

A COMMUNITY OF SCHOLARS

Honors College Faculty Planning Committee Report

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EXECUTIVE SUMMARY: THE ACADEMIC FRAMEWORK

The Honors College will create an entirely new academic honors community at Rutgers University–New Brunswick, one that will operate independently from the current school-based Honors Programs. The new university-wide Honors College is designed to draw from among the highest achieving students admitted to each of the schools—and those students who would otherwise not choose to attend Rutgers—by providing an integrated, cross-school living and learning experience. The Honors College will operate under the guidance of the Academic Dean and the Faculty Board, which will be composed of faculty members designated by the participating schools and *ex officio* members designated by the Faculty Board. The Faculty Board will be responsible for academic policy matters of the Honors College concerning admissions requirements, academic standing, and the academic program requirements. The Academic Dean and the Administrative Dean will oversee the operations of the Honors College.

A Faculty Planning Committee was charged by the Chancellor of Rutgers University–New Brunswick to outline an academic framework for the Honors College that will leverage the strengths of our schools and departments and their eminent research faculties to create a unique educational experience for exceptional students.¹ The Honors College curriculum will include seminars, academic forums, co-curricular programs, mentoring opportunities, and inquiry-based research and experiential learning opportunities, culminating in a yearlong capstone project developed in tandem with a student's major course of study. The Honors College curriculum will distinguish itself by introducing inquiry- and project-based learning from the beginning of the undergraduate experience.

Honor Scholars will spend their first year in a state-of-the-art residential Honors College facility on the College Avenue Campus, which, in addition to a 500-bed residence hall, will include administrative offices for Honors College advisors and staff, dedicated programming space—including seminar, lounge, and study areas—and an indoor-outdoor café. Moreover, the Academic Dean of the Honors College and faculty fellows will live on-site, offering students a genuine living and learning experience organized around innovative teaching, co-curricular and professional opportunities, community building, and leadership development.

The Honors College will support students and engage faculty from participating schools, including the School of Arts and Sciences, the School of Engineering, the School of Environmental and Biological Sciences, Rutgers Business School, the Ernest Mario School of Pharmacy, and the Mason Gross School of the

Arts. The Honors College will work with faculty and administrative leaders from the participating schools to develop a common set of interdisciplinary teaching and research opportunities, which will include the following:

- An integrated, interdisciplinary common mission course—the Honors College Forum. Though the focus of these forums will change from year to year, the inaugural 2015–16 academic year will be dedicated to social innovation, change-maker challenges.
- Interdisciplinary “Big Think” seminars designed to challenge students to think critically about the most pressing issues of our time, including global climate change, bioethics, global economic crises, biodiversity loss, and global war and conflict resolution.
- Special Honors College-dedicated Byrne Seminars available to Honors Scholars in addition to the complete catalog of Byrne Seminar offerings, which are designed to introduce students to cutting-edge faculty research beginning in their first year.
- Hands-on research opportunities through the Aresty Research Center, which will introduce Honors Scholars to the central importance of research to their Rutgers education.
- Designated honors sections and honors “contract” courses, which will be offered through a student's school of enrollment and recognized for honors credit by the Honors College.
- Experiential and service-learning engagement, including study abroad, public service, and credit- and non-credit-bearing learning opportunities.
- A 6-credit capstone project of original, independent research or equivalent (e.g., engineering design, exhibition, performance, etc.), as determined by the participating schools. The capstone project may be individual or team-developed, depending on the practices of the participating school.

In addition, there will be school-specific honors opportunities, including a foreign language requirement for Honors students in the School of Arts and Sciences and advanced mathematics and technical coursework for the School of Engineering. Finally, Honors Scholars must maintain a superior GPA as determined by each participating school in coordination with the Honors College administration to remain in good Honors College standing.

¹A list of the members from the Faculty Planning Committee is included in Appendix B; the charge to the Faculty Planning Committee is included in Appendix C.

The Faculty Planning Committee relied on a number of guiding principles in outlining the curriculum:

- High-achieving students are attracted to opportunities and flexibility, not overly burdensome systems of requirements.
- At the same time, there must be a “representative” four-year plan outlining a pathway from the first-year academic experience to the capstone project to provide a structured vision of the Honors College educational experience.²

- The curricular requirements, especially for in-the-major coursework, will build on existing school and departmental strengths and expertise.
- Common elements of the curriculum will be shared, but there can be no one-size-fits-all for students from different schools and departments.
- The curriculum is less about courses and requirements, and more about creating a scholarly community and an integrated academic experience.

A COMMUNITY OF SCHOLARS

The Honors College at Rutgers University–New Brunswick will enable the university to address four of the central challenges facing the modern public research institution: attracting, recruiting, and retaining the state’s most promising undergraduate students; reducing student-to-faculty ratios and promoting and fostering student-faculty interaction in the educational process; bridging the divide between traditional classroom study and practical, experiential learning from the beginning of students’ academic careers; and creating dynamic, flexible curricula for 21st-century education that allow students to explore emergent fields and specialties while developing the broad base of knowledge necessary for future success. The Honors College is designed to attract academically gifted and talented students to the university and to provide them with the finest, research-intensive education available, with the ultimate goal of producing the most accomplished and qualified graduates—individuals who will lead future innovation across all sectors and whose success will redound to the quality of a Rutgers education.

RECRUITMENT, ADMISSIONS, AND SCHOLARSHIPS

New Jersey has the unfortunate distinction of being the top exporter of college students in the nation, meaning we are losing many of our best and brightest students to our peer institutions out of state. According to the National Center for Education Statistics, over 55 percent of all New Jersey high school graduates seeking four-year degrees—more than 30,000 students—leave the state to pursue their higher education each year. The overall

goal of the Honors College is to recruit, admit, and retain the very best students at Rutgers University–New Brunswick and to stem the outflow of academic talent from the state. In addition to elite out-of-state students, the Honors College will recruit students in the top 4 to 5 percent of their graduating class statewide—students who routinely bypass Rutgers for other opportunities in higher education—by offering an unparalleled academic program founded on research and practical, experiential learning and by providing our high-achieving students with attractive scholarship packages.

Recruitment Efforts

The Honors College will have a dedicated Director of Recruitment, Admissions, and Outreach who will work closely with the Office of Enrollment Management to identify the most qualified students across the state and around the country. The current school-based honors programs will continue to fulfill their missions. The Honors College will work together with the respective school-based honors programs to coordinate recruitment efforts, which will seek to differentiate the honors opportunities available to students and highlight their respective strengths. A unified timetable for recruitment and admissions—developed in conjunction with the Office of Enrollment Management and the respective honors programs—will enable a stronger recruitment process, including coordinated on-campus recruitment and admissions showcases, and consistent invitations and scholarship offers.

The Honors College will develop an extensive calendar of both on-campus and off-campus recruitment efforts, including targeted programs in key cities around the United States, high-profile events in New Jersey, and on-campus showcases in New

²An overview of the representative four-year curriculum is included in Appendix D.

Brunswick. These efforts will be designed to highlight the unique opportunities for students through the Honors College, in particular the cross-school, interdisciplinary academic offerings and the unique, living-learning residential experience.

