



Academic Senate

EXECUTIVE COUNCIL

June 24, 2022

To: Richard Cardullo
Chair, University Honors

From: Jason Stajich
Chair, Riverside Division

RE: **Pre-Proposal for a University Honors College at UC Riverside**

Dear Rich,

The Executive Council discussed the subject proposal during their June 13, 2022 meeting. No consensus was established around the pre-proposal. During the robust discussion, some members commented that an Honors College at UCR is a very novel organizational unit that would have to be paid attention to at all levels to support success. There remained some confusion about the role of faculty in a college since there would be no established departments. Such a college should be designated in the UCR enrollment-based funding model.

Other members shared that the Honors program is currently well-placed in the Undergraduate Education unit. Finally, other members commented that Honors may not be the College UCR needs right now, and the campus should look to establish a college centered on sustainability and/or the environment.

Attached are the consultative feedback memos from tasked committees that responded to the call for comments. I hope this information proves helpful to you in consideration of the drafting of the proposal for University Honors College at UCR.

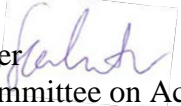
Sincerely,
/s/ Jason



COMMITTEE ON ACADEMIC PERSONNEL

May 24, 2022

To: Jason Stajich
Chair, Riverside Division Academic Senate

Fr: Sean Cutler 
Chair, Committee on Academic Personnel

Re: [Campus Review] Pre-Proposal for a University Honors College at UC Riverside

CAP discussed the pre-proposal for the proposed University Honors College. CAP was enthusiastic about the proposed department but has some questions:

- Year 2 - using HNPG 2W to cover ENG 1C requirements. In several departments ENG 1C is covered by their own discipline-specific courses. How will this be addressed?
- HNPG 199H - the list of courses attached here is incomplete.
- Faculty teaching in the Honors College - how will this fit into the merit/promotion evaluation process? How will the home department and the Honors College coordinate expectations?
- Funds and teaching resources - if the solution to non-use of general assignment teaching space is to use hybrid or online course offerings, how will this be balanced vs the needs of non-honors courses? Also, as online offerings tend to be less effective than traditional courses for some disciplines, has this been factored into this discussion/planning?

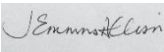


Academic Senate

COMMITTEE ON EDUCATIONAL POLICY

May 20, 2022

To: Jason Stajich, Chair
Riverside Division

From: Juliann Allison, Chair 
Committee on Educational Policy

RE: Pre-Proposal for UCR Honors College

The Committee on Educational Policy reviewed the pre-proposal for a UCR Honors College at their May 6, 2022 meeting and noted concern that the proposal does not provide a full justification for the proposed new college to justify the Committee's support. The Committee recommends that the proposal be updated to include a justification for the proposed new college that addresses the following information:

- purpose of moving the Honors program to a college;
- the benefit of the proposed college for undergraduate students;
- an explanation of how the college intends to remain revenue neutral and what revenue streams will be established by the college;
- how the proposed college will work with the departmental honors programs.

The Committee recommends that the proposers meet with Senate Committees assigned to review the proposal to address the issues noted above.



May 20, 2022

TO: Jason Stajich, Chair
Riverside Division of the Academic Senate

FROM: John Kim, Chair 
CHASS Executive Committee

RE: Proposal: Pre-Proposal for a University Honors College at UC Riverside

The CHASS Executive Committee (EC) thank our colleagues who have worked on this pre-proposal for a University Honors College at UC Riverside. We begin our response by expressing our enthusiastic endorsement of the University Honors Program's instructional mission and urge campus administration to continue in its support of this program, if not also, to expand it.

The CHASS EC formed a subcommittee to study the pre-proposal and make recommendations. The subcommittee's findings were discussed at our regular committee meeting on May 18, 2022 and were approved on that day. Our comments and recommendations are as follows:

- 1) Purpose: A stronger pedagogical justification is needed as the fundamental purpose of the University Honors College remains unclear. What will the University Honors College do that the University Honors Program does not already do? The proposal states that Honors-specific expectations, requirements, programming, resources, and opportunities to achieve the learning outcomes by developing a multi-year learning community that reflects the vision and mission of the University Honors College and incorporates a challenging and rigorous curriculum, including depth; complexity; interdisciplinary perspectives; faculty interaction; writing; preparation for undergraduate research, creative activity, or experiential learning; and a capstone project.

This is the goal of the Honors program *now*. It is unclear how becoming a College is needed or will change/add much. Moreover, the proposed curriculum is also hard to follow considering some of its key foundations, such as World History, are currently under review as UCR studies possible revisions to its General Education Requirements.

- 2) Revenue Generation: The pre-proposal states that it is a revenue-generating unit but does not explain how it is so. It states:

University Honors currently generates revenue for the campus by enrolling up to 200 high-achieving first-year students each year, by enrolling up to 100 high-achieving transfer students each year, and by maintaining a total enrollment of between 800 – 900 students each year, but it does not receive that revenue because University Honors was designated as a cost-pool, as opposed to a revenue-generator, when the budget model was revised in 2016.

However, the assertion that the University Honors Program is revenue-generating requires more justification. By the criteria set forth in the pre-proposal, it would seem that any academic unit on campus would be revenue generating merely by enrolling students.

- 3) Teaching Burden: The pre-proposal states that: “The University Honors College will work with departments from other colleges and schools...” In other words, this puts all the burden on faculty and their colleges. Teaching for Honors does *not* count for faculty’s standard teaching load and often means less classes in home departments. As UCR is trying to create new departments, Black Studies and Environment, Sustainability, and Health, pulling even more faculty out or in joint-appointments seems tricky.

- 4) 2014 External Review and Cost: The proposal also cites the 2014 external review, which makes *some* recommendations about how Honors could transition to honors college, but all of them are costly:

- A. Having a full-time director or Dean
- B. Having house/space for program
- C. Having designated faculty who teach a course

The current proposal specifies some revenue streams, but this seems insufficient if we are thinking at the college level. Without clear allocations of funds for full time faculty and for a director/dean for the program, this proposal does not seem feasible.

