

## **2021-2023 Biennium Internal Budget Proposal Narrative**

### **Division: Academic Affairs**

**Evaluation Criteria:** Proposals will be evaluated on every aspect of this template. It is highly recommended that the narrative portion touch on each area. Proposals forwarded to UPRC by unit leaders will be discussed at UPRC and authors are encouraged to attend so that they may answer questions and provide clarification.

#### **Honors Program/College Stabilization**

- This is a revised version of a previously submitted budget proposal.  
*If box is checked please briefly outline any significant changes and/or indicate why it is being resubmitted.*

[Click here to enter text](#)

**Statement of Purpose:** *(What is the challenge or opportunity being addressed? How does the proposal address this challenge or opportunity? Limit response to 1 page – please link to any existing reports, data, supplemental materials, etc.)*

WWU has had an Honors Program since 1962. The university has been discussing moving Honors from program to college for the last four years. The term “college” as it would pertain to Honors has nothing to do with a building or with anything like our academic colleges (Fairhaven, Woodring, CHSS, Huxley, CSE, Fine and Performing Arts, Business and Economics, etc.). “College” is a structure name and the [trend in universities across the country](#) is clearly away from honors programs and toward honors colleges. Some universities just change the name from “program” to “college” and that’s it. Others [change the name](#) because they want to increase access to honors curriculum, to do better what they do well, and to enhance academic and co-curricular programming. They believe the term “college” more appropriately communicates an Honors vision than does the term “program.” We hope to accomplish the latter through the changes described in this proposal. Our in-state competitors for students (University of Washington, Washington State University, Central Washington University), and near state competitors (University of Oregon, Oregon State University, Portland State University) all have Honors Colleges, putting us at a disadvantage in recruiting students to Western. Additionally, we are [doing everything an Honors College does](#), but calling our program Honors Program, disadvantages our students who are in the program in terms of credentialing upon graduation.

#### **Anticipated Outcome(s):**

Plan for the conversion of the WWU Honors Program to a University Honors College, growing to 300 first-year students per year from the current 200 (selected from applicant pool of ~900) will increase access to more of the qualified students who apply. We will also seek to enlarge the application pool via strategic recruiting of students not historically aware of the advantages of Honors education.

## **A. Capacity, Stability, and Quality of Faculty and Staff**

We propose a model for Honors faculty in our Honors College that will reduce the current 100% dependence on NTT faculty. The model is a combination of:

1. Dedicated “***Honors Core Faculty***” with teaching duties in the First-Year Sequence (FYS) and Upper-Division Seminars, advising duties, recruiting duties, and extra-curricular community duties. These master teachers are Senior Instructors (NTT) whose job descriptions do not fit into Western’s current TT template. Beginning in 2021, four core faculty would each teach 8 HNRS sections per year (6 FYS and 1-2 Seminars); by 2024, seven core faculty would be required to cover the projected growth. The Honors Core Faculty will regularly cooperate and collaborate on issues of instruction and beyond. Following the successful model in SMATE, Honors will use paid shadowing as we onboard new Core Faculty. New funding, beyond the current Honors NTT budget, will be needed to cover the costs of these Core Faculty.

2. Shared, tenure-track “***Honors Affiliated Faculty***” with 2-3 HNRS courses per year in their discipline (Honors Colloquia and Seminars); these can be new TT hires (e.g. retirement replacements or DCA), if Honors can be involved in the search and selection, or 2- or 3-year renewable terms for current TT faculty, if Honors can be involved in the selection. In 2021, FOUR affiliated faculty are required (likely from ECON, PSY, ANTH, PLSC, A/HI, or LING); by 2024, EIGHT affiliated faculty (add MATH, SOC). Any faculty hiring will part of the Provost’s Faculty Diversity Initiative. New funding will be needed for this initiative.

3. NTT “buy outs” for Honors Seminars taught by “***Honors Associated Faculty***”; 16 in 2021; 24 by 2024. While the Seminars offered by Core and Affiliated Faculty will reduce the reliance on the annual proposal-driven “competition”, there will still be ample opportunity for at-large faculty to propose and teach Honors Seminars, as they have for over 50 years. These, as has been the case, will be funded with the current Honors NTT budget.

4. Compensation (PD funds?) for faculty advisors of Honors Senior Projects.

Staff will also be required.

1 Assistant Director of Honors for Recruiting and Admissions (some funds are available, as a current position will be reclassified).

1 Research Coordinator for the Honors Capstones Senior Projects. The Honors Program epitomizes the university’s investment in undergraduate research. Facilitating this research requires significant logistical support to our students. This position could be shared with WWU Libraries. A .5 FTE is shown in the budget spreadsheet.

5 student staff to implement new mentor program (described below).

Establish an Honors Mentor Team.

Motivated by current student feedback and building from a successfully piloted 2020 program, Honors continues to work towards staffing a culturally conscious Honors mentor team of at least five student-employees, including an Honors mentor lead. A primary goal of the Honors Mentor Team is to increase support for incoming Honors students from underrepresented backgrounds and facilitate connections with cross-campus partners, including the Ethnic Student Center, Student Advisory and Resource Center, LGBTQ+, Disability Outreach Center, mental health resources and academic advising.