Pathways to Admission

Upon the recommendation of the Honors College Faculty Planning Committee, the faculties from the participating schools will set admissions criteria to the Honors College in coordination with the Honors College administration. Students are considered for invitation to the Honors College after first applying and being accepted to one of the participating schools at Rutgers University–New Brunswick—currently the School of Arts and Sciences, the School of Environmental and Biological Sciences, the School of Engineering, Rutgers Business School, the Mason Gross School of the Arts, and the School of Pharmacy. Upon accepting their invitation for admission, students will be members of the school to which they were accepted and members of the Honors College.

Admissions Criteria

Students invited to join the Honors College must demonstrate superior academic and intellectual achievement, as documented by GPA and standardized testing board scores. In addition, the Faculty Planning Committee strongly supports the “Qualitative Review Holistic Guidelines” assessment model developed by the Office of Enrollment Management, a model designed to include—in addition to academic achievement—demonstrated leadership ability, proven extra-curricular interest and achievement, and engagement in civic and social programs. The Faculty Planning Committee stressed that admission should not be dependent exclusively on scores, but that this holistic process would identify candidates who excel in terms of leadership, special talents, and community service, and would emphasize diversity, including economic diversity. Specific outreach to underrepresented communities and schools will be a central component of the recruitment plan.

The cohort sizes from the participating schools in the Honors College will be established through proportional representation, which will range from approximately 7 to 8 percent of the top students from each school. The Honors College will work closely with the Office of Enrollment Management to refine the appropriate yield rates for the respective schools to ensure the proportional representation, with the goal of making the appropriate number of offers to achieve a total cohort of 500 incoming students each academic year.

Continuing and Transfer Students

The living and learning experience at the Honors College is built substantially around a common first-year experience for all incoming students. Consequently, students will be admitted only in their first year, and the Honors College will not consider applications from continuing students at Rutgers or from transfer students from other institutions. Transfer and continuing students interested in honors opportunities at Rutgers University–New Brunswick will be supported and served by the school-based honors programs.

Scholarships

Consistent with the recruitment practices at peer institutions, all incoming Honors College first-year students will be offered some level of scholarship support. The scholarship packages offered by the Honors College will serve as a powerful recruitment tool to attract the most academically gifted students, allowing Rutgers to compete for these students with private institutions and peer aspirant public universities. These scholarship packages will also provide an economic leveler, ensuring that our most promising students will have the opportunity for academic and future success, regardless of their socioeconomic status. The top students will be offered Presidential Scholarships—which cover room, board, tuition, and fees—with other students receiving Trustee, Carr, and tuition awards, depending on their level of academic achievement and potential. All students admitted to the Honors College can also be considered for merit-based scholarships.

THE CURRICULUM

The strength of the Honors College curriculum is an academic structure that is designed to work in tandem with a student’s major course of study throughout their four-year academic career, a structure that concentrates on four key educational objectives: introducing students to the central issues of our time through interdisciplinary Honors Seminars and the first-year Honors Forum; creating research and experiential learning opportunities throughout their four years of study; providing an array of honors sections and honors “contract” courses to challenge our high-achieving students; and providing a capstone research project that will enable students to see how their research interests apply in practice.

Honors College Forum

The Honors College Forum will provide first-year students with a common academic experience, bringing all Honors Scholars together through a combination of lectures by distinguished faculty and smaller breakout sections. First-year academic programming will be fundamentally interdisciplinary to ensure that the interests of students and faculty from the participating schools are represented. In addition, the Honors College Forum will provide an opportunity for cohort building through a shared academic experience. Moreover, through this programming, students will be introduced to the idea that the central issues of our time are by nature interdisciplinary.

The Honors College Forum will draw on the general thematic priorities set forth by the faculty in both the University-wide Strategic Plan and the Rutgers University–New Brunswick Strategic Plan. These themes are not focused specifically in one area—of interest principally to students in the humanities or the technical sciences, for instance—but rather they are accessible to students from across the disciplines. In addition, they are designed to fulfill elective credit in the professional schools. The themes around which the Honors College Forum will be designed are:

- Health and Wellness
- Creative Expression
- Citizenship and Leadership
- Cultures and Diversity
- Sustainability and Innovation

By engaging with these themes in the Honors College Forum, students will be introduced to the importance of problem solving in education and to their roles as “Innovation Citizens.” The Honors College Forum will revolve around a series of lectures by eminent researchers and thinkers at Rutgers, but students will spend most of their time in smaller critical discussion groups and workshops. They will develop their own creative abilities to confront complex technical, cultural, social, and historical issues, and generate solutions to challenges through both individual work and collaborative group projects.

Students will then work in teams to develop their own “innovation solutions” for addressing a global challenge to which they have been introduced. The projects will require a fully articulated model—a proof-of-concept—based on social or scientific innovation methodologies, a feasibility plan, and a poster presentation and/or “pitch” on a case competition model. Resources will be provided for students and teams who wish to continue their work after the semester into an implementation stage, collaborating with public or private partners.

Honors Seminars

Interdisciplinary “Big Think” seminars invite students and faculty to think about complex problems and issues across disciplinary boundaries. The seminars will enable Honors Scholars to explore emergent fields and specialties while developing a breadth of foundational knowledge at the start of their academic careers at Rutgers. The seminars are designed to complement the large, common experience offered through the Honors College Forum with small seminars that promote closer student-faculty interaction. Rather than deferring advanced concepts and questions to upper-level courses, Honors Seminars will initiate sophisticated scholarly discussions in our students’ first year, eliciting the genuine curiosity that makes them eager to learn more.

The “Big Think” seminars will broaden students’ perspectives and place knowledge in context, providing Honors Scholars with the opportunity to find their intellectual passions—to discover the ideas that capture their imagination, focus their attention, and inspire them to delve more deeply. Whether or not students enter Rutgers with a major in mind, the Honors Seminars will introduce them to the breadth of inquiry at the university, enabling students to uncover hidden interests.

Byrne Seminars

First-year opportunities will be available for Honors College students across all disciplines in small 1-credit offerings taught by leading faculty, on the model of the Aresty-Byrne research-based Byrne Seminars. These unique seminars, some dedicated to Honors College students, are designed to take students from the classroom into labs, archives, and the field. Following their Aresty-Byrne Seminars in their first year, students have the opportunity to continue their introduction to research in their sophomore year, working with advanced students to develop research skills and with faculty to explore their ideas through experiential learning.

In addition to these select Honors College designated seminars, Honors Scholars have the opportunity to enroll in any of the standard Byrne Seminars, offering additional opportunities for these students to work closely with tenured and tenure-track faculty and a small group of peers. Because they are 1-credit, 10-week courses, graded on a pass/no credit basis, the Byrne Seminars provide first-year students with the chance to explore new areas of interest without the academic pressure associated with a traditional 3-credit course. In these seminars, students will see how international experts transform theory into lived practice, in medicine and in the sciences, in the social sciences, in the humanities, in the performing arts, and in business, technology, and the law. In addition, by taking Byrne Seminars alongside

classmates from across the university, Honors Scholars will model the spirit of inquiry for other first-year students and raise the overall level of excitement about learning.

