HONORS COLLEGE PLANNING COMMITTEE REPORT
(Submitted February 24, 2012)

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In the fall of 2010, President Schmidly and Provost Ortega charged an Honors Task Force Committee with exploring transformation of the current UNM Honors Program to an Honors College. In May 2011 the Task Force completed its final report. The key findings were:

> The appointed Task Force unanimously recommends the establishment of an Honors College at the University of New Mexico. UNM should establish an Honors College that would form an academic community by bringing UNM's best undergraduate students and finest faculty together, fostering advanced and interdisciplinary study. This community would have available a designated residence hall and social programs that support its academic goals. The Honors College should offer the most committed students at UNM a more intense and inspiring academic environment than is available elsewhere.

> Built on the current Honors Program, the new College will have the authority to admit students who are otherwise admitted to the University, and such admission will provide the opportunity to live in the separate Honors College residence. The Honors College will also be able to endorse undergraduate degrees granted by the University (as the current Honors Program does) when students meet the academic requirements established by the College. Finally, the College will be given the status necessary to demonstrate its importance to the University in attracting the best students from New Mexico and elsewhere.

Subsequent to this report, Professor Timothy Ross, President of the Faculty Senate, called on Interim Provost Chaouki Abdallah to develop a proposal for the establishment of an Honors College for the Senate's consideration. Interim Provost Abdallah appointed an Honors College Committee to prepare this proposal. The Committee unanimously and strongly agreed with the general conclusions of the Task Force Report and identified several critical components for inclusion in a formal proposal. Those components form the structure and content of the present proposal.

Contents:
1. The value and advantages of an Honors College at UNM
2. Transition from the current Honors Program to an Honors College
3. Honors Students; Curricula and courses*

* The development of a detailed curriculum is in progress

        4. Core and affiliated faculty and staffing
        5. Residence halls and campus facilities
        6. Cost estimation and sources of funding

1. The Value and Advantages of an Honors College at UNM

The participating students and faculty in the current Honors Program at UNM find it to be a valuable and enriching experience. Creation of an Honors College would extend and enhance these accomplishments and demonstrate the importance of academic excellence at UNM. In doing so, it would increase the enrollment of high-achieving students, contribute to economic development in New Mexico and improve the academic climate for students and faculty.

Enrollment of High-Achieving Students; Economic Development Effects
An Honors College would attract outstanding students to UNM. The creation of Honors Colleges at other universities provides a competitive advantage in recruiting academically high-achieving students. Virtually every Dean or Director of Honors Colleges at other universities who was contacted by our Committee reported that the creation of their colleges led to significant increases in the proportion of high achieving students who matriculated at their schools as well as increases in their retention and graduation rates.

The proportion of high-achieving New Mexico students who choose to attend UNM is considerably lower than at a majority of our peer institutions. According to the most recent data, UNM enrolled
- 8 of the 101 New Mexican National Merit Semifinalists,
- 150 of the 531 New Mexico high school students (28.2%) scoring 30 or higher on the ACT, and
- 498 of the 1345 New Mexico high school students (37.0%) scoring between 26 and 29 on the ACT.

Among freshmen who enrolled at UNM,
- Only 20% were ranked in the top 10% of their high school class,
- 44% were ranked in the top 25%, and
- 25% scored at the 75th percentile or higher on the ACT.

At the University of Arizona, 31% of freshmen ranked in the top 10% of their high school class and 60% in the top 25%. At Arizona State University, 28% ranked in the top 10% and 56% in the top 25%. UNM is in the lowest quartile among its 21 peer institutions in percentage of students who score at or above the 75th percentile on the ACT. Clearly, UNM is losing the recruiting battle for the state's highest achieving high school students. Interviews and surveys indicate that the absence of an established Honors College plays an important role in these students' choices to pursue their education elsewhere.

It hurts the state and the university community when a disproportionate number of New Mexico's highest achieving high school students go elsewhere for their education. UNM and the state lose out because:

- Outstanding students who attend colleges and universities out of state often do not return to New Mexico, investing their talents and skills in the economies of their adopted home states.
- Enrolling fewer students with high GPAs, ACT scores, and class ranking and who are likely to remain and graduate negatively affects the University's national ranking;
- The positive peer effects gained by having a critical mass of high-achieving students in UNM classes are lost;
- The qualified pool from which faculty draw for assistance on research, scholarly, and creative projects is reduced; and
- These students do not join the ranks of our alumni and supporters.

Without an established high-quality Honors College, UNM faces diminished ability to recruit high academic achieving athletes, artists, and other students with specific skills. These negative impacts will be exacerbated as the state adopts a new higher education funding formula that emphasizes student retention and graduation rates, especially in the STEM disciplines, majors that positively affect economic development.

Participant Benefits
An Honors College would benefit the institution and its faculty by
- Increasing the number of students and faculty engaged in interdisciplinary work;
- Demonstrating and reinforcing the importance of academic excellence at UNM in all classes, not only classes offered in the Honors curriculum;
- Providing appropriate recognition for departmental faculty who teach honors courses and work directly with honors students;
- Amplifying the role of the Honors curriculum in the fund raising and development efforts of the University; and
- Increasing the number and variety of faculty members who interact and collaborate, broadening the disciplinary scope of the Honors College faculty.

The Honors curriculum would offer interdisciplinary studies and scholarship in a broad range of fields and would provide Honors students opportunities to engage in the same sorts of enrichment programs currently offered to all UNM students, including study abroad programs, experiential and community-based learning, and internships. In addition to curricular benefits, the Honors College would offer social networking benefits, professional development programs, research opportunities with faculty, and leadership workshops.

