadership skills, self-awareness, etc. necessary to later career placement. Also included is funding for living-learning program support. Funds not fully utilized for programming needs will be directed towards grant opportunities for students for career exploration, undergraduate research, service learning, and innovation.
- The Charter for the Lewis Charitable Grant and associated endowments, requires the University to actively engage in external fund raising to support faculty and program efforts of the Honors College. This commitment of \$7.5M between FY16 and FY25 constitutes an average of \$750K per year. It is anticipated that some of these gifts will be endowed for future revenue. However, we anticipate that approximately \$250K per year will be in the form of operational gifts available for immediate usage.



GR VII and the Creation of an “Honors College”

The Honors College should be described as a “major educational unit” that is structured as an “interdisciplinary instructional program... which draws faculty from different departments, schools, and colleges.”

The Issues

- A. An **educational unit** is defined by the presence of full-time tenure-line faculty:
“Any existing or proposed unit that has as its primary mission the performance of educational activities in instruction, research, and service shall be defined as an educational unit if at least one full-time (tenured or tenurable) faculty appointment or its time equivalent is assigned to perform instruction, research, and service in that unit.” (GR VII, Introduction)
- B. Faculty of Colleges are defined as tenure-track faculty and administrators assigned to that unit:
“The membership of the faculty of a college shall consist of its dean, associate and/or assistant deans, and regular full -time faculty having the rank of assistant professor, associate professor or professor in the regular, special title, or extension series or librarian III, II or I in the librarian title series. Membership, with or without voting privileges, also may be extended or withdrawn by the above college faculty to any other person assigned to the college for administrative, instruction, research, extension, clinical or librarian work. An individual may be assigned to more than one college; in this instance, one assignment shall be designated primary by the Provost (Part X.B.1)” (GR VII, A.4)

Solution: Establish the Honors College as a major educational unit that is distinguished from other colleges, alongside Libraries and Graduate School.

Changes needed to the text of GR.VII:

1. Add Honors College to A.1
“Major educational units of the University are the colleges, the Libraries, ~~and~~ the Graduate School and the Honors College.”
2. Create new section “The Honors College Faculty” following current section 3 as follows:

Proposed New Text to be Added to GR VII

A.3 The Honors College Faculty

- a) Regular membership in the Honors College Faculty shall consist of the Dean of the College, associate and/or assistant deans holding professorial faculty rank and who have assignment in the College, and tenured or tenurable faculty members with primary appointment in another college who have recurring, formal assignment in the College. Associate members of the Honors College Faculty are those with primary appointment in another college who have recurring, formal assignment to provide instruction in the Honors curriculum. The above members of the Honors College Faculty must possess the following qualifications:

- A doctoral degree or its equivalent in scholarly reputation;
- The rank of assistant professor (or equivalent) or higher;
- Demonstrated excellence in teaching and mentoring of undergraduate students; and
- Definite interest in Honors students and the willingness to participate in the Honors College Program.

The Dean of the Honors College confers membership in the Honors College Faculty. The appointments of regular members are made upon recommendation of the Honors College Faculty of the qualifications of the persons proposed for membership by the dean of the college of primary appointment. Associate members in the Honors College Faculty may be appointed by the Dean of the Honors College, with appropriate duties and privileges, as approved by the University Senate.

b) Officers, Committees and Councils

The Honors College Faculty may perform its functions directly or through the Honors College Council, as prescribed by the Rules of the Honors College Faculty and as approved by the University Senate. The Dean of the Honors College shall preside over meetings of the Honors College Faculty, except as the Dean may delegate that function. Copies of minutes of Honors College Faculty meetings and of meetings of Honors College Faculty committees and councils shall be made available to all members of the Honors College Faculty.

c) Honors College Faculty Functions

Within the limits established by the Governing Regulations and the University Senate Rules, the regular members of the Honors College Faculty shall have jurisdiction over the curricular requirements leading to the Honors credential, and within those limits shall establish Rules of the Honors College Faculty necessary for the performance of its educational policymaking functions. For these purposes, voting privileges may be extended or withdrawn by the regular members to the associate members, or to other persons assigned to the college for administrative, instruction, research, extension, clinical or librarian work. Copies of these Rules shall be made available to Honors College Faculty members and filed with the Dean of the Honors College, the Provost, and the University Senate Council. It is the responsibility of the Honors College Faculty to safeguard, promote the academic achievements of Honors students and to assist other colleges in the development of undergraduate excellence in all fields. In accordance with procedures established in its approved Rules, the Honors College Faculty shall make recommendations to the University Senate on academic matters that require University Senate approval. The Honors College Faculty may make recommendations on other matters to the University Senate, to college or department faculties, to the President or other administrative officers.

The Honors College Faculty/Council shall have the authority and responsibilities delegated to it by the Dean of the Honors College and the University Senate.

B.2 Dean of the Honors College

The Dean of the Honors College is chair of the Honors College Faculty and serves as an ex-officio member of all councils and committees of the Honors College. Under the broad direction of the President and the Provost, the Dean provides general planning, guidance, review, and coordination for all of the College's endeavors in undergraduate education. The Dean also recommends on the college budget and shall have the same authority and responsibilities as those of a dean of a college in the administration of the Honors College.

In connection with the above administrative functions, the dean shall seek the advice of the faculty of the college: 1) individually, 2) as a whole, 3) through the elected college faculty council, or 4) through the faculty advisory committees.

External Advisory Board

The Dean shall speak for the Honors College Faculty. In the event that the Dean believes it necessary to depart from the recommendations of the Honors College Faculty, the Dean shall communicate the Honors College Faculty's recommendation as well as the Dean's recommendation, stating the reasons for differing from the Honors College Faculty's opinion, and notify the Honors College Faculty of such action.