Research and Thesis Colloquia

Honors Scholars will experience research as a central component of their Rutgers education, and they will engage in the process of inquiry that develops through the relationship between experiential learning and knowledge production. The Honors College will collaborate with the Aresty Research Center to create dedicated honors research opportunities, beginning in the first year with workshops designed to introduce students to the process of research. Honors Scholars will be encouraged to participate in the Aresty Research Assistant Program in their second year, where they have the opportunity to work one-on-one with research faculty on yearlong research projects, which they then present at the center's annual Research Symposium. In addition, Honors Scholars will have the opportunity to participate in thesis symposia, which the Honors College will coordinate in cooperation with the School of Arts and Sciences Honors Program, as one way of continuing to build a community of scholars.

Departmental Honors Courses and Sections

The Honors College will work in coordination with the schools and departments to offer dedicated honors courses designed by departments, which provide a rigorous academic experience for our high-achieving students. In addition, there are dedicated honors sections of core course like Calculus, General Chemistry, General Physics, Anthropology, and History, and Honors Scholars who take these classes as a component of their major course of study will have the opportunity to enroll in these dedicated honors sections. Finally, dedicated sections of the School of Arts and Sciences Signature Courses will be available to Honors Scholars.

Contract Courses

In addition to the dedicated honors courses and sections, the Honors College will provide "honors contracts" for Honors Scholars that will enable them to arrange with individual faculty members to take standard courses for honors credit. The Academic Dean of the Honors College will obtain approval for the contracts from the individual departments in the participating schools. In the contract, which students will present to the faculty member teaching the courses prior to the beginning of the semester, Honors Scholars will commit to completing additional coursework during the semester, including supplementary reading and writing assignments. If the faculty member agrees to allow a student to take the course as an honors "contract" course and the student

completes all of the extra assigned material during the semester, the student will receive honors credit for the course.

The Honors College will also support the development of, and seek approval from the faculty for, additional academic opportunities that will be available only to Honors students. For instance, honors minors could be developed for students who complete an interdisciplinary set of honors courses in addition to those required to graduate as an Honors Scholar.

Capstone Research Project

Honors Scholars will complete a yearlong capstone project, for which they will earn a minimum of 3 credits per semester, typically in their senior year, totaling at least 6 credits. Departments may add up to an additional 3 honors thesis credits per semester. Capstone projects will require a substantial amount of original writing and/or research consistent with the norms of the respective disciplines and guided by the supervision of a faculty advisor.

The Honors College will encourage the development of multiple pathways to capstone completion, including non-thesis-based research and projects, graduate course equivalencies, and other project-based, creative, performance, exhibition, and service-learning projects. In each case, the capstone project must be conducted under faculty supervision and recognized for its academic and scholarly rigor by the school's faculty. Depending on the norms of the discipline, the capstone project will culminate with an oral defense, a symposium, a showcase, or other presentation of the work.

In the semester prior to beginning the capstone experience, Honors Scholars will be required to file a capstone plan that outlines the structure and topic of the project, which will be developed in consultation with a selected advisor and approved by a department and the Honors College Academic Dean. In most cases, this advisor will be in the department of the student's major and the student will follow his or her major's departmental honors capstone project requirements and standards.

In other cases, students can be supported through the Interdisciplinary Honors Thesis (IHT) structure of approvals and workshops. In special circumstances, the Honors Scholar might complete his or her capstone project outside of the University (i.e., in industry or in an exchange program). In these cases, a Rutgers faculty co-advisor must be identified and approve the abstract/proposal.

The Honors College Faculty Board will work with the departmental honors programs to remain current with general standards for theses and research projects recognized as fulfilling the capstone requirement in the Honors College.

CREDIT REQUIREMENTS AND SCHOLASTIC STANDING

Rankings for honors colleges and programs give particular weight to curricular requirements for graduation, the range and type of honors sections and courses, the size of those sections and courses, and graduation rates, which are dependent on factors like scholastic standing requirements. Though college and university rankings in general have come under increased scrutiny in recent years, and rankings among national honors programs and colleges in particular have only received widespread attention in the past few years, rankings remain an important measure because they give prospective students relative benchmarks by which to make more informed decisions. The Faculty Planning Committee considered all of these curricular requirements while establishing the academic framework for the Honors College.

Scholastic Standing

In order to remain in good standing in the Honors College, students must maintain a minimum term GPA according to the standards of the matriculating school. Students in the School of Arts and Sciences, for example, must maintain a 3.25 in the first year, and 3.50 in every following academic semester (summer and winter sessions excluded). Students who fall below the stipulated minimum GPAs will be put on probation, and, if they remain on probation over multiple terms, they may face dismissal from the Honors College. The Academic Dean will work with the respective school deans to establish the appropriate scholastic standing requirements, and Honors College advisors, under the supervision of the Director of Academic Advising, will closely monitor Honors Scholars to ensure they remain on track scholastically and in good academic standing.

Credit Completion

All Honors College students will be required to complete a minimum number of designated honors credits. These credits will be a combination of courses that are specific to the Honors College, which will include the Honors College Forum, research opportunities, and capstone credits; courses like the “Big Think” seminars, which will include students from the school-based honors programs; and departmental courses and sections that are designated for honors credits and also designed to fulfill the student’s school and/or major requirements in parallel.

A special designation on students’ transcripts will identify and distinguish Honors Scholars, and students who complete the necessary requirements receive a notation on their diploma that designates them as Honors Scholars.

Distribution

In their first year, all Honors Scholars will complete an Honors College Forum, a “Big Think” seminar, and at least one Byrne Seminar. These courses are designed to provide Honors Scholars with common academic experiences in their first year, both in a lecture format, which will bring together Honors Scholars from across all the schools, and in intimate, seminar settings, which are designed to increase contact with faculty. The seminars will take advantage of state-of-the-art seminar rooms within the new Honors College residential facility, which will further promote the unique living and learning environment in the Honors College.

Honors Scholars will have exposure to research methodologies and protocols in their first year, and they will have honors-specific opportunities for research experiences no later than their second year, both offered through the Aresty Research Center. Honors Scholars will experience research as the central component of their Rutgers education, working directly with faculty in the hands-on experience of trial and error, whether in the lab, in the archive, or in the field.

Honors Scholars can obtain additional honors credits by taking honors sections of courses developed by departments and programs that are recognized by the Honors College under guidelines adopted by the faculty; by taking designated advanced courses approved by the departments and the Honors College; and by taking a “contract” course, for which the instructor has agreed to award honors credit to the student upon successful completion of additional work for the course.³

In order to graduate as an Honors College Scholar, all students must also complete a capstone project. The capstone experience will be a thesis or other significant, independent scholarly and/or creative accomplishment totaling at least 6 credits. Capstone projects will require a substantial amount of original writing and/or research consistent with the norms of the respective disciplines and guided by the supervision of a faculty advisor. The Academic Dean will work closely with the participating schools and departments to ensure that the requirements for the capstone project are flexible enough to allow for a broad range of potential options, yet well defined to maintain the appropriate academic and scholarly rigor.

Honors Scholars also will be required to participate in service engagements (non-credit-bearing or credit-bearing) that benefit the university and our local community. These can be undertaken through student initiatives and organizations, and through specially targeted programs and university-wide initiatives, such as The Collaborative: Civic Engagement and Service Education Partnerships.

³Note: Because of the unique, six-year professional structure of their program, students from the School of Pharmacy will follow an amended pathway after the first two years.

