

***Blueprint for Quality
Enhancement at USC***

**SOUTH CAROLINA
HONORS COLLEGE (SCHC)**

2011

***FINAL VERSION
5/11/11***

I. EXECUTIVE SUMMARY

College Strengths and Peer and Aspirant Schools: Honors colleges are unusual units in that there is no standard model for what one should look like or accomplish, and there are many interrelated goals that honors colleges typically pursue. These include attracting high caliber students to campus, creating and supporting a space for undergraduate educational innovation, providing a sense of community for academically gifted students, providing a pool of students that are competitive for national fellowships, etc. Because there is no standard model, and because each honors college has developed in its own unique context with its own unique geographic and institutional needs and resources, it is difficult to compare honors colleges. The area where the South Carolina Honors College (SCHC) has put in the greatest energy and innovation has been developing innovative educational opportunities for its students, and in this respect this clearly one of the best honors colleges in the nation. If colleges are ranked in terms of the number of honors courses per student SCHC is in the top five. On the other hand, if one ranked honors colleges by the quality of their student bodies (e.g., average SAT), the SCHC would be very good, but perhaps not among the nation's top five.

A subjective list of peer and aspirant honors colleges would include: 1) Schreyer Honors College at Penn State; 2) Barrett Honors College at Arizona State; 3) Michigan State Honors College; 4) University of Pittsburgh Honors College; 5) University of Georgia Honors College; 6) Sally M. Barksdale Honors College at the University of Mississippi; 7) McCauley Honors College at the City University of New York, and 8) the Honors College at the University of Arkansas. The SCHC would certainly rank extremely well in most measures one would think to use in measuring an honors college among this group of excellent institutions. There is ample evidence that the SCHC is performing very well on a significant number of indicators (number of/quality of applications, quality of enrolling students, richness of academic opportunities, post-graduate success of its students). It is on these grounds that SCHC can be judged to be one of the two or three very best honors colleges in the country.

Important Accomplishments: Since 2005 are: Opening the new Honors Residence Hall; Developing the Honors Beyond the Classroom; requirement; Launching and Advancing a Development Program for the College; Creating an Internship Program in the College; Growing the size of the College; Creating a Service Learning Initiative; Improving College diversity; Developing a better system for College course compensation; Enhancing the College's Alumni Relations

Weaknesses and Plans to Address Them: The biggest threat to the College is that the University will be hard pressed to provide the educational resources needed by the College. To date, with a few exceptions, the SCHC has had little difficulty getting commitments from academic units for the courses required. This condition could become threatened particularly in key areas—Biology, Economics, Accounting, Science for non-science majors for financial reasons and for reasons of availability of suitable faculty. A good way to approach this problem would be through hiring selected "Honors Professors" to provide instruction in key areas where the need is greatest. This would be a joint project between the Honors College and the College where the professor would have his or her tenure home. Prior to hiring, however, an agreement about handling the review and the possibility to T&P of the professors would be necessary to develop. Given the particular needs as currently foreseen, the following would be proposed:

1. Tenure-track hire in Accounting
2. Tenure-track hire in Economics
3. Tenure-track hire in Biology
4. Non-tenure-track for Science for non-science majors

II. GOALS

A. Five-Year Goals

GOAL 1: *Enhance the College's academic opportunities, most especially its curriculum, and where appropriate and possible, bring these innovations to the broader University.*

A central part of the College's mission is to provide a superlative undergraduate education for academically gifted students, and where possible to export to the broader University educational innovations developed in the Honors College. This serves the teaching and learning goals in *Advance Carolina* generally, and in particular the Teaching and Learning Goal, and is entirely consistent with every tenet of the **USCConnect**. The *Honors Away* initiative continues to develop. During the 2009/10 reporting year, the Honors College was responsible for 20% of all undergraduate students at the University studying abroad (161 of 814 total). This is a decrease from the previous year. The most recent four years of data are as follows: SCHC: 191; 198; 192; 161; USC total: 734; 788; 775; 814. SCHC's percentage of the total has dropped a bit from 25% to 20%. Part of this drop is attributable to a slightly lower number of SCHC Maymester study abroad courses (3 for the 2010 Maymester). Given that the College comprises only 7% of the total undergraduate student body, it still comprises a disproportionate share of undergraduate study abroad. The SCHC will continue to develop ways for students to take their education on the road. May 2011 has five scheduled travel opportunities.