- 5) The pre-proposal skips ahead in its external review. The 2014 external review posed 3 recommendations. The first is simply a tweaking of how Honors gives GE credits and the second is a lengthy and careful (and forceful) recommendation about “A full-time Director, larger staff, significant changes in the curriculum.” The final recommendation, which is more aspiration than the previous two, deals with a *potential* transition to an Honors College. It is unclear why the first two careful suggestions were glossed over in favor of the third. Moreover, some of the great suggestions made in recommendation 3 of the external report (like reaching out to high-schools and beginning the process of recruitment earlier) appear in this proposal but without any clear indication of *how* they were going to be achieved.

None of these comments or recommendations should be construed as CHASS EC’s opposition to this pre-proposal. On the contrary, we are strongly supportive of the University Honor Program but merely remain uncertain if transforming it to a college with its own dean is advisable at this time, especially given current budgetary constraints.



COMMITTEE ON DIVERSITY, EQUITY, & INCLUSION

April 22, 2022

To: Jason Stajich
Riverside Division Academic Senate

From: Katherine Stavropoulos, Chair
Committee on Diversity, Equity, & Inclusion

Re: [Campus Review] Pre-Proposal for a University Honors College at UC Riverside

The DEI committee reviewed the Pre-Proposal for a University Honors College at UC Riverside, which states many positive things that relate to equity and/or diversity. Although it is not required to have a section on DEI matters, the committee recommends an additional section dedicated to consolidating DEI information into one location. While UC Riverside already has a diverse student body, it is recommended to explicitly mention some plans that the college would like to practice to ensure that students with different backgrounds could learn and consider this new college.




Academic Senate

COMMITTEE ON COURSES

May 4, 2022

To: Jason Stajich, Chair
Riverside Division

From: Stephanie Dingwall, Chair 
Committee on Courses

Re: Pre-Proposal for UCR Honors College

The Committee on Courses reviewed the pre-proposal for a UCR Honors College at their May 3, 2022 meeting. The Committee recommends that the proposers consult with the Registrar to discuss the intent for how courses will be moved to the College and coded in the Course Request System (CRS). The Committee recommends that the proposers meet with the Committees tasked with the review of the proposal to provide more information on the motivation for the proposal and how it will affect other academic units at UCR.



Academic Senate

GRADUATE COUNCIL

May 25, 2022

To: Jason Stajich, Chair
Riverside Division

From: Don Collins, Chair
Graduate Council

Re: [Campus Review] Proposal: Pre-Proposal for a University Honors College at UC Riverside

Graduate Council reviewed the Pre-Proposal for a University Honors College at UC Riverside at their May 19, 2022 meeting. It was unclear to the Council what exactly is being proposed here. In particular, what does “non-degree-granting” mean, and how does it relate to the students’ majors and the degrees they will earn? The Council had mixed feelings about this proposed college, as it appears to allocate additional resources to students who most likely are already going to perform well. Some Council members questioned having a two-track system for educating our students. It is not clear what will be different or change in regard to faculty involvement in teaching honors courses. It appears faculty will receive a stipend for teaching honors courses, but there is no justification as to why faculty should be compensated for teaching these courses. There may be difficulty obtaining buy-in for teaching these courses, as chairs already have a difficult time making teaching assignments – now there will be two deans pressuring for teaching assignments. The Council does not agree that remote teaching is always the most effective way to teach. The Council noted that the text on page 13 of the proposal problematically treats first-generation, lower income students as having zero assets, whereas such students have much knowledge and insights coming from their communities and histories; it would be important to shift from a “deficit” to an “asset” approach. There does not appear to be a substantive plan for diversity, equity, and inclusion issues in the proposal. There is a high level of optimism regarding securing funding. If alumni donations do not pan out, what is the plan for funding?



Academic Senate

PLANNING & BUDGET

May 4, 2022

To: Jason Stajich, Chair
Riverside Division

From: Dana Simmons, Chair
Planning & Budget

Re: [Campus Review] Proposal: Pre-Proposal for a University Honors College at UC Riverside

Planning & Budget reviewed the proposal for a University Honors College at UCR at their April 19, 2022 meeting. A majority of the committee was supportive. Members raised concerns about how an Honors College would fit alongside existing schools and colleges and alongside the proposed new Division of Undergraduate Education. Other members questioned whether this new college will compete for resources with other units, particularly student support programs and Bachelors + Masters (4+1) programs for high achieving students.

The proposed college appears similar to a residential college at an institution like UCSD, where the college system is separate from academic departments (which are housed in academic divisions). This has not historically been the case at UCR, where the Honors College would create a new kind of entity. The University Honors College would not grant degrees and would house no academic departments.

This proposal comes as the Senate prepares to vote on establishing a Division of Undergraduate Education, which is essentially a non-degree-granting college containing two academic departments (University Writing Program and ARC). Committee members are unclear how these new entities would relate to each other, and to existing schools and colleges. (Have there been discussions about establishing the Honors Program as a department within the new Division?) The authors of this proposal may not be able to respond to these concerns, but university administration would need to establish an organizational structure that prevents competition for revenue between these two entities and with existing schools and colleges. Committee members pointed to two areas of concern, where competition for revenues could arise with Honors. Would funding be diverted to Honors from programs serving students who need extra academic support? Second, would an Honors College compete with programs for high

achieving students within the schools and colleges, particularly Bachelors + Masters programs?

These proposals for a new college and a new division stem from a similar source: the need for enrollment-based revenue to sustain and grow their programs. The Revenues section of the Honors proposal clearly explains its motivation. Under the UCR budget model adopted in 2016-17, the Honors Program became financially unsustainable. The Program was treated as a cost pool (service provider), receiving a fixed assessment that failed to cover enrollment growth, Honors course buyouts from instructors' home departments, or even the faculty Honors Director's salary. Honors did not receive any of the tuition allocation (enrollment-based funding) for HNPG courses, which went instead to faculty's home schools and colleges. In 2020-2021 the Honors Program budget was revised to reflect these realities: the revised budget consists of "two revenue sources: 1) Revenue generated based upon student enrollment and associated FTE academic workload in University Honors College (HNPG) courses and 2) 19900 permanent funding for the administrative functions." The proposers do not state that they seek to change this funding arrangement. The Honors College proposal appears motivated by a desire to consolidate this arrangement and to establish a more prominent organizational structure. The proposal also suggests that an Honors College would offer a strong brand to attract high achieving students to UCR (though some committee members were not certain that high school students would catch the fine distinction between an Honors Program and an Honors College).