Program-Specific Requirements

Particular schools belonging to the Honors College have specially targeted requirements applicable only to the students of that school, including a Foreign Language Proficiency requirement for students matriculating through the School of Arts and Sciences, and advanced mathematics and technical coursework for students in the School of Engineering. These requirements are designed to guide students toward course options that are consistent with the central missions of the respective schools.

ACADEMIC ADVISING AND SUPPORT

The Honors College will provide a unique support structure for Honors Scholars, including a team of academic advisors, who will help students shape their academic tracks, and faculty and peer mentors, who will be paired with students from the beginning of their academic careers. In addition, the Honors College administration will coordinate with University support units, from University Career Services to the Office of Distinguished Fellowships, to ensure that Honors Scholars can rely on a comprehensive support structure that will enable them to take full advantage of the rich opportunities at Rutgers University–New Brunswick and beyond.

Advising

The Honors College advising office will include a team of academic advisors under the supervision of the Director of Academic Advising, who will report to the Associate Dean of Academic Affairs. The advising team will maintain primary responsibility for advising students, tracking academic progress, providing curricular and professional advice, and informing students of all requirements and opportunities for their studies. The Director of Academic Advising will also be a liaison with the advising offices from the participating schools, ensuring that the advising team remains informed about curricular, programmatic, and administrative changes in advising in the respective schools.

The advising office will offer guidance regarding the required and optional co-curricular and extra-curricular activities available to students in the Honors College; provide advice to students about the opportunities available to Honors Scholars; and maintain records of student progress. Central to the living and learning community of the Honors College will be the rich academic support structure provided by the honors advisors, whose offices will be on-site.

Faculty Mentors

A faculty mentor program will pair faculty members with Honors Scholars early in their academic careers. Faculty mentors are not necessarily a given student's thesis director; instead, they provide personal opportunities and close professional connections for Honors Scholars. The Honors College will facilitate opportunities for mentors and mentees to connect informally through films and discussions, plays, operas, concerts, dance events, and museum and gallery visits, as well as lab tours, conferences, and receptions. The range of these activities will require cooperation between the Honors College staff and administrators and their student and residential-life staff counterparts.

Funding for Scholarly Support

The Honors College will coordinate with campus partners and outside organizations to help secure additional funding to allow Honors Scholars to conduct research and develop independent projects. The Honors College administration will work with programs like the Aresty Research Center to help students obtain direct support for individual student initiatives, including nationwide research travel, scholarly conferences, and professional development.

Global Experiences

The Honors College administration will work with programs like the Centers for Global Advancement and International Affairs to help students obtain direct support for international study. Rutgers already offers a tremendous range of study abroad opportunities, and Honors Scholars will be able to select programs that complement their studies at Rutgers. In addition, many research programs feature international elements. For example, there are undergraduate research opportunities supported by the Aresty Research Center that focus explicitly on global issues. Honors Scholars will have the option to pursue a component of their research at a foreign research institute, giving them a clear understanding of how the work they undertake at Rutgers fits into the global arena.

Career and Internship Opportunities

The Honors College will develop dedicated connections and advising forums for advising and professional development opportunities in partnership with University Career Services. In addition, the Honors College will work with the schools, departments, and professional units of the university, as well as with public-private partners, to engage with work-related opportunities and place-

ments so that students will be encouraged to take part in internships in the public or private sector. Whether they are seeking a career at a medical center, a hedge fund, or a green-technology company, students who gain relevant work experience have a significant competitive advantage once they graduate from college. According to the National Association of Colleges and Employers (NACE), new college graduates who participated in internships did far better in the job market than their fellow classmates without relevant work experience. In addition, according to NACE, more than 40 percent of new hires last year came from employers' own internship and co-op programs. Furthermore, creating professional development opportunities for our most outstanding students will strengthen Rutgers' ties statewide, while also bolstering our reputation across the country.

Distinguished Fellowships and Scholarships

One of the criteria by which honors colleges and programs are ranked nationally is the number of prestigious fellowship and scholarship awards received by their students (Rhodes, Marshall, Truman, Goldwater, Fulbright, NSF, etc.). Rutgers University–New Brunswick boasts a nationally recognized Office of Distinguished Fellowships, and the Honors College administration will work closely with the director of that office to ensure that Honors Scholars are informed about the tremendous scholarly opportunities that are available to them early in their academic careers, and to support them through the application and review process.

CO-CURRICULAR PROGRAMMING AND ACTIVITIES

Co-curricular activities, programs, and initiatives that foster smaller special interest communities within the larger living and learning community are major features of all successful honors colleges, where academic and co-curricular activities are inseparable. The Honors College will link the participating schools by providing programming that enhances the peer interaction that provides the bulk of a student's day-to-day college experience.

The Honors College Residential Facility at Seminary Place

The core of the Honors College is the new, state-of-the-art facility overlooking the historic Voorhees Mall on the College Avenue Campus. In addition to providing a central location for

the Honors College administrators and staff, the building houses a 500-bed residence hall and dedicated programming space, including seminar and breakout spaces, and music practice and study areas. The facility will also include an indoor-outdoor café, a garden courtyard, a rain terrace, and connected faculty apartments, where the Academic Dean of the Honors College will live with distinguished faculty fellows to create a genuine living and learning community. In addition, the Honors College facility is adjacent to Rutgers' newest, high-tech, 150,000-square-foot academic building.

First-year Honors Scholars, regardless of discipline, will live together in the main Honors College residence hall. This builds identity and cohesion among the Honors Scholars from the beginning of their academic careers and fosters interdisciplinary collaboration. The Honors College provides a nexus for students to take advantage of the larger community of scholars, enabling them to collaborate on projects and assume leadership roles. They, in turn, will engage, support, and serve as ambassadors for their fellow Rutgers classmates⁴.

After the first year, Honors College students will have opportunities for Honors housing across the New Brunswick campuses. After leaving Seminary Place, all Honors College students remain members of the Honors College, and will have full access to the range of programming and professional opportunities regularly taking place in the Honors College facility at Seminary Place.

Excursions and Experiential Learning

The Honors College will organize co-curricular activities and enrichment opportunities to engage students outside of the classroom, including trips to museums, plays, and operas; film screenings; visits to labs; and outdoor gatherings. By taking advantage of our proximity to both the New York City Metropolitan Area and New Jersey's coastline, students will visit venues that complement what they are learning about in class by creating experiential learning opportunities, whether it's visiting a theater in New York City or exploring a river estuary. Faculty and Honors College staff will promote activities in which students do something they ordinarily would not do—and might even avoid—from writing poetry, drawing, making music, and creating art, to solving mathematical or logical puzzles, conducting lab experiments, and making technical models.

⁴Note: Accommodations for the first-year residential requirement may be made for exceptional personal, familial, faith-based, or medical reasons.

Gatherings and Programs

Community-building events for Honors Scholars will begin before their first year at Rutgers, starting with on-campus recruiting events for prospective students and summer orientation sessions on scholarships and honors opportunities for admitted students. Once they arrive at Rutgers, students will enjoy a range of social events, from informal meals and social get-togethers in the Honors College facility, to thesis and research colloquia, with receptions and dinners. The Honors College deans will host formal and informal events for students, and they will accompany students to scholarly lectures and events on and off campus.