**Metrics:** *(How will outcomes be measured? Please include current data points and goals. If this proposal will have any impact on the [Overall Metrics](#) included in the university's strategic plan, please indicate which specific ones here.)*

The following key is meant to indicate at a glance how the current data points for the WWU Honors Program relate to the Overall Metrics and the Strategic Plan of the university. As the growth of the program is the goal of the proposal, the university and community can expect the increased capacity to enhance the ability of the program to serve the university's Strategic Plan moving forward.

AIS = Advancing Inclusive Success; IWI = Increasing Washington Impact; EAE = Enhancing Academic Excellence. G1 = Transformational Education; G2 = Engagement with Place; G3 = Caring and Supportive Environment; G4 = Pursuit of Justice and Equity.

- In 2020: 220 student freshman cohort; selected from ~900 applications [IWI]
- In last 3 years, ~35% out-of-state; from ~25 different states [EAE] [G3/4]
- 72% female; 23% students of color; 11% first-generation college [AIS/IWI] [G3/4]
- Median admissions index (AI) of 83 (~high school GPA 3.9 and SAT 1400) [EAE] [G1]
- 75% of FY students live in Honors residence (Edens Hall) [G2/3]
- Majors in every college; in almost every department (whereas non-Honors, high AI students concentrate in STEM) [IWI/EAE] [G1/2]
- Complete ~30 HNRS credits, most as GUR and including Senior Capstone Project [EAE] [G1]
- >80% of their coursework is outside of Honors [AIS/EAE] [G1/2/3/4]
- Program of 650 students is ~ 4% of WWU undergraduates [IWI]
- Typical Honors college is 6-10% of undergrad students

### **Impact on Recruiting**

- Honors staff & students host >400 personal visits with prospective students (and their families) annually [AIS] [G3/4]
- Honors staff serve on recruiting panels, conduct info sessions at most Admissions events [AIS] [G3/4]
- Honors staff visit dozens of high school AP, AVID, and college fairs each year [EAE] [G1]
- Recent survey showed "Academic Strength" is the top perceived disadvantage of WWU relative to UW (even stronger signal than "Athletics") [EAE] [G1]
- If applicants are admitted to Honors, the yield to WWU is double, across AI bands [AIS/IWI/EAE] [G4]
- Even if applicants are denied to Honors, the yield to WWU is double, across AI bands [AIS/IWI/EAE]

### **Impact on Student Retention**

- 94% of Honors students continue to Yr2; 91% to Yr3 (WWU non-Honors 82%, 72%) [IWI/EAE] [G3/4]

- 67% of Honors students graduate in 4yr; 85% in 5yr (WWU non-Honors 37%, 62%) [IWI/EAE] [G3/4]
- The trends in the previous two bullets are identical for 1<sup>st</sup>-gen, Pell-eligible, and students of color [AIS] [G3/4]
- Even at comparable incoming AI, Honors student graduate slightly faster than non-Honors, despite taking more credits (double majors, minors, certificates) as well as leading clubs, student government, publications, sports teams, and campus protests [G1/4]
- On the WWU exit survey (WELS), Honors students report significantly higher degree of satisfaction with their college experience; talk more to faculty; attend more extracurricular events; participate in more research/creative activities with faculty [AIS] [G1/3/4]

### **Impact on Faculty Retention**

~40 different faculty teach in HNRS each year; mix of NTT/TT [AIS] [G1/4]

3 WWU deans and many department chairs have said they support this participation by their faculty as a form of retention (a “teaching delight”)

**How does this proposal align with your departmental/divisional strategic priorities?** *(Please reference specific items from the recently completed departmental/divisional strategic plan and attach a copy.)*

### ***WWU Honors Program Vision***

To foster excellence/achievement through the creation of a diverse scholarly community (rather than simply reward achievements resulting from existing institutional inequalities) by providing the tools and sustained support for students who choose to take up the challenge.

### ***WWU Honors Program Mission:***

1. To recruit and foster a diverse scholarly community by providing an inspiring liberal arts experience that builds on the excellence of Western's undergraduate programs and draws on the expertise of Western's faculty.
2. To promote personal and intellectual growth through a seminar-based curriculum and independent inquiry in a community that strives to understand why and how we pursue truth, liberty, and happiness.
3. To instill in our students the desire to extend the values of the Honors Program into the communities they join upon their graduation: intellectually rigorous inquiry, honesty, compassion, and equitable access to opportunities.

**How does this proposal support the University Mission and Strategic Objectives?** *(Please refer to the [2018-2025 Strategic Plan](#) and indicate which core theme(s) this proposal will help achieve.)*

As noted in the previous section on Metrics, the transition of the University Honors Program to the University Honors College holistically supports the University Mission and Strategic

**Objectives.** Historically, the University Honors Program has focused on the core theme of “Enhancing Academic Excellence” of the Strategic Plan in combination with the first goal of providing “a transformational education grounded in the liberal arts and sciences and based on innovative scholarship, research, and creative activity.” In this regard, the University Honors Program has been a mainstay in the scholarly life and has contributed to the academic excellence of the university since 1962. Growing into the University Honors College will allow even further incorporation of the core themes of “Advancing Inclusive Success” and “Increasing Washington Impact,” which have been the particular focus of the program over the last several years under the direction of Director Scott Linneman. A summary view of the metrics of the current program demonstrates the several ways that the existing program currently serves these latter core themes, but also indicates the potential for future growth with modest additional resources.