Committee members supported the goal of providing a liberal arts experience for a select, competitively admitted group of UCR students. Members would like some clarification on how students are admitted to Honors, particularly as the SAT is no longer used for admissions. Finally, the committee commends the Honors Program for its educational mission and for its careful tracking of student success and placement after graduation.




Academic Senate

COMMITTEE ON PHYSICAL RESOURCES PLANNING

May 19, 2022

To: Jason Stajich, Chair
Riverside Division

From: Chandra Reynolds, Chair 
Committee on Physical Resources Planning

Re: Pre-Proposal University Honors College

The Committee on Physical Resources Planning (PRP) reviewed the pre-proposal for the University Honors College at UCR and are supportive of the proposal. PRP believes that an honors college would be attractive to prospective students, help with stability, and the approval would send the campus in the right direction. PRP is however, questioning the need for future space on campus and would like to know how this fits in with existing campus plans. Will there be more need for housing and teaching space?

From: Joseph Kahne <jkahne@ucr.edu>
Sent: Friday, April 29, 2022 6:24 AM
To: Cherysa P Cortez <cherysa.cortez@ucr.edu>
Subject: Re: FW: [Campus Review] (Proposal) Pre-Proposal for a University Honors College at UC Riverside

Thank you for sending this on, Cherysa.

We got input from our Undergraduate Education Committee.

A number of concerns and points needing clarification were raised. Specifically,

- The proposal should clarify whether students would be affiliated with the honors college and also have a “home” school or college. That way, the honors college can potentially help UCR recruit some students that might not attend otherwise without drawing talent away from other schools and colleges on campus.
- Related to our discussion in Fall about the newly proposed UCR GE requirements, we are concerned that because the new honors college offerings and SOE courses do not meet GE requirements that this will affect enrollment in our courses and participation in our programs.
- Finally, the proposal could more clearly articulate how transfer students would be supported through the Honors College, as it seems most courses would overlap with students’ GE requirements. Given that many transfer students complete much of (if not all of) their GE prior to enrolling at UCR, how will the honors college support the experience of transfer students? What is the added benefit for these students, in particular?

I hope these thoughts are helpful.

Best,
joe

On Thu, Apr 7, 2022 at 5:38 PM Cherysa P Cortez <cherysa.cortez@ucr.edu> wrote:

Dear Prof. Kahne - Please see the below and attached for the attention of the SOE FEC.

Best,

Cherysa Cortez

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April 22, 2022

To: Jason Stajich, Ph.D., Chair, Academic Senate, UCR Division

From: Declan McCole, Ph.D., Chair, Faculty Executive Committee, UCR School of Medicine

Seema Tiwari-Woodruff, Ph.D., Vice-Chair, Faculty Executive Committee, UCR School of Medicine

Subject: [Campus Review] Proposal: *Pre-Proposal for a University Honors College at UC Riverside*

Dear Jason,

The SOM Faculty Executive Committee has reviewed the Pre-Proposal for a University Honors College at UC Riverside.

The Committee discussed whether there were any financial impacts to SOM which they determined there are not. The Committee considered that there has never been an Honors College at any UC so this would be the first. There is an honors program currently in place at UCR and this program will build on that. The consensus of the Committee was in favor of the pre-proposal and had no additional comments.

Yours sincerely,

A handwritten signature in cursive script that reads "Declan McCole".

Declan F. McCole, Ph.D.
Chair, Faculty Executive Committee School of Medicine



Academic Senate

COMMITTEE ON UNDERGRADUATE ADMISSIONS

May 20, 2022

To: Jason Stajich, Chair
Riverside Division

From: Wallace Cleaves, Chair
Committee on Undergraduate Admissions

Re: Campus Review – Pre-proposal for a University Honors College at UCR

The Committee on Undergraduate Admissions reviewed the pre-proposal for the proposed University Honors College at UCR and the committee has several questions. How is this significantly different from the current honors program? Would this divide faculty's time? It could be helpful to develop a clearer, briefer executive summary focusing on why we need a college rather than the program, and how would this fit into our current structure.



Richard A. Cardullo, Ph.D.
University Honors
381 Skye Hall
University of California-Riverside
Riverside, CA 92521

Professor Jason Stajich
Chair, UCR Academic Senate
University of California, Riverside
Riverside, CA 92521

Dear Jason,

On behalf of University Honors, I am delighted to forward a pre-proposal for the first Honors College in the University of California system. As you are aware, UCR has had an Honors Program since 1998 with the assistance of a grant from the Ford Foundation with the aim of creating an Honors College. Since that time, the Honors Program underwent many changes and following the recommendation of an external review in 2014, began the process of establishing the necessary programmatic elements that are consistent with an Honors College as prescribed by the National Collegiate Honors Council. In addition, the last two UCR strategic plans have specifically mentioned developing the Honors program into an Honors college.

The pre-proposal followed the guidelines in the Compendium and was produced by Honors faculty fellows and staff who are knowledgeable about the process to establish a new academic unit. We value the input from the relevant Senate committees and look forward to future discussions. As always, I am available to answer any questions that you or any Senate committee may have.

Thank you for your support and I look forward to hearing from you in the near future.

Sincerely,

A handwritten signature in black ink, appearing to read "Richard A. Cardullo". The signature is fluid and cursive.

Richard A. Cardullo, Ph.D.
Howard H Hays Jr. Chair, University Honors
Professor of Biology and Biophysics

Pre-Proposal for a University Honors College at UC Riverside
November 19, 2021

Academic Rigor

The fundamental purpose of the University Honors College will be to promote scholarship, engagement, and student success for high-achieving students who wish to supplement, enhance, and maximize their experience at UCR through the following six student learning outcomes, each of which is related to the University Honors Pillars of Excellence: Promoting Creativity and Innovation, Cultivating a Culture of Contribution, and Celebrating Diversity and Global Citizenship.