Pre-Arrival Summer Reading

Each year, the Honors College will select a common work that newly admitted Honors Scholars will read during the summer before their first year in the Honors College. The students will blog about the work during the summer, and it will provide a common point of departure from which to build scholarly community from the moment students walk through the door of the Honors College.

HONORS COLLEGE STUDENT LEADERSHIP

The Honors College has a loftier goal than simply providing the finest living and learning community for our high-achieving students: it is designed to educate future leaders. Alongside its tremendous academic and educational enrichment programs, the Honors College will provide a host of leadership opportunities designed to engage Honors Scholars with their responsibility to the larger university community and to the public.

Peer Mentors or Near Peers

Incoming students will have opportunities to be paired with peer mentors—Honors College students in more advanced standing who will be able to provide a student's point of view on selecting courses and majors, and who will introduce new students to the social and scholarly community in the Honors College. Peer Mentors or Near Peers—either advanced students or students from the same class cohort—will be organized around a programming board, which will help the mentors and mentees work together to generate events, gatherings, and excursions around their common interests.

Ambassador Opportunities

Honors Scholars will have the opportunity to serve as ambassadors who will represent the Honors College at orientations, recruitment showcases, and special events. The ambassadors will serve on panels, host guests, and interact with the university community and the public as representatives of the Honors College. These student ambassador opportunities will be in addition to the service-learning opportunities available to Honors Scholars, which will help them develop the skills and the social awareness necessary to thrive as future leaders.

Tutors

The Honors College is dedicated to peer-to-peer learning, and students in advanced standing, who have demonstrated their ability in academic coursework, will have opportunities—both formal and informal—to tutor fellow students and provide individual study, learning, and problem-solving and test-taking support for undergraduates. In addition to the lounges and seminar rooms on the main floor, the Honors College residential facility includes study rooms on the upper floors, ensuring these peer-to-peer study groups and tutoring sessions are integrated into the living and learning experience.

Student Advisory Board

The Honors College Student Advisory Board will provide input from the honors community about curriculum development, professional opportunities, special events, and areas of concern. Delegates will be nominated from among students of all of the participating schools and be representative of the different class years. Honors Scholars will not simply receive an education, but rather they will be active participants during their time at Rutgers, contributing to the fabric of both the Honors College and the wider University community.

COMMUNICATIONS AND COMMUNITY

The Honors College will substantially increase the academic strength and profile of our top-end cohort, who, in turn, will enrich the academic experience of their fellow students. In addition, because these high-achieving students are best positioned to compete for prestigious fellowships, scholarships, and post-graduate opportunities, they raise the stature of the institution when they graduate from the University. It is essential for the long-term success of the Honors College that there is a robust, coordinated effort to promote the scholarly, professional, and leadership achievements of our Honors Scholars while they are at Rutgers and keep them connected to the University once they

graduate. Our Honors Scholars are future leaders who will spark innovation across all sectors, and their success will highlight Rutgers' standing and its reputation as the region's premier public research university.

Honors College Newsletter and Media Outreach

Under the guidance of the Director of Marketing and Communications, the Honors College will maintain communications both within the College and among its participating faculty and students through a weekly electronic newsletter, and within the broader University community and across New Jersey and surrounding states through frequent media outreach efforts. An Honors College student media team will provide regular features, blogs, and feeds to major social media platforms and popular forums.

Social Networking and Professional Forums

The Honors College will partner with Alumni Relations and University Career Services to provide students with preprofessional development opportunities through professional forums, test preparation presentations, career advising, and lectures by distinguished alumni. The Honors College will provide pathways for our brightest students to enter the world after Rutgers fully prepared to engage with, and help solve, the wide-ranging problems facing our increasingly global society. The Honors College is founded on the premise that a first-class, inquiry-based academic experience, supplemented by purposeful, mediated hands-on service-learning and relevant, practical experience produces graduates who are poised to excel in post-graduate study and in their chosen careers.

Alumni Network and Charter Group

While the first cohort of Honors College students will not graduate until spring 2019, the Honors College will direct significant attention and resources to laying the foundation for a vigorous alumni network by setting up a framework for alumni relations before students graduate, which will include an Alumni Charter Group established under the guidance of Alumni Relations. Alumni will be welcomed back regularly to the Honors College, and there will be an annual alumni celebration hosted in coordination with other honors alumni programs at Rutgers. In the future, Honors College alumni will be recruited to interview and host prospective Honors Scholars, providing students with both the unique perspective offered by former Honors Scholars and a sense of the professional opportunities that will await these students when they graduate.

ADMINISTRATION AND STRUCTURE

The new university-wide Honors College at Rutgers University–New Brunswick will provide an integrated, cross-school living and learning academic experience for our high-achieving students. Though the Honors College will operate independently from the current school-based honors programs, it will work in coordination with these programs, ensuring that Rutgers University–New Brunswick will provide a host of honors opportunities for our students.

Governing and Reporting Structure

The Honors College reports directly to the Chancellor of Rutgers University–New Brunswick, and the Chancellor appoints the Academic Dean and the Administrative Dean of the Honors College. The operations of the Honors College will be carried out by the Administrative Dean and the Academic Dean, who will work in consultation with a Faculty Board. The administration of the Honors College will be guided by policy guidelines developed by the Honors College Faculty Planning Committee and approved by the Chancellor. The Academic Dean of the Honors College will chair the Faculty Board, which will be composed of faculty members designated by the participating schools and *ex officio* members designated by the Faculty Board.

Department Responsibilities

All schools and departments enrolling Honors students should contribute to the course offerings at levels appropriate to the number of faculty, the standard teaching loads in the department, and the number of students in the department. Departments are encouraged to engage faculty mentors for Honors Scholars according to the proportional number of Honors Scholars in their department. The Honors College and schools should develop the means for recognizing faculty members' contributions in these areas, including their importance as mentors for capstone projects.

In cases where the need for additional resources can be established, a percentage of the Supplemental Instructional Funds going to each department should be earmarked for replacing faculty teaching departmental honors courses and interdisciplinary Honors Seminars.



AN INSPIRING SPACE

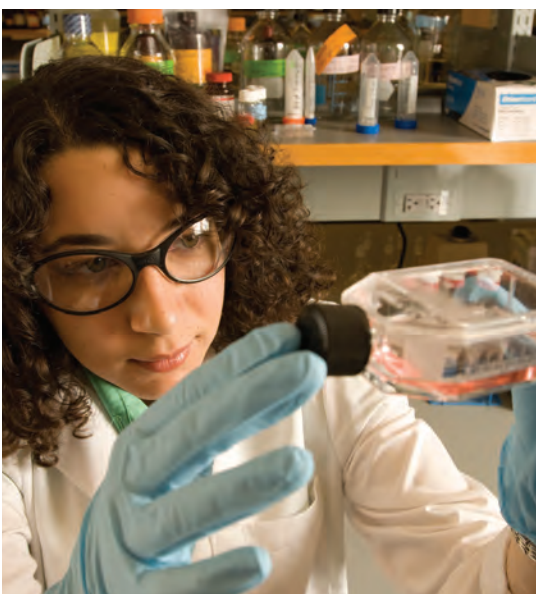
The heart of the Honors College is a new, state-of-the-art facility on the College Avenue Campus's Seminary Place (above, left). It features a 500-bed residence hall for all first-year Honors students, as well as dedicated programming space for seminar and breakout sessions, music practice and study areas, an indoor-outdoor café (above, right), lounge areas (right), a garden courtyard, and a rain terrace. It will also house the administrative offices for the Honors College staff, as well as on-site apartments for faculty fellows, creating a genuine living and learning community. This immersive environment will promote and foster interdisciplinary collaboration among students from the beginning of their academic careers.