Table of Contents (Presence of letters is indicated by “x”. All letters are in alphabetical order by College)

College	Committee making	Faculty Letter	Dean’s Letter
Agriculture, Food, and Environment	Faculty Council	Support* -Sustainability - Faculty risks	support
Arts & Sciences	Executive Committee	Support* -Faculty -Governance -Transition	
Communication and Information	Faculty Council	Support* -sustainability	Support in spirit* -sustainability
Design	Curriculum	Support	X
Education	Faculty Council	In favor* - Sustainability -Recruitment and access	In process
Engineering	Undergraduate Education Team	See Assoc Dean letter * - Sustainability - Students - Faculty	Support
Fine Arts	Faculty Council	Support	Support
Gatton College	Faculty Council	General support * Effect on B&E honors Details on endow prof	
Health Sciences	Academic Affairs Committee	Clear support * -effect on untenured faculty?	Support
Medicine	Faculty Council	Support -need Honors Faculty Council	Support
Law			
Libraries	Faculty Council	Support* - Sustainability - Access	Support
Nursing	Faculty Council	Secondary report of support*	Support
Pharmacy	Curriculum	Support	Support
Public Health	Faculty Council	General Consensus Support * - Sustainability - SACS issues - Faculty resources - Faculty governance	
Social Work	Faculty Council	In process	Support

FC CAFÉ:

1. Questions documentation of advantages of College v. Program
2. Develop better marketing strategies
3. Recommends late entry to accommodate late bloomers”
4. Sustainability
5. Concerns about faculty responsibilities
6. Concerns about flexibility

FC A&S (Executive Committee)

Faculty issues

1. How will faculty appointments and evaluations occur across colleges?
2. Essential that faculty in college be teacher/researchers
3. Need strong role for other colleges in decision making

Governance

1. Specify how faculty governance will work
2. How will colleges impact governance of this college

Transition Committee

1. Membership should be representative of the colleges that participate... not just current honors faculty
2. Formed by Senate following recommendations from College Deans

Dean of Communication and Information -- Support

1. Sustainability beyond 10 Years

College of Engineering -- Dean’s comments summarize their Undergrad education committee

1. Sustainability
2. Not clear on management of honors students
3. SEAM honors track? Effect of this proposal.

Gatton B&E Faculty council

1. Has exiting Gatton Honors program. Do not want this damaged
2. Impact of “honors experience” may make program less attractive to B&E students
3. Need more info on two endowed Business faculty positions

Health Science faculty council

1. How to handle effect on careers of untenured faculty teaching in Honors

Libraries faculty Council

1. Curriculum driven by faculty

2. Flexibility in areas for recruitment of honors professorships
3. \$500 fee will disadvantage low income students
4. Sustainability

Public Health FC

1. Sustainability
2. SACS issues
3. Faculty resources
4. Faculty governance

Education faculty council

1. Sustainability
2. Recruitment and access

Nursing



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February 29, 2016

MEMORANDUM

TO: Charley Carlson, Senior Associate Provost for Student Success
Ben Withers, Associate Provost for Undergraduate Education

FROM: Nancy M. Cox, Dean, College of Agriculture, Food and Environment *Nancy M. Cox*
Larry Grabau, Associate Dean for Academic Programs, College of Agriculture,
Food and Environment *Larry J. Grabau*

RE: Support for Lewis Honors College

The College of Agriculture, Food and Environment is pleased to support the transition of the current University of Kentucky Honors Program (HP) to the intended Lewis Honors College. While the HP has had a fruitful, decades-long tradition of excellence, we are persuaded that the Honors College format will amplify the opportunities for exceptional University of Kentucky students to succeed, and that their success will redound across the undergraduate colleges of the campus landscape.

We look forward eagerly to see how this significant initiative transforms undergraduate education at the University of Kentucky.



March 1, 2016

Benjamin C. Withers, Ph.D.
Associate Provost for Undergraduate Education
230 McVey Hall
Campus

Dear Dr. Withers:

Thank you for giving the College of Agriculture, Food and Environment Faculty Council (CAFE FC) an opportunity to meet with you to discuss creation of an Honors College at UK. As requested, the CAFE FC has reviewed the materials addressing the proposal to create the new college. The CAFE FC had an in-depth discussion of the proposal, and also solicited comments from CAFE directors of undergraduate studies, department chairs, and others. Our concerns broadly fell into three categories addressing targeted students, funding, and faculty for the proposed UK Honors College.

We offer the following perspectives on targeted students:

- The lack of data demonstrating that students in honors colleges are more successful than their counterparts in honors programs is a concern. It appears that data is lacking comparing retention, graduation rates, GPA, and post-graduation experiences for the two groups. How is an honors college a better experience than an honors program?

The CAFE FC recommends that the newly established UK Honors College develop and maintain a strong assessment effort of itself and its students (pre- and post-graduation).

- The lack of an understanding of and appreciation for the honors college experience among prospective students is a concern, especially among students with limited family college background. Explaining to students how they can be in two colleges is going to be important.

The CAFE FC encourages the UK Honors College leaders to develop a marketing plan that makes the concept of an honors college understandable to entering students, with particular emphasis on students who have a limited understanding of the college experience in general.

- First generation college students or students with a limited academic preparation are sometimes slow to blossom in an academic setting and may be initially intimidated by or uninterested in the rigors of an honors college.

The CAFE FC recommends that the UK Honors College consider for admission not only incoming freshmen, but also existing UK sophomores and transfer students, and create clear and simple routes of entry into the program for each group.

We offer these perspectives on funding:

- First generation, economically challenged, and students from underrepresented groups may not be in a position to benefit from formation of the UK Honors College.

The CAFE FC recommends that funding for the UK Honors College not be at the expense of those students that do not have the academic standing or are uninterested.

- Our understanding is that the gift of \$23M will be supplemented by an endowment and other funds that have not yet been raised, and this is a concern.

The CAFE FC strongly recommends a cautious budgetary approach and a long-term funding plan that is carefully monitored.

We offer this perspective on UK Honors College faculty:

- Faculty benefit from a clearly defined academic home. What model will be used for the Honors College professoriate that will not complicate annual performance reviews, two- and four-year reviews, and promotion and tenure?

The CAFE FC are hopeful that a thoughtful discussion and plan for faculty members teaching in the Honors College will emerge, and that each will be provided a clearly defined academic home with clearly defined metrics for success.

And lastly, the following perspective:

- While an honors program can be nimble and respond quickly to new trends and new areas of teaching and research, experience suggests that colleges are less nimble. What mechanisms will be put in place to ensure that over time the UK Honors College can be as cutting edge as the existing honors program?

Again, we thank you for giving the CAFE FC the opportunity to provide input into the creation of the Honors College at UK. We firmly believe that the UK Honors College will be an asset to the University and the Commonwealth, and appreciate the thoughtful process in planning for its success.