The curriculum requirements for degrees from the Honors College are described below. The most demanding degree, a major in the Honors College, would require at most 39 credit hours of Honors courses. Thus, even that small group of committed Honors students would take most of their UNM classes with the general undergraduate population. The presence of intellectually curious, motivated students in these classes will contribute significantly to the discourse in class and the academic climate on campus.

Relation to NMSU and NM Tech

As one of three doctoral-level research universities in the state, it is worth mentioning how the proposes UNM Honors College would relate to existing honors colleges at New Mexico State University and New Mexico Tech. Although New Mexico Tech recognizes its high achieving students by the title "Tech Scholars," it does not have an identified honors college or honors program. New Mexico State, on the other hand, has an Honors College, but it is more similar to our existing Honors Program than it is to the proposed Honors College. The NMSU program has no core faculty, but several faculty from across campus teach designated honors courses that are open only to students identified as "Crimson Scholars". The titles and content of these courses vary from semester to semester and are offered at both the lower- and upper-division. All of them, however, satisfy general education or core requirements. The NMSU Honors College Dean and Provost report that the Honors College tangibly assists their recruiting efforts and that the classes are well received by both students and faculty. Both the Dean and Provost were encouraging of our efforts to establish an Honors College at UNM.

2. Transition from the current Honors Program to an Honors College

The Current University Honors Program

The University Honors Program (UHP) originated in 1957 with a group of 30 students and a mission to provide challenging opportunities for an intensive interdisciplinary and cross-cultural liberal arts education to highly motivated, talented, and creative undergraduates in all majors. The UHP promotes interaction among faculty and students, creating a community of scholars and fostering an environment that challenges students to develop intellectually, academically, creatively, and socially. This is accomplished through small, rigorous classes, senior capstone experiences, opportunities for scholarly and creative initiatives, and experiential and international learning options.

Initially the UHP curriculum consisted of a few honors seminars. The instructors were scattered across campus and taught by invitation. In the late 1980s UHP's growth accelerated. The Program recruited a small core of instructors housed and tenured in the UHP and added activities and services for students. In the 2009-10 academic year, 54 faculty members from across campus joined the eight UHP core faculty members to serve 1098 students enrolled in 78 seminars.

Currently students do not graduate with a major or minor from UHP. Completion of 24 credit hours in the program entitles the student to the distinction of University Honors on his or her transcript and diploma. Detailed data regarding current UHP graduates are shown in Appendix A. In the most recent academic year (2010-11), only 2.5% of students receiving bachelor's degrees from UNM (84 of 3,353) graduated with Honors from the UHP, with the vast majority of those (87%) being majors in an Arts & Science discipline. Among the most commonly earned bachelor's degrees at UNM, the BA and the BS, the rates of participation in the UHP are a little higher but still below 5%. Students earning the BS are slightly more likely to participate (25 of 582, or 4.3%) than are those earning the BA (51 of 1269, or 4.0%).

Rates of participation of UNM undergraduates in departmental honors programs are similarly low. In 2010-11, 178 graduates, or 5.3%, received departmental honors. More than half of these earned their degrees in a unit of the College of Arts & Sciences. Many academic units produce departmental honors graduates, but in the majority of these units only 1 or 2 students graduated with departmental honors. Thus, those students were working in relative isolation from other students.

There is some interaction between the UHP and departmental honors programs; an Honors College could enhance and formalize this link. Currently 6 of the 24 hours that Honors students complete are through the senior capstone option, which may be satisfied by completion of a senior thesis, either in UHP or in a departmental honors program. In 2010-11 half of UHP graduates opted to do a senior thesis (39 of 78 UHP graduates), 29 of them as part of a departmental honors program. Roughly a third of all UHP graduates are now completing departmental honors and roughly a sixth of students completing departmental honors programs are also graduating with the distinction of University Honors.

The current UHP program delivers a high level of academic engagement to a small number of disciplinarily dispersed students. Creation of an Honors College that offers honors courses across a wider range of disciplines would allow motivated students across campus to benefit from synergistic interaction with other high achieving students.

3. Honors Students; Curricula and Courses

The proposed Honors College would retain the mission of the UHP: to support a community of scholars by providing a rigorous, interdisciplinary curriculum to motivated, high-achieving students. The Honors College will enroll exceptional students and provide them with personalized advising, a rigorous and interdisciplinary curriculum, and housing options. Membership will be offered to qualified students from all majors with an emphasis on ensuring participation by a diverse student body.

Recruitment and Enrollment
The creation of the UNM Honors College will be broadly publicized and prominently featured in all of our recruiting materials and sources of information. High-achieving New Mexico high school students will be identified while still in high school and actively encouraged to meet the admission requirements and apply to UNM's Honors College. Applicants to UNM who qualify for the Honors College will be contacted and encouraged to apply. During Lobo Orientation, students who have been admitted to the Honors College will be brought to the Honors College for a brief information session and registration in Honors courses.

Admission Standards
The Honors College will design an application form and set admission criteria. The admission criteria will be established with the aim of admitting approximately ten to fifteen percent of the undergraduate population and will

include such factors as ACT and SAT scores, high school GPA, high school coursework, extracurricular activities, submitted essays, and other relevant information. While most Honors College students will be admitted as incoming freshmen, alternative paths for admission to the Honors College will be established for transfer students and current UNM students who have attained a high GPA and have successfully completed English 102 and Math 121.