1. Students engage in a diverse learning community of peers, faculty, and staff for community-building, networking, and support.
2. Students apply interdisciplinary scholarship to identify, constructively discuss, and critically evaluate approaches to solve academic and societal challenges.
3. Students actively participate and collaborate as informed members of local and global communities.
4. Students develop the confidence to make independent decisions and challenge themselves, as they achieve their personal, academic, and/or career goals.
5. Students participate in high-impact, educational experiences that prepare them for graduate school, professional study, and careers in the public, private, or non-profit sectors.
6. Students create and present an original capstone project under the guidance of a faculty-mentor.

The University Honors College will provide students with unique, Honors-specific expectations, requirements, programming, resources, and opportunities to achieve the learning outcomes by developing a multi-year learning community that reflects the vision and mission of the University Honors College and incorporates a challenging and rigorous curriculum, including depth; complexity; interdisciplinary perspectives; faculty interaction; writing; preparation for undergraduate research, creative activity, or experiential learning; and a capstone project.

The University Honors College will have, at its core, an expectation that all students will engage in a faculty-mentored research, creative, or experiential process that culminates in both a written capstone project and an oral presentation. This expectation will be cultivated by a rigorous curriculum that focuses on in-

depth, intellectual exploration of various topics, through formal coursework and programming; the development of soft skills, through effective teamwork and communication across the disciplines; interdisciplinary scholarship; civic engagement; and global perspectives.

The first two years of the cohort-based curriculum will include an interdisciplinary Ignition Seminar in Humanities or Social Sciences ([HNPG 16](#), [HNPG 17](#), or [HNPG 18](#)), multiple topics and sections of which will be offered each fall quarter; Honors Religious Myths and Rituals ([RLST/ETST 12H](#)); and Honors World History ([HIST10H](#), [HIST 15H](#), or [HIST 20H](#)) during the first year, each of which will satisfy a breadth requirement; and Principles of Civic Engagement ([HNPG 2W](#)) during the second year, which will satisfy the ENGL 1C requirement. The cohort-based curriculum will extend into the third year, when all students will begin to focus on securing a faculty-mentor and conducting a research, creative, or experiential activity by enrolling in Research and Creative Activity Across the Disciplines ([HNPG 150](#)), which will require them to submit a capstone project proposal form and a detailed prospectus and timeline outlining their faculty-mentored project. Students will also enroll in the first of four quarters of Senior Honors Research ([HNPG 199H](#)) during their third year, which will require a quarterly progress report from the student's faculty-mentor to ensure the student's adherence to the established prospectus and timeline; to the required elements of writing and presentation; and to proper engagement with the research, creative, or experiential effort. The fourth year of the curriculum will require continued enrollment in Senior Honors Research ([HNPG 199H](#)) and will be focused on the [execution and completion of the capstone project](#), which will be due no later than the end of the sixth week of a student's final quarter.

In addition to the cohort-based curriculum, prior to enrolling in Senior Honors Research, students will be required to complete a minimum of eight units of [Honors electives](#), small sections of major and/or breadth requirements that emphasize depth and complexity of course material and increased faculty interaction, the offerings of which will vary by quarter, or [Honors contract courses](#), upper-division courses in which students collaborate with the course instructor to initiate a custom course of study and complete an additional, independent project to explore the course material in a more personally meaningful way under the mentorship of the professor.

All University Honors courses will emphasize the value and need for interdisciplinary approaches to solving complex problems. Each of the courses will provide students with opportunities to communicate, both in written and verbal

formats, with faculty and students, both within and between disciplines. Further, Honors sections of courses across the university will require that students explore the course material in depth and beyond the level of traditional course offerings.

The cohort-based curriculum and Honors electives will comprise a total of 32 units for students who are admitted to the University Honors College as freshmen, just shy of the 20% of total units recommended by the [National Collegiate Honors Council](#) for a [fully developed honors college](#), and all but eight of those units will satisfy a student's major and/or breadth requirements. The University Honors College will work with departments from other colleges and schools to develop additional honors-level courses, emphasizing depth and complexity of course material, as well as faculty interaction, that will count toward students' breadth and/or major requirements, thereby increasing the number of honors courses that students are required to take, without adding to their overall course load or [time to degree](#).

Financial Viability

FTE Requirements

As initially proposed during the 2009 – 2010 academic year by the faculty workgroup appointed by the then-Vice Provost of Undergraduate Education to [“re-envision” UCR’s University Honors Program](#), the Provost would appoint a University Honors College Dean, who would be tasked with the “[oversight, development, and execution] of the infrastructure, faculty, and staffing plans” for the University Honors College.

The faculty would consist of “instructional lines, [sufficient to maintain a faculty-to-student ratio of 1:75,] filled by [existing] ladder-rank faculty [from campus departments,] on a three-to-five-year rotation ... devoted to a population of students representing between five percent and eight percent of the undergraduate student body.” The faculty would be nominated by their home departments; appointed by the Dean of the University Honors College; offered three-year, cooperating-faculty appointments within the University Honors College to promote a sense of allegiance and dedication; paid an annual stipend by the University Honors College; and would comprise the University Honors College Executive Committee. University Honors College faculty “would collaborate to develop and deliver contemporary, novel, interdisciplinary curricula that would attract high-achieving students with the potential to become academic and [societal] leaders.” The University Honors College would work with the UCR Academic Senate Committee on Academic Personnel and the Vice Provost

of Academic Personnel to ensure that teaching in, and service to, the University Honors College “would become a significant component of the regular merit and promotion process for faculty.”

Faculty from outside of the University Honors College and from throughout campus would be selected by the dean to teach University Honors College ignition seminars and electives on a competitive and rotating basis, which would count toward those faculty members’ college teaching loads and generate revenue for the faculty members’ respective colleges/schools.

Capital Requirements

University Honors is currently fully staffed and receives human resources, financial, budget, purchasing, travel, and event support from an existing administrative management team on campus. As a result, capital requirements beyond the existing University Honors budget will not be necessary to develop a University Honors College.