AN ENGAGING CURRICULUM

The Honors College curriculum works in tandem with a student's major course of study. Clockwise from above: Students will explore the central issues of our time through interdisciplinary "Big Think" Seminars, a first-year Honors Forum, Byrne Seminars, and peer-to-peer learning opportunities; group collaborations resulting in proof-of-concept solutions will prepare students for real-life challenges; intensive research and hands-on learning, both in Rutgers' labs and in the field, will culminate in individual or group capstone projects, a hallmark of the program; experiential and service-learning opportunities, including study abroad and civic engagement, will open minds—and open doors to the future.



APPENDIX A: HONORS AT RUTGERS UNIVERSITY–NEW BRUNSWICK

Rutgers University–New Brunswick has a proud history of honors education, dating back to the Honors Programs of the former Rutgers, Livingston, Douglass, and University Colleges. Each of these programs had independent academic structures, program requirements, and policies. In the 1990s and 2000s, the distinct programs developed a shared solicitation of coursework and teaching, and, under the Transformation of Undergraduate Education in 2006–07, the individual honors programs were integrated to create one program under the School of Arts and Sciences (SAS) that modeled the best practices drawn from each.

The professional schools, including the School of Engineering, the School of Environmental and Biological Sciences, and Ernest Mario School of Pharmacy, have devoted faculty and resources to support honors education within the respective schools. In addition, the Rutgers Business School developed an agreement with the SAS Honors Program that enables business students to receive support for honors education.⁵

The Rutgers University Strategic Plan approved by the Board of Governors in 2014 calls for expanding honors opportunities across New Brunswick, Newark, and Camden, with significant focus on a new Honors College at Rutgers University–New Brunswick, which will be housed in a state-of-the-art living and learning residential facility on the College Avenue Campus. The current school-based honors programs in New Brunswick will continue to fulfill their missions, with the Honors College providing a new honors community dedicated to integrating exceptional talent from across all of the schools. In parallel with the national visibility accompanying Rutgers’ entrance into the Big Ten and the Committee on Institutional Cooperation, the new Honors College will nearly double the number of high-achieving students at Rutgers University–New Brunswick with access to honors education, underscoring its role as New Jersey’s flagship public university.

The expansion of honors opportunities at Rutgers University–New Brunswick will retain top New Jersey students who have historically gone out of state; attract high-achieving students from other parts of the country; allow for larger honors communities and greater diversity; create broader access to honors education for continuing, transfer, and nontraditional students; and support the shared development of a wide range of new honors curricula, including faculty-led seminars, departmental courses, workshops, multi-level study groups, global experiences, and service-learning and professional opportunities.

Within the ecosystem of honors education at Rutgers University–New Brunswick, the Honors College is designed to provide a living and learning community for our high-achieving students from all participating schools. With its interdisciplinary curriculum, the Honors College will create a unique scholarly community and research/project-based learning experience for students, the first university-wide honors community at Rutgers University–New Brunswick.

RUTGERS UNIVERSITY–NEW BRUNSWICK HONORS COLLEGE

Overview

The Honors College at Rutgers University–New Brunswick complements the current school-based honors programs by bringing together students from all participating schools and providing them with a unique living and learning community, beginning with a first-year residential experience in a new, state-of-the-art facility and curricular and extra-curricular activities specific to the Honors College.

The Program

In addition to the first-year residence hall, the Honors College facility on the College Avenue Campus houses the administrative offices of the Honors College, seminar rooms, and apartments for faculty fellows. Common lounge spaces and a café on the first floor, along with the presence of live-in faculty fellows and on-site administrators, will provide extensive student-faculty and student-administrator interaction. The Honors College experience will be shaped by:

- Access to dedicated academic advisors, mentors, and tutors, and opportunities for service-learning and global experiences
- The Honors College Forum: Interdisciplinary, common courses focused on key topics defining 21st-century life: health and wellness, creative expression, citizenship and leadership, cultures and diversity, and sustainability and innovation. As “Innovation Citizens,” students will engage in forums and workshops, while developing their own collaborative group projects.
- Byrne Seminar/Aresty Research Center experiences: All Honors College students will take a Byrne Seminar their first year. Drawing on the resources of the Aresty Research Center, the Honors College will expose all of its students to the essential elements of research in the disciplines and offer students in-depth research opportunities as they move beyond their first year.

⁵Appendix A provides an overview of the respective school-based honors programs and the Honors College.

- Honors sections of departmental courses: Honors sections of courses (Macroeconomics, General Chemistry, Nature of Politics) and Honors “Big Think” seminars (Literature and Medicine, Physics and Philosophy, and many others) will be developed and taught in collaboration with the other honors programs.

- Capstone Project: The Honors College experience will culminate with a senior capstone project under the supervision of a faculty advisor totaling at least 6 credits. Options for the capstone extend well beyond the traditional honors thesis in order to allow Honors College students to develop experience-based, performative, and creative projects in keeping with disciplinary knowledge and individual inspirations.

Admissions

Honors College students will be invited from among the highest-achieving students admitted into the Schools of Arts and Sciences, Engineering, Pharmacy, Business, and Environmental and Biological Sciences. Students from the Mason Gross School of the Arts will also participate.

For more information: honorscollege.rutgers.edu

ERNEST MARIO SCHOOL OF PHARMACY

Overview

The PharmD Honors Research Program is designed to provide exceptional students in the Ernest Mario School of Pharmacy with in-depth research training and experience in a specialized area of interest. Students have the opportunity to pursue special research interests with a high degree of individual attention by faculty advisors in Chemical Biology, Medicinal Chemistry, Pharmaceutics, Pharmacy Practice and Administration, and Pharmacology and Toxicology. All Pharmacy students invited into the Honors College will participate in the curriculum and activities of the Honors College during their first and second years (Pre-Professional years 1 and 2) and have the opportunity to transition into the PharmD Honors Research Program upon completing these requirements.

The Program

The program requires students to conduct a hypothesis-oriented research project, enroll in courses, and complete and defend a thesis, which takes students four to six semesters to complete. The program includes:

- Training in conducting research and interpreting scientific findings
- Practical experience with experimental design and modern research techniques in a laboratory and/or clinical setting
- One-on-one mentoring with a School of Pharmacy faculty member
- Enhanced presentation and writing skills
- Development of a specialized area of knowledge during PharmD training
- Summer research opportunities
- Excellent experience for students considering the PharmD/PhD dual degree
- Potential for publication of research findings in peer-reviewed journals
- Strengthened curriculum vitae
- Special recognition at commencement and on transcript
- Oral presentation at the annual Pharmacy Research Day

Admissions

The program is flexible to maximize opportunities and meet student needs; students may enter at any time from the spring of their second year at the University (Pre-Professional year 2) through the second year in the pharmacy professional program (Professional year 2), though they are encouraged to enter the program as early as possible. A checklist is used to develop a student’s plan of study to enable students to take advantage of courses/lab rotations/summer programs as they become available and as their interests develop. Admission requires:

- Enrollment in the Ernest Mario School of Pharmacy
- Cumulative GPA of 3.3 or higher
- Letter of recommendation from a faculty member who agrees to serve as the student’s Honors Research mentor
- Letter of intent from the student describing goals and expectations

For more information: pharm.rutgers.edu/content/pharmd_honors_research_program_0

RUTGERS BUSINESS SCHOOL

Overview

Rutgers Business School Honors students join a community of Honors students interested in learning the basics of successful business operations and developing their own career skills. Students also build long-lasting networks and experience first-hand how business interacts with and has an impact on other aspects of society.