Scholarship in the SCHC's *Undergraduate Research focus* is increasing in underrepresented areas. The College has seen an increase in non-science (ESP) projects back to 2008 levels (21% to 38%) and inter-disciplinary projects remained at about the same level (47% to 44%). This is likely due to an increase in the amount of effort made to engage in face-to-face conversations with non-science faculty around campus and in particular a conscious effort to emphasize the importance of engaging in undergraduate research to the non-science students. A target goal is for 40% of SCHC undergraduate research to occur in the arts, humanities and business. Total expenditures were \$101,841 for the year (a slight increase from the previous year, \$98,546) with an average award size of \$2,100 (down slightly from last year's \$2,300). Two 1 credit classes on research skills on aimed at freshman, the second aimed at more advanced students were offered for the first time in 2010. The College will continue to increase the number of face-to-face visits with faculty members in the humanities and arts to encourage them to take on students in their research efforts, and will continue offer two 1-credit courses on research skills, one aimed at freshmen, the other at more advanced students.

The College continues to develop and refine opportunities for curricular experiences in its *Service Learning* initiative. During 2010 the SCHC offered twelve service-learning courses enrolling 142 Honors College students—a 61% increase in total enrollment--of the twelve service-learning courses offered in 2009 four were new. The SCHC continues to provide support to faculty through small course development/support grants and continues to support and contribute to University service-learning efforts as well, partnering with various offices around campus to provide faculty necessary support when creating these types of

courses. The College also paid for the University's membership in Campus Compact, permitting the University to hire an Americorps Vista volunteer, who has worked to develop the University's service learning capacity, including getting a \$10,000 grant from State Farm. The SCHC will continue to work to develop the service learning effort in the College and at the University, offering at least 12 service learning courses during 2011/12. The SCHC will continue to help support the University's participation on Campus Compact and will continue to work with the University's Office of Engagement to support other University-wide service learning initiatives, including the Community Partner Breakfast.

Students who entered the College after August 16, 2008 are now required to have at least three honors credit hours from one of (i) "Honors on the road," (ii) "Undergraduate research," (iii) "Service learning," and (iv) "Internship" as an indicator of the College's "Honors beyond the classroom" objective

In many areas, the College is very fortunate to have a rich set of honors course offerings. But as indicated above in the Executive summary, there remain areas where supply is well short of demand. As the College project growth these areas are likely to become more pressing. These areas include:

- i. Upper-level Chemistry (an on-going problem);
- ii. Laboratory science courses for non-science majors;
- iii. Fine arts courses to satisfy the fine arts general education requirement (there has been significant progress, but it needs to be sustained);
- iv. Non-Western history courses to satisfy this general education requirement (no progress);
- v. Business courses for SCHC Business majors;

After negotiations with the College of Arts and Sciences, the SCHC has adopted and put into practice a new approach for compensating units that provide courses to the Honors College; For each course a unit provides, the Honors College will transfer funds equal to the average amount it costs that unit to hire an adjunct to teach a course.

GOAL 2: *Establish the South Carolina Honors College as an undergraduate "destination of choice" for academically gifted high school students.*

The SCHC provides a prestige education at an affordable price. With the economy under stress, students who previously would have gone to more expensive private schools, have and will continue to consider the Honors College more seriously as an alternative destination. Applications continued to increase this year (2011) to 2203 maintaining a fairly steady growth (2203 in 2011, 1945 in 2010, 1673 in 2009, and 1405 in 2008). The College admitted 970 students and the expectation is that the yield will be between 345-350 students constituting the College's largest class. The quality of the applicant pool increased significantly in 2010 and the pool in 2011 is at least as strong. This goal directly supports each of the *Advance Carolina* goals related to Teaching and Learning, Service to Community and Quality of Life to recruiting, retaining, and graduating a high quality student body.

Mark Sibley-Jones, one of the Honors College staff members, is now assigned to serve as a primary recruiter for the College. His job is to make good connections with AP teachers in South Carolina, and to use these connections to encourage high aspiration, high ability

students to apply to the Honors College, to act as liaison with the visitors center, and to assist an associate dean and admissions with on and off campus recruiting events. From June 2009 to May 2010 he visited 13 South Carolina high schools and 43 AP classes in those high schools. He saw 1013 students in these visits. He also oversaw the visits of about 170 high school students to the Honors College. In addition he helped organize honors college participation in on campus admissions events and in partnership with as associate dean Edward Munn Sanchez and staff from admissions travelled to the Minority Honors Recruitment Dinners. The SCHC recruiter will continue spending significant time visiting junior and senior high school AP English classes. He will give a sample Honors College course lecture, and will answer questions students and teachers may have about opportunities for high ability students in the Honors College. The Honors College website is one of the primary recruiting tools. It has been updated in a way that does a better job of accentuating the many opportunities available to students in the Honors College.