Sincerely,
Dr. Lynne Rieske-Kinney, Chair
CAFE Faculty Council
Professor, Department of Entomology

To: Dr. Ernie Bailey, Chair, Academic Organization and Structure Committee, University Senate

From: A&S Executive Committee (Chana Akins, Cristina Alcalde, Doug Harrison, Michael Kovash, Susan Larson, Marion Rust)

Date: March 3, 2016

The Executive Committee of the College of Arts & Sciences supports the creation of a robust Honors College that will provide an academically enriching and challenging environment for diverse students through the involvement of top faculty who excel in both teaching and research at an R1 institution.

We have identified three areas in the existing proposal that we believe should be addressed before the creation of an Honors College at the University of Kentucky. We also provide some recommendations in each of these areas. A robust Honors College is essential to the University's goal of attracting academically top students to UK. Our recommendations are designed to guarantee that the Honors College will serve this goal and not, as we believe current plans for the Honors College will guarantee, to undermine it.

Faculty Appointments and Teaching in Honors College. The Committee is particularly concerned about the faculty appointment and evaluation processes for faculty in the Honors College, including the ten new faculty proposed for the Honors College. Attending an R1 institution, in particular, provides students with unique opportunities to learn from top researchers who bring their passion to the classroom and who are up to date on the latest research, methods, and theories in their areas. As academically talented students, Honors students are particularly well suited to learn from our top teacher-researchers and to collaborate with them as rising student researchers. The Committee recommends that faculty in the Honors College be excellent teacher-researchers of the sort prevalent at R1 institutions. Teaching loads, service expectations and requirements, and research expectations must be more clearly explained in the proposal to reflect a balance between teaching and research. The relationship between the Honors College and other Colleges also needs to be clarified to explain what role each will have in faculty appointment, tenure homes, and evaluation. We also strongly recommend that Honors faculty teach in their own areas of expertise, or closely related areas.

Governance and Faculty Representation. According to the Donor’s Agreement, the Dean of Honors will be in place by January 2017. We recommend that the process whereby the search committee for the Dean is appointed, the term of the Dean, and the criteria to be used in the selection process be explained more thoroughly. We also recommend that the faculty on the search committee be representative of the Colleges from which the Honors student population originates. The Committee also recommends that the process whereby the External Advisory Committee is appointed, the terms of members, and the number of members in each category (for example, in “representatives of the university”) be explained in more detail. With the exception of the specific Faculty of Record, there is no formal opportunity for input of individual Colleges into the future operation of the Honors College in the current document. Because students in the Honors College will be majors in other units on campus, tight integration and collaboration between both faculty and administration in the Honors College and the contributing Colleges is essential to provide the best experience for students.

Transition Committee. This committee will play a significant role in faculty selection and hiring, staff selection, curriculum, and governance. We strongly recommend that the Transition Committee be composed, not of current Honors faculty of record, but of representatives of the colleges in which the current Honors population is enrolled who excel in both teaching and research. We also recommend that the Transition Committee be selected primarily by the Senate and after solicitation of recommendations from College Deans. We noted that the Transition Committee only has two A&S faculty members, yet A&S is the college with the largest percentage (32.46%) of students in Honors.



March 21, 2016

Professor Ben Withers, Associate Provost for Undergraduate Education
Professor Ernie Bailey, Chair, SAOSC

Re: Comments on Honors College Proposal

Dear Professor Withers and Professor Bailey:

I write in response to the request for input on the honors college proposal before SAOSC. In addition to reflecting my thoughts, this letter summarizes input that I have received from the Gatton College Operations Committee, the Gatton Faculty Council, and key members of my leadership and administrative team.

The Gatton College welcomes an improvement in UK's honors program and there is strong support for improving the honors experience at UK. There is also support for the idea of an honors college at UK as a means to that improvement, but tempered with concerns about some administrative and governance issues, which I will summarize below. I am personally supportive of an honors college in that it provides a centralized focus, responsibility, and accountability for making UK more attractive to top students from around the world. I also share the concerns of my colleagues on the leadership team regarding some of the administrative/governance issues.

Below, I list the questions or concerns that have been raised in the Gatton College:

- What will be the role of the colleges in identifying or admitting potential honors students? Currently the Gatton College is involved in the decisions to admit students to our honors pathways (Global Scholars, Social Enterprise Scholars, and SEAM).
- How would existing Gatton College honors pathways be incorporated into the Honors College experience?
- Will B&E students accepted into the Honors College be advised only within the Honors College or will they also be advised by B&E staff?
- Given the Honors College would command the "best possible teaching faculty," we potentially dilute the quality of teaching to the remainder of our students.
- The idea to use Honors College funds to "buy out" the best B&E faculty members for a potentially undetermined duration leaves the college with using the "buy out" funds to staff courses with adjunct or non-tenure track faculty members. This process potentially dilutes the teaching quality for other students.
- There is strong concern that faculty members affiliated with the Honors College not be isolated from their home departments, especially research faculty members who should have deep involvement with doctoral students and the research fabric of the home department. The "buy out" scheme is problematic with respect to keeping research-oriented faculty members truly focused on research in addition to teaching responsibilities in the Honors College.

- There is concern about the appointment of professorships in Organizational Behavior and Entrepreneurship and the support, evaluation, promotion, and rewards for those faculty members, who presumably would have their faculty home in the Gatton College.
- There is sentiment that any full-time faculty members affiliated with the Honors College should have a home in an academic department that is responsible for and supports the discipline that the faculty members will teach and not have their appointments housed in the Honors College. Who bears responsibility for discipline-specific faculty development and evaluation of the quality of the discipline-specific content (especially as related to assessment of learning outcomes)?

I am very excited about the emphasis in the proposal on experiential learning, especially in the area of entrepreneurship. I see great potential leverage among the proposed Honors College, the proposed John H. Schnatter Institute for the Study of Free Enterprise (which has an entrepreneurship component), and the Von Allmen Center for Entrepreneurship, which leads a very strong experiential learning program in business start-ups and technology commercialization (the UK Venture Studio). The Gatton College looks forward to supporting these experiences for students in the Honors College.