As indicated in the [2014 external review of University Honors](#), a University Honors College should occupy a “truly Honors-centered living and learning complex that combines residential space for the students, ample administrative space for the Director and staff, plus appropriate classroom and multi-use spaces for the Honors curriculum.” University Honors currently occupies sufficient residential, living-learning community space for students in Pentland Hills and Glen Mor; sufficient administrative space for staff in Skye Hall; and sufficient classroom space for discussion sections of select Honors courses in Skye Hall. Although the existing spaces would initially be sufficient for the University Honors College, additional residential space and additional classroom space will eventually be necessary to accommodate the growing enrollment in the University Honors College.

The University Honors College will partner with [Housing Services](#) and [Residential Life](#) to obtain additional living-learning community space in Pentland Hills and Glen Mor, where select University Honors College faculty will continue to serve as [faculty-in-residence](#) to provide programming and mentoring, and to identify the multi-use space that is currently lacking for University Honors College programming. Additional classroom space will be sought in the form of available general assignment classrooms and/or made available through the expanded use of hybrid courses, whereby the lecture section of a course would be offered remotely.

Sources of Revenue

University Honors currently generates revenue for the campus by enrolling up to 200 high-achieving first-year students each year, by enrolling up to 100 high-achieving transfer students each year, and by maintaining a total enrollment of between 800 – 900 students each year, but it does not receive that revenue because University Honors was designated as a cost-pool, as opposed to a revenue-generator, when the budget model was revised in 2016. As a cost-pool, University Honors was provided a one-time, permanent budget allocation that neither fully funded the operation nor provided the opportunity to share in the tuition revenue generated via University Honors enrollment. In addition to not receiving the revenue generated by University Honors enrollment, the budget model required University Honors to reimburse academic departments for teaching courses for University Honors that the academic departments, not University Honors, already received the revenue for teaching. Additionally, the budget model relied on the Faculty Director salary being funded out of their academic department, requiring the Faculty Director to maintain a full teaching load in addition to their Faculty Director responsibilities, which was neither appropriate nor sustainable. Relying on cash reserves, and with the Faculty Director salary suspended, University Honors was able to avoid deficit spending until fiscal year 2019. With the exhaustion of reserves, University Honors began an operational deficit in 2019 and was unable to reduce costs further without significant program reductions.

Effective fiscal year 2021, the Provost approved a \$180,000 permanent augmentation to the University Honors budget, and the Office of Financial Planning and Analysis approved a revised University Honors budget model. The [University Honors College budget](#) will be based on the recent approvals of the Provost and the Office of Financial Planning and Analysis and will represent a hybrid revenue-generator/cost-pool model. Under the model, the University Honors College budget will consist of two revenue sources: 1) Revenue generated based upon student enrollment and associated FTE academic workload in University Honors College (HNPG) courses and 2) 19900 permanent funding for the administrative functions.

To secure ongoing, financial resources, the University Honors College will develop alumni relations, in conjunction with the [Office of Alumni and Constituent Relations](#), in order to establish contacts between University Honors College alumni and students, and to schedule regular alumni events

within the University Honors College. The University Honors College will establish donor relations, in conjunction with University Advancement, to continually increase the number of gifts and financial support; to pursue extramural grant funding for student programs; to establish relationships with companies and graduate schools to obtain funding in exchange for promoting their opportunities to University Honors College students; to identify not-for-profit agencies and foundations that support prestigious scholarships and awards for high-achieving students; to leverage financial resources with campus partners to fund opportunities for students; to provide students with information and resources pertaining to available scholarships and other sources of support; and to establish funding for endowed chairs, programs, and programmatic spaces within the University Honors College.

As a result of the revenue generated from enrolled University Honors College students and the associated FTE academic workload in University Honors College courses and the revenue secured from alumni, donors, and outside funders, financial resources will be secured to support University Honors College students and programs at a level consistent with premier honors colleges at peer institutions. The financial support will allow the University Honors College to establish a sustainable financial model in support of financially healthy programs and resources; to achieve efficiency on the return on investment per student; and to eliminate the possibility of ever assessing a fee to students to participate in the University Honors College, as some other honors colleges do. By securing ongoing financial resources for University Honors College students and programs, the University Honors College will be able to attract high-achieving students to UC Riverside; to provide students with an affordable living-learning community; to offer competitive scholarship funding to eligible students to support high-impact, educational experiences; and to support student research, creative activity, or experiential learning in pursuit of the capstone project.

Need for the Program

While the University of California system does not currently have an honors college, it does maintain campus-wide honors programs at UC Riverside, UC Davis, and UC Irvine, and college- or department-specific honors programs at UC Berkeley, UCLA, UC Merced, UC San Diego, UC Santa Barbara, and UC Santa Cruz. A distinctive college structure, such as the one proposed in this document, is not unique to the UC system, as evidenced by the seven, innovative, undergraduate colleges at UC San Diego and the College of Creative Studies at UC Santa

Barbara. Through years of hard work, University Honors at UC Riverside has created a unique, interdisciplinary curriculum; built a team of dedicated faculty and staff; developed and supported student-led initiatives; and implemented other best practices consistent with the [National Collegiate Honors Council's](#) Basic Characteristics of a [Fully Developed Honors College](#). As such, it is well-positioned to take the next step as the flagship honors program in the UC system by becoming a stand-alone, (non-degree-granting) college. The University Honors College would have a unique identity that supports outstanding undergraduate scholarship, in partnership with the other colleges and schools on campus; would elevate the reputation of UC Riverside as a premier, undergraduate university in the traditionally underserved Inland Empire of Southern California and in the nation; and would attract an increasing number of high-achieving students to the UC Riverside campus.

In response to the increasing societal demand for professionals and researchers who are lifelong learners, civically engaged, and future leaders, the University Honors College will produce global citizens, through coursework and high-impact, educational experiences that emphasize original scholarship, contribution, creativity, and innovation, who are highly sought for premier opportunities, and who possess the critical-thinking skills to solve existing and future problems. Through faculty-mentored, undergraduate research, creative activity, or experiential learning, and high-impact, educational experiences, the University Honors College will develop students into scholars, who think globally and act locally to improve their respective communities, however they choose to define them; who embrace interdisciplinary approaches to solving societal problems; who become active, life-long learners; who become civically engaged leaders; who pursue inquiry-based investigation of issues; and who become global citizens aware of the cooperative interdependence necessary for success across various boundaries.