The size of the College has been growing modestly from incoming classes in the 280 range in 2007 to 2010-11's 338. The current recruiting climate suggests that more can be done. There are, however, multiple issues here that require careful handling or the quality of the College will significantly suffer. Some issues are beyond the control of the Honors College and are tied to the University's capacity for undergraduate enrollment. Two areas are paramount: (1) The SCHC needs sufficient faculty to teach undergraduate courses (for the University at large and for the Honors College in particular). (2) Sufficient faculty to mentor undergraduate research and Honors College senior theses are also required. There are current warning signs in both areas. Introductory biology, for example, is over-full. The Moore School—to date—has been unable to provide additional needed sections of ECON 221/2. Other issues are controllable—with sufficient funding and resources. The SCHC needs to increase the number of opportunities to study abroad, to pursue service learning, etc. and needs to focus an effort on creating small communities within the Honors College that preserves the "small feel" of the College. To accommodate even modest growth, the College will need to increase its advising staff, and this will create a space problem for the College in Harper.

Despite the small pool of minority students with the credentials for admissions to the Honors College, primarily in SC (approximately 50 African-American high school seniors graduate each year State-wide with the credentials for admission to the Honors College), the SCHC remains committed to improving diversity in the college. SCHC staff and alumni are working on all ends of this problem—endeavoring to increase the pool of qualified minority applicants, in part by seeking out-of-state applicants and working to increase the yield of admitted minority applicants. Providing better opportunities for transfer admission is also an important initiative. Integral to the college's approach is its cooperative relationship with the Honors College Minority Student Union who help recruit new minority students for the College, in particular through making telephone contact to admitted—but not yet enrolled—minority students and recruiting internal transfers. In 2010-11, the SCHC expended some federal stimulus funding to hold a series of minority recruitment dinners throughout the southeast (Columbia, Atlanta, Raleigh, Washington D.C. area, Charlotte, Houston) were associate deans, current students, and the recruiting coordinator along with admissions staff met with prospective minority students and their families. Though these events will be hard to fund in 2011-12 and beyond without stimulus capital, similar opportunities to recognize and attract qualified minority students will be developed.

B. Academic year 2011-12 GOALS:**GOAL 1: *Create opportunities for students to understand and experience leadership beyond the academy.***

Central to the vision of the Honors College is creating tomorrow's leaders, and a key element in accomplishing this is providing students with experiences that make clear to them what leadership entails. This serves the University's Advance Carolina teaching and learning goal, and in particular the leadership principles of the **USCConnect**. As part of the leadership effort the Honors College, the SCHC has partnered with Housing instituting a leadership project called Drop Everything and Lead. 15-20 students are selected to participate in a set of leadership workshops over the first two weekends of spring semester. In its first year, 2010, this culminated in a workshop with a leader of national stature (Governor Dick Riley participated). At the end of the workshops the students develop service projects that they implement over the next semester. In these projects they are expected to put together a team under their leadership to carry out the project. DEAL culminates with a presentation of the results of these projects in November. During the second semester some of these students will train to serve as mentors for the next DEAL. In the fall of 2010 19 students participated in the initial DEAL program and produces 7 service projects. 7 students are going on to serve as mentors for 2011 DEAL and 4 of the 7 service projects are ongoing and will be continued into the next year. The College plans to continue DEAL at its present size for the fall of 2011 and then increase to 30 students for 2012, and projects that continuing the support for the service projects will developing a coterie of DEAL mentors who can serve as leaders and facilitators so that the program is to a large degree self-sustaining. As part of the College's efforts to focus on leadership and career opportunities, a program is being developed to bring to campus people in significant leadership positions to speak to their work, and to inspire Honors College to seek leadership positions. Additional benefits of this speaker series are relationships between the speakers and the Honors College and possible internships and job opportunities for Honors College students. The SCHC will participate in the Duke Power Semester in the fall being planned by the Provost's office, actualizing it as the College's first endeavor in its new SCHC Speakers' Series initiative bring the first such speaker, and in fall 2012, intends to identify an appropriate person and make an invitation. A full independent focus on this initiative has been postponed to 2012 in expectation of the new dean's participation.