In summary, I would say the Gatton College position is supportive with “cautious” enthusiasm. While we are excited about how an Honors College can elevate UK and the Gatton College, we are primarily concerned about two major issues: dilution of scarce faculty resources that potentially reduce the quality of instruction to non-honors students and the disciplinary support for faculty members whose academic homes are in the Honors College and not in the academic unit responsible for instruction and research in that discipline.

Sincerely,



David W. Blackwell
Dean



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March 15, 2016

Ben Withers, Associate Provost
Undergraduate Education
University of Kentucky

Dear Dr. Withers:

The purpose of this letter is provide support for the notion of an honors college at the University of Kentucky. I have thoroughly read the proposal sent to me by Diane Snow and find the arguments within to be cogent and, at times, compelling. While I cannot go so far as to officially endorse the proposal as written, I am in agreement with the spirit of the concept.

I met with the college's Faculty Council about the proposal and they are in unanimous agreement about the need for an honors college (a separate letter from the council is forthcoming which I support). I also agree with their stated reservation of "the long-term viability of an Honors College, and its effect on other colleges, at the end of the 10-year grant period." In fact, I would go further to state that redirecting scarce recurring funds to a new college would not be in the best interests of UK. I sincerely hope the administration will find additional, new funds to sustain the honors program.

I wish you the best as you move the proposal through the review process.

Sincerely,

A handwritten signature in black ink that reads "H. Dan O'Hair". The signature is written in a cursive, slightly slanted style.

H. Dan O'Hair
Dean and Professor

March 1, 2016

Ben Withers
Associate Provost for Undergraduate Education
Office of the Provost
University of Kentucky
ccarl@email.uky.edu

Dear Dr. Withers:

The Faculty Council of the College of Communication and Information has discussed the proposal for the Honors College. We endorse this important proposal with one reservation.

It is advisable for the University to put more emphasis on Honors, for the reasons outlined in the proposal. While many organizational details of the new college will depend on the yet-to-be-named dean and other authorities, we believe the proposed basic structure is sound.

This proposal comes at a time when the University is very likely to face significant financial challenges from the state budgetary and political environment, so we feel obliged to express concern about the long-term viability of an Honors College, and its effect on other colleges, at the end of the 10-year grant period. Also of concern is the proposal's statement that funding will also come from an "increase in UK recurring funds" at a time when state support for the University is almost certain to decrease.

Despite these concerns, we believe the creation of an Honors College would be a valuable step forward for the University.

Sincerely,

CI Faculty Council

Alan DeSantis and Allison Scott Gordon, Department of Communication; John Clark and Al Cross, School of Journalism and Media; Sean Burns and Sherali Zeadally, School of Information Science; Mark Stuhlfaut and Chan Yoo, Department of Integrated Strategic Communication

March 4, 2016
Dr. Ernest Bailey
Senate Academic Organization and Structure Committee
University Senate

Dear Dr. Bailey,

The College of Design Curriculum Committee writes to you in support of the proposal to establish an Honors College at the University of Kentucky. The College of Design has long been a part of the fabric of excellence at UK, celebrating honors students, Gaines fellows and Chellgren fellows. Our faculty and students demonstrate exemplary design practice through experiential learning, service learning and international experiences.

As a creative leader of the university, the College of Design prides itself on integrating design into multiple disciplines. The establishment of an interdisciplinary Honors College aligns with the college's mission and reputation of collaborative research and learning opportunities within the Commonwealth and abroad.

We further support the goal set forth by the Honors College in meeting the individual needs of students. The studio sequence – the backbone of our curriculum – provides the intellectual landscape for intimate instruction and exploration of diverse design challenges. We view this model of education as an engaging experience that can serve as an inspiration to other curricular models.

We are greatly energized by the opportunity to collaborate and extend our forward-thinking approaches to develop new curricula in forms of instruction based on innovation, collaboration and design thinking.

Sincerely,
College of Design Curriculum Committee

Lindsey Fay, Curriculum Committee Chair, School of Interiors
Doug Appler, PhD, Department of Historic Preservation
Patrick Lee Lucas, PhD, Director School of Interiors
Mark O'Bryan, School of Architecture
Gary Rohrbacher, AIA, School of Architecture
Azhar Swanson, Director of Student Services



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March 15, 2016

Dr. Ben Withers
Associate Provost for Undergraduate Education
557 Patterson Office Tower

Dear Ben,

Thank you for meeting with our Undergraduate Education Committee about the Honors College proposal. After your presentation, the Committee suggested that I send the proposal and your presentation to the Chairs of the Departments to solicit faculty input. In addition, I asked the members of the Undergraduate Education Committee to send their input to me by email. Below are the comments that I received;

- 1) Because the money is not an endowment and is only available for 10 years, there is concern about the stability of the Honors College and how it will be funded in the future. This concern was raised by a number of individuals. Because no specifics are provided in the proposal on sustainability, some are concerned that the Honors College will eventually drain resources from other colleges.
- 2) The proposal is not student oriented. For example, it is not clear in the proposal where the Honors students will be enrolled, housed, advised and socialized. This needs to be clearly stated.
- 3) What new stipulations will be put in place regarding the SEAM Honors track? Currently, we have faculty teaching these courses who are not designated as "Honors" faculty. However, they are individuals with expertise in the focus areas of the courses and are best suited for teaching these students. Will this have to change?

Please let me know if you have any questions regarding these comments.

Sincerely,

Kimberly W. Anderson

Kimberly Ward Anderson, Ph.D.
Associate Dean for Administration and Academic Affairs
Gill Eminent Professor, Chemical Engineering

see blue.

An Equal Opportunity University



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March 15, 2016

Dr. Benjamin Withers
Associate Provost for Undergraduate Education

Dear Ben,

I want to thank you for providing a comprehensive overview of UK's pending Honors College at our recent CFA Faculty Advisory Committee. As you know, that committee enthusiastically supports working with the planning committee to establish the Lewis Honors College. I echo their sentiments for I have no doubt that a high quality Honors College will help us recruit and retain the finest students in the country. I am also quite certain that the College of Fine Arts will play an important role in the development of this college. As such, I look forward to working with you and your staff, other deans and their faculty members to realize this exciting initiative.

Sincerely,

A handwritten signature in blue ink, appearing to be "MS Tick".