Predicted Enrollment
Universities with Honors Colleges elsewhere enroll more high-achieving students than does UNM. Establishment of an Honors College at UNM is expected to attract more highly qualified students to UNM and to engage more highly qualified students currently at UNM. Currently, UHP serves slightly more than 1,000 students in an undergraduate population of approximately 20,000, just 5%. Fifteen percent of UNM's 2010 entering freshmen – over 480 students - scored 27 or higher on the ACT. An Honors College that enrolled these freshmen and similar numbers of sophomores, juniors and seniors would be nearly twice the size of UHP. An Honors College that attracted high-achieving students at rates similar to those at our peer institutions could raise the Honors admissions bar and continue to admit the top 15% of entering freshmen. In either case – by attracting more high-achieving students to UNM or by enrolling more existing UNM students in Honors – the Honors College could realistically expect enrollments of approximately 2,000 students.

Curricula and Courses; Student Services
We propose three possible ways, with different levels of engagement, for students to participate in the Honors College. The Honors College would offer
   • an interdisciplinary bachelor's degree, or major;
   • an interdisciplinary minor; and
   • a transcript and diploma certification.

The Honors College will offer a full complement of interdisciplinary Honors Courses and will work with units to offer upper division Honors courses in disciplines. The disciplinary honors courses will be open only to Honors College students and will be designed to be accessible to Honors students who are not majoring in the discipline, thus promoting cross-discipline enrollment. The creation of specific curricula and course offerings will be developed for review and approval by the Faculty Senate contingent upon Provost approval of this proposal.

Interdisciplinary Major in University Honors. The most intensive offering of the Honors College will be an interdisciplinary bachelors' degree in University Honors. This degree would be conferred by the Honors College on students who have completed a rigorous course of study that clearly differentiates the degree from degrees offered in other UNM units. The degree will require:
   • Academic excellence in courses offered by the Honors College and honors courses offered in the disciplines;
   • Integrated curriculum with stated Student Learning Objectives and Assessment

procedures; and
- Completion of a substantial Capstone Project.

Students choosing this major are expected to be among the most academically motivated Honors students. The rigorous and interdisciplinary nature of the major will prepare students for graduate or professional school as well as for positions of leadership in the private and public sector.

Interdisciplinary Minor in University Honors.   The Honors minor will be similar to what is currently offered by the UHP, and will be awarded to students who complete a sufficient number of upper division Honors courses outside of their discipline. This curriculum will allow high achieving students who are not Honors College majors to broaden their honors experience while obtaining a bachelor's degree in their chosen discipline.

Honors certificate issued by the Honors College. The Honors certificate will acknowledge Honors College students who have chosen to take their University Core courses in the Honors College or who have taken fewer upper division Honors courses than would entitle them to a minor. To support this path, the Honors College will create a suite of lower division courses open only to Honors College students that satisfy the University Core. The Honors College will establish minimum requirements for the Honors Certificate.

Disciplinary Honors Courses.   Participating departments will be encouraged to create honors sections of existing upper-division courses as well as innovative topics courses, generally with fewer prerequisites than found in other upper division courses in order to attract honors students from multiple disciplines. The disciplinary Honors courses would serve both the Honors College and bolster departmental honors programs. High-achieving students would find more opportunities to engage in rigorous academic pursuits and more classmates with whom to work, encouraging them to pursue departmental honors. While individual departments will continue to have final authority over their own departmental honors program, the Honors College can serve to strengthen these programs by encouraging best practices across the disciplines. For example, the Honors College could establish minimum criteria for applying a departmental honors thesis toward a University Honors degree or designation.

Scholarship and Leadership Development
A Student Support Center (the Center) dedicated to the Honors College will coordinate student services. The Center will enhance students' college life outside of the classroom, assist them in becoming successful college students, and prepare these students for their academic and professional careers after graduating from UNM.

This Center will promote the development of academic and leadership skills by
- introducing students to social and academic services provided at UNM;
- offering workshops to prepare students for future leadership roles at UNM and beyond;

- coordinating and supporting National Honor Societies, including Phi Beta Kappa, Phi Kappa Phi and Golden Key and institutional special awards and honors such as the Clauve Award and the SUB Wall of Excellence; and
- preparing students for competitive scholarships and other opportunities.

National & International Scholarships and Fellowships (NISF) and the Center for Academic Excellence and Leadership Development (CAELD)
The NISF and CAELD will be housed in the Center. NISF informs student scholars about opportunities for nationally prestigious scholarships and supports students applying for prestigious scholarships. CAELD prepares students for the next step after graduating from UNM by offering comprehensive resources, opportunities and workshops that emphasize academic excellence, research, leadership, and community service. Housing NISF and CAELD in the Honors College will make services available and accessible for Honors students.

Honors College Advisement
Students admitted to the Honors College will be advised by a cadre of advisors familiar with the requirements for all degrees and certifications offered by the Honors College as well as the requirements of departmental honors programs.

Integration with Campus Units
Honors College students are expected to be active members of the larger campus community, fully integrated into the fabric of student life at UNM. The Center will facilitate cooperation with other units on campus for the development and enhancement of the Honors College students including Athletics, Office of Graduate Studies and Graduate Resource Center, Career Services Center, Office of International Programs, Alumni Association, Research and Creativity Conferences. The support of Athletics and a full description of a proposed scholar-athlete program are attached as Appendix B. That program will allow UNM to recruit academically motivated and talented student athletes.

4. Core and affiliated faculty and staffing

In order to provide the curriculum and services described above to significantly more students than are currently enrolled in UHP, the Honors College must be a funded, autonomous College led by a Dean and executive team, with a full complement of core faculty, affiliated faculty, administrative staff, and advisors. Our estimates for these needs reflect the potential growth possible and advisable over the next 3-5 years. Minimum personnel requirements will be the following:
1. Dean,
2. Associate Dean,
3. Accountant,
4. Administrative Assistant,
5. Development Associate for College
6. 4 full-time advisors dedicated exclusively to the Honors College, and

A core of 12 full-time tenure stream faculty members representing the full spectrum of disciplines (natural and physical sciences, social sciences, humanities, and fine arts) plus affiliated faculty and instructors.