The Program

The undergraduate programs of study are designed to provide an integrated course of study, combining a liberal arts foundation with a professional specialization in one of the broad functional areas of business.

The school offers programs in accounting, business analytics and information technology (BAIT), finance, management, marketing, and supply chain management. In addition to a business major, and to qualify for the Bachelor of Science degree, a student must also complete a set of liberal arts area requirements and general electives.

In addition to challenging coursework, the program takes a multifaceted approach and offers a variety of enrichment activities including:

- Lunch with executives in small group settings
- Visits to corporate facilities to learn about the environment within which business is conducted. Previous visits have included visits to Big Four Accounting firms, the New York Stock Exchange, and logistics companies.
- Seminars that delve deeply into the importance of business in present-day events. Examples include: forensic accounting; how supply chains distribute needed materials and pharmaceuticals to areas with weak infrastructure; work and labor in the global economy.
- Case competitions
- Service activities, including opportunities to mentor high school students in underserved areas and to help them learn about business and encourage them to go to college
- An opportunity to work with a business faculty member to research a topic of interest to the student

Honors Business students will develop a strong, diversified basis for continued success across all business and professional fields.

Admissions

Business Honors students follow the admissions pathway of the School of Arts and Sciences Honors Program. High school students who wish to be considered for admission to the School of Arts and Sciences Honors Program must apply to the School of Arts and Sciences and/or the Rutgers Business School–New Brunswick by December 1, the Undergraduate Admissions regular action due date.

For more information: www.business.rutgers.edu/undergrad-new-brunswick/admissions

SCHOOL OF ARTS AND SCIENCES

Overview

The School of Arts and Sciences (SAS) Honors Program provides high-achieving students from across the liberal arts with extensive personalized advising, a Faculty Mentor Program, funding for student research, Honors seminars, colloquia, honors residential options on each campus, and a wide range of cultural and social activities. The program connects students with both great traditions and innovative, cross-disciplinary ideas and practices. SAS Honors engages students with strong foundations and creative developments in knowledge.

The Program

With more than 800 faculty and 40 departments and more than 50 centers supporting interdisciplinary scholarship, the School of Arts and Sciences combines teaching and research across the disciplines: the humanities, the social and behavioral sciences, and the life and physical sciences. Major departments include: Psychology, Economics, Political Science, English, History, Philosophy, Languages and Literatures, Biology, Cell Biology and Neuroscience, Mathematics, and Physics.

To be designated a “School of Arts and Sciences Honors Scholar” at the time of graduation, an SAS Honors Program student must complete the following requirements:

- A minimum of four 3- or 4-credit courses totaling 12 or more credits that are designated as honors courses. These include departmentally based honors courses such as Honors Macroeconomics, the Nature of Politics, or Honors General Chemistry, as well as seminars such as Literature and Medicine, Communication and Human Values, Memory and Society, or Chemistry and Archaeology.

- A minimum of one Honors Colloquium, and a second colloquium or an alternate as designated by the program
- Proficiency in a foreign language through the intermediate level
- A capstone project of at least 6 credits (minimum of 3 credits per semester) typically completed in the senior year. The capstone involves a substantial writing/research component consistent with the norms of the discipline.

Admissions

High school students who wish to be considered for admission to the School of Arts and Sciences Honors Program must apply to the School of Arts and Sciences. No separate application for direct admission to the School of Arts and Sciences Honors Program is required.

Admission to the School of Arts and Sciences Honors Program is competitive and is based on a variety of factors, including high school academic record, test scores, and extra-curricular activities. In general, students with outstanding high school grade-point averages and SAT and/or ACT scores are offered admission to the program. The only specific requirement for consideration for direct admission is a minimum SAT Critical Reading score of at least 600 or ACT composite score of 30.

For more information: www.sashonors.rutgers.edu

SCHOOL OF ENGINEERING

Overview

The Engineering Honors Academy provides advanced educational opportunities for outstanding undergraduate Engineering students. This select group of uniquely motivated students has the opportunity to take accelerated courses in physics and calculus as well as an Honors Introduction to Engineering course. Honors students are also eligible to participate in the prestigious James J. Slade Scholars independent research program during their junior and senior years. This program incorporates advanced scholarship and research project exposure.

The Program

During the first and second years of the undergraduate program, students will register for Honors sequences and courses in Calculus, Physics and Laboratory, Exposition and Argument, Introduction to Engineering, and Mechanics.

In the third year, if the student has maintained a 3.20 grade-point average, he or she may apply to be admitted to the James J. Slade Scholars portion of the Honors Program. Designated Slade Scholars may register for the Honors Special Problems courses or independent research courses. Slade Scholars conduct extensive reading and study in a particular problem area under the guidance of a faculty member, resulting in a brief written thesis of the research techniques and conclusions, to be presented in a public forum. Preparation of the thesis may result in publication.

Engineering Honors students have access to specialized academic advising by designated Honors staff; are expected to take on leadership, mentor, and tutor roles; and can participate in the Honors Council, a student advisory to the administration of the School of Engineering. Engineering Honors students are also assisted with respect to small project work and experimentation, discussion groups, and social activities around the Engineering Honors community.

Engineering Honors students also have the opportunity to participate in a residential living option. For the first year, students are housed in a First-Year Engineering Living-Learning Community at Barr Hall on Busch Campus. For the sophomore year and beyond, students can be housed in the McCormick Hall Suites.

Admissions

To participate in the Honors Academy, students must meet certain academic requirements, including:

- Minimum SAT-I scores (Math 750+, Critical Reading 650+, and combined Math + Critical Reading 1450+)
- High school ranking in the top 5 percent of the student's graduating class
- High achievement on the Rutgers math placement test

Note: if a student only has ACT scores to report, they may also be considered as substitutes for the SAT-I requirements.

Applications to the Engineering Honors Academy are separate from the regular, online admissions application. Students meeting the criteria stated above will be invited to apply. Generally about 8 to 10 percent of entering Engineering students in each class year are nominated.

For more information: soe.rutgers.edu/oa/honors

SCHOOL OF ENVIRONMENTAL AND BIOLOGICAL SCIENCES

Overview

The School of Environmental and Biological Sciences (SEBS) General Honors Program provides highly motivated and promising students a challenging intellectual environment. Honors students participate in a four-year program that includes interdisciplinary seminars and a graduated introduction to research. Coursework includes Honors Exposition and Argument, Readings in Biology, and interdisciplinary Honors seminars, as well as special tutorials and activities.