Michael S. Tick, Ph.D.
Dean

To: Dr. Ben Withers and Senior Vice Provost Dr. Charley Carlson

From: The College of Fine Arts Faculty Advisory Council (Bradley Kerns (chair), Michael Tick, Michael Baker, Anna Brzyski, Alice Christ, Rachel Copeland, Raleigh Dailey, Jason Dovel, Martha Henton, Robert Jensen, Geri Maschio, David Sogin, James Southard, Tracy Ward, Kathleen Wheeler, Belinda Rubio)

Date: March 4th, 2016

Dear Dr. Withers and Dr. Carlson,

I write to you on behalf of the College of Fine Arts Faculty Advisory Council. We want to thank Dr. Withers for taking the time to meet with us this past week and present such an exciting proposal! Following the presentation, we were able to deliberate and we are unanimously in support of the Honors College.

We very much look forward to being involved with the development of the College over the coming months. We see this as a tremendous opportunity for the University and we are excited to see this come to fruition.

Thank you again for your time. We appreciate being included in this important process!

Bradley Kerns

College of Fine Arts Faculty Advisory Council, Chair
Assistant Professor of Music





MEMO

TO: Dr. Ben Withers

FROM: Gatton Faculty Council

DATE: March 5, 2016

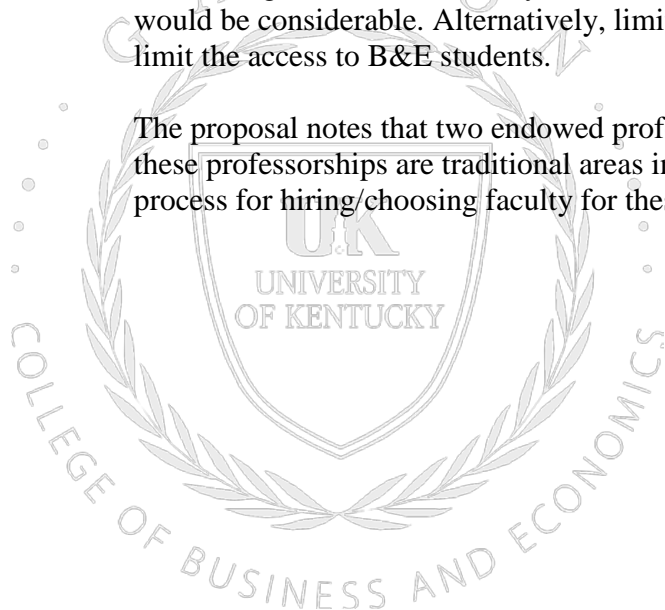
SUBJECT: Honors College Proposal

The Gatton Faculty Council was consulted about the Honors College Proposal. We are generally in support of an honors college. The proposal is progressing in the right direction, but it should provide more detail. Some specific concerns follow.

The Gatton College of Business and Economics currently has several existing honors programs. We want to make sure that the new honors college does not undermine the status of those programs as honors programs. Initially it took significant work to get some of our programs designated as honors programs. We would not want a move to an honors college to be a step backward for these already successful programs.

Part of the honors experience involves having students ask faculty in traditional classes to create an extra honors experience. In smaller classes, the impact on the faculty teaching the course would be less of an issue. In large classes this approach is more problematic. Since our college has the largest student to faculty ratio on campus by a wide margin, the impact of this extra work would be considerable. Alternatively, limiting the number of honors experiences in a class might limit the access to B&E students.

The proposal notes that two endowed professorships would be established. The stated areas for these professorships are traditional areas in business schools. We would like more detail on the process for hiring/choosing faculty for these professorships.



College of Health Sciences
Office of the Dean
Wethington Building, Rm. 123
Lexington, KY 40506-0200

859 323-1100 ext. 80480
fax 859 323-1058

www.uky.edu/HealthSciences

March 2, 2016

Diane M. Snow, PhD
Professor of Neuroscience and Endowed Chair
Interim Director, UK Honors Program, Undergraduate Research
361 Huguelet Dr, Central Residence Hall II, CAMPUS

Dear Dr. Snow,

It is my pleasure to write this letter in support of the proposed Lewis Honors College. As I understand it, the proposal will elevate Honors from an Interdisciplinary Instructional Program (IIP) housed within Undergraduate Education to a stand-alone Honors College. This will elevate the leadership of Honors to a Provost-level appointment, strengthening its role within the university and promoting stronger partnerships and collaborations with other academic units. A unique component of this proposal is the inclusion of a residential college that will provide Honors students with the opportunity to live and learn from each other in an on-campus facility, even as juniors and seniors.

When fully implemented, the new Honors College will be instrumental in meeting the university's goal of making our university the "choice for aspiring students with the Commonwealth and beyond, seeking a transformational education that promotes self-discovery, experiential learning, and life-long achievement." The College of Health Sciences is eager to partner with the Honors College to meet this goal. The college Academic Affairs Committee has met with Dr. Snow about the proposal and has submitted a letter of support.

Please let me know if I can be of assistance.

Sincerely,



Scott Lephart, PhD
Professor and Dean
College of Health Sciences
University of Kentucky



February 25th, 2016

Division of Clinical Nutrition
Wethington Building, Room 207
Lexington, KY 40536-0200
phone 859 218-0863
fax 859 257-2454
www.mc.uky.edu/healthsciences

Dear Dr. Snow,

On behalf of the College of Health Sciences Academic Affairs Committee, I would like to thank you for taking the time to visit our College on Tuesday, February 23rd to explain the university's proposed plan to convert the Honors Program to an Honors College. Your presentation was quite enlightening and highlighted how this change could significantly advance the Honors' initiative and elevate the quality of undergraduate education at our University.

The committee expressed clear support for the Honors College, but the faculty also expressed some concerns that we hope will be addressed as the proposal moves to the planning and implementation stages. Our faculty felt that it is extremely important for the Honors College to clearly outline the expectations for untenured faculty who are in tenure-track positions that show interest in supporting the College's scholarly endeavors. Any contractual agreement between untenured faculty members appointing college and the Honors College should also address how achieving evidences for promotion and tenure will be preserved, despite what appears to be significant commitment to the Honors program. The committee also mentioned how useful it would be to have detailed guidelines for increasing the academic rigor of CHS courses to Honors level expectations, while also providing recommendations for how these honors courses would be accounted for on a faculty member's DOE. Even though concerns were expressed, the committee feels confident that our recommendations will be given full consideration and that the move to an Honors College will not only raise awareness of Honors across campus, but also serve to increase the university's profile to attract a greater number of high quality undergraduate students.