As part of the Honors Beyond the Classroom effort, the College has dramatically expanded its Internship Program. The College was fortunate to bring Beth Hutchinson-Watson and both the Washington Internship Semester and the South Carolina Legislative Semester internship semester programs that she coordinates under College administration. Beth has now taken ownership of the broader Internship Program, and is making good progress at getting the rest of the Internship program developed. Over 15 students participated in 2010-11. The SCHC has established procedures for paid and for credit internships. Frequently, internship experiences are transformative in determining a student's future career path. The College will continue to have an internship appreciation luncheon, where both current internship providers and likely prospects to be future providers will be invited. These opportunities will be promoted to SCHC students in regular internship workshops in the residence.

Working in cooperation with the Moore School of Business and the colleges of Arts and Science and Engineering and Computing, the College is developing a course that gives Honors College students real world experience in moving intellectual property from the

University into the marketplace, the “Ivory Tower Marketplace” course. It ran last May 2009 for the first time, and will be repeated with some alterations this coming May 2011. The College wishes to encourage an entrepreneurial spirit among its students. Actively advertising this course to students, and working with the instructor to insure a valuable experience for the students is a critical need.

The *Washington Semester Program* takes students from honors colleges and programs throughout South Carolina and places them in internship positions in Washington DC. Students earn nine hours of honors credit for this experience. In addition, they take two honors courses, one on Contemporary American Politics and the other on Washington Theatre, for a total of 15 honors credits. Some significant synergies between this program, the College’s larger internship effort, and through the emerging emphasis on leadership in the SCHC are anticipated.

GOAL 2: *Expand external support.*

Many of the initiatives in this plan require significant additional resources. Given the current climate for state support, expanding external support for the College will be essential. At all levels, this goal provides fundamental support for the mission and vision for the College, and hence of the University, as articulated in *Advance Carolina*. The Honors College believes that it can serve as a powerful magnet for philanthropic giving, and the evidence gathered so far confirms this belief. As mentioned in the 2010 Blueprint, the substantial growth the SCHC hopes to achieve with scholarships and for the College in general will require principal gift funding. Efforts in 2010-11 have focused on several such gifts. The Interim Dean, Tayloe Harding, and SCHC DoD, Chappell Wilson, spent a significant amount of time crafting the concept for the \$100,000,000 McNair leadership ask, while simultaneously soliciting Mack Whittle for \$1,200,000, paving the way for a \$2,500,000 ask for Larry Kellner and a \$2,000,000 ask for Jim Pearce, Sr. are also working closely with the College of Arts and Sciences, Cooper Library, and School of Music on a multi-million dollar anonymous ask to benefit the Jewish Studies initiatives. Each major gift requires its own action plan. While the McNair leadership plan has begun to become a campus wide effort that the SCHC plays only a cooperative role in, the College has delivered the Jewish Studies proposal to a partnership board member, who is the connection to this potential donor. The College has solicited Mack Whittle, and is working on proposals to Larry Kellner and Jim Pearce Sr. The College has developed a powerful and visually arresting development “case statement” that will dovetail with the emerging campus-wide capital campaign theme, CAROLINA’s PROMISE. It is now helping generate philanthropic giving. It is worth noting that this Case Statement has received national recognition at the 2010 University and College Designers Association (UCDA) annual design competition. The College continues to seek support for its “honors beyond the classroom” initiative. In 2010-11 the College received a \$25,000 donation to support the internship program and a \$10,000 grant to support service learning. This initiative has a central place in the College’s Case Statement, and the SCHC hopes to capitalize on this in its efforts to secure philanthropic funding. Continuing to seek out potential donors to provide support for the collection of educational efforts embraced by the “beyond the classroom” initiative is planned. In order to support both the overall growth of the College with improved diversity, and improved perception of the College, more full scholarships along the lines of the Carolina and McNair Scholar programs are required. In 2010-11, the College was able to establish the Belser Scholarship for honors engineering or science students. This scholarship was endowed with a gift of \$1.6 million will produce up to five full tuition scholarships for the college when fully matured. The College’s Director of

Development will be spending significant energy seeking donors capable of and interested in supporting scholarships.