The Program

Students in the General Honors Program also participate in the George H. Cook Scholars Program, an independent research program for SEBS undergraduates under the mentorship of an approved advisor. The program coordinates intensive capstone projects for undergraduates seeking the challenge of performing their own independent research. Students are free to propose projects and seek advisors in laboratory research fields, as well as in policy, public health, and other fields. They are also encouraged to work with extension and research stations. Examples of seminars and tutorials include the following:

Honors Seminars

The team-taught seminars take an interdisciplinary approach to a different topic each year. Some recent topics include:

- The State of the Planet
- Food Issues in the 21st Century
- Literature and the American Environment
- Plagues and Pandemics

Honors Tutorials

Recent student research topics include:

- Effects of Biodiversity on Community Closure in Protozoan Microcosms
- Developing a Protocol for the Analysis of Gelatin Capsule Degradation and Content Release
- Feasibility Study of Wind Turbines as an Alternative Energy Source for Jersey Shore Communities

Admissions

The SEBS General Honors Program selects high school seniors with a 3.5 GPA or better on a 4.00 grading system with combined SAT (best combination of critical reading and math scores) of 1350 or better who apply to the school. Students who qualify for consideration are invited to the campus to be interviewed by faculty and students who participate in the four-year program. Successful candidates are typically notified in early April, prior to the deadline for college decision.

For more information: sebs.rutgers.edu/sfa/firstyear/honors.asp

APPENDIX B: FACULTY PLANNING COMMITTEE MEMBERS

Matt Matsuda—Dean, SAS Honors Program, History, SAS (Co-Chair)

Paul Hammond—Assistant Vice Chancellor, Undergraduate Academic Affairs (Co-Chair)

Lauren Aleksunes—Pharmacology and Toxicology, Ernest Mario School of Pharmacy

Joseph Barone—Dean, Ernest Mario School of Pharmacy

Dennis Bathory—Political Science, SAS

V. DuWayne Battle—Director of the Baccalaureate Program, School of Social Work

Michael Beals—Vice Dean for Undergraduate Education, Mathematics, SAS

Helen Berman—Center for Integrated Proteomics Research, SAS

Helen Buettner—Biomedical Engineering, SOE

Deborah Carr—Sociology, SAS

Tim Casey—Dean, SEBS Honors Program, Entomology, SEBS

Martha Cotter—Faculty Council, Chemistry, SAS

Paul Falkowski—Marine and Coastal Sciences, SEBS

Carol Goldin—Associate Dean, Ernest Mario School of Pharmacy

Charles Keeton—Faculty Director, Aresty Research Center, Physics and Astronomy, SAS

Peter Klein—Philosophy, SAS

Richard Ludescher—Dean of Academic Programs, Food Science, SEBS

Ruth Mandel—Director, Eagleton Institute of Politics

Jorge Marcone—Comparative Literature, Spanish and Portuguese, Latin American Studies, SAS

Martin Markowitz—Associate Dean, RBS Undergraduate Program, Rutgers Business School–NB

Thomas Papatomas—Busch Campus Dean, Biomedical Engineering, SOE

Jeff Rankin—Assistant Dean of Engineering and Director, Engineering Honors Academy, SOE

Gary Rendsburg—Jewish Studies, SAS

Eric Singer—Cancer Institute of New Jersey, RBHS

Barbara Turpin—Cook Campus Dean, Environmental Sciences, SEBS

Darrin York—Chemistry and Chemical Biology, SAS

Lily Young—Provost, Rutgers University–New Brunswick, Environmental Sciences, SEBS

Wise Young—Center for Collaborative Neuroscience, SAS

APPENDIX C: COMMITTEE CHARGE

Honors College Planning Committee
Friday, March 14, 2014, 1:00-3:00 p.m.
Scarlet Room, Winants Hall, CAC

COMMITTEE CHARGE

Richard L. Edwards
Executive Vice President for Academic Affairs
Chancellor (Interim), Rutgers University–New Brunswick

I want to thank you all for your time and for agreeing to serve on this committee.

I'm here to charge the Planning Committee with developing recommendations for the academic structure of our new Honors College at Rutgers University–New Brunswick. As you know, a new, state-of-the-art 500-bed residential, programming, and administrative Honors College facility is currently being built on the College Avenue Campus, and we will provide you with an overview of that facility today. But a successful Honors College is more than an amazing facility. We will rely on this committee to review best practices and make recommendations for the academic programming and structure that will enable the Rutgers University–New Brunswick Honors College to serve as a national model for honors education at public research universities.

As you have seen in the newly approved University Strategic Plan, a faculty-driven vision and plan for the Honors College is essential in helping us attract high-achieving students to Rutgers and ensuring they succeed. We want to develop the best academic and social experience for these students, and we want to create an Honors College that will provide an environment for our brightest students to work with faculty and deans, who will mentor these students through academic engagement and cultural exchanges. As we develop our campus-level strategic plan this year, we expect this new Honors College to play a central role, helping to provide a model for what higher education should look like in the 21st Century.

Plans for the Honors College must take into account current administrative structures at Rutgers, and we will work in cooperation with the deans and faculties of the existing school-based Honors Programs in SAS/RBS, Engineering, SEBS, and Pharmacy as we develop our plans for the new Honors College. And, of course, we want the Honors College to be as inclusive as possible, so we look forward to working with all of our New Brunswick faculty colleagues as, together, we develop our plan.

Assistant Vice Chancellor Paul Hammond and SAS Honors Dean Matt Matsuda will serve as the committee co-chairs. We are planning to admit the first students into the Honors College in 2015, and I anticipate that the work of this committee will be completed by that time. Naturally, there is much to do in the meantime, including providing admissions with recommendations for how we will recruit and enroll Honors College students, so I will be relying on interim reports to help guide our planning. I want to thank you again for serving on this committee, and I look forward to reading your reports.

APPENDIX D: OVERVIEW OF THE CURRICULUM



First Year **First-Year Residence Experience**

Co-Curricular and Extra-Curricular Support

Honors Advisors

Faculty Mentors

Peer Mentors

Co-Curricular Programming

Ambassadors/Tutors

Introduction to Aresty Center

Honors College Curricular Requirements

Common Honors Forum

“Big Think” Honors Seminars

Additional Curricular Opportunities for Honors Scholars

Byrne Seminar

Base Requirements, i.e., Language/Math

Second Year Introduction to Research

Co-Curricular and Extra-Curricular Support

- Honors Advisors
- Faculty Mentors
- Peer Mentors
- Post-Graduate Planning

Honors College Curricular Requirements

Introduction to Research

Additional Curricular Opportunities for Honors Scholars

- “Big Think” Honors Seminars
- or
- Department/School Honors Courses
- Base Requirements, i.e., Language/Math

Third Year Internships/ Global Experience

Co-Curricular and Extra-Curricular Support

Honors Advisors

Internships/ Career Planning

Service Learning

Global Experience/ Study Abroad

Additional Curricular Opportunities for Honors Scholars

Department/School Honors Courses

Contract Course/ Independent Study

Fourth Year Capstone Project

Co-Curricular and Extra-Curricular Support

Introduction to Alumni Programs

Honors College Curricular Requirements

Capstone: Thesis, Exhibition, Research Project, etc.
6–12 credits

RUTGERS

UNIVERSITY | NEW BRUNSWICK

Office of the Chancellor – New Brunswick
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Rutgers, The State University of New Jersey
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