The College of Health Sciences is excited about the new opportunities the Honors College will bring to UK. We are also intrigued by how this change will enhance our Human Health Sciences program. Because of this, the CHS Academic Affairs Committee enthusiastically supports the University's transition into developing an Honors College that embraces collaborative efforts with our College. Thank you for the opportunity to review this proposal. Please let me know if I can help clarify anything regarding Academic Affairs feedback. If you need any further information, please feel free to contact me at dth225@uky.edu.

Respectfully,

A handwritten signature in black ink, appearing to read 'Travis Thomas'.

Travis Thomas, Ph.D., RDN, CSSD, LD
Assistant Professor
Chair Academic Affairs
College of Health Sciences
University of Kentucky

see
blue.



File Corr.

Libraries
Office of the Dean
1-85 William T. Young Library
Lexington, KY 40506-0456
859 257-0500 ext. 2083
fax 859 257-8379
www.uky.edu/Libraries

March 14, 2016

Benjamin C. Withers, Ph.D.
Associate Provost for Undergraduate Education
University of Kentucky
557 Patterson Office Tower
CAMPUS 0027

Dean Ben,

I am writing in support of the Lewis Honors College and congratulate everyone involved in making this important transition a reality. I concur with the broad themes outlines in the March 2 letter to you from the UK Libraries Faculty Council.

Moreover, I want to add my full support to a collaborative relationship between UK Libraries and the Lewis Honors College. UK Libraries will provide a broad range of library services to the Lewis Honors College (collections, information literacy, digital scholarship, experiential learning opportunities, internships, data curation, etc.). In addition, as funding is available we will recruit an Honors Librarian who would primarily focus on Honors and provide research consultations and information literacy sessions in Honors classes and with small groups or individuals focused on Honors students.

Again, congratulations to all for this important step in UK's development. Please do not hesitate to let us know how we might be of assistance during this transition. And welcome to the neighborhood!

Sincerely,

A handwritten signature in black ink, appearing to read "Terry".

Terry L. Birdwhistell, Ed.D.
Dean of Libraries and
William T. Young Endowed Chair

Benjamin C. Withers, Ph.D.
Professor of Art History
Associate Provost for Undergraduate Education
University of Kentucky

March 2, 2016

Dear Dr. Withers,

Dr. Snow met with the UK Libraries Faculty Council on Monday, February 22nd and presented information regarding the proposal to transition the current Honors Program to a new Honors College at the University of Kentucky. We were also given additional documentation from the Honors Program Committee, which we shared with UK Libraries faculty members.

The gift from the Lewis Foundation for the establishment of an Honors College is a generous and positive step to make this transition. The Honors College will give more UK students the opportunity to excel in academic programs, their careers, and in life. In addition to serving more students, the change from a Program to a College is intended to help UK compete with other schools with Honors Colleges both in Kentucky and nationally. The administrative changes, with an Honors Dean participating on the Provost's Deans Council, should also help the new Honors College with necessary collaborations across campus, required for a program with university-wide impact.

The UK Libraries Faculty Council supports the transition to an Honors College, with some concerns. Due to the short time allotted for review and consideration we have had limited discussion amongst the faculty.

There are details that should be decided after the college is established, especially with input from the faculty. For example, the curriculum requirements specified in both the Proposal and the Donor Agreement should be driven by the Honors faculty. Also related to curriculum, the two proposed endowed positions are narrowly defined. We recommend allowing the college more flexibility in recruiting for those positions. Where there are discrepancies between the Proposal and the Donor Agreement, we support the recommendations in the Proposal, drafted by the Honors Committee. The additional \$500 fee charged to Honors College students, while comparable to other programs, appears contrary to the stated goals of improving access for minorities and students from lower socio-economic backgrounds, and may thus discourage qualified students from applying to the college. Finally, it does not appear that the Honors College is fully funded by the Donor Agreement, and the extent of additional funding required is not clear. Minimally, we think the financial obligation incurred by UK should be spelled out, especially given the possibility of future budget cuts.

The new Honors College presents an additional opportunity for the Library faculty to work collaboratively with the Honors faculty, staff and students, and we look forward to our participation in this exciting new initiative.

Sincerely,

Cindy Cline, Chair

UK Libraries Faculty Council



March 2, 2016

Timothy Tracy, Ph.D.
Provost
University of Kentucky
105 Main Building
Lexington, KY 40506-0032

College of Medicine
Dean's Office
900 S. Limestone, CTW 301
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Benjamin Withers
Associate Provost for Undergraduate Education
University of Kentucky
557 Patterson Office Towers
Lexington, KY 40506-0027

RE: Honors College Proposal

Provost Tracy and Associate Provost Withers:

I would like to second the letter of support forthcoming from the College of Medicine Faculty Council, documenting our support of the creation of an Honors College at the University of Kentucky. As you know, more and more focus in the professional schools involves the continuum of education. For aspiring physicians this continuum stretches from undergraduate studies to medical school to residency and beyond. As you know, more and more College of Medicine faculty have been contributing to and teaching undergraduate courses, including several Honors courses. The move from an Honors program to a more fully fleshed out Honors College is appropriate, and supported by our faculty and the COM Educational leadership. Establishment of an Honors College will allow the University of Kentucky to attract and retain more high quality students, will provide more structure to the current Honors program, will be an even more visible program for the University and therefore a likely focus of donations and development. This will align UK better with benchmark institutions with similar programs as we seek to be a leader in undergraduate educational excellence. We will work with the Honors College and leadership to continue to provide appropriate COM faculty to participate in and teach Honors courses, for the academic enhancement of our University.

Sincerely,

A handwritten signature in blue ink, appearing to read "F. de Beer".

Frederick C. de Beer, M.D.
Dean, College of Medicine
Vice President for Clinical Academic Affairs
University of Kentucky



*Michael Kilgore, Ph.D.
Associate Professor
Department of Pharmacology
And Nutritional Sciences
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Ben Withers, PhD
Associate Provost for Undergraduate Education

March 2, 2016

Dear Dr. Withers,

The Faculty Council for the College of Medicine would like to offer unanimous support for the development of the Honors College. We feel that the formation of an Honors College elevates the Undergraduate education mission of the University and is critical to maintaining competitiveness with our benchmark institutions. College of Medicine faculty are currently deeply invested in the honors program and the Faculty Council would like express our desire for faculty in the College of Medicine to be an integral part of the governance and planning as the Honors College develops and grows. As a large and diverse college in a field of critical and growing importance we strongly feel that our continued involvement in administrative and educational decision making that will guide its growth and development will be greatly beneficial to the Honors College.