In 2010-11, the Interim Dean reorganized the SCHC staff to include a Director of Alumni Relations, hiring Doreen Reinhardt in that position. She is organize the College's Alumni Organization and Class Captains, developing an alumni newsletter, helping to create a web presence for the alumni, and developing alumni events. The goals are organizing the classes, creating community, and ultimately raising money for the College. Continuing to build the web presence, contact and use Class Captains to help create an Honors College alumni community, develop and alumni newsletter, and organize alumni events are all plans for 2011-12. Engaging alumni with the Honors College continues to be an important goal and 201-2011's 16th annual Homecoming Brunch was well attended with over 100 people. A very successful alumni reception was held during May Carolina where Honor students' senior theses and honors classes were showcased and an alumni reception was held in the Charlotte area. More alumni receptions will be planned for late spring and summer, possibly for the Charlotte, Aiken and Greenville areas. Plans are underway for the creation of an alumni advisory committee that will work with the Alumni Relations Director to plan events for SCHC alumni. A longer term goal of the alumni office is to create an active social networking medium which allows alumni to connect with each other for personal or career networking purposes.

GOAL 3: *Enhance Honors College living-learning communities.*

Central to the mission of the Honors College is creating a community—or multiple communities—of Honors College students within the larger University. This serves *Advance Carolina's Teaching and Learning* and *Quality of Life* goals, as well as several of the **USCConnect** principles. The Honors College is currently big enough to create multiple sub-communities, and as growth continues the need will be all the more pressing. These can be established through a thoughtful combination of special housing opportunities and special scholarships, and with programming along the lines of the Carolina and McNair Scholar principles. As an example there is an active pre-med group in the SCHC. This group has initiated a number of activities and has helped to develop a pre-med trip to Romanian hospital in May. In 2009-10 a staff member of the Honors College lived in the new Honors Residence and her mission was to help create communities in the residence, and to help provide a smooth working relationship with Housing in this residence. This initiative stalled as the staff member left and the transition to a new dean made finding a staff member willing to undertake this task difficult. Continuing this live-in staffing is under consideration. The SCHC continues to work with Housing on the Community Education Team for the Honors Residence and the Horseshoe housing to develop community-building events. Scholarships to support these endeavors will require very substantial addition to such endowments. College personnel will continue to work with the Community Education Team to develop events and are considering whether to continue the live-is staffing. The SCHC students' Honors Council will continue to initiate community-building events.

Additionally, the SCHC has developed a model where USC faculty members could spend a year in the College developing innovative approaches to undergraduate education. These "faculty fellows" would be expected to "prototype" their innovations by teaching for the Honors College, and would be expected to participate in seminars on educational innovations with all Faculty Fellows. The College would compensate departments for the loss of teaching personnel, though it is not clear that this compensation could be equal to

the full faculty member's salary. This initiative continues on hold pending the resolution of space and funding issues as well as the identification of a new permanent Dean for the college in 2011.

GOAL 4: *Improve Honors College advising.*

A key resource that the Honors College provides its students is individual one-on-one advising. Except for office staff, everyone in the College advises students. The College's commitment and marketing are built around the importance of offering an individualized education to its students and one-on-one advising is an essential element of this. Like all other SCHC goals and objectives, this goal serves *Advance Carolina's Teaching and Learning* goal and it is also central to observing all learning outcomes inherent in **USCConnect**. Improving advising, as well as developing and maintaining collegial relationships over advising with academic unit partner advisors are on-going processes. Students are assigned to SCHC advisors by discipline, allowing the counselors to specialize—one advisor serves Business and another Engineering, another Liberal Arts, etc. Each advisor spends time meeting with their disciplinary counterparts to improve their understanding of their disciplines and to improve the disciplines' understanding of Honors College advising. Advisors are up-to-date in their areas of advising, and know their disciplinary counterparts.