Honors College Faculty
UHP currently houses nine faculty members including the director. Together with affiliated faculty and non-tenure stream instructors, these faculty members serve a fairly small population. UHP admits 300 freshmen each year; more than 1200 students participate in the UHP program in a given academic year. However, fewer than 100 students graduate with a University Honors certification. The expanded enrollment described above, and the course offerings necessary to support the degrees described above, will require significant increases in faculty, including three additional Honors faculty over the next 3-5 years. If the College grows as expected, it is likely that an additional 3-6 core Honors faculty will be added in subsequent years. These core faculty will be tenure track in the Honors College, teach Honors courses, supervise independent studies, oversee research and thesis options and provide oversight for extracurricular activities and programs, including *Scribendi* and *Conexiones*. Each of these faculty members will be granted an adjunct (or most appropriate) appointment in a unit on campus that is compatible with the faculty member's academic background.

Affiliated Faculty and Instructors
  Honors Fellows Six faculty members from other colleges will be identified as Honors Fellows. These individuals will serve for an extended period of time (3-5 years) to allow them to become integrated into the Honors community. Fellows will receive course releases from their home units, funded by the Honors College.
  Lecturers, PTIs and Adjuncts Twelve Honors faculty plus six fellows, each teaching two courses per semester, could teach 36 classes per semester. Honors courses are currently capped at 17 students. Maintaining that class size, 36 classes would reach at most only 612 students, a fraction of the target enrollment of 2,000 Honors students. UHP hires 20-22 non-tenure stream instructors per semester. To assure sufficient seats and adequate offerings, the Honors College would continue to hire non-tenure stream instructors.
  Discipline-based Faculty; Disciplinary Honors Courses Faculty members in other colleges will offer Honors courses in their disciplines. Funding for these courses will be through those units, with hiring incentives to encourage participation. Faculty members who teach honors courses will not be expected to do so as an overload The Honors College would provide training in honors teaching. The number of courses to be offered by this group will vary, but a target of two courses per year in each participating department would yield a wide variety of courses adequate to meet the needs of Honors majors, minors and certificate students.

Capacity
The faculty described above could provide the following classes each semester:

- 36 courses taught by Honors Faculty and Fellows,
- 7 disciplinary honors courses, and
- 23 courses taught by non tenure-stream faculty.

If classes are capped at the current 17, these 66 courses could provide just over 1,122 student-seats.. The UHP currently serves 750-800 students per semester. With these proposed changes, the new college could double its capacity in the next 3-5 years. While Honors minors and certificate students will not enroll in an Honors course every semester, majors will be expected to take multiple Honors courses every semester. Additional offerings by the disciplines or by non-tenure stream faculty would be necessary to provide 2000 student-seats per semester. (See Sample Enrollment projections in Appendix C.)

5. Residence halls and campus facilities

The most successful Honors Colleges among our peer institutions offer a comprehensive college experience, with a separate facility that includes a residence hall for Honors students, seminar space, social space and other amenities. Honors students live, work, study and play together in an environment that is also integrated with the larger campus community. The spreadsheet attached to this proposal as Appendix D details the proposed components of an Honors College at UNM and estimates the cost of the facility at $79.2 million. The estimate includes the cost of providing
- seminar and conference rooms,
- large and small group study areas,
- a computer lab,
- dorm rooms for lower and upper division students,
- lounges and social areas,
- eating facilities including a café, dining hall and kitchenettes,
- an administrative suite housing faculty, advisement and administrative offices, and
- classroom space, including a large auditorium.

Events scheduled in public areas in the Honors College would be available to the larger community, contributing to the academic culture at UNM. For example, the auditorium would be available for guest lectures, conferences and panel presentations and other special events. Obviously, the construction of the envisioned Honors Center is a long-term project. The Honors College can be established in the interim, but it would be highly desirable to create an Honors Residence Hall coincident with the opening of the Honors College.

6. Cost estimation and sources of funding

In addition to facility costs, establishment of the Honors College would require recurring funding for staff, faculty, and operating expenses outlined above. Two key assumptions are included: 1) the current Honors Program budget will be incorporated into the Honors College; and 2) when new tenure/tenure track lines become available, the Provost will accordingly reward departments and

units that have or plan to hire faculty who will also affiliate with the Honors College. Given these assumptions, estimated new Instruction and General funding needed for the creation of an Honors College is approximately $1,385,000 (see Appendix E for details).

Also reported in Appendix E is an estimate of additional tuition and funding formula revenues if, as expected, the Honors College attracts an additional 75 students ranked within the top 25% of their high school classes (a 3% increase over current enrollments). This estimate is $1.9 million.

Fundraising
Given the continued support of the UNM President for an Honors College as one of the University's top goals, fundraising for the College could expand exponentially. There is little correlation between number of gifts and total giving to the Honors Program: one significant major gift raised by the University President in 2008 accounted for 42% of all private giving to Honors in the 2000 – 2010 timeframe.

According to the UNM Foundation, major donors are most likely to direct gifts to:
- Student stipends, for need or merit-based awards that help students with research or study abroad
- Programmatic support to underwrite major initiatives such as study abroad, visiting lectures, service learning and experiential learning (including Scribendi Journal)
- Faculty support to recruit outstanding faculty on a permanent or visiting basis
- Capital support for the construction of Honors College facilities.