On page 15 (number 5) of the Honor's College Senate Proposal there is the clause "A mechanism for the Honor College Faculty, working with Honors College Dean and endorsed by Senate, to create an Honors College Faculty Council, if necessary, to efficiently conduct the business of the faculty." The College of Medicine Faculty Council would like to recommend that an Honors College Faculty Council be a College requirement as the Council could play an advisory role in the selection of future faculty members, resolving faculty conflicts that may arise between the Honor's College and their home college, and curricular decisions.

College of Medicine faculty have been integrally involved in helping to shape the honors curricula. We are eager for our faculty to continue to serve a critical role during this exciting time as we build the Honors College and help it evolve and grow.

Sincerely

A handwritten signature in black ink that reads "Michael Kilgore". The signature is written in a cursive style with a prominent initial "M".

Michael Kilgore
Chair, College of Medicine Faculty Council



February 19, 2016

University of Kentucky Senate

RE: Honors College

It is with great enthusiasm that I write this letter of support for the University of Kentucky Honors College. The College of Nursing Faculty and Staff have met, and after a presentation and Q & A session regarding the concept of a UK Honors College, our faculty and staff are in full support.

The College of Nursing has a well-established history of active engagement with the honors program and we could not be more pleased to support a UK Honors College.

Sincerely,

A handwritten signature in blue ink that reads 'Janie Heath'.

Janie Heath, PhD, APRN-BC, FAAN
Dean and Warwick Professor

JH/lg

College of Nursing
UK Medical Center
315 CON Bldg., 751 Rose St
Lexington, KY 40536-0232
859 323-5108
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www.uky.edu/Nursing

February, 18, 2016

To: University of Kentucky Senate

Re: Honors College

Dear Senate:

On behalf of the University of Kentucky, College of Nursing (CON), I am eager to express our highest level of support for University of Kentucky Honors College. On Monday Feb. 15th, I, as a member of the Honors Faculty of Record, presented an overview of the Honors College at our monthly CON Faculty Organizational meeting (inclusive of all CON administration, faculty and staff). I presented an overview of the purpose, mission, goals, administrative structure, instruction (teaching) and timeline of the Honors College. Further, we discussed the implications of an Honors College on our newly operationalized *Scholar's in Nursing* Honors pathway. After the presentation, there was time for comment and discussion. College of Nursing faculty and staff alike, overwhelming supported the concept of a UK Honors College. In addition to the support of our administration, faculty and staff in attendance at the Faculty Organization meeting, our elected Faculty Council members were also in support the Honors College.

Sincerely,

Kristin Ashford

Kristin Ashford, PhD, WHNP-BC, FAAN
Assistant Dean of Research
Faculty Council Chair and Scholar's in Nursing Director
College of Nursing, #417
University of Kentucky
760 Rose Street
Lexington, KY 40536-0232
Kristin.Ashford@uky.edu
859-576-4643



Office of the Dean
College of Pharmacy
789 S. Limestone St.
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859 257-7896
kelly.smith@uky.edu

February 28, 2016

Dr. Ernest Bailey
Senate Academic Organization and Structure Committee
University Senate

Dear Dr. Bailey:

Please accept this communication as my indication of support for the proposal for the transformation of the current Honors Program to the Lewis Honors College. The University's undergraduate students represent the largest pipeline for enrollees in the College of Pharmacy, and thus we value efforts to enhance the academic preparedness and undergraduate experience for our university's top students. We meet with dozens of top achieving high school students each year who are evaluating UK as their undergraduate destination, with a long-term plan to apply to our College of Pharmacy. Many of these students and their parents often note their surprise that our comprehensive university does not have a formal Honors College. Such a feature is typically high on the list of these top academic achievers. The features of the proposed Honors College would most assuredly strengthen the preparedness of our own undergraduate students for entry into rigorous professional degree programs like that within our College. Such a program also has the potential to grow the pipeline for applicants to our program, a critical challenge we are facing at UK and the profession of pharmacy faces across the country. Thus, we are highly supportive of this proposal and urge its approval.

Sincerely,

A handwritten signature in black ink that reads "Kelly M. Smith". The signature is written in a cursive, flowing style.

Kelly M. Smith, PharmD
Interim Dean



University of Kentucky
College of Pharmacy

MEMORANDUM

TO: Ben Withers, PhD
Associate Provost
Undergraduate Education

FROM: Jeff Cain, EdD *Jeff Cain*
Chair
College of Pharmacy Curriculum Committee

CC: Kelly Smith, PharmD
Interim Dean
College of Pharmacy

RE: Honors College Proposal

Dr. Diane Snow presented information regarding the new Honors College at the March 8, 2016 meeting of the College of Pharmacy Curriculum Committee. After discussion, the committee approved a motion to endorse the proposal to establish an Honors College at the University.

This endorsement reflects the opinions of a majority of the faculty, students, and other representatives who compose the College's curriculum committee and not necessarily the faculty as a whole.

Any questions regarding the committee's endorsement may be directed to me.



Martha C. Riddell, DrPH
Chair, Faculty Council
111 Washington Avenue, Suite 204
Lexington KY 40536-0003
(859) 218-2092 phone
<http://www.mc.uky.edu/PublicHealth>

March 2, 2016

Ben Withers, Ph.D.
Associate Provost for Undergraduate Education
University of Kentucky
230 McVey Hall
CAMPUS 0045

Dear Dr. Withers:

On February 23, 2016, the Faculty Council of the College of Public Health met to review and discuss the proposal and materials to create a new Honors College at the University of Kentucky. Also in attendance were members of the Academic Affairs and Assessment Committee and the Undergraduate Committee. Following the meeting, the proposal was distributed to all college faculty for comment and feedback.

We have several faculty who teach Honors sections of some of our undergraduate courses and the courses are quite popular. Feedback is positive from these faculty with regard to the Honors College proposal. As one senior professor noted, "It is in keeping with other institutions of our caliber to have such a program, it will attract and allow us to work with and keep the brightest and the best of Kentucky's students." At this time, the general consensus of our Faculty Council is supportive of the Honors College concept.