Student demand for participation in University Honors has increased substantially over the past ten years. During the 2011 - 2012 academic year, student enrollment in University Honors numbered 277 students, which comprised 1.4% of the 18,523 undergraduate students at UCR. By Fall 2018, student enrollment in University Honors numbered 807 students, which comprised 3.9% of the 20,581 undergraduate students at UCR. Since the 2015 – 2016 academic year, University Honors has received an average of 1,366 applications each year for the 150 - 200 seats in the first-year cohort.

Considering that University Honors is anticipated to grow beyond 1,000 students in the next five years, and, ultimately, to provide an Honors education for 5% – 8% of the undergraduate population, it is time for University Honors to evolve into the University of California’s first, bona fide honors college. This aspirational goal was first proposed during the 2009 – 2010 academic year by a faculty workgroup appointed by the then-Vice Provost for Undergraduate Education to [“re-envision” UCR’s University Honors Program](#); it was re-iterated in a [2014 external review](#) conducted by the [National Collegiate Honors Council](#); and it was most recently articulated in UCR’s own strategic action plan, [“UCR 2020: The Path to Preeminence,”](#) in which, as part of its strategies for enhancing undergraduate education (Strategy #2.B.4), it promoted continued development of an already strong honors program and then: “Going forward, UCR will conduct an in-depth, evidence-based analysis of the possible establishment of a University Honors College, including a comprehensive business plan.” The University Honors College will allow an increasing number of high-achieving students who are admitted to UCR to supplement, enhance, and maximize their UCR experience, both inside and outside of the classroom, with high-impact, educational experiences that will prepare them for graduate school, professional school, teaching, public service, or business.

Since 1988, University Honors has attracted and supported high-achieving students who actively participate in a holistic, educational experience, consistent with the mission and goals of a research-intensive university. At its origin, the University of California, Riverside, stood alone in the University of California system as providing a liberal arts education, in conjunction with a historically impactful agricultural research enterprise. As the university grew, maintaining its stature as a robust liberal arts college became challenging, and the transition from a single College of Letters and Science to multiple colleges with distinct missions, goals, and administrative structures has, arguably, created natural tensions between the research and teaching missions of the university. Since its inception, the University Honors Program (1988 – 2010) and then University Honors (2011 – present) has endeavored to mitigate those tensions by intentionally intertwining those missions while maintaining UC Riverside’s core values, as it takes its place as a leader in educational and research initiatives that serve a growing and diverse global citizenry. Indeed, the University Honors vision as a “model college that produces graduates who are highly sought for premier opportunities and who continue to develop as lifelong learners, engaged citizens, and future leaders” provides the foundation for creating the next generation of undergraduate research scholars. This view was supported by the [2014 National Collegiate Honors Council external review report](#), which states:

The UC Riverside University Honors Program can be a strong recruitment and retention tool for the university, especially because the University has a large number of first-generation California students. The Honors Program can provide a strong liberal arts education for students with high academic potential and provide them unique opportunities for intensive interdisciplinary and disciplinary education. The University certainly can make use of its Honors Program to promote quality learning campus-wide, not merely as one more access to a college degree. In addition, an Honors Program can provide a stronger intellectual climate on campus.

The University Honors College will continue the momentum established by University Honors, in terms of attracting qualified and competitive students to both the University Honors College and UC Riverside. The University Honors College programs will provide an in-depth educational experience for all eligible students, including, and especially, the 39% of University Honors students who are first-generation college students, the 25% of University Honors students who are low-income, and students who are from disadvantaged and/or historically under-represented populations.

The average high school grade point average of students admitted to the first-year cohort of University Honors is 4.17. The average grade point average of students who persist in University Honors is 3.63. As a result of the counseling; coursework; high-impact, educational experiences; and undergraduate research, creative activity, or experiential learning provided by University Honors, 64% of University Honors graduates attend graduate or professional school, 31% pursue a career in the health sciences, 22% pursue a STEM-related career, and 10% pursue a career in education, all of which are high-need, growth areas in the Inland Empire of Southern California and throughout the country. The University Honors College will further support and promote the post-graduation and career aspirations of its graduates.

Honors colleges exist at many of the nation's leading, public, research universities, including Barrett Honors College at Arizona State University, Hutton Honors College at the University of Indiana, the Honors College at Michigan State University, Schreyer Honors College at Penn State, Purdue University Honors College, Rutgers Honors College, Stony Brook University Honors College, the W.A. Franke Honors College at the University of Arizona, University at Buffalo University Honors College, University of Maryland Honors College, University of Missouri Honors College, and Clark Honors College at the University of Oregon.

In addition to the long-standing honors colleges that exist across the country, there has been a significant increase in the [establishment of new honors colleges](#) in the United States in the past ten years. Establishing a University Honors College at UC Riverside would fulfill the recommendation of the [2014 National Collegiate Honors College external review report](#) for University Honors to transition to an honors college:

The two main values of honors are (1) the community and camaraderie of other top students (that is, basically, what parents think they are paying for at a private college or university), and (2) facing the challenge of deeper courses and the thesis that – together - set them up as more confident, effective people when they go on in life. It is thus imperative that an honors experience comes as close to making these two things happen as it can.