The Honors College will require a budget from the University that covers its basic operations, including staff support and funding for development and alumni relations. That is, the Honors College cannot depend on donor gifts to cover its basic operating costs. Instead, these gifts should be used strategically to enhance the College and move it toward excellence. In that regard, it is critical that the Dean be able to spend between 25 – 50% of his or her time on fundraising activities. These should include maintaining warm and close relationships with top Honors donors and prospects; attending local and national gatherings to promote the college; meeting with donors and prospects one-on-one both locally and nationally; communicating with donors and prospects continually via e-mail, phone and in person; collaborating with UNM administration and faculty and UNM Foundation staff on gift proposals; and providing guidance and oversight to a comprehensive marketing and communication effort which includes print and electronic communication pieces and an annual signature event for donors and students.

The support of the UNM President, the Provost, Deans, and the Athletic Director will be essential in order for the Honors College to reach its fundraising potential. Given such a positive environment, the pool of potential donors to the Honors College would soon include the University's top prospects, i.e., those individuals who want to be affiliated with excellence. The annual private gift total to the Honors College should rise to the $1,000,000 level by fiscal year

2013-2014. This total would be made up of cash, pledges and intended estate gifts. There is always the potential that a College naming gift, in the $15,000,000 range, could also be procured during the University's next Comprehensive Campaign, beginning after FY 2015.

APPENDIX A

Table 1. Students Graduating with Honors from University Honors Program, 2010-11, by College

College	UHP Graduates	Total Graduates
Arts & Sciences (% within A&S)	73 (4.6%)	1588
Other Colleges		
Anderson Schools of Management	5	491
Education	0	396
Fine Arts	1	185
Nursing	0	171
Architecture and Planning	0	60
Engineering	2	199
Medicine	2	89
University Studies	1	174
Total for Other Colleges (% within Other)	11 (0.6%)	1765
Total (% Overall)	84 (2.5%)	3353

Table 2. Students Graduating with Honors from University Honors Program , 2010-11, by Degree

Degree	UHP Graduates	Total Graduates
BA (% within BA)	51 (4.0%)	1269
BS (% within BS)	25 (4.3%)	582
Other bachelor degree (% within Other)	8 (0.5%)	1502
Total (% Overall)	84 (2.5%)	3353

Table 3. Students Graduating with Departmental Honors, 2010-11, by College

College	Departmental Honors Graduates	Total Graduates
Arts & Sciences (% within A&S)	100 (6.3%)	1588
Other Colleges		
Anderson Schools of Management	0	491
Education	0	396
Fine Arts	17	185
Nursing	37	171
Architecture and Planning	0	60
Engineering	17	199
Medicine	6	89
University Studies	1	174
Total for Other Colleges (% within Other)	78 (4.4%)	1765
Total (% Overall)	178 (5.3%)	3353

Thirty-three different units on campus graduated at least one student with departmental honors last academic year, as shown in Table 4.

Table 4. Programs Producing Graduates with Departmental Honors, 2010-2011, by Unit

College	Department, Program or Unit	Number
Arts & Sciences	**Total Arts and Sciences**	**100**
	Anthropology	10
	Biochemistry	11
	Biology	16
	Earth & Planetary Sciences	4
	Economics	1
	English	3
	English-Philosophy	2
	Environmental Science	8
	Geography	2
	German	1
	History	2
	Languages	1
	Latin American Studies	1
	Mathematics	1
	Philosophy	2
	Physics	2
	Political Science	12
	Psychology	18
	Signed Language Interpretation	1
	Sociology	1
	Spanish	1
Engineering	**Total Engineering**	**17**
	Chemical Engineering	5
	Civil Engineering	6
	Computer Engineering	1
	Electrical Engineering	3
	Mechanical Engineering	1
	Nuclear Engineering	1
Fine Arts	**Total Fine Arts**	**17**
	Art Studio	12
	Music	1
	Theatre	4
Nursing	Nursing	37
Medicine	Medical Lab Science	6
University Studies	Native American Studies	1

Table 5 below describes the requirements for graduating with disciplinary honors. Most require at least six credit hours in independent study, senior thesis, or special courses open only to candidates for graduation with departmental honors. Further, the vast majority require completion of a senior thesis with some requiring an oral defense or oral presentation based on the thesis research.

Table 5. Requirements for Graduating with Departmental or Disciplinary Honors

Department	GPA	Credit Hours	Courses	Thesis, etc.
Arts & Sciences				
Anthropology		6	497-498	Thesis
Biology	3.2 cumulative, 3.5 in major	6	400	Thesis, oral
Biochemistry		6	497-498	Thesis, oral
Chemistry	3.2 cumulative, 3.5 in major	≥ 3	497-498	Thesis, oral
E&PS		6	493,495	Thesis, defense
Economics	3.2	≥ 7	497,498, 499	Thesis
English	3.2 cumulative, 3.5 in major	≥ 7	412,497,490	Thesis
Geography		6	"advanced coursework"	Thesis
History		9	Honors courses	Thesis
Latin Amer St		6	497, 499	Thesis, oral
Mathematics	3.2 cumulative, 3.5 in major	6	499	Thesis, seminar
Philosophy		6	497, 499	Thesis
Physics	3.25	2	456	Thesis, oral
Political Science		9	495,496,497	Thesis
Psychology		12	391-2,491-2	Thesis, oral
Sociology	3.25 cumulative, 3.5 in major	6	399,499	Thesis
Engineering		≥ 6		
Fine Arts		6		Thesis or creative project
Nursing		4?	498,499	

Appendix B

Honors College – Scholars and Champions Initiative

The Honors College will be a conduit to improve the relationship within the academy as it relates to athletics.