Of particular concern is the ability to increase access while maintaining the level of student support that is essential to the quality of the experience in the current program. This support is vital to the third and fourth goal of the university in combination with the core strategic theme of “Advancing Inclusive Success.” For example, currently, the program has continued to explore ways to strengthen shared governance in its own decision-making processes, which is evident in the increased inclusion of student representation on the Honors Board. The program is pleased to report that 50% of student representation on the board is reserved for Black, Indigenous, and students of color, chosen by the students themselves. Additionally, the opportunity to participate in co-curricular activities and to explore expanded networks of students, staff, faculty, and alumni/ae have all seen recent growth and are areas of continued focus. In terms of our fourth institutional goal, as the program has sought to recruit, retain, and support more underrepresented and first-generation students, the new location in Old Main in combination with Edens Hall, as well as work on expanding opportunities for Honors students to live and work in close proximity with one another as the program outgrows Edens, has fostered a positive and collaborative climate among our students, staff, and faculty. This wonderful climate is a continuous source of joy, but also the recipient of much labor and diligence meant to ensure that it remains welcoming and affirming of the diversity of individuals and groups of a wide array of cultural values and ideas. This labor and diligence include the ever-evolving process of updating curriculum to reflect the most up-to-date conversations around access, equity, power, and privilege in an interdisciplinary manner. The success of this endeavor is reflected in those metrics at the heart of the core theme of Advancing Inclusive Success, where there has been consistent progress in the recruitment and retention of a diverse incoming cohort. The resources available to the University Honors College will allow this progress to continue and expand.

At its heart, the University Honors Program is an interdisciplinary experience; this experience directly serves the core theme of Increasing Washington Impact. The program incorporates a number of “High-Impact Practices,” including a Senior Capstone requirement, as well as opportunities to study abroad. In recent years, the program has begun the process of incorporating service-learning into our curriculum. The Senior Capstone requires close collaboration with faculty and a public presentation. The CEDAR archive in which the projects are collected sees meaningful internet traffic, as students and members of the public explore the scholarship facilitated by the program. This proposed transition would facilitate the increased incorporation of study abroad experiences, as well as the realization of service-learning curriculum.

**What are the consequences of not funding this proposal?**

The Honors Program is sufficiently staffed and funded for ~150 students/year and could continue to be tenuously reliant on NTT funding for instruction.

**What alternatives were explored?**

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**Which units (departments, colleges, etc.) will be involved?**

WWU Honors recruits and retains, at a high rate, students who major and minor in every department and program across the university.

**Equipment needed:**

Laptop computers for core faculty.

*For major (>\$25k) purchases, please provide the following information.*

**Item:**

Click here to enter text

**Purpose:**

Click here to enter text

**Cost:**

Click here to enter text

**Anticipated Useful Life:**

Click here to enter text

**Replacement Cost if any:**

Click here to enter text

**Human Resources** (Complete the table below adding additional rows if necessary):

<i>Position Title</i>	<i>Total Headcount</i>	<i>Total FTE</i>	<i>Salary and Benefits per FTE</i>	<i>Total Cost</i>
<i>Core Faculty (FY22/FY23)</i>	<i>3/5</i>	<i>2.5/4.5</i>	<i>\$96,921</i>	<i>\$238,330/432,172</i>
<i>Affiliated Faculty (FY22/FY23)</i>	<i>4/6</i>	<i>1/1.5</i>	<i>\$95,126</i>	<i>\$95,126/142,689</i>
<i>Asst Dir Admissions</i>	<i>1</i>	<i>.1</i>	<i>\$75,608</i>	<i>\$6,434</i>
<i>Research Coordinator</i>	<i>1</i>	<i>.5</i>	<i>\$82,713</i>	<i>\$41,356</i>

Table above should match data on budget spreadsheets submitted with this proposal. Complete the spreadsheet to get salary, benefit, and total cost amounts. Contact your division budget officer with questions.

**Operating & Maintenance Costs (include service contracts, installation costs, etc.):**

\$76,500 in various operating costs.

**Space Requirements:**

**What type of space is needed for this proposal? (e.g., private office, lab space, group work/study space, etc.)**

The long-promised (3 years) faculty and staff offices in the OM335 suite should be available in summer 2021. The classrooms in OM330 are now used at >80% capacity, such that some Honors Colloquia are scheduled in general use classrooms and departmental labs as schedules allow.

**What features must this space have? (e.g., fume hoods, plumbing, 3-phase power, etc.)**

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**What needs can be accommodated within your existing space?**

Current faculty and staff can fit in the offices of the OM335 suite. The classrooms in OM330 are now used at >80% capacity, such that some Honors Colloquia are scheduled in general use classrooms and departmental labs as schedules allow.

**How much new space will be required?**

Click here to enter text