Establishing a University Honors College would also contribute to the goal of “achieving the profile of an [AAU member institution](#),” similar to the institutions listed above, as stated in [“UCR 2020: The Path to Preeminence.”](#)

Fit within the UC System and within the Segments

The University of California, Riverside, established its honors program over thirty years ago and has engaged thousands of students in academic excellence, personal growth, and preparation for successful careers in the public, private, and non-profit sectors. During that time, UC Riverside has emphasized and achieved diversity, equity, and inclusion by ranking among the country’s most diverse universities; by becoming the University of California’s first Hispanic Serving Institution; by achieving near parity in graduation rates between underrepresented minorities and non-underrepresented minorities; and by becoming the No. 1 university in the nation for social mobility, all while receiving thousands of dollars less in funding per student than its sister campuses. Also during that time, the undergraduate population at UCR has increased in size and improved in college preparedness, which have placed greater demands on University Honors, as it endeavors to add more courses, co-curricular experiences, civic engagement opportunities, and financial support for its students. To maintain its level of service to students, grounded in its three Pillars of Excellence (Promoting Creativity and Innovation, Cultivating a Culture of Contribution, and Celebrating Diversity and Global Citizenship), and to continue to attract high-achieving students amid disparate state-funding, University Honors requires a new, sustainable model that is consistent with the University of California’s mission to serve society as a center of higher learning that includes undergraduate education, research, and public

service.¹ This new model would be best supported by establishing the University of California's first (non-degree granting) honors college and would be consistent with the significant increase in the [establishment of new honors colleges](#) in the United States over the past decade, primarily at public universities, which has resulted in the formation of an Association of Public and Land-grant Universities (APLU) Council on Honors Education, of which University Honors is a member. As stated in the August 8, 2015, article, ["A Prudent College Path,"](#) in *The New York Times*, "More and more public schools are starting, expanding, refining and successfully promoting honors programs, and particularly honors colleges, that give students some of the virtues and perks of private schools without some of the drawbacks, such as exorbitant tuition and an enclave of extreme privilege."

Establishment of the University of California's first (non-degree granting) honors college can be achieved by using this pre-proposal as the "in-depth, evidence-based analysis of the possible establishment of a University Honors College," described in ["UCR 2020: The Path to Preeminence,"](#) and previously referenced in the [2009 – 2010 "Re-Envisioning Report,"](#) the [2014 National Collegiate Honors Council external review,](#) and the [2018 University Honors Strategic Plan,](#) and by "hiring a Dean and then to task this person with overseeing development and execution of the infrastructure, faculty, and staffing plans. This has the advantage of establishing a person who directs the process from the very beginning," as recommended in the [2009 - 2010 "Re-Envisioning Report."](#)

As previously stated in this pre-proposal, while the University of California does not currently have an honors college, it does maintain campus-wide honors programs at [UC Riverside,](#) [UC Davis,](#) and [UC Irvine](#) and college- or department-specific honors programs at UC Berkeley, UCLA, UC Merced, UC San Diego, UC Santa Barbara, and UC Santa Cruz. The (non-degree granting) University Honors College would represent a distinctive college structure at UC Riverside, analogous to the [seven, innovative, undergraduate colleges](#) at UC San Diego and the [College of Creative Studies](#) at UC Santa Barbara.

The [California State University](#) maintains campus-wide, college-specific, or department-specific honors programs at 14 of its campuses, and honors colleges at

¹ The Mission statement from the *University of California Academic Plan, 1974 – 1978* reads: "The distinctive mission of the University is to serve society as a center of higher learning, providing long-term societal benefits through transmitting advanced knowledge, discovering new knowledge, and functioning as an active working repository of organized knowledge. That obligation, more specifically, includes undergraduate education, graduate and professional education, research, and other kinds of public service, which are shaped and bounded by the central pervasive mission of discovering and advancing knowledge."

CSU Fresno ([Smittcamp Family Honors College](#)), CSU Los Angeles ([The Honors College](#)), Cal Poly Pomona ([Kellogg Honors College](#)), and CSU San Diego ([Weber Honors College](#)). Among the [highest-ranking private universities](#) in California, six maintain campus-wide, college-specific, or department-specific honors programs, and only the University of San Francisco ([The Honors College](#)) maintains an honors college.

Similar to the students who have been admitted to the University Honors program for over 30 years, students admitted to the University Honors College would enhance the overall academic profile of the campus. While the [statistics](#) describing the ethnicity, gender, low-income status, and first-generation status of University Honors students are comparable with the statistics describing the ethnicity, gender, low-income status, and first-generation status of all non-Honors students, the high school grade point average, SAT score, cumulative UCR grade point average, and time to degree of University Honors students are better than the high school grade point average, SAT score, cumulative UCR grade point average, and time to degree of non-Honors students. Additionally, 100% of University Honors students conduct faculty-mentored, undergraduate research, creative activity, or experiential learning and complete a capstone project.

A college needs a council of advisors to provide the dean with an external perspective on the college's programs and activities; to identify issues important to the success of the programs and activities; to provide guidance, counsel, consultation, and recommendations to the dean; to review curricula for relevance; to strengthen community partners and alumni relations for the purpose of enhancing development opportunities; and to provide other assistance and support as required by the dean. A University Honors College Advisory Council, consisting of faculty, staff, alumni, and community partners, will be established to guide the University Honors College in implementing measures that will support University Honors College students and programs. These measures will include: creating straightforward and simple requirements, policies, and procedures for all Honors components; eliminating processes that do not contribute to the ease and efficiency with which tasks are completed; streamlining data collection, assessment, evaluation, and reporting processes to track student progress, assess program effectiveness, and provide information to campus communication and advancement outlets; and establishing a database of best practices and tools for implementation.

With the guidance of the advisory council, the University Honors College will aggressively pursue strategies for providing the best possible educational

experience for all students. While the University Honors College will independently provide many unique experiences for its students, its ultimate success will involve expanding active partnerships with other, high-impact, educational programs on campus and increasing the number of high-achieving students who participate in those programs, in order to contribute to the success of those programs and enhance the academic experience for all UCR students. Among other partnerships, the University Honors College will work with the [Office of Undergraduate Education](#) to increase service learning, academic internship, and extramural educational opportunity participation for University Honors College students, including the UC Washington, D.C., and UC Center Sacramento Programs, and to increase the number of Honors students who compete for prestigious scholarships, fellowships, and awards. The University Honors College will work with the [Office of International Affairs](#) to increase the number of Honors students who participate in education abroad experiences. Expanded partnerships with Maximizing Access to Research Careers Undergraduate Student Training in Academic Research ([MARC U-STAR](#)), Mellon Mays Undergraduate Fellowship ([MMUF](#)), California Alliance for Minority Participation ([CAMP](#)), University of California's Leadership Excellence through Advanced Degrees ([UC LEADS](#)) and other high-impact, educational programs on campus will cultivate future leaders and facilitate a student's successful completion of University Honors College and other optimal student outcomes. These efforts will, in turn, aid University Honors College faculty and staff in creating additional high-impact programming and meaningful student engagement that, whenever possible, will be incorporated into existing University Honors College coursework.