During the month of October 2011, members of this task force, in conjunction with the Anderson School of Management, UNM Athletics, the Center for Academic Excellence and Leadership Development and the University Honors Program, invited Dr. Zeb Baker, a well-established scholar of athletics and athletic institutions to work with us to devise a strategy to improve the relationship between academics and athletics. UNM's student athlete advisory committee constructed the following statement regarding this proposal:

The Student-Athlete Advisory Committee (SAAC) would like to identify its support for the Scholars and Champions Initiative. SAAC is the student-athlete's voice to the athletic department, the university, and the community as a whole. SAAC consists of two representatives from each varsity sport as well as an executive leadership board. Together as a committee we strive to enhance the student-athlete experience by promoting opportunity in every aspect of life. Beginning with our SAAC representatives, we foster a positive student-athlete self-image, while emphasizing academics, athletics, and community involvement.

The Scholars and Champions Initiative would successfully encompass the objectives and needs high-achieving student-athletes. SAAC is familiar with these types of well-rounded young people and feel that this initiative would better support their needs and further catalyze their success. As student-athletes striving to improve the value of our academic and athletic experience, SAAC members look for opportunities to differentiate ourselves from others. The Scholars and Champions Initiative would allow UNM student-athletes to stand out from their competition, providing greater opportunities for success. We feel that the high achieving academic student-athletes may not always receive the attention and support that they require to reach their greatest potential. By fostering this program from college entrance through graduation, UNM would be able to prepare these high-achieving students for the future success including: grooming our student-athletes for outstanding opportunities to further their education such as the Rhoades scholarship, preparing our student-athletes for the expectations and rigor of graduate school, providing marketable skills in our student-athletes which would be valued by high profile internships etc. The Scholars and Champions Initiative would set UNM student-athletes apart not only due to their high motivation and well- rounded nature but their outstanding preparation for success (November 2011).

Proposal: Establish a "Scholars and Champions Initiative" to attract high-achieving student-athletes to academic programs

High-achieving student-athletes represent a class of undergraduate learners who are, by nature, driven, directed, and ambitious, balancing by necessity their scholastic and competitive obligations in order to realize success in the classroom and on the field of play. As leaders among their teammates and classmates, they typically find meaningful and substantive ways to contribute to their campus and community. They are the right combination of scholar and champion, symbolizing the best of the academic and athletic cultures of the university.

As such, high-achieving student-athletes exemplify the integration of academics and athletics to which UNM aspires. They are a vital point of convergence between UNM's institutional mission and its competitive ambitions, a community of learners who thrive in both academic and athletic arenas. Their achievements on and off the field make them an ideal though largely untapped reservoir of participants in UNM's top level academic programs. By leveraging the athletic recruitment process, a select number of high-achieving high school prospects could be targeted early as potential candidates for nationally and internationally prestigious scholarship opportunities. Once enrolled in UNM, these students could be cultivated in the University Honors Program (and proposed Honors College), offering them a world-class level of instruction — and the program itself a beneficial community of learners, by which it might grow its profile, appeal, and relevance to a wider campus population.

By coordinating assets and practices already successfully in place in the Center for Academic Excellence and Leadership Development (CAELD), University Honors Program, and the Lobo Center for Student-Athlete Success, UNM could foster an enduring partnership between its academic and athletic cultures that centers on enhancing the scholastic, service, and sporting experience of these high-achieving student-athletes. This endeavor — "Scholars and Champions Initiative" — will demand collaboration among these three groups, while similarly proposing an innovative and unprecedented pathway toward increasing and enriching the participation, preparation, and presentation of UNM's best students in nationally and internationally competitive postgraduate scholarship programs.

The Honors College Task Force has explored possibilities for establishing a permanent relationship between academics and athletics that mutually meets the demands of operating as a Research I institution and a NCAA Division I athletic program. Out of their discussions arose the idea of utilizing high-achieving student-athletes as a pool of quality candidates for fellowship opportunities, such as the Rhodes, Marshall, Truman, or Gates Cambridge Scholarships. There are many precedents for cultivating the best student-athletes as candidates for these programs. The Rhodes Scholarship, for example, has historically proven open to candidacies from this group of students. Byron White (Colorado, football, 1938), Pete Dawkins (West Point, football, 1959), Bill Bradley (Princeton, basketball, 1965), and Pat Haden (Southern California, football, 1978) are among those who have been selected as Rhodes Scholars. More recently, Myron Rolle (Florida State, football, 2008) and Albuquerque native Justine Schluntz (Arizona, swimming and diving, 2010) have made their way to Oxford, with Greg McElroy (Alabama, football, 2010) being a finalist. Even internationally, the Rhodes Trust has bestowed this honor on Meghana

Narayan of India (2001), an international swimming champion; and Mari Rubie of South Africa (2010), a triathlete who competed in the 2008 Beijing Olympics.

What's more, members of UNM's own coaching staffs have experience with this brand of high-achieving student-athlete. While serving as head track and field coach at Butler University, Joe Franklin recruited and coached Fraser Thompson, a long-distance runner, who was named a Rhodes Scholar in 2002. The superlative Advance Progress Rates (APR) achieved by the majority of UNM's men's and women's Olympic sport programs indicates, as well, that top-level academic talent is already being attracted.

Purposes for this initiative. An institution like West Point has regularly leveraged its cadets' military service in developing their candidacies for fellowships. UNM could do the same with student-athletes. In this way, the Scholars and Champions Initiative would creatively and effectively utilize academic and athletic excellence as a basis for successful candidacies for the full range of fellowship programs. But this initiative would also seek to integrate the preparation for candidacy, as coordinated by CAELD, into a student-athlete's overall academic experience, placing them in the University Honors Program alongside similarly high-achieving students from the general undergraduate population. The initiative would serve to routinize CAELD's role in the candidacy of each of these student-athletes' degree programs, as well as establishing the University Honors Program as an incubator of top talent from every sector of the campus community. And it substantially regularizes the bonds between academics and athletics through the pursuit of excellent students who select UNM as their institution of choice.