Input and suggestions were also requested. Initial questions and concerns were expressed as follows:

- Budget and required resources, especially in light of recently proposed state budget cuts
- Assessment and SACS accreditation implications
- Faculty resources and participation details
- Concerns regarding faculty governance as currently outlined in the proposal

As the newest college at the University of Kentucky, we recognize the challenges of building a new college infrastructure and programming. We recognize that more discussion will occur on these issues and look forward to participating in further conversation.

Sincerely,

Martha C. Riddell, DrPH
Associate Professor
Chair, Faculty Council



College of Social Work

Office of the Dean
619 Patterson Office Tower
Lexington, KY 40506-0027

859 257-6654
fax 859 323-1030

www.uky.edu/SocialWork/

March 15, 2016

Dr. Ernest Bailey
Senate Academic Organization and Structure Committee
University Senate

Dear Dr. Bailey,

After meeting with Associate Provost Benjamin Withers and reviewing the proposal to create a new Honors College at the University of Kentucky, I would like to extend my support for this key initiative that I believe will position the University to be a top choice for the most accomplished and ambitious students. After deliberations with other college and university leadership, it appears evident that the establishment of an Honors College at the University of Kentucky is a critical piece of distinction that prospective students not only look for in an institution of academic excellence, but also aligns UK with benchmark institutions from around the Commonwealth and the Nation. Further, as the University continues to identify key elements around retention and meeting the individual needs of students, the Honors College will be an essential component to enhance the educational and campus experience.

Thank you for the opportunity to weigh in on this auspicious endeavor.

Sincerely,

A handwritten signature in blue ink that reads "Ann Vail".

Ann Vail, PhD
Interim Dean
College of Social Work

see
blue.

An Equal Opportunity University



Diane M. Snow, PhD
Professor of Neuroscience
and Endowed Chair
Director (Interim), UK Honors Program
Director, Undergraduate Research
361 Huguélet Dr.
Central Residence Hall II - 004
Lexington, KY 40526-0079
(859) 323-2613 - office
dsnnow@uky.edu

Feb. 18, 2016

Benjamin C. Withers, PhD
Associate Provost of Undergraduate Education
230 McVey Hall
The University of Kentucky
Lexington, KY

Dear Ben,

In our continuing efforts to move through the series of steps required for transition from an Honors Program to an Honors College at UK, and following the rules and regulations of the University Senate, we have now come to the point of being ready to submit our document to the SAOSC.

As you will remember, we began the process of faculty input with the Honors Program Committee, the Senate-approved faculty members who act as the governing body for the Honors Program and who represent a wide cross section of campus. A sub-committee of the HPC met initially to discuss a draft of the document prepared initially by you and edited further by me (Director (interim) of Honors and Chair of the Faculty of Record), with input from the Guidelines of the National Collegiate Honors Council (NCHC). Both major and minor changes were made to the document at that time. At the request of Dr. Charley Carlson, the document was then submitted in November of 2015 to an *ad hoc* Honors College committee, chaired by Dr. Susan Roberts, to provide further cross-campus vetting. The HPC sub-committee met again in early February upon receipt of the Robert's Committee report to consider those recommendations, and made the appropriate edits to the document. Lastly, the document was distributed to all Honors Faculty for input and edits made accordingly. One recommendation from the *ad hoc* committee was to write an Executive Summary, encapsulating the major changes described in the proposal. This summary is now complete and is attached.

The next step in the process is to submit the *Proposal for Change in Organization* form to the *Senate Academic Organization and Structure Committee (SAOSC)*. We have consulted the Chair, Dr. Ernest Bailey, for guidance in this process. Faculty support is important to this process and is required for approval of this form, thus, we have begun a cross campus dialogue with all affected Faculty Councils. Letters of support will be provided from each unit.

On behalf of the UK Honors Program, we look forward to continuing with steps toward this momentous transformation for UK.

Sincerely,

Diane M. Snow, PhD
Director (Interim), UK Honors Program



Office of the Senior Vice Provost for
Academic Excellence

Dear Deans and College Faculty Councils,

It is my pleasure to seek your input and counsel concerning a proposal to create a new Honors College at the University. The documents you have before you were created by the academic leadership and Honors Program Committee (faculty of record) of the current Honors Program for submission to the Senate Academic Organization and Structure Committee (SAOSC) of the University Senate.

As part of its process of deliberations, the SAOSC routinely asks for input from elected faculty councils and deans of colleges affected by proposals for organizational change. The far-reaching impact of this proposal to create a new Honors College leads us to seek input from all college faculty and college deans. Your advice and perspectives will greatly assist the committee and its chair, Dr. Ernest Bailey (College of Agriculture, Food, and Environment), in their deliberations of this proposal.

In addition to this letter, the documentation that is provided to you includes a letter from Dr Diane Snow, interim Director of Honors, that outlines the process of deliberations of the Honors Program Committee. I asked that an early draft of their proposal be shared with a campus faculty committee that I selected from nominations by college deans and the University Senate Council; their reports is included for your information. Chaired by Dr. Sue Roberts (Arts and Sciences), this committee provided further input and suggestions for clarification. The Honors Program Committee has addressed the concerns of the Robert's committee, including the creation of a summary document that prefaces the more formal proposal that follows published SAOSC guidelines.

An essential part of this proposal is the call for continued campus-wide conversation and deliberation of leadership, faculty roles and responsibilities for a new Honors College. The proposal establishes a structure and timeline to guide these conversations over the next eighteen months. Clearly, an organization as complex as a new college requires this kind of extended consultation and reflection. The input that you share from your perspective as elected representatives of your college faculty and administrative leadership are a valuable contribution to this process.

We ask you to provide a written statement from the Dean as well as independent letters from the faculty council chairs (or appropriate representative college committee) to show that your college has been consulted. Successful plans benefit from the thoughtful discussions and support of both faculty and administrative leadership.

Sincerely,

A handwritten signature in black ink that reads "Charles R. Carlson". The signature is written in a cursive, flowing style.

Charles R. Carlson, Ph.D., ABPP
Distinguished Arts and Sciences Professor
Senior Vice Provost for Academic Excellence