GOAL 5: *Expand and improve the use of information technology for educational support.*

The Honors College is very fortunate to have an extremely able IT Manager. With his support the College is moving ahead on numerous fronts, which serve the *Advance Carolina Teaching and Learning* goal, and all **USCConnect** values. In order to better facilitate greater financial efficiency and to better understand how Honors College funds are tied to its services and courses, the College is in the process of developing an integrated database that brings financial and course information into communication. Presently, Filemaker is used for all database needs. Once OneCarolina is in place, the SCHC will switch from SSN to VIP numbers for security reasons. When this is complete SSN's will be purged from the system. The Honors College will soon complete an audit of its databases. Beyond the Classroom items, thesis, scholarship info, and extracurricular activities are in the process of being integrated into the student database. The Honors College will then be able to provide output of this data for students going to graduate school; in return the Honors College will learn what schools students are applying to. In order to better track how Honors College students feel about their education, the College has developed a senior exit survey. The first survey was distributed in May 2010 and the second survey will be distributed in April of 2011. Additionally, a sophomore survey has also been developed. The first survey was distributed in August 2010 and the second will be distributed in August of 2011. The College has also experienced continuing issues communicating effectively with its students. In order to improve communication, and to enhance learning outcomes, the College is developing a better system to convey information to students. This includes sending weekly email newsletters to students, starting in February of 2010. This evolved into the SCHC Newsfeed, a weekly digest of College news and information for the students. In addition, this information has been made available on the digital message boards in the Honors Residence Hall. The SCHC continues to work with advisors to communicate with their

students on a one-on-one basis about important academic information. News items in the future also appear on screen savers as well as a digital message board in the Honors College Computer Lab. The College is also developing the use of social media to communicate with its students. The College is also taking steps to provide an enhanced computer laboratory for students and faculty with the dual purpose of a smart classroom and a research lab. This facility would create additional resources for students and faculty members working on their senior theses and/or other research projects. An active and very well used computer lab in Harper is currently in place, utilizing primarily Macs, but PCs as well. This lab includes free printing for honors students.

III. Unit Statistical Profile

A. Instructional

Nearly all Honors College students also are students in other academic colleges. Thus, most of these questions do not apply. We can provide, on request, a variety of information about Honors College students (application/acceptance/enrollment information; distribution of majors; retention information; etc.)

1. Number of applications for Fall 2007, 2008, 2009 and 2010.
2. Number of admissions for these same years, and as an added bonus to give an idea about yield from admissions, I include the number who enrolled.

	Applied	Admitted	Enrolled	SAT average	Core GPA
2010	1945	920	338	1416	4.51
2009	1,673	736	321	1404	4.50
2008	1,405	723	310	1401	4.47
2007	1,635	674	288	1403	4.49

3. Freshmen retention rate. I assume this means the percentage of freshmen enrolled into the Honors College in a given year that remain in the Honors College one year later.

	Enrolled	Retained	Rate
2009	321	315	98%
2008	310	297	96%
2007	288	268	93%
2006	312	296	95%

4. Number of majors for Fall 2007, 2008, 2009 and 2010 by headcount. *Baccalareus Artium et Scientiae* students...

Baccalaureus Students, Fall 2007	11
Baccalaureus Students, Fall 2008	11
Baccalaureus Students, Fall 2009	13
Baccalaureus Students, Fall 2010	11

5. Number of graduates for Fall 2009, Spring 2010 and Summer 2010, by headcount. For the Honors College this could mean several different things:

	Graduates	Graduates with honors	BARSC graduates
Summer 2010	3	3	0
Spring 2010	229	171	4
Fall 2010	0	0	0

6. Four-, Five- and Six-Year Graduation rates for the three most recent applicable classes (undergraduate only).

	4-year rate	5-year rate	6-year rate
Class enrolled fall 04	68.4%	77.7%	78.7%
Class enrolled fall 03	74.3%	87.2%	88.2%
Class enrolled fall 02	70.7%	82.7%	83.1%

7. Total credit hours generated by your unit (regardless of major) for Fall 2009, Spring 2010 and Summer 2010.

Total Honors Credit Hours, Fall 2009	NA
Total Honors Credit Hours, Spring 2010	NA
Total Honors Credit Hours, Summer 2010	NA

Questions 8, 9 and 10 (“number of faculty by title” and “total continuing education units”) do not apply to the South Carolina Honors College.

B. Research and Creative Accomplishments

All of the research and creative activity by College administration, faculty, staff and students will be accounted for in other college reports.

C. Faculty Hiring

The Honors College does not hire faculty members.

D. Funding Sources

Unit budget as of October 31, 2011:

A000	\$2,675,197
E150	\$8,770
E700	0

Gifts and pledges received in FY 2011, as of 3/31/2011:

\$1,919,573