Collaboration between CAELD, University Honors Program, and Lobo Center. High-achieving student-athletes will require the guidance and expertise of CAELD in developing their candidacy; the intellectual foundation of the University Honors Program and its faculty; and the home base assistance inside the athletics department of the Lobo Center. In turn, this initiative will only work as well as the quality of the collaboration between these three centers in the service of these candidates. There are various points upon which such a collaboration can be founded:

Recruitment of high-achieving student-athletes. Collaboration here is twofold. First, the Lobo Center should coordinate with coaches to identify a select number of high school prospects whose academic record indicates the potential for top level academic success commensurate with candidacy for nationally and internationally competitive fellowship programs (preferably a high school GPA of 3.8 or higher). Together with CAELD, the Lobo Center would work with coaches to make fellowship candidacy a significant and attractive portion of the recruitment process. Second, during that prospect's official visit, appointments would be made with CAELD personnel and University Honors Program faculty to discuss the possibilities of working toward such a candidacy. All three centers would play an integral role in selling that prospect on the potentialities of such a candidacy for their academic experience and future professional development.

Degree completion. These student-athletes' course schedules each semester should be constructed in such a way as to accommodate the rigors of candidacy, participation in the University Honors Program, and, of course, athletic competition. Here, CAELD, Lobo Center, and University Honors Program leaders should collaborate on the development of innovative means for making candidacy and competition centralized components of the student-athlete's progress toward graduation. The Lobo Center should also play a pivotal role in educating coaches on, and advocating inside the athletics department for, the benefits which will accrue to their program by creating and nurturing a place for these kinds of student-athletes.

Managing the progress toward candidacy. This collaboration will particularly require intensive, long-term work between CAELD and the University Honors Program faculty. If the expectation of this initiative is to build top level candidates throughout the academic experience of these high-achieving student-athletes, then CAELD and the University Honors Program will need to create and coordinate the conditions by which such candidacy cultivation takes place — in the classroom and beyond. These practices could easily be transferred to the Honors College when it comes into being.

Managing the development of candidacy. Here, all three centers will be required to do their part in cultivating that student at the point where candidate applications are made to these fellowship programs. Utilizing practices already in place in CAELD, which develop the complete program of candidacy, the Lobo Center and University Honors faculty should play an integral role in aiding the student to develop their candidacy.

Developing scholarship opportunities for international students. As various foundations — like the Soros and Gates Foundations, respectively — amend their qualifications for fellowship applications to include international student candidacies, CAELD and the Lobo Center should develop various strategies to leverage the considerable experience of the athletics department in recruiting and signing international student-athletes so as to build scholarship opportunities for this particular class of undergraduate students. High-achieving international student-athletes would make an especially attractive group of candidates for these fellowships — and establish UNM's place in the vanguard of those institutions working for the academic and financial welfare of international undergraduates.

Such a position would require several skills, integrating the work done as a faculty member with the work done as a strategic learning advisor at the Lobo Center. Given the unique position that this job would require, and the specific qualifications needed to accomplish the goals set forth by the initiative, I suggest the establishment of such a position in the following manner.

The establishment of a tenure-track salary line within the honors program/honors college for this position. Such a line would be offered at the minimum salary offering of $45,000. This would establish a set of responsibilities in accord with the tenure conditions of the UHP/Honors College, and would be for a scholar that can offer interdisciplinary studies related to athletics as its core subject

matter with the intent of introducing more student-athletes to the culture of world-class interdisciplinary study at UNM.

A supplemental buy-in from the athletics department, which would give the position the additional duties set forth by the Scholars and Champions initiative. This position would offer outreach to high-achieving student-athletes, which is a service that the Lobo Center does not currently supply but is eager to do so. The buy-in would cost $45,000, which would be consistent with the market rate for a learning strategist with a PhD. Coincidentally, this would send a message about equal purchase by both academics and athletics. This position (an endowed chair), the program itself, or both could be a named position, which could attract benefactors on the athletics side to contribute to it on a regular basis with recognizable buy-in. This could be achieved as part of the current efforts to establish funding for the honors college, but can also be seen as a reasonable first step towards realizing the college. This position could be filled by the end of the academic year, with the intent to begin in the fall of 2012.

Appendix C

Enrollment Examples

The following examples assume that courses are taught at capacity and that:
- 10% of the undergraduate student population will participate in the Honors College at some level;
- The Honors Major will require 39 credit hours of Honors-designated course work (thirteen 3-credit courses, including thesis or capstone hours);
- The Honors Minor will require 24 credit hours (eight 3-credit courses), similar to the current UHP Honors designation;
- The Honors Certificate will require 15 credit hours (five 3-credit courses);
- Some students admitted to the Honors College will take only a few honors courses; and
- Courses that satisfy degree and certificate requirements will include lower division honors courses, upper division honors courses and disciplinary honors courses.

Example 1, requiring approximately 50-60 courses per semester:

2,000 students participate in the Honors College, distributed as follows:
- 50 students seeking an Honors major;
- 150 students seeking an Honors minor;
- 500 students seeking an Honors certificate; and
- 1,300 students enrolled in three Honors courses over a four-year undergraduate career.

Total student-seat demand over 8 semesters:
- 50 Majors x 13 courses = 650
- 150 Minors x 8 courses = 1200
- 500 Certificate Students x 5 courses = 2500
- 1300 x 3 courses = 3900

Total for all students over 8 semesters = 8,250, or just over 1,031 student-seats per semester.
- Capped at 17 students per course, 61 courses per semester
- Capped at 20 students per course, 52 courses per semester

The core Honors College faculty of twelve could offer 24 of these courses. Six Honors Fellows temporarily housed in the Honors College could offer an additional 12. Disciplinary honors and courses taught by non-tenure stream faculty would need to offer up to 25 additional courses, for example, 10 in the disciplines and 15 by non-tenure stream faculty.