The University Honors College will continue to work with [Housing Services](#) and [Residential Life](#) to build upon, and develop, unique and engaging living-learning communities that are inclusive of all University Honors College students across their undergraduate careers. Funding will be sought to support and house all first-year Honors students, who, if they choose to live on campus, will be required to reside in the University Honors College living-learning community. The living-learning community will consist of a physical space that is uniquely identified as the natural home for the University Honors College and will include classrooms, conference and study rooms, administrative and counseling offices, social spaces, and a number of residential spaces. Additional resources will be provided to support upper-classmen and transfer students to defray the additional cost of optional University Honors College housing.

University Honors College students residing in these living-learning communities will be connected to a supportive community of faculty, staff, and peers and will

have multiple opportunities to engage in scholarly and co-curricular programming that contributes to their personal and professional development. These living-learning communities will be developed through the improvement and increase of structured residence hall programs by Honors [Faculty-in-Residence](#); collaborations with the aforementioned campus partners to provide additional resources and opportunities to Honors students; establishment of theme-based halls that foster interest and growth in a variety of interdisciplinary subjects and in civic engagement; and residential events and programming related to the three Pillars of Excellence.

The University Honors College will employ a holistic admissions policy that is committed to maintaining a program that is equitable, inclusive, and diverse and, as such, continues to reflect the demographic profile of the campus in terms of ethnicity, cultural values, religious views, sexual orientation, gender identity, first-generation status, family income, and other characteristics. Conscious efforts will be made at the time of admission to maintain these ideals without compromising the overall quality of the student body and the academic rigor of the University Honors College curriculum and programming. By developing the existing partnership with [Undergraduate Admissions](#), the University Honors College will become a national exemplar for recruitment and admissions practices by recruiting greater numbers of high-achieving students from high schools and community colleges. As the UCR undergraduate population continues to increase, the University Honors College will continue to maintain a freshman-to-transfer ratio below 2:1 ([1.85:1 in Fall 2019](#) and 1.50:1 in Fall 2020), in support of the campus's goal. To recruit high-achieving community college transfer students, the University Honors College will cultivate its existing [Honors-to-Honors Partnership Agreement](#) with the Honors Transfer Council of California ([HTCC](#)), a consortium of over 50 community colleges throughout California, of which UCR is one of only two University of California campuses with a partnership. By also recruiting rising sophomores and juniors from UCR, especially those from underserved populations, by working with ethnic and gender centers on campus, the University Honors College will admit students across class levels and provide a University Honors College opportunity to those who were not admitted to the University Honors College upon their initial matriculation at UCR.

The University Honors College will also establish a brand that is consistent with the UCR brand and that highlights the unique aspects of the University of California's first honors college, such as freshman ignition seminars; exclusive, high-impact, educational experiences consistent with the three Pillars of Excellence; the University Honors Ambassador program, which engages in the

recruitment of new students and the support of existing students; and scholarship funding for University Honors students, consistent with funding opportunities for high-achieving students at other campuses. By implementing these activities, the University Honors College will improve the persistence of students in the University Honors College, resulting in an increase of [completed capstone projects](#) in the senior year.

Through the symbiotic relationships with existing campus programs described above, the University Honors College will increase access and promote success among UCR students, thereby maintaining UCR's standing among the top colleges in America by [bottom-to-top quintile mobility rate](#), as described by Harvard economist Raj Chetty during his Chancellor's Distinguished Lecture on December 1, 2017. Furthermore, as stated in 2015, in ["The Catalytic Impact of Honors,"](#) in the [Journal of the National Collegiate Honors Council](#), "A less frequently documented value of honors comprises the institutional benefits gained by having such a program on campus. Honors students populate majors across the campus and enrich those programs while they are themselves being enriched. All honors students are also someone else's students."

Beginning with the \$250,000 grant from the Ford Foundation, in 1988, to create an Honors Program at the University of California, Riverside, that would "strengthen the involvement of faculty in undergraduate teaching, and through doing so, improve the quality of undergraduate education," providing an honors education to high-achieving students has been among the academic and strategic plans at UC Riverside. Those plans were reinforced during the 2009 – 2010 academic year when the faculty workgroup charged to ["re-envision" UCR's University Honors Program](#) "unanimously reached the conclusion that an Honors College, led by a Dean and committed educators, with an identifiable location, would be the best structural configuration to reach our desired goals." The prospect of a University Honors College literally became part of UC Riverside's strategic plan in July, 2010, with the inclusion of "Strategy #2.B.4: Creating Honor Experiences for High-Achieving Students" in ["UCR 2020: The Path to Preeminence,"](#) which states, "Going forward, UCR will conduct an in-depth, evidence-based analysis of the possible establishment of a University Honors College, including a comprehensive business plan." Independent from "UCR 2020: The Path to Preeminence," the [2014 external review](#) of University Honors, conducted by the [National Collegiate Honors Council](#), urged the campus to strengthen the emphasis of an Honors College in its academic and strategic plans and to "fish or cut bait" with regard to "recognition of Honors at UCR ... [and to develop] an Honors program of the sort a UC system university deserves." Specifically, the external review report

recommended a “transition to an honors college.” In 2018, both Chancellor Wilcox and Provost Larive reviewed and endorsed the University Honors strategic plan, [“The Path to a University Honors College,”](#) which specifically outlines the need for a University Honors College at UC Riverside, and which initiated this pre-proposal document. Finally, in strategically planning the future of UC Riverside beyond 2020, the campus has emphasized the need for an “expanded honors program that draws on our diversity and community focus to enhance the student experience and offer personalized growth opportunities through research, internships, leadership, service, and other student-tailored activities.” After 33 years of successful honors education at UC Riverside, the infrastructure, budget, staffing, programs, and curriculum have been established to formalize a University Honors College that would achieve the campus’s academic and strategic plans dating back to 1988 and further solidify UCR as a trailblazer for high-achieving students throughout the UC system.