Example 2, requiring approximately 56-66 courses per semester:

2,000 students participate in the Honors College, distributed as follows:
- 60 students seeking an Honors major;
- 200 students seeking an Honors minor;
- 700 students seeking an Honors certificate; and
- 1,040 students enrolled in three Honors courses over a four-year undergraduate career.

Total student-seat demand over 8 semesters:
- 60 Majors x 13 courses = 780
- 200 Minors x 8 courses = 1600
- 700 Certificate Students x 5 courses = 3500
- 1040 x 3 courses = 3120

Total for all students over 8 semesters = 9,000 or 1,125 student-seats per semester.
- Capped at 17 students per course, 66 courses per semester
- Capped at 20 students per course, 56 courses per semester

The core Honors College faculty of twelve could offer 24 of these courses. Six Honors Fellows temporarily housed in the Honors College could offer an additional 12. Disciplinary honors and courses taught by non-tenure stream faculty would need to offer up to 30 additional courses, for example, 7 in the disciplines and 23 by non-tenure stream faculty. Over time as new tenure/tenure track faculty are awarded by the Provost to the Schools and Colleges more courses can be taught by tenure track faculty in the disciplines. The Honors Dean would have flexibility in how to structure the non-tenure stream faculty budget within Honors and perhaps convert part-time instructors to lecturers.

Appendix D

	Floor	Capacity	Sq Ft	Quantity	Total Capacity	Total Sq. Ftg.	$ Per Sq. Ft. Development Cost	Total Estimated Cost Development Coost	Historical Information Sources	Notes
Study Rooms				16	200	4,000			The basis of programming and development budget information is from ACC Student Housing Development Component II: Phase I Preliminary Materials Dated February 2, 2011	
Seminar Room		20	400	4	80	1,600				
Group Study - Small		8	160	4	32	640				
Group Study - Large		14	280	4	56	1,120				
Quiet Study		8	160	4	32	640				
Counciling		2	120	4	480	480				
Computer Commons		20	800	1	20	800				
Residential					1,200	296,150				
Freshman / Sophmore	2 / 3		250	731	1,000	182,750				2+2 BR / 1 Bath
Junior / Senior	4		50	1760	200	88,000				4 Private BR / Private Bath ea BR
Resident Advisors	2 / 3 / 4		40	400	40	16,000				1 BR / Private Bath
Lounges & Commons			16	670		10,720				
Activity Room / Cafe /	1		400	1	8000	400	8,000			
Kitchenette	1			4	400	1,600				
Total Net Square Footage						321,750				
						402,187.5	$140.00	$56,306,250.00		1.25 Net to Gross
Dining						20,160			The basis of programming and development budget information is from Walter Miller document as related to the retrofit study for La Posada 6.17.2008	
Dining / Classics Library			1	300	300	6,000				3 Turns per Meal
Kitchen /Back of the House	1					14,160				236%
Total NetSquare Footage						20,160				
Total Gross Square Footage						28,224	$350.00	$9,878,400.00		1.4 Net to Gross
Administrative Suite	1				2160	4,140	$265.00	$1,097,100.00		
Dean's Office				1	240	240				
Associate Dean's Office				1	160	160				
Administrative Assistant				1	110	110				
Faculty Offices				15	120	1,800				
Staff Offices				4	100	400				
Conference Room		20		1	540	540				
Conference Room		10		1	396	396				
Kitchenette				1	98	98				
Reception Desk				1	140	140				
Waiting				1	128	128				

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Appendix E

APPENDIX E

Cost Estimation and Sources of Funding

COST ESTIMATION			Tuition & Funding Formula Assumptions

Faculty

			Assumptions:
Dean	$	160,000	- 90 new students to the University that graduated within the top 25% of their class.
Associate Dean - SAC and course buy-out		40,000	- Each student averages 26 credit hours per year to graduate in 5
T/TT Faculty(1)		75,000	- 85% retention rate
T/TT Faculty		75,000	- Half of a student's credit hours are lower division/half upper
T/TT Faculty		75,000	Instruction/Instructional Support Expenditure calculation used by the State Funding
Honor Fellows (6) - 4 course buyouts/year @ $7000/course (2)		168,000	Formula.
Lecturer (1)		45,000	
Part Time Instructors - 12 courses/year @ $3,800/ course		45,600	**Gross Tuition & Formula Revenue**
	$	683,600	Freshman Year 90 students * 26 ch * $151.48 = $354,463

Staff

			Sophmore Year 77 students * 26 ch * $151.48 = $303,263
Accountant I	$	40,000	Junior Year 65 students * 26 ch * $242.96 = $410,602
Admin I for Deans Office		27,000	Senior Year 55 students * 26 ch * $334.44 = $478,249
Development Associate		54,000	5th Year Senior 45 students * 26 ch * 334.44 = $391,295
Admin I for Scholarship Office		27,000	
CAELD, NISF Program Specialist		45,000	
Academic Advisors (4)		144,000	
	$	337,000	Total Gross Tuition & Formula Revenue = $ 1,937,872

Benefits

Fringe Benefits (29%)	$	289,134

Total Salary and Beneftis	**$**	**1,309,734**

Other

Recruitment Budget	$	25,000
Supply and Equipment Budget		50,000
	$	75,000

Total	$	1,384,734

Notes: (1) Market Salaries for tenure stream faculty vary widely depending on discipline; $75000 is an estimated average that would include humanities, physical and social sciences
(2) Course buy-out costs will depend on current college policies. For example, A&S is moving to a policy that charges 1/8 of annual salary for one course